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**RELATIONSHIP OF JOB SECURITY, JOB STRESS AND
ORGANIZATION SUPPORT WITH JOB SATISFACTION
AMONG TEACHERS IN SERI MANJUNG SUB DISTRICT, PERAK**

By



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**Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business,
Universiti Utara Malaysia,
in Partial Fulfillment of the Requirement for the
Master of Science (Management)**

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**RELATIONSHIP OF JOB SECURITY, JOB STRESS AND
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ABSTRACT

This study examines the relationship of job security, job stress and organization support towards job satisfaction of teachers in Seri Manjung, Perak. In addition, this study tries to determine which of the three variables namely job security, job stress and organization support lead more to job satisfaction. Correlation study and proportionate stratified sampling were used in the study. The data were collected from 189 respondents by using a structured questionnaire and then were analyzed using SPSS Version 22.0 software. Results of the study indicate that there is a significant positive relationship between job security and job satisfaction. Results of study also indicate that there is a significant negative relationship between job stress and job satisfaction. Besides that, there is a significant positive relationship between organization support and job satisfaction. Lastly, there is a simultaneous significant influence of job security, job stress and organization support towards job satisfaction. Organization support shows the greater impact on job satisfaction of teachers in Seri Manjung, Perak compare to other variables. The implication of these findings for theoretical and practical aspect is discussed accordingly.

Keywords:

Job security, job stress, organization support, job satisfaction, teacher

**HUBUNGAN KESELAMATAN KERJA, TEKANAN KERJA DAN
SOKONGAN ORGANISASI DENGAN KEPUASAN KERJA
DI KALANGAN GURU-GURU DI SERI MANJUNG SUB DAERAH, PERAK**

ABSTRAK

Kajian ini mengkaji hubungan keselamatan kerja, tekanan kerja dan sokongan organisasi terhadap kepuasan kerja guru di Seri Manjung, Perak. Di samping itu, kajian ini cuba untuk menentukan mana satu daripada tiga pembolehubah iaitu keselamatan kerja, tekanan kerja dan sokongan organisasi membawa lebih kepada kepuasan kerja. Kajian korelasi dan pensampelan berstrata berkadar telah digunakan dalam kajian ini. Data yang dikumpulkan dari 189 responden dengan menggunakan soal selidik berstruktur dan kemudian dianalisis dengan menggunakan perisian SPSS Versi 22.0. Keputusan kajian menunjukkan terdapat hubungan positif yang signifikan antara keselamatan kerja dan kepuasan kerja. Hasil kajian juga menunjukkan bahawa terdapat hubungan negatif yang signifikan antara tekanan kerja dan kepuasan kerja. Selain itu, terdapat hubungan positif yang signifikan antara sokongan organisasi dan kepuasan kerja. Akhir sekali, terdapat pengaruh yang signifikan secara serentak antara keselamatan kerja, tekanan kerja dan sokongan organisasi terhadap kepuasan kerja. Sokongan organisasi menunjukkan kesan yang lebih besar terhadap kepuasan kerja guru di Seri Manjung, Perak berbanding pembolehubah lain. Implikasi dapatan ini bagi aspek teori dan praktikal dibincangkan sewajarnya.

Kata kunci:

Keselamatan kerja, tekanan kerja, sokongan organisasi, kepuasan kerja, guru

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to my supervisor, Dr. Fais Bin Ahmad for the continuous support throughout the whole process of completing this thesis. I could not have imagined having a better advisor and mentor for my study.

Besides my advisor, I would like to thank the rest of my thesis committee: Dr. Shahibudin Bin Ishak and Dr. Hanissah Binti A. Razak for their encouragement and insightful comments.

I would like to dedicate this thesis to my parents, Suhaimi Bin Rahman and Rokiah Binti Osman. Without their constant support and unconditional love, I could not have completed my graduate study.



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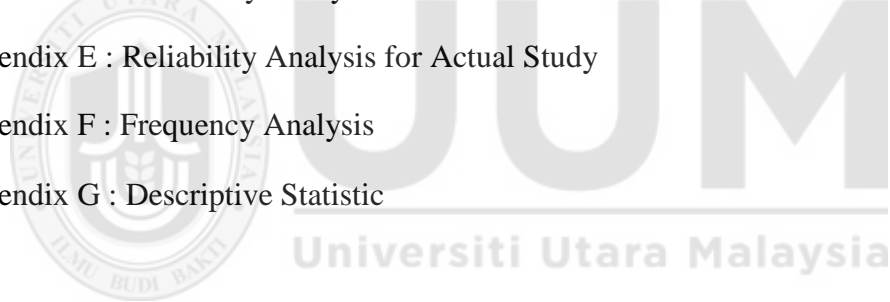
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LIST OF ABBREVIATIONS

HOT	Higher Order Thinking
PISA	Programme of International Student Assessment
PMR	Penilaian Menengah Rendah
PT3	Pentaksiran Tingkatan 3
SK	Sekolah Kebangsaan
SMK	Sekolah Menengah Kebangsaan
SPSS	Statistical Package for the Social Sciences
UPSR	Ujian Penilaian Sekolah Rendah



CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter briefly explains the importance of education and the area being researched which is teacher in the education sector. This chapter also discusses the current education issues including the poor ranking in Programme of International Student Assessment (PISA), juvenile cases among the students in Malaysia, teachers' misconduct cases and the changes in Malaysian's education system. In addition, this chapter also highlights background of the study, problem statement, research questions, research objectives, scope of the study, definition of terms in the context of this study, organization of remaining chapters and summary of the chapter.

1.1 Background of the Study

Education has become a must in this modern era where education promises a brighter future, more stable life and contributes to harmony in society. Education system in Malaysia starts with pre-school, primary school, secondary school and finally based on the results of the examination, students will further their education at the university of their choice.

Education is an important element for development in any country and it starts with primary education. Very few people understand the important of primary school but it is the beginning stage in creating a society that is literate. In Malaysia, the literacy rate of the population of age 15 years and above is 94.64% in years 2016 which is slightly better than result in year 2011 with 93.12%. Albeit the statistic has shown that that Malaysia education system has been improved but this country is still

lack behind as compared to the literacy rate in other countries such as Argentina (98.09%), Armenia (99.77%), Cuba (99.71%), Democratic People's Republic of Korea (100%) and Georgia (99.76%) (Uneco Institute Statistic, 2016).

Poor ranking in PISA test has become one of the hot topics for a long time. PISA test assesses students of age 15 years old randomly every three years in aspect of mathematics, science and reading (National Center Education Statistics, 2013). Malaysia was ranked 52th from total of 65 countries based on the mean score in year 2012. Based on the result in year 2012, the performance of Malaysia's students are still weak and were below global average score. Top five places in the world are dominated by Asian countries while Malaysia was the second worst in Southeast Asia behind of Vietnam and Thailand.

Juvenile case among students is another issue that education sector faces with respect to teachers in Malaysia. Teachers should be able to give a full focus in the classroom. However, a social problem such as threat is likely to occur between teachers and students nowadays. According to Muzammil (2014), there are 7,816 juvenile cases in Malaysia and most of these cases involve school students. Thus, teachers not only manage the students in the school but also have to deal with the social problem as well.

On top of that, teachers' misconduct as what being reported in Malaysia quite often is another major issue that needs to be addressed accordingly. Teachers also face a new wave of violent threats from social media and it could affect their image in the community. Among the cases that received most attention from the public is a female teacher had slapped a female student in a school in Kelantan and was subjected to legal action by the student's parent (Sinar Harian, 2016). Misconduct cases among

teachers will likely to give an impact on the teachers' work performance and also on the quality of education (Betweli, 2013).

Besides that, there are some changes in the Malaysia's education system which may not be please by many people (The Star Online, 2014). Lower Secondary Assessment examination (PMR) already been replaced by Pentaksiran Tingkatan 3 (PT3). According to Sistem Guru Online (2016), new format of Ujian Penilaian Sekolah Rendah (UPSR) already be implemented in 2016 where the objective questions are being reduced and more questions are based on Higher Order Thinking skills (HOT). These changes have given an impact on students who take UPSR in year 2016 in which only 4,896 students (1.1%) scored straight A's out of 440,782 students (The Star Online, 2016). Therefore, those changes in the education system are leading to focus on the job satisfaction and performance of the teachers.

Thousands of articles have been published on the topic of job satisfaction among teachers (Anuar, 2009; Ayele, 2014; Jabnoun & Fook, 2001) and the significant role of teacher in school (Rowe, 2003; Rowe, 2004). However, no such research has been conducted in Seri Manjung, Perak. Seri Manjung is the district capital of Manjung and has been mentioned as the economic hub of Perak (The Malaysian Reserve, 2016). Schools in development area often can provide adequate facilities for teachers to be use in the classroom. Study by Usop, Askandar, Langguyuan-Kadtong, and Usop (2013), found that having adequate facilities lead to high job satisfaction and teachers' effectiveness depends on job satisfaction (Shah, Kakakhel, Gul, & Jehangir, 2016). Hence, it is a necessity for the study to obtain more information on teachers' job satisfaction in Seri Manjung, Perak.

1.2 Problem Statement

Most current studies on cause of low job satisfaction among educators around the world have concentrated on salary and facility (Shafi, Memon & Fatima, 2016), working condition (Nyagaya, 2015), weak collaboration with peers (Resmovits, 2013), experience lack of information in performing duty (Khattak, Ul-Ain & Iqbal, 2013), classroom stress (Klassen & Chiu, 2010), school budget (Markow, Macia, & Lee, 2013), and heavy workload (Kayasta & Kayasta, 2012) as predictors of job satisfaction. In the context of Western education sector, there is continuous decline trend in teachers' satisfaction starting 2008 until 2012 in survey of the American teacher (Resmovits, 2013).

From the past studies, low job satisfaction has been proven to show a negative impact towards employees and organization. Low job satisfaction can lead to absenteeism, lack of commitment and low students' achievement (Brown & Arnel, 2012), staff turnover (Mbah & Ikemefuna, 2012), job transfer to other places (Nyagaya, 2015), and poor of service quality (Piriyathanalai & Muenjohn, 2012). Performance of Malaysia's students in PISA test have continually shown a poor result. In the education sector, a high education quality in terms of student's achievement depends on job satisfaction of teachers (Michaelowa, 2002).

In the context of Malaysia, non-manufacturing industry shows the highest annual turnover rate than manufacturing industry (Table 1.1). Wong (2012) states that there are 11 sectors in non-manufacturing industry and Professional/ Consultancy/ Education/ Training sector shows the third highest of annual turnover rate (29.28%) behind of IT/Communication sector (75.72%) and Hotel/Restaurant sector (32.40%). Based on the findings from this survey, attention and major changes are required by

Malaysian education sector to solve the high turnover issue as it also linked to the job satisfaction of teachers.

Table 1.1
Average Yearly Turnover Rate of Executives by Industry Starting 2010 until 2011

Types of Industry	Annual Average
Manufacturing	
Basic & Fabricated Metallic Products	23.80%
Electrical & Electronics	23.04%
Food & Beverages	17.88%
Petroleum/ Chemical	7.08%
Pharmaceutical/ Toiletries/ Non – Metallic/ Mineral	9.60%
Plastic/ Rubber	19.92%
Printing/ Publishing/ Paper/ Timber/ Wood Products	11.88%
Transport/ Machinery Manufacturing	16.68%
Sub total	18.84%
Non – manufacturing	
Associations/ Societies	33.00%
Banking/ Finance/ Insurance	12.12%
Business Services	15.72%
Holdings & Investment/ Plantation	17.40%
Hotel/ Restaurant	32.40%
IT/ Communication	75.72%
Medical Services	19.80%
Professional/ Consultancy/ Education/ Training	29.28%
Property/ Construction	15.60%
Transport/ Warehouse Services	26.88%
Wholesale/ Retail/ Trading	18.00%
Sub total	22.44%

Source : Wong (2012)

Apart from the issue of turnover, there is also a case of teacher has been investigated due to high absenteeism rate is being debated in the community and Ministry of Education Malaysia takes this issue seriously because they only need qualified teachers and committed to their job (Nasir, 2011). According to Brown and Arnel (2012), low job satisfaction can cause to absenteeism. This news in fact

prompted the researcher to carry out this study to examine the factors that influence job satisfaction of teachers in Seri Manjung, Perak.

Besides that, Abdullah Mad Yunus as school management division director stated that total of 16,296 teachers submit their application in system for school transfer purpose for June 2015 session due to reason of threat, disease and also misconduct cases (Utusan Online, 2015). Some of the most shocking case in Malaysia is when teacher received threat of rape from primary school student (Murali, 2014) and teachers are being transferred to another school due to misconduct cases (Kosmo, 2014). The high number of transfer request could also be an indicator that teachers in that area are having conflict and not secured with their job (Armstrong-Stassen, 2003).

Besides that, graduate teachers who were appointed between year 1989 and 1995 with the exceptional for those with degree in accounting, the rest had to wait longer to be promoted to DG48 which is between 21 to 24 years before being eligible to apply for higher level of post that is DG48 (Berita Harian, 2009). The situation is quite different when compared to graduate teachers who were appointed in 1996 and thereafter. They only have to serve about 20 years to qualify for DG48. Besides that, total of 400,000 ordinary school teachers who were not being promoted despite already served more than 15 years (Utusan Online, 2011). Therefore, a question arise here is whether teachers are being given future career opportunities for advancement in the school. Therefore, the present study seeks to determine to what extend does job security affect the job satisfaction of teachers in Seri Manjung, Perak

The incident of teachers lose their control in school cannot be underestimated. A male teacher in Perak was rested for a week from his duty by State Education

Department of Perak after the teacher beat four students in the school and it was the second incident happened involving the same teacher (Nor, 2014). According to a report from the school, this teacher was believed to have been under pressure and was sent to Hospital Manjung for mental diagnosis and treatment. This is because the actions of injuring or abusing four students were seen as an abnormal behavior from the judgment of the education department. Based on the survey on stress percentage rate by type of job in 2013 (Table 1.2), career of teacher is one of the ‘stressed career’ in Malaysia (Utusan Online, 2013). Teacher profession is ranked at fourth place (45.8%) from total of seven ‘stressed careers’ in Malaysia behind of police (53.7%), prison officer (48.8%) and fireman (47.3%).

Table 1.2
Stress percentage rate by type of job in Malaysia

Type of job	Percentage
Police	53.70%
Prison officer	48.80%
Fireman	47.30%
Teacher	45.80%
Nurse	42.30%
Doctor	40.70%
Pharmacy assistant	35.20%

Source : Utusan Online (2013)

On top of that, teachers also experienced a high pressure due to high expectation from the public when only 1.1% UPSR student score straight A’s with the new format of UPSR (The Star Online, 2016). In other words, the teachers surely feel pressured because of the need to constantly keep up with the changes thus potentially reduce the job satisfaction of the teacher. Most of the studies reveal that stress and pressure were negatively associated with job satisfaction (Ardakani, Zare, Mahdavi, Ghezavati, Fallah, Halvani, Ghanizadeh, & Bagheraat, 2013; Bemana, Moradi,

Ghasemi, Taghavi & Ghayoor, 2013; Bhatti, Hashmi, Raza, Shaikh, & Shafiq, 2011; Mansoor, Fida, Nasir, & Ahmad, 2011; Yahaya, Yahaya, Tamyas, Ismail, & Jaalam, 2010). However, other studies reveal that there is no relationship between job stress and job satisfaction (Saeed, & Farooqi, 2014; Sen, 2008). So, there is an inconsistency result with regard to the impact of job stress on job satisfaction. Therefore, the present study seeks to identify to what extent job stress affect the job satisfaction among teachers.

Paramount challenge faced by teachers in the future is to get support from parents (Yatim, 2016). There is a demand through the media made by the parents to prohibit teachers from scolding and spanking students who do not complete their homework (Kelab Guru Malaysia, 2013). If teachers punish children for disciplinary reasons, some of the parents tend not to support such action. We are uncertain whether help really available from the school and ministry when these teachers are in the difficulty in performing their duty. According to Bernama (2016), Mahdzir Khalid as a minister stated that there is a case when the teachers were being sued by the parents. So, one might question to what extent has the organization support been successful in creating job satisfaction among teachers.

Most of the relevant researches reveal the organization support were positively relate to job satisfaction (Bogler & Nil, 2012; Chinomona & Sandada, 2014; Colakoglu, Culha & Atay, 2010; Riggle, Edmondson, & Hansen, 2009; Wann-Yih & Htaik, 2012). However, Ahmad and Yekta (2010), disclose an opposite result where according to them the organization support was not significantly related to job satisfaction. Hence, there is an inconsistency results with regard to the impact of organization support on job satisfaction. Accordingly, the present study seeks to

determine whether or not the organization support can affect job satisfaction in the context of Malaysian teachers, specifically in Manjung District of Perak.

1.3 Research Questions

- i. What is the level of job satisfaction among teachers in Seri Manjung, Perak?
- ii. Is there any relationship between job security and job satisfaction among teachers?
- iii. Is there any relationship between job stress and job satisfaction among teachers?
- iv. Is there any relationship between organization support and job satisfaction among teachers?
- v. Which of the three variables namely job security, job stress and organization support lead more to job satisfaction?

1.4 Research Objectives

- i. To determine the level of job satisfaction among teachers in Seri Manjung, Perak.
- ii. To examine the relationship of job security with job satisfaction of teachers.
- iii. To examine the relationship of job stress with job satisfaction of teachers.
- iv. To examine the relationship of organizational support with job satisfaction of teachers.
- v. To determine which of the three variables namely job security, job stress and organization support lead more to job satisfaction.

1.5 Scope of Study

The study covered in Seri Manjung, Perak. Total of six primary schools (SK) and three secondary schools (SMK) were located in Seri Manjung, Perak. Teachers from these schools were chosen to survey the effect of job security, job stress and organization support towards teachers' job satisfaction.

1.6 Limitation of the Study

The scope of the study was conducted in Seri Manjung, Perak only because of the time constraint. Therefore, the findings may not be generalized significant to other similar organization at different locations. The population is only limit to full time teachers and not on temporary teachers because the pressure level of this group is relatively high and might produce a bias result. Finally, since this study only involved 189 respondents, bigger sample could have given more accurate findings.

1.7 Definition of Key Terms

Job Satisfaction : Job satisfaction is a feeling of pleasure as result of the job appraisal and achievement of the job's value (Locke, 1976). It also has been defined as the distinct expectations desire for something and the experiences towards the job itself among the workers (Ali & Yarmohammadian, 2006).

Job Security : Job security can be referred to various needs of job features such as opportunities for promotion, freedom to schedule work and maintaining current pay. It also include the element of power to counteract the threats (Ashford, Lee, & Bobko, 1989).

Job Stress : Job stress can be defined as harmful responses to physical and emotional because of the requirements of the job is not parallel with the competence, resources, or personal needs of the worker (Kurz, 2003).

Organization Support : Organization support can be defined as how organization fulfill the worker's needs in term of social emotional and by values their contributions which is regard that something is deserve to get recognition (Eisenberger, Huntington, Hutchison, & Sowa, 1986; Shore & Shore, 1995).

Primary School Teacher : Teacher who serves in primary school and usually handle students with the range age of 7 years old to 12 years old.

Secondary School Teacher : Teacher who works in high school and usually teach students with the range age of 13 years old to 17 years old. According to Wikipedia (2016), the national secondary education in Malaysia consists of five school years referred to as "forms" (tingkatan in Malay).

1.8 Organization of Remaining Chapters

Chapter 1 briefly explains a brief introduction, background of study and then problem statement. It then outlines the research questions, research objectives, scope of study, limitation of the study, definition of key terms and summary of the chapter.

Chapter 2 contains the details review of past studies on job satisfaction, job security, job stress and organization support. In addition, this chapter also discusses the underpinning theory and summary of the chapter.

Chapter 3 explains the research method used in this research paper which includes research framework, hypotheses development, research design of the study, operational definition and measurement of variables. In addition, the researcher also discusses about the sampling design, data collection procedures, techniques of data analysis and summary of the chapter.

Chapter 4 describes the results of the analyses. It then outlines the normality test, response rate, frequency analysis, demographic of respondents, reliability analysis for actual study and descriptive analysis. In addition, the researcher also discusses about the hypothesis testing which include the correlation result analysis and multiple regression analysis. This chapter also discusses about the hypothesis summary and the summary of the chapter at the end.

Chapter 5 discusses the findings of the study, recommendations, and conclusion. It starts with brief introduction of the chapter. It then outlines the discussion on the research objectives, significant of the findings, implication of research findings in theoretical and practical. The researcher also discusses about the recommendation for future research, recommendation for school management and conclusion.

1.9 Summary of the Chapter

The introduction of this chapter has been discussed in this chapter. The researcher had explained a brief introduction, background of study, problem statement, research questions, research objectives, scope of study, limitation of the study, definition of key terms, and organization of remaining topic. The next chapter is the discussion of literature review.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the literatures which are related to the phenomenon of job satisfaction and its precedents. The chapter is organized into four sections. The first section is review of literature pertaining to job satisfaction, job security, job stress and organization support. The second section is the literature review of relationship between job security and job satisfaction, relationship between job stress and job satisfaction and relationship between organization support and job satisfaction. Last section discusses of underpinning theory and summary of the chapter.

2.1 Review of Related Literature

2.1.1 Job Satisfaction

Job satisfaction has been defined in many ways but usually it can be considered as attitude (Weiss & Cropanzano, 1996), emotional feelings towards the job itself either the feeling of positive or negative because of one job experiences (Locke, 1976; Odom, Boxx, & Dunn, 1990), pleasurable emotional state resulting from appraisal of one's job (Brief, 1998), and positive orientation towards the job (Smith, 1969). Study by Herzberg (1959), defines job satisfaction by answering the question of how do you like your job.

Happock (as cited in Aziri, 2011), defines job satisfaction in combination of element psychological, physiological and environmental and this approach focuses on the internal feeling of employees. Apart from that, Kaliski (2007), also defines job satisfaction in a sense of achievement, success, enthusiasm and happiness towards the

job. Armstrong (2006), in his definition on job satisfaction refers to the attitude and feeling towards the job.

Job satisfaction is important element to prevent negative consequences of job dissatisfaction (Aziri, 2011). Negative consequences of low job satisfaction include high absenteeism, lack of commitment, low achievement (Brown & Arnel, 2012), high turnover (Mbah & Ikemefuna, 2012), job transfer (Nyagaya, 2015), and poor of service quality (Piriyathanalai & Muenjohn, 2012). Spector (1997), highlights three importance of job satisfaction. High job satisfaction will result in positive behavior of employees, serve as indicator of employee effectiveness and also evaluation can be made on the organizational unit to boost the performance. Spector in his study also states that company who pay attention to the elements of job satisfaction at workplace will moving towards a healthier environment where employees will be treated with fairness and respect.

There are many factors that can influence the job satisfaction of employees at workplace. In most studies, pay is the most obvious job satisfaction but it is not the only aspect that influences employees' job satisfaction (Janicijevic, Kovacevic, & Petrovic, 2015). Greenberg and Baron (1995), found that job satisfaction not only derived from personal factors (e.g., status, personality, interest) but also from organization factor such as working condition. Janicijevic et al., (2015), reveal a total of six factors which can affect the level of job satisfaction which include managers, relations between colleagues, the job itself, reward, working condition and significant company as support.

Study by Imran, Majeed, and Ayub (2015), found that job security is an important predictor employees' job satisfaction. Several methodological studies also found that the most important predictor of job satisfaction is organization support

(Randall, Cropanzano, Bormann, & Birjulin, 1999; Rhoades & Eisenberger, 2002; Stamper & Johlke, 2003). Besides that, Mengistu (2012), relate with other factors such as salary and fringe benefit, management (e.g., administrative support), work characteristics (e.g., responsibility, work itself, workload), and interpersonal relations (e.g., teachers relationship with principal, colleagues, parents).

As for Spector (1997), the author argues that job satisfaction can be measured using the nine facets approach including pay, promotion, supervision, benefits, contingent rewards, operating conditions, co-workers, nature of work, communication. Spector's further descriptions of the facets are explaining in Table 2.1. However, Sierpe (1999), measures job satisfaction by using eight facets but does not include the element of communication in measuring the job satisfaction of employees.

Table 2.1
Job Satisfaction Facets (9 items)

Job Satisfaction Facets	Description
Pay	Satisfaction with pay and pay raises
Promotion	Satisfaction with promotion opportunities
Supervision	Satisfaction with the person's immediate supervisor
Benefits	Satisfaction with fringe benefits
Contingent rewards	Satisfaction with rewards (not necessarily monetary) given for good performance
Operating conditions	Satisfaction with rules and procedures
Co-workers	Satisfaction with co-workers
Nature of work	Satisfaction with the type of work done
Communication	Satisfaction with communication within the organization

Source : Spector (1997)

Job satisfaction can be measured by using Minnesota Satisfaction Questionnaire version 1967 by the following response categories such as not satisfied, somewhat satisfied, satisfied, very satisfied and extremely satisfied (Weiss, Dawis, & England, 1967). However, the short version in 1977 is more balanced as compared to

the long version in 1967 which compromise by the following response categories such as very satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied and very dissatisfied (Weiss, Dawis, England, & Lofquist, 1977). In addition, degree of job satisfaction of employees can be ranged from extreme satisfaction to extreme dissatisfaction (George & Jones, 2008).

In education sector, job satisfaction is a complex phenomenon. Noordin and Jusoff (2009), had conducted a study of job satisfaction among the academic staff in the public universities in Malaysia which involved a total of 300 respondents were chosen randomly. A total of 7-item general satisfaction scale was used in the study. The findings revealed that the respondents were moderately satisfied with their general job satisfaction. Salary, current position, status, age and marital status appear to be a significant predictor to job satisfaction.

In addition, Ahmad and Abdurahman (2015), also indicate a similar result with previous finding by Noordin and Jusoff (2009), which revealed that the academic staff in their sample shows a moderate level of job satisfaction. Their study involved 21 academic staff whom chosen conveniently as respondents and they used a combination of qualitative and quantitative methods. Interview was performed based on the qualitative method and the information was analyzed by using thematic approach. Total of eight respondents showed high level of job satisfaction, thirteen of them were in moderate level of job satisfaction, while none of the staff had shown low level of job satisfaction. Factors such as social relationship with colleagues, salary, career development and scope of work is said to have contributed to this result.

In contrast, Shafi et al., (2016), found that teachers in government colleges in Pakistan were not satisfied with their jobs. Total of 150 teachers were chosen randomly as respondents and the researchers used a combination of qualitative and

quantitative methods. The result reveals that most of the teachers were not satisfied with salary and the facility in the school.

In conclusion, although numerous studies on job satisfaction have been conducted all over the world, different factors might produce a different effect to these employees. Therefore, the present study seeks to examine level of teachers' job satisfaction in the district of Seri Manjung, Perak.

2.1.2 Job Security

Job security has been defined in many different perspectives but it can be considered as employees' need for stable income, opportunities for personal development at workplace (Kekesi & Agyemang, 2014), need for various job features such as opportunities for promotion, freedom to carrying out the work, maintaining current pay and element of power to counteract the threats (Ashford et al., 1989; Dachapalli, & Parumasur, 2012).

Job security is important element to prevent negative consequences of job insecurity such as low satisfaction (Blanchflower & Oswald, 1999; Moguerou, 2002), negative work behaviors, negative emotion (Reisel, Probst, Chia, Maloles, & Konig, 2010), low commitment (Akpan, 2013), stress, powerlessness, lack of control (Elst, Van den Broeck, De Witte, & De Cuyper, 2012), health problem (Caroli & Godard, 2014), anxiety (Burgard, Kalousova, & Seefeldt, 2012), lack of creativity (Probst, Stewart, Gruys, & Tierney, 2007), decreased job performance, absenteeism (Chirumbolo & Areni, 2005), staff turnover (Probst, 2002; Staufenbiel, & Konig, 2010), job transfer (Armstrong-Stassen, 2003), resistant to change (Greenhalgh & Rosenblatt, 1984) and work-family conflict (Richter, Naswall, & Sverke, 2008). However, Sverke and Hellgren (2002), provide a somewhat different view on

performance in relation to lack of job security which reveals that employees will increase their effort in order to be more valuable to company.

There are many factors that can influence the job security of employees at workplace. Study by Pedraza, De Bustillo, and Tijdens (2005), highlights factors such as job growth and opportunity for pay increase. Akpan (2013), has revealed similar factor with previous finding of Pedraza et al., (2005), which include factors of career growth, promotion opportunity and working conditions in job security. Greenhalgh and Rosenblatt (1984), on the other hand highlights the factors such as lose of job features, sources of threat and powerlessness can influence the job security of employees. On top of that, other factors that can influence the job security of employees can be seen from the pressure due to high standard (Reback, Rockoff, & Schwartz, 2014), and employees' freedom to schedule work (Ashford et al., 1989; Lucky, Minai, & Rahman, 2013).

Job security can be measured by using job insecurity scale developed by Ashford et al., (1989), who combined different dimensions in job insecurity such as job features, threat to job features, total job, threat to the job itself and powerlessness. Kinnunen, Mauno, Natti, and Happonen (1999), used similar approach by previous research by Ashford et al., (1989), but did not distinguish between the element of threat to the job itself and threat to job features. Other researchers distinguished the elements between quantitative job insecurity (worries about losing the job itself) and qualitative job insecurity (worries about losing important job features) in measuring the job security of employees (Hellgren, Sverke & Isaksson, 1999; Kekesi & Agyemang, 2014).

Caplan (2013), states that career development is the new job security. Career development is one of the elements in job security suggested by Kekesi and Agyemang (2014). It was consistent with previous finding by Martin, Staines, and Pate (1998), the authors state that there is a linking between job security and career development. Merchant (2010), states that to meet the personal satisfaction, employees are demanding in terms of personal growth and self-development at workplace. Merchant in his study also suggest that the opportunity given by the company for the career development may lead to organizational effectiveness as well. According to Iresearchnet (2015), job security is considered as employees' opportunities for career development either it is growing, stable or declining. Occupations with declining opportunities for career development can be categorized as having less job security than those with growing opportunities.

In education sector, Akram and Bilal (2013), carried out the study on the factors that contribute to the retention of teachers in Pakistan. Total of 239 generation Y teachers in private education sector in Pakistan were chosen randomly and data were collected through questionnaires by using five point Likert scale. Most of the respondents agreed that lack of job security contribute to job dissatisfaction among the teachers. 98% of the respondents agreed that job security enhance their job retention and 95% of the respondents also agreed that flexibility at workplace is important matter for the teachers in the school.

In conclusion, quite a number of studies on job security of educators have been conducted around the world. However, as far as the researcher knows, a study on job security which is confine to job features and powerlessness with job satisfaction of teachers is rarely been conducted in Malaysia.

2.1.3 Job Stress

Job stress can be defined as harmful responses to physical and emotional because of the requirement of the job is not parallel with the competence, resources, or personal needs of the worker (Kurz, 2003). Essiam, Mensah, Kudu, and Gyamfi (2015), view job stress as body's reaction towards the changes in physical and mental adjustment to responsibilities at workplace. While Canadian Centre for Occupational Health and Safety (2000), defines this psychological phenomenon as conflict between job demands and amount of control that employee has to meet this demands.

Job stress is important element to prevent negative consequences of high stress such as low satisfaction (Sigler & Wilson, 1988), burnout (Ismail, Suh-suh, Ajis, Dollah, 2009), absenteeism, (Stacciarini & Troccoli, 2004), staff turnover, high sick absence (Van Rhenen, Blonk, Schaufeli, & Van Dijk, 2007), decrease employee efficiency, behavioral problem (Mehri, 2000), health problem (Gosling, Batterham, Glozier, Christensen, 2014; Lin, Liao, Chen, & Fan, 2014), fatigue, slowed thinking, mood swings, neglect of responsibility (Canadian Centre for Occupational Health and Safety, 2000), low self-esteem and low motivation (Ahmady, Changiz, Masiello, & Brommels, 2007). Simmons (2000), provides somewhat a different view on the consequences of job stress on employees. Simmons in his study divides the job stress into two categories which are eustress and distress. Eustress consists of positive affect which lead to high performance and distress consist of negative affect which lead to decrease in performance.

There are many factors that can contribute to the employees' job stress at workplace. Among the factors include high number of task and project (Iskandar, Majzub, & Mahmud, 2009), role conflict, performance pressure (Caplan, Cobb, French, 1975), poor working environment (Mansoor et al., 2011), job insecurity

(Green, 2015), excessive work, homework interface, poor relationship with colleagues (Ahsan, Abdullah, Fie, & Alam, 2009), working hours, routine of work, time pressure, administrative work (Anuar, 2009), disagreement with management, lacks of information, lack of authority in performing duty (Bashir & Ismail, 2010), uncertain about the expectation within a certain role or known as role ambiguity (Khattak et al., 2013), and workload (Newton & Teo, 2014; Klassen & Chiu, 2010).

Job stress can be measured by using job stress scale developed by Caplan, Cobb and French (1975), in four dimensions such as workload, role conflict, role ambiguity and performance pressure. Most of the stress cases by employees involve workload as the main contributor (Ross & Normah, 2011). Anuar (2009) used a workload dimension in measuring the job satisfaction of teachers by the following response categories such as strongly disagree, disagree, neutral, agree and strongly agree. On top of that, Role Stressor Scale (RSS) developed by Rizzo, House and Lirtzman (1970), also can be used to measure the job stress of employees by using five-point Likert scale ranging from strongly disagree to strongly agree.

In the context of education sector, a related study of job stress and job satisfaction of teachers in Nepal was conducted by Mondal, Shrestha, and Bhaila (2011). In their study, a total of 69 teachers were chosen randomly from the private schools. The findings revealed that teachers were experiencing mild to moderate stress from their job. The most stressful situation experienced by the teachers include physical complains as migraine, work-life balancing, excessive monitoring regimen and harassment at workplace. Hence, it shows that the working environment of these teachers is not favorable and contributes to job stress of teachers.

Bhatti et al., (2011), a related study conducted in Pakistan on 400 respondents from public universities. The study measured job stress in six dimensions such as management role, relationship with others, workload pressure, homework interface, role ambiguity and performance pressure. The results reveal that only management role and relationship with others had no direct effect to job stress. In fact, most of the respondents agreed that job stress has negative impact on their health.

Study by Johannsen (2011), was conducted in order to identify the job stress factor among certified teachers. A total of 238 respondents were chosen randomly and the researcher concluded that the teachers experienced moderate degree of stress. A heavy workload and time pressure has been identified as the main factor causing a stress. The study suggest that these teachers have a short time to make a preparation for lesson in the class and thus caused these teachers feeling more stressed out.

With regard to education sector in Malaysia, study by Kosnin and Cheman (2008), was conducted in Melaka and a total of 73 principals of primary school were randomly selected to form a sample. The results revealed that the level of stress in physical aspect experienced by the respondents was at a moderate level. This is due to tiredness and exhausted from too much work pressure faced every day as a principal and school administrators.

In conclusion, the review of the literature has shown that job stress not only give a negative impact on individual but also on organization as well. It can give an affect to operation's efficiency of the company as employees' efficiency decrease due to job stress. Therefore, by understanding the factors that create stress in the context of Malaysian teachers, specifically in Manjung District of Perak is important in order to improve the job satisfaction of these teachers in future.

2.1.4 Organization Support

Organization support can be defined as how organization fulfills the employees' needs in terms of social emotional and by valuing their contributions which is regarded as something that is deserved to get recognition (Eisenberger et al., 1986; Shore & Shore, 1995). Apart from that, it is also being understood as a degree of organization cares about employees' well-being (Rhoades & Eisenberger, 2002; Allen, Armstrong, Reid, & Riemenschneider, 2008).

Organization support is another important element that organization need to take into consideration. This is to prevent any negative consequences that may arrive due to low perceived of organization support among employees such as low satisfaction (Karatepe, 2012; Patrick & Laschinger, 2006), staff turnover (Aaron, 2011), turnover intention (Maertz, Griffeth, Campbell, & Allen, 2007), decreased in job performance, high sick time, low commitment, low loyalty (Rhoades & Eisenberger, 2002), less participation, lack of input in decision making (Lee & Cummings, 2008), high absenteeism (Eisenberger et al., 1986), stress (Julia, Catalina-Romero, Calvo-Bonacho, & Benavides, 2013), behavioral problem at workplace (Blackmore & Kuntz, 2011), role conflict (Harris, Harris, & Harvey, 2007), low trust in top management (Webber, Bishop, & O'Neill, 2012), low sense of belonging and self-esteem, not voluntary engage in organization activities (Eisenberger, Fasolo, & Davis-LaMastro, 1990), lack of building teamwork, negative working climate (Wangombe, Wambui, & Kamau, 2014), burnout (Cropanzano, Howes, Grandey, & Toth, 1997), and withdrawal behavior such as tardiness (Guzzo, Noonan, & Elron, 1994).

There are many factors that can contribute to highly perceived of organization support of employees at workplace such as greater social support from employer and coworkers (Ducharme & Martin, 2000; Grissom, 2011), open communication between employees and administration (Skrapits, 1986), recognition of good work, favorable help to employees (Eisenberger, Cummings, Armeli & Lynch, 1997), fair treatment, supervisor support, favorable job condition (Rhoades & Eisenberger, 2002), administrative support, level of respect received at workplace (Mengitsu, 2012), task variety, proper training, taking pride in the accomplishment work, (Eisenberger et al., 1986), positive evaluation (Patrick & Laschinger, 2006), favorable opportunities for rewards (Shore & Shore, 1995), empowerment (Bogler & Nir, 2012), mentorship activities (Baranik, Roling & Eby, 2010), consider employees' opinion, goals and values (Chiang & Hsieh, 2012), and opportunity to be heard (Lee & Cummings, 2008).

Organization support can be measured using the longer version (36-items) of Survey of Perceived Organizational Support scale by Eisenberger et al., (1986) on 7 point Likert scale. Half of the statements were positively worded and the rest were negatively worded in order to prevent bias answer by the respondents. The shortened version consists of eight items developed by Eisenberger et al., (1997). These 8 items were the highest internal reliability reported by previous finding of Eisenberger et al., (1986) and 7 point Likert scale was also used in the study.

In the education sector, Chinomon and Sandada (2014) investigated relationship between organization support and job satisfaction of teachers in South Africa. A total of 170 teachers were selected as a sample and only 151 usable questionnaires were used to analyze the data. The results revealed that teachers were satisfied with the organization support element where this can be seen in terms of

their belief that schools are voluntary care for them. Therefore, Chinomon and Sandada suggest that when this need is fulfilled, it motivates teachers to perform better in the school.

Bogler and Nir (2012), were conducted a study on teachers in Israel. A total of 2,565 teachers were chosen from 153 elementary schools to form a sample. The results revealed that organization support was found as a critical variable in the study and influence the job satisfaction of teachers. The researchers also reveal that the most powerful element of empowerment in organization support is earned status and respect. Therefore, teachers' empowerment can be considered as important factors that influence the job satisfaction of teachers.

According to Woo and Chelladurai (2012), environmental support at workplace includes the co-worker support, supervisor support and organization support. Supervisor is the person who directly evaluates the subordinates' performance. Therefore, employees view this role as indicative of the organization support (Eisenberger et al., 1986). A survey conducted in year 2005 reveal that 75% of new teachers not satisfied with their relationship with parents and cause a stress to them (Metlife, 2005). Mengistu (2012), also states that the respect received and the relationship with parents will enhance the teaching effectiveness and perceived organization support of teachers.

By taking the above discussions into account, the present study also includes the element of co-worker support, supervisor/principal support, administrative/school support and parents support. Accordingly, the present study seeks to determine whether or not the perceived level of organization support can affect job satisfaction in the context of Malaysian teachers, specifically in Manjung District, Perak

2.2 Relationship between Job Security and Job Satisfaction

Several empirical evidences have demonstrated that the relationship between job security and job satisfaction is positive. Yousef (1998), support this relationship and contend that there is a significant positive correlation of job security and job satisfaction. In a similar vein, Imran et al., (2015), argue that there is a positive correlation between job security and job satisfaction. The study reports that job security is predictor to job satisfaction. Raza, Akhtar, Husnain, and Akhtar (2015), found a significant positive association between the two variables. Similar relationships were also found in Zeytinoglu, Yilmaz, Keser, Inelmen, Uygur, and Ozsoy's (2012) study of the impact of job security towards job satisfaction of employees in Turkish. The authors further stress that high job security was associated with high job satisfaction. In addition, study by Hur and Perry (2014), also found a significant positive relationship between job security and job satisfaction. Therefore, the following hypothesis was developed :

H11 : There is a significant relationship between job security and job satisfaction

2.3 Relationship between Job Stress and Job Satisfaction

Empirical evidences have also been show by previous studies in relation to the relationship between job stress and job satisfaction. Bemana et al., (2013), investigated the relationship between job stress and job satisfaction of 200 public municipalities in Iran. The researchers found that high job stress was associated with lower job satisfaction. In a similar vein, Ardakani et al., (2013), found that job stress negatively impacts on job satisfaction of employees. Bhatti et al., (2011), investigated the relationship between job stress and job satisfaction among 400 university teachers in Pakistan. The results support the negative relationship between job stress and job

satisfaction. Similarly, study by Mansoor et al., (2011), found a significant negative relationship between job stress and job satisfaction of employees in telecommunication sector in Pakistan. In addition, study by Yahaya et al., (2010), also found a negative relationship between job stress and job satisfaction. Therefore, the following hypothesis was developed :

H1₂ : There is a significant relationship between job stress and job satisfaction

2.4 Relationship between Organization Support and Job Satisfaction

Previous studies have proven the relationship between organization support and job satisfaction is positive. Example, Bogler and Nil's (2012), study which support this relationship and contend that there is a significant positive relationship between organization support and job satisfaction of teachers in Israel. In a similar vein, Chinomona and Sandada (2014), found that organizational support positively influences the job satisfaction of teachers in South Africa. Similarly, study by Wann-Yih and Htaik (2012), found a significant positive relationship between organization support and job satisfaction. Besides that, study by Colakoglu et al., (2010), found that organization support positively affects job satisfaction of employees in hotel industry in Turkey. Study by Riggle et al., (2009), also found that employees who are supported by their organization are satisfied with their job. Therefore, the following hypothesis was developed :


H1₃ : There is a significant relationship between organization support and job satisfaction

2.5 Underpinning Theory

2.5.1 Maslow Theory

Several theories have been suggested so far in many studies but the most popular theories of job satisfaction is Maslow Theory (Burtson & Stichler, 2010; Ekvanian, 2012; Foor & Cano, 2011; Taormina & Gao, 2013). Maslow (1943), states that human needs can be divided into five stages which include physiological, safety, social, self-esteem and self-actualization (Figure 2.1). According to Worlu and Chidozie (2012), human needs are ordered from lower-order to higher order needs.

Figure 2.1
Maslow Needs Hierarchy

	General Factors	Need levels	Organizational Factors
<p>Complex needs</p> 	Growth Achievement Advancement	Self-actualization (5)	Challenging job Advancement Achievement in work
	Self-esteem Esteem from others Recognition	Esteem (4)	Titles Status Promotion
	Affection Acceptance Friendship	Social (3)	Quality of supervision Compatible work groups Professional friendship
	Safety Security Stability	Safety (2)	Safe working conditions Fringe benefit Job security
	Water Food	Physiological (1)	Heat and air conditions Base salary
Basic needs			

Source : Lunenburg & Ornstein (2004)

According to Redmond and Subedi (2016), employer must understand that lower-level needs (physiological, safety) must be satisfied before their employees can move into higher needs (social, self-esteem, self-actualization). The authors mention that employees in the beginning stage of their career are very concerned with their safety needs. Lunenburg and Ornstein (2004), identified job security as one of the factors in safety need. By offering a stable income and promotion opportunity to employees, it can enhance their job security at workplace (Redmond & Subedi, 2006). Therefore, high job security was associated with high job satisfaction (Hur & Pery, 2014).

Safety needs in Maslow Theory also include the desire to be safe from both physical and emotional state (DuBrin, 2011). Some of the factors that contribute to job stress include uncertain about the role (Bashir & Ismail, 2010) and job insecurity (Green, 2015). Green in his study reveals that psychological aspect of the stress associated with the uncertainty. Stress is the direct effect of failing to meet one of the human needs in Maslow theory. When employees experienced job stress, it can cause a fatigue and mood swings (Canadian Centre for Occupational Health and Safety, 2000). These employees will fail to meet the safety needs as suggested by DuBrin (2011) in Maslow Theory. Therefore, high job stress was associated with low job satisfaction (Bemana et al., 2013).

High quality of supervision, compatible work groups and professional friendship at workplace can be categorized as social needs (Lunenburg & Ornstein, 2007), and also had been recognized as important factors in organization support (Eisenberger et al., 1986). One of the negative consequences of low perceived of organization support is low sense of belonging (Eisenberger et al., 1990). By offering

these elements to employees, it can enhance the sense of belonging at workplace and lead to highly perceived of organization support.

On top of that, recognition and respect also had been recognized as important factors in organization support (Eisenberger et al., 1997; Mengitsu, 2012). Recognition and respect also has been categorized under self-esteem needs (Lunenberg & Ornstein, 2004). The existing of these elements among employees can enhance their self-esteem and lead to highly perceived of organization support. Therefore, high perceived of organization support can be linked to job satisfaction (Riggle et al., 2009)

Previous studies had stated that each business entity has its own way to motivate it employees and has used the approach from the perspective of need fulfillment in order to create job satisfaction (Kreitner & Kinicki, 2007). The authors also further emphasized that need fulfillment is based on the satisfaction and can be determined to what extent employees' job allows them to meet their personal needs. Bishay's (1996), study reveal that job satisfaction is derived from high order needs rather than lower-order needs. Therefore, this study concerns to examine level of job satisfaction in the context of Malaysian teachers, specifically in Seri Manjung Sub District of Perak.

2.6 Summary of the Chapter

The researcher had explained a brief introduction and review of related literature of job satisfaction, job security, job stress and organization support. Besides that, the researcher had discussed the literature review of relationship between job security and job satisfaction, relationship between job stress and job satisfaction and relationship

between organization support and job satisfaction. The researcher also had explained the underpinning theory. The next chapter is the discussion of methodology.



CHAPTER 3

METHODOLOGY

3.0 Introduction

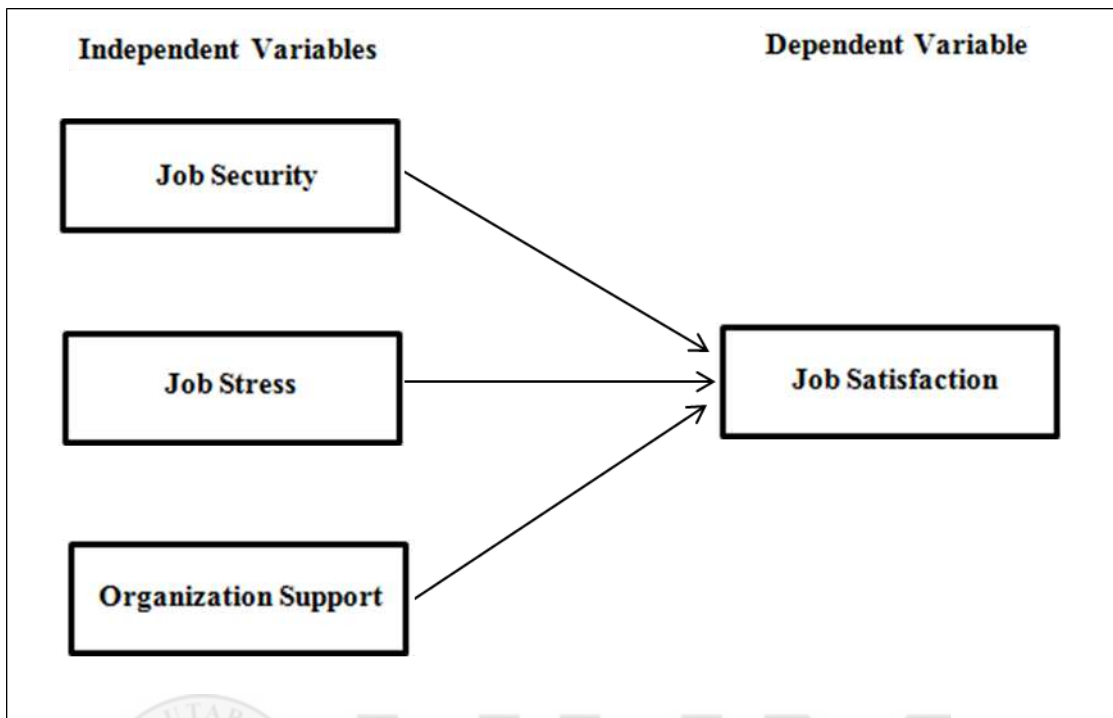
This chapter briefly explains the research methodology adopted to carry out this study. This chapter also discusses the research framework, hypotheses development, research design and operational definition in the present study. In addition, this chapter also highlights measurement of variables/instruments, sampling design, data collection procedures, data analysis techniques and summary of the chapter.

3.1 Research Framework

Research framework has been developed from the literature review and research problem of study. Maslow Theory is being used to understand the phenomenon of job satisfaction and specifies which variables influence a phenomenon of researchers' interest in the present study. One dependent variable and three independent variables have been identified, they are job satisfaction as dependent variable meanwhile job security, job stress and organization support are independent variables.

The aim of this study is to examine the relationship of job security, job stress and organization support with job satisfaction. Besides that, the researcher also wants to determine the strengths of the three variables namely job security, job stress and organization support in influencing job satisfaction. The connection and relationship between job security, job stress and organization support with job satisfaction is shown in Figure 3.1 below.

Figure 3.1
Framework Model



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3.2 Hypotheses Development

3.2.1 Hypothesis 1

H0₁ : There is no significant relationship between job security and job satisfaction

H1₁ : There is a significant relationship between job security and job satisfaction

3.2.2 Hypothesis 2

H0₂ : There is no significant relationship between job stress and job satisfaction

H1₂ : There is a significant relationship between job stress and job satisfaction

3.2.3 Hypothesis 3

H0₃ : There is no significant relationship between organization support and job satisfaction

H1₃ : There is a significant relationship between organization support and job satisfaction

3.2.4 Hypothesis 4

H0₄ : There is no simultaneous significant influence of job security, job stress and organization support on job satisfaction

H1₄ : There is a simultaneous significant influence of job security, job stress and organization support on job satisfaction

3.3 Research Design

Research design focuses on how data can be collected and what is the suitable instrument to analyze data. Research design is a plan to obtain information from selected respondents (Welman & Kruger, 2004) and “the plan, structure, and strategy of investigation conceived so as to obtain answers to research questions and control variance” (Kerlinger (1978, p.300). In this section, the researcher describes on type of study, rationale for selecting quantitative data, source of data, population of study and sampling.

3.3.1 Type of Study

Researcher decided to adopt correlation study for the survey to determine whether the variables are connected or not. According to Sekaran and Bougie (2010), correlation study is chosen for the study because researchers want to know whether the selected variables are associated with problems. For quantitative research, to support or reject the hypothesis, the researcher need to test the theory through the collection of data (Creswell, 2013). On top of that, researcher used a quantitative approach in the present study in collecting data to test the hypothesis about the relationship that exist between the independent variables such as job security, job stress and organization support with job satisfaction as dependent variable.

Apart from that, the current study is conducted based on the cross section study whereby the researcher collected the data at single point in time. According to Uma and Rogers (2009), a cross sectional-data collection is taken for collecting data from the intended sample group once. In present study, the researcher collects data by using a cross-sectional study and at single point in time.

3.3.2 Rationale for Selecting Quantitative Data

A scientific tool is needed to gather data from the selected sample in the study to examine the level of teachers' job satisfaction. In this regard, Five Likert-type scales is a suitable survey instrument in the present study. According to Gall, Borg, and Gall (1996), Likert-type scale measures the level of agreement with various statements of individuals about an attitude towards object. The scales are divided into five components which are strongly agree, agree, neutral, disagree and strongly disagree. Five Likert-type scale had provide researcher a series of statements and responses needed for the study.

Study by Spector (1997), reveals that studying job satisfaction using an interviewing method is too expensive and took a longer time to complete. Therefore, researcher used questionnaires to obtain necessary information from the sample. Questionnaire is the best method for data collection if the researcher knows how to measure the variables.

Besides that, it is difficult to get a response from the teachers regarding their career if it touches something which is considered as a sensitive issue. Therefore, anonymous survey questionnaire is the best method to collect the information from the teachers (Anuar, 2009). Respondents' name will not be known and will not be disclosed. Analysis on data is based on Statistical Package for the Social Sciences (SPSS). SPSS is very useful to analyze a large data. The quantitative method basically requires the researcher to collect data from large samples and this software makes it possible for the researcher to conduct this study.

3.3.3 Sources of Data

Primary data is the data that being collected based on the “firsthand” information (O’Leary, 2013). Primary data collection has several advantages such as the researchers can obtain information for the specific purpose and it can reach to a large number of respondents. In the present study, the researcher obtained a primary data directly from the questionnaires that were distributed accordingly.

3.3.4 Unit of Analysis

There are nine schools including six primary schools (SK) and three secondary schools (SMK) located in Seri Manjung, Perak (Jabatan Pendidikan Negeri Perak, 2016). With regard of this, unit of analysis in the present study is a teacher in these schools.

3.3.5 Population and Sampling Frame

Population is a group of persons that having a common characteristic and has been defined as the total category of a matter where the focus is on a particular research subject (Creswell, 2005; Zikmund, 2000; Zikmund, 2003). Total population of teachers in the district of Seri Manjung, Perak was 665 teachers. This figure was officially obtained from Manjung Education Office (Pejabat Pendidikan Daerah Manjung).

Based on the population of the study, the researcher subsequently determine the sample size. Sample can be defined as a subset of the population (Sekaran & Bougie, 2010). A sample is also referred to “a small portion of the study population” (Awuondo, 1994, p. 11). To conduct a research, the sample size larger than 30 and less than 500 are appropriate for most research (Roscoe, 1975).

Krejcie and Morgan (1970), have produced a table in order to determine the sample size (Appendix A). As suggested in table of sample size by Krejcie and Morgan (1970), the researcher should select 248 respondents as a sample. However, the researcher decided to use a larger sample size which is 300 which accounted of 45% from the population due to a possibility not getting back the questionnaires from some of the respondents.

3.4 Operational Definition

3.4.1 Job Satisfaction

To measure the job satisfaction among teachers, nine aspects of satisfaction or job facets were measured in the study. According to Spector (1997), job satisfaction is operationally defined as indicator of employees' satisfaction on pay (e.g., "I am satisfied with my salary"), promotion opportunities (e.g., "I am satisfied with my opportunities for promotion"), immediate supervisor (e.g., "I am satisfied overall with relationship with my immediate supervisor/principle"), fringe benefits (e.g., "I am happy with the types of allowance given"), rewards given for good performance (e.g., "I get enough praise for doing a good job"), rules and procedures (e.g., "I am happy with the way teachers are evaluated"), co-workers (e.g., "I am pleased with my relationship with co-workers"), type of work done (e.g., "I am happy with the type of work I do as a teacher"), communication within the organization (e.g., "Communication seem good within this school"). For each specific of job facets mentioned above, the respondents were ask to answer based on the 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The items in questionnaire were adopted and adapted from previous studies from Weiss et al., (1967) and also from Mengistu (2012).

3.4.2 Job Security

To measure the teachers' perception on job security, two facets of job security were measured in the study. According to Ashford et al., (1989), job security is operationally defined as indicator of employee's' appraisal on job features such as promotion opportunity (e.g., "My future career opportunities for advancement in this school are favorable"), freedom at workplace (e.g., "I have a freedom to schedule my own work"), maintaining current pay (e.g., "My income is likely to be unstable and uncertain"). Besides that, the authors also defined job security as indicators of employees' appraisal on element of powerlessness to counteract the threat (e.g., "I have enough power in this school to control event that might affect my job"). The items in questionnaire were taken from Ashford et al., (1989), and also from Kekesi and Agyemang (2014). For each specific of job security facets as stated above, the respondents were requested to respond based on the 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), by giving their rate and opinion on the series of statements regarding of how much they agree or disagree with the items.

3.4.3 Job Stress

To measure job stress faced by respondents, four facets of job stress were measured in the study. According to Caplan, Cobb, and French (1975), job stress is operationally defined as indicator of employees' appraisal on workload, role conflict, role ambiguity and performance pressure. For each specific of job stress facets as mentioned above, the respondents indicated on a scale from 1 (strongly disagree) to 5 (strongly agree) the extent to which they agreed or disagreed with respect to the following statements of workload (e.g., "My working hour is loading"), role conflict (e.g., "I have conflict on job request from my co-workers"), role ambiguity (e.g., "I

often feel I'm unclear about the scope and responsibilities of my job"), performance pressure (e.g., "My work has to be done very fast"). The items in questionnaire were taken from Anuar (2009), Currvivan (1999), Doraisamy (2007), Firth, Mellor, Moore, and Loquet (2004), Johnston, Parasuraman, Futrell, Rizzo, House, Lirtzman, and Black (1990), Malek (2010), Rizzo et al., (1970) and also from Weiss et al., (1967). The respondents were asked to give their rate and opinion on the series of statements regarding of how much they agreed or disagreed with the items.

3.4.4 Organization Support

To measure the perception of teachers towards organization support, five aspects of organization support were measured in the study. Organization support is operationally defined as indicator of employees' appraisal on organization/administration support, supervisor/principal support, co-worker support and parent support (Eisenberger et al., 1997; Mengistu, 2012). For each specific of facets as mentioned above, the respondents indicated on a scale from 1 (strongly disagree) to 5 (strongly agree) the extent to which they agreed or disagreed with respect to the following statements of organization/administration support (e.g., "Help is available from the school when I have a problem"), supervisor/principal support (e.g., "My immediate supervisor/principle is understanding when I talk about personal or family issues that affect my work"), co-worker support (e.g., "My co-worker really care about me"), and parent support (e.g., "I am happy with the support that I get from the students' parents"). The items in questionnaire were taken from Anderson, Coffey, and Byerly (2002), Ducharme and Martin (2000), Eisenberger et al., (1997), Eisenberger et al., (1986), and also from Mengitsu (2012). The respondents were asked to give their rate and opinion on the series of statements regarding of how much they agree or disagree with the items.

3.5 Measurement of Variables/Instrumentation

3.5.1 Validation of Instrument

As it is known, the questionnaire is the main tool for data collection. A close-ended questionnaire was created to obtain necessary information from respondents. The questionnaire consists of five sections namely section one (demographic profile), section two (job satisfaction), section three (job security), section four (job stress) and section five (organization support). All questions have been constructed in two languages which are English and Malay to enhance the understanding of the respondents while answering the survey questions. Prior to the distribution of the questionnaires, back to back translation as performed.

Two types of scales that were employed in the study which are nominal scale and five point Likert scale. A nominal scale is being used to obtain personal data such as gender, income or marital status (Cavana, Delahaye, & Sekaran, 2001). In this questionnaire, researcher used nominal scale in section one. Five point Likert scale ranging from 1 strongly disagree to 5 strongly agree are being used for the remaining sections (Table 3.1).

Table 3.1
5-Point Likert Scale

Choices	Scale
Strongly disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly agree	5

Source : Zikmund (2003)

The following Table 3.2 list the sources of the instruments :

Table 3.2
Sources of Instruments

Variables	Item	Scales	Sources
Section ONE: Personal detail	7	Nominal scale	
Dependent Variable Section TWO: Job Satisfaction	28	Likert Scale	Mengistu (2012), Weiss et al., (1967)
Independent Variables Section THREE: Job Security	8	Likert Scale	Ashford et al., (1989), Kekesi & Agyemang (2014)
Independent Variables Section FOUR: Job Stress	27	Likert Scale	Anuar (2009), Currivan (1999), Doraisamy (2007), Firth et al., (2004), Johnston et al., (1990), Malek (2010), Rizzo et al., (1970), Weiss et al., (1967)
Independent Variables Section FIVE: Organization Support	20	Likert scale	Anderson et al., (2002), Ducharme & Martin (2000), Eisenberger et al., (1997), Eisenberger et al., (1986), Mengitsu (2012)

3.5.2 Pre-test Method

According to Converse and Presser (1986), pre-test is a low cost method in detecting problems in questionnaire and minimize the response errors such as misinterpreting the questions. Ambiguity in phrase also will be taken into consideration. This method will enable the researcher to adjust the items in survey again to minimize the response errors.

The questionnaires were tested on a small sample of six UUM postgraduate students who stayed in the campus. This method required the participants to give comments on items or words that were included in the questionnaire. The outcomes of the pre-test showed that the respondents have no problem in understanding the whole items of questionnaire. Therefore, the researcher proceed with those questionnaire in the pilot test.

3.5.3 Back-to-back Translation

Since Bahasa Malaysia is a national language in Malaysia, the questionnaire had to be prepared in these languages while retaining English language as an alternative for the respondents to attend and answer. Brislin (1970), states that back translation help to improve the quality of final version of questionnaire. With that reason, back translation method was used by the researcher in the present study. The process for back-to-back translation started from the source to the target language and translating it back from the target language to the source. The process of back-to-back translation is independent from each other.

3.5.4 Pilot Test

Pilot test helps the researcher to detect any questions that may not fit for the study and later the researcher can adjust the questions in the actual study (Mcintire & Miller, 2007). The authors also reveal that after the questions have been measured through pilot test, next is to determine the final form of the questions. A total of 33 respondents were selected to participate in the pilot test. The questionnaires that have been answered by the respondents of the pilot test were analyzed to test the reliability by using SPSS.

3.5.5 Reverse-scored Item

According to DeCoster (2000), reverse-scored item is a technique to encourage respondents to read the selected questions more carefully. The language in reverse coded item should straightforward as the normal items. Firstly, the items must be oriented in the same direction where the large value indicates more of the construct and the small value will indicate better amount of construct. The reverse-score items are being arranged in the following way :

Table 3.3
Reverse-score Items

Old Value	New Value
1	5
2	4
3	3
4	2
5	1

Some of the examples of reverse score questions are; “Even if I did the best job possible, my school will fail to notice” and “I am worry that I might not able to attain pay increase”.

3.6 Sampling Design

3.6.1 Probability Sampling : Proportionate Stratified Sampling

Sampling design can be classified either probability sampling or non-probability sampling (Sekaran, 2003). Anuar (2009), states that when members of the population have known chance of being chosen for the sample, it is known as probability sampling. If the members in the population do not have known being selected, it is known as non-probability sampling.

Researcher used probability sampling in the current study. The sample of teachers was selected by using stratified random sampling design. Stratification help in ensuring that sample have equal proportions in each category (Mengistu, 2012). The questionnaires were proportionately divided among the teachers serving in the respective schools (Refer to Table 3.4 for the summary of population and sample).

Besides that, the researcher used systematic sampling which sample of the teachers are selected according to random starting point and fix periodic interval. To obtain this sample proportionate sampling, the researcher has to determine the respondents based on proportionate sampling. This was done by dividing the number of respondents of each strata by total population and multiply the sample size. This is followed by determining the sample of proportionate sampling. In which the formula for this method is population divided by sample (population/sample = 665/300). Therefore, every second person from teachers' name lists are being chosen and continued to rotate this pattern until meet the target sample of 300. The following Table 3.4 shows the summary of population and sample of teachers.

Table 3.4
Summary of Population and Sample of Teachers

School Name	Type	Number of Teachers	Sample of Teachers
SK Muhammad Saman	SK	28	13
SK Seri Manjung	SK	118	53
SK Kpg. Dato' Seri Kamaruddin	SK	68	31
SK Seri Setiawan	SK	63	28
SK Seri Bayu	SK	80	36
SK Seri Samudera	SK	42	19
SMK Seri Manjung	SMK	109	49
SMK Seri Samudera	SMK	99	45
School A (as requested by the school concerned for the purpose of anonymity)		58	26
Total		665	300

3.7 Data Collection Procedures

Data collection procedure were conducted in two phases. Phase one involved the pilot test in SK Ayer Tawar and SK Changkat Chermin and the second phase is the main survey. The data were collected from teachers in eight schools in Seri Manjung, Perak and it took about a week to perform this task before it started with the analysis process. Total of 300 questionnaires were distributed to the respondents through personal distribution and appointed person in school.

The objectives of the survey were briefly explained to the appointed person before the questionnaires were distributed to the teachers. However, the researcher failed to get permission from one of the school due to it busyness with various activities. The acceptable response rate to conduct a study is above 50% (Hair, Black, Babin, & Anderson, 2010). Response rate in the present study 63% and is considered acceptable. Table 3.5 described the fraction of the questionnaires received and rejected in the present study.

Table 3.5
Data Collection Instruments Responses

Respondents	Frequency	Percentage
Total population	665	
Distributed	300	100%
Received	189	63%
Rejected	45	15%
Accepted	189	63%

3.8 Data Analysis Techniques

Data analysis assists the researcher to focus on the valuable information and make a conclusion based on the result generated from the data. Data collected were analyzed by using the SPSS version 22.0. Several data analysis techniques that being used in

the present study include normality test, descriptive statistic, frequency analysis, Pearson correlation analysis and multiple regression analysis.

3.8.1 The Reliability of Instruments

According to Tavakol and Dennick (2011), high quality test is needed in research study and the Cronbach's Alpha is commonly used to measure the reliability of the instruments. Range of 0.60 and 0.70 are acceptable and 0.80 is a good scale for instruments (Sekaran & Bougie, 2011). Therefore, the cut-off alpha for the survey is 0.60.

3.8.2 Normality Test

Normality test is important to the graphical assessment of normality in the data (Elliott & Woodward, 2007). Data are normally distributed when it fit a bell-shaped curved (McDonald, 2009). According to Ghasemi and Zahediasl (2012), data points that close to the diagonal line are normally distributed and if the points stray from the line are not normally distributed.

3.8.3 Descriptive Statistic

Descriptive statistic is a technique to identify the maximum, minimum, mean, variance and standard deviation. It also helps the researcher to obtain frequencies and summarizing data in simple graph or quantitative before making inferences. Frequency analysis helps in summarize the whole questions asked in the survey (Sekaran, 2003).

3.8.4 Hypothesis Testing

Hypothesis testing enables the researcher to determine the interrelationships between the variables. It helps in predicting the correlation between job security, job stress, organization support and how it affects the job satisfaction of teachers in Seri Manjung, Perak.

3.8.5 Inferential Statistic : Pearson Correlations and Multiple Regression

Pearson Correlation and Multiple Regression are commonly used in inferential analysis. According to Fraenkel, Wallen, and Hyun (1993), inferential statistic helps the researcher to determine what result to be expected based on a sample or samples are similar to result that would have been acquired for entire population.

Pearson correlation measures a linear relationship between variables (Lawrence & Lin, 1989). Positive correlation between two variables is represented by 1.0 (plus 1), or a perfect negative correlation -1.0 (minus 1). If $p < 0.05$, there is a relationship between independent variable and dependent variable and H_0 is failed to be accepted. However, if the value of p-value is greater than significance level 0.05, there is no relationship between independent variable and dependent variable thus failed to reject H_0 . Table 3.6 described the interpretation of correlation coefficient as suggested by Davis (1971).

Table 3.6
Strength of Correlation Table

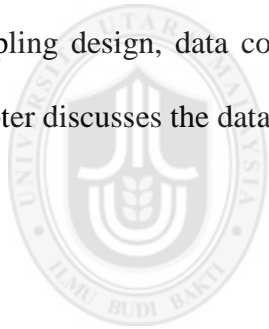
Scales	Relationship
0.10-0.29	Weak relationship
0.30-0.49	Moderate relationship
0.50-0.69	Strong relationship
0.70-1.00	Very strong relationship

Source : Davis (1971)

Multiple regression analysis is a statistical tool to understand the relationship between two or more variables (Rubinfeld, 2000). To identify the relationship between variables that has a stronger or weaker relationship to job satisfaction, the variables have been tested in multiple regression analysis. If the test shows a significant result ($P < 0.05$), the variables does shows a significant influence on the dependent variable.

3.9 Summary of the Chapter

Research framework has been explained in this chapter. Besides that, the researcher has elaborated hypotheses development, research design and operational definition. In addition, the researcher also has explained measurement of variables/instrumentation, sampling design, data collection procedures and data analysis techniques. The next chapter discusses the data analysis and findings.



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CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.0 Introduction

This chapter discusses the findings from the survey. Firstly, this chapter discusses on the normality test, response rate, and frequency analysis. This chapter also presents respondents' profile based on the demographic characteristics, reliability analysis for survey and descriptive statistic. In addition, this chapter also highlights the result from hypothesis testing in the present study. Lastly, the hypotheses summary and summary of the chapter are also presented in this chapter.

4.1 Normality Test

Frequency distribution (histograms) shows that job security, job stress and organization support fit a bell-shaped curved which indicate the data are normally distributed. The data points from P-P plot of these three variables close to the diagonal line which also suggests that the data were normally distributed. Result of normality test is presented in Figure 4.1, 4.2 and 4.3

Figure 4.1
Normality Test of Job Security

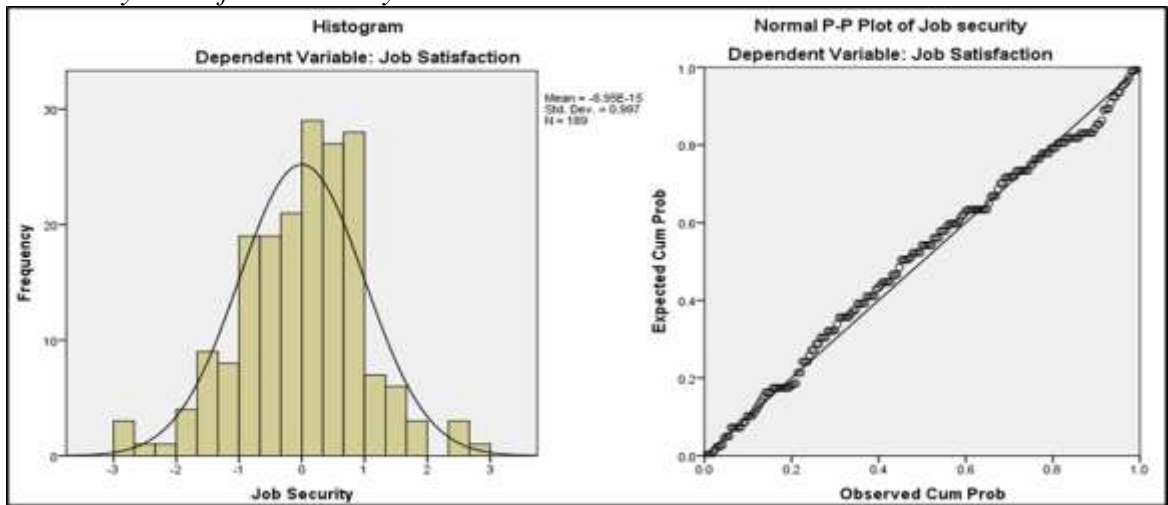


Figure 4.2
Normality Test of Job Stress

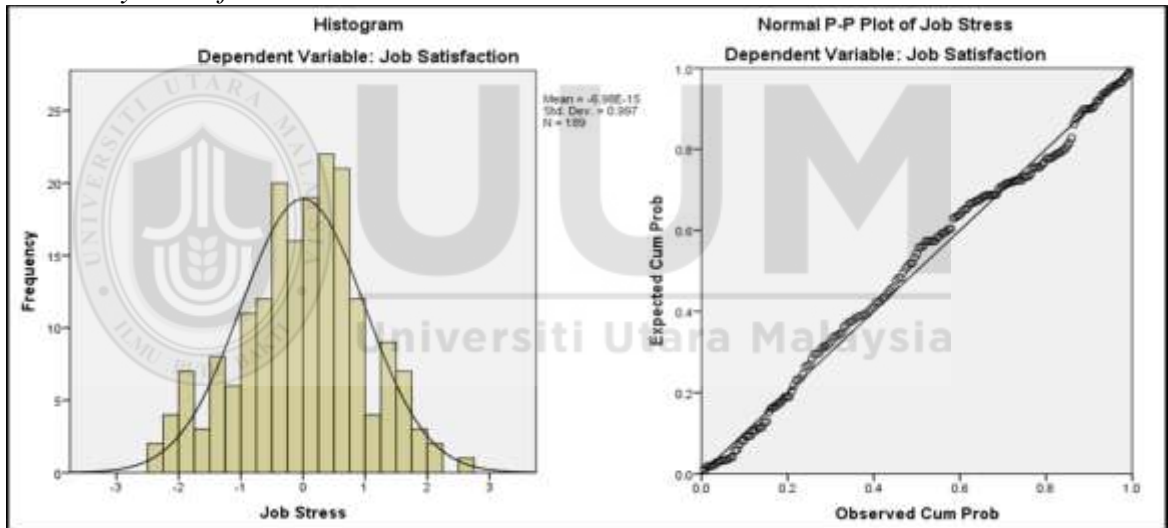
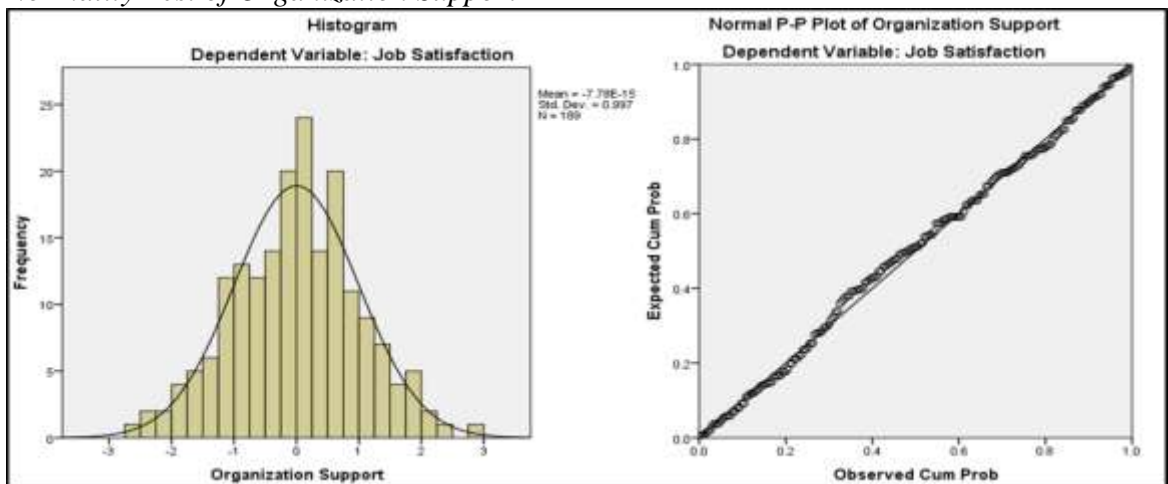


Figure 4.3
Normality Test of Organization Support



4.2 Response Rate

Total of 300 questionnaires were distributed to the teachers in Seri Manjung Perak. However, the researcher only managed to get a total of 189 questionnaires after carried out a survey for one week. The researcher managed to get 63% total of response rate in the present study. The highest response rate at 100% came from SK Kpg. Dato' Seri Kamaruddin with total of 31 questionnaires. It is followed by the response rate from SMK Seri Manjung at 87.76%. Table 4.1 shows a summary of response rate.

Table 4.1
Summary of Response Rate

List of Schools	Distribution	Response	Response Rate (%)
SK Muhammad Saman	13	10	76.92%
SK Seri Manjung	53	40	75.47%
SK Kpg. Dato' Seri Kamaruddin	31	31	100%
SK Seri Setiawan	28	23	82.14%
SK Seri Bayu	36	13	36.11%
SK Seri Samudera	19	12	63.16%
SMK Seri Manjung	49	43	87.76%
SMK Seri Samudera	45	0	0%
School A (as requested by the school concerned for the purpose of anonymity)	26	17	65.38%

4.3 Frequency Analysis

Frequency analysis is a method under descriptive statistic which shows the number of occurrences for each respondent in the study and the analysis is expressed in percentage value. In the current study, frequency distribution analysis were used to analyze the demographic characteristics of respondents including gender, age, ethnicity, highest level education, marital status, estimated monthly personal income and number of years working with current employer (Appendix F).

4.4 The Demography of Respondents

Table 4.2 presents the profile of the participating respondents in the study based on demographic characteristic. According to Siraj (2015), the purpose of demographic data collection is to determine any variables that might affect the validity of the study and also to identify any significant differences between the various classes.

As stated previously, total respondents are 189. Out of 189 respondent, 22 (11.6%) were male and 167 (88.4%) were female. Based on this finding, there are more female teachers than male teachers and were dominated in schools in Seri Manjung, Perak. The respondents in the study are varied in age. Majority of the respondents were above 40 years (58.7%) followed by the respondents in range age of 36 to 40 years (21.7%), 31 to 35 years (16.9%), 25 to 30 years (2.1%) and below 25 years (0.5%).

Majority of the respondents in the study are Malay with total respondents of 175 (92.6%) followed by Chinese with total of 9 (4.8%), Indian with total of 4 (2.1%) and other ethnicity with total of 1 (0.5%). Regarding of the respondents' highest level education, total of 24 respondents had diploma (12.7%), 158 respondents had degree (83.6%), 6 respondents had master (3.2%), 0 respondents had phd (0%) and total of 1 respondents (0.5%) are holding other than academic qualification which is SPM.

In terms of marital status, total of 6 respondents (3.2%) were single, 180 respondents were married (95.2%), 1 respondents were divorced (0.5%) and 2 respondents were widowed (1.1%). In terms of estimated monthly personal income, majority of the respondents (80.4%) had income in range RM4,000 and above, followed by 34 respondents (18%) who had income range between RM3,000 to RM3,999, 3 respondents (1.6%) who had income in range RM2,000 to RM2,999, and no respondents (0%) had income below RM2,000.

Majority of the respondents in the study already worked for the current employer more than 10 years (54%), followed by teachers who serve in range between 5 to 10 years (25.9%), 1 to 4 years (15.9%) and less than 1 year (4.2%).

Table 4.2
Demographic Statistic (N=189)

Variables	Category	Frequency	Percentage (%)
Gender	Male	22	11.6
	Female	167	88.4
Age	below 25 years	1	0.5
	25-30 years	4	2.1
	31-35 years	32	16.9
	36-40 years	41	21.7
	above 40 years	111	58.7
Ethnicity	Malay	175	92.6
	Chinese	9	4.8
	Indian	4	2.1
	Others	1	0.5
Highest level education	Diploma	24	12.7
	Degree	158	83.6
	Master	6	3.2
	Phd	0	0
	Others	1	0.5
Marital status	Single	6	3.2
	Married	180	95.2
	Divorce	1	0.5
	Widowed	2	1.1
Estimated monthly personal income	below RM2,000	0	0
	RM2,000-RM2,999	3	1.6
	RM3,00-RM3,999	34	18
	RM4,000 and above	152	80.4
Length of working	less than 1 year	8	4.2
	1 year - 4 years	30	15.9
	5 years - 10 years	49	25.9
	more than 10 years	102	54

4.5 Reliability Analysis

189 respondents were analyzed to measure the internal consistency through Cronbach Alpha value. According to Cronbach (1951), internal consistency must be determined in order to measure the reliability. The cut-off alpha for the current study is 0.60 as suggested from previous study by Sekaran and Bougie (2011). Summary of reliability analysis is presented in Table 4.3

Table 4.3
Summary of Reliability Analysis for Actual Study

Variables	No of items	Cronbach's Alpha
Job Satisfaction	28	0.923
Job Security	8	0.603
Job Stress	27	0.930
Organization Support	20	0.924

4.6 Descriptive Analysis

Descriptive analysis is one of the methods to determine the range of answer from the respondents which are expresses in form of mean and standard deviation. The researcher used SPSS version 22.0 to analyze the data received from the teachers. The data were tested first on dependent variable which is job satisfaction, followed by independent variables such as job security, job stress and organizational support respectively.

According to Yee (2015), the mean value of variables was tested by measure respondents' answer on 5-point Likert scale. High value means the respondents answered with the high number in questionnaire. Positive answer reflect the answer nearer to 5 on Likert scale while negative answer nearer to zero. Mean value of 3 was considered as moderate agreement by the respondent, mean value of 2 or less is

considered as low while mean value of 4 or above reflect a high agreement on the statement.

Table 4.4 below presents the results of mean and standard deviation of job satisfaction (dependent variable), job security, job stress and organization support (independent variables). All variables were evaluated based on five point Likert scale. The results shows the mean (M) and standard deviation (SD) for “job satisfaction” is (M=3.5663, SD=0.41465), “job security” (M=3.4135, SD=0.40648), “job stress” (M=3.1196, SD=0.52083) and “organization support” (M=3.5714, SD=0.41381). The results shows that the highest mean value was recorded is 3.5714 for organization support and the lowest mean value was recorded is 3.1196 for job stress. Besides that, the highest standard deviation was recorded is 0.52083 for job stress and the lowest standard deviation was recorded is 0.40648 for job security.

Table 4.4
Descriptive Statistic

Variables (n=189)	Mean	Standard deviation
Job Satisfaction	3.5663	0.41465
Job Security	3.4135	0.40648
Job Stress	3.1196	0.52083
Organization Support	3.5714	0.41381

4.7 Hypothesis Testing

4.7.1 Hypothesis 1

H11 : There is a significant relationship between job security and job satisfaction

Hypothesis 1 was tested by using Pearson correlation. Table 4.5 shows that there is a significant relationship between job security and job satisfaction. There was a positive correlation between job security and job satisfaction with $r= 0.419$ at $p=0.000$; $p<0.05$. From the correlation value as suggested by Davis (1971), the result indicate that the strength of relationship between job security and job satisfaction is moderate ($r=0.419$). Thus, the hypothesis for this relationship is accepted.

4.7.2 Hypothesis 2

H12 : There is a significant relationship between job stress and job satisfaction

Hypothesis 2 was tested by using Pearson correlation. Table 4.5 shows that there is a significant relationship between job stress and job satisfaction. There was a negative correlation between job stress and job satisfaction with $r= -0.378$ at $p=0.000$; $p<0.05$. From the correlation value as suggested by Davis (1971), the result indicate that the strength of relationship between job stress and job satisfaction is moderate ($r= -0.378$). Thus, the hypothesis for this relationship is accepted.

4.7.3 Hypothesis 3

H13 : There is a significant relationship between organization support and job satisfaction

Hypothesis 3 was tested by using Pearson correlation. Table 4.5 shows that there is a significant relationship between organization support and job satisfaction. There was a positive correlation between organization support and job satisfaction with $r= 0.556$

at $p=0.000$; $p<0.05$. From the correlation value as suggested by Davis (1971), the result indicate that the strength of association between organization support and job satisfaction is strong ($r= 0.556$). Thus, the hypothesis for this relationship is accepted.

Summary of correlation between all the variables were explained in Table 4.5

Table 4.5

Summary of Correlation Between All The Variables

		Correlations			
		Job Satisfaction	Job Security	Job Stress	Org. Support
Job Satisfaction	Pearson Correlation	1	.419**	-.378**	.556**
	Sig. (2-tailed)		.000	.000	.000
	N	189	189	189	189
Job Security	Pearson Correlation	.419**	1	-.236**	.327**
	Sig. (2-tailed)	.000		.001	.000
	N	189	189	189	189
Job Stress	Pearson Correlation	-.378**	-.236**	1	-.318**
	Sig. (2-tailed)	.000	.001		.000
	N	189	189	189	189
Org. Support	Pearson Correlation	.556**	.327**	-.318**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	189	189	189	189

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

4.7.4 Hypothesis 4

H1₄ : There is a simultaneous significant influence of job security, job stress and organization support on job satisfaction

Hypothesis 4 was tested by using multiple regression analysis. As depicted in Table 4.6, the R value indicate a high degree of correlation ($R=0.635$). Value of $R^2 = 0.404$ means that 40.4% indicate of total variation in job satisfaction can be explained by job security, job stress and organization support.

Table 4.6

Model Summary of Job Security, Job Stress, Organization Support and Job Satisfaction

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.635 ^a	.404	.394	.32283

a. Predictors: (Constant), Org. Support, Job Stress, Job Security

How well the regression equation fits the data is explained in Table 4.7. The result indicates $F(13.043, 19.280) = 41.718$ at $p=0.000$; $p<0.05$ which means that the regression model statistically significantly predicts the outcome variable.

Table 4.7

ANOVA Table of Job Security, Job Stress, Organization Support and Job Satisfaction

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.043	3	4.348	41.718	.000 ^b
	Residual	19.280	185	.104		
	Total	32.323	188			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Org. Support, Job Stress, Job Security

As depicted in Table 4.8, each variable has been tested and has shown different beta values. The influence of job security on job satisfaction is significant at $p=0.000$; $p<0.05$ with $\beta=0.238$. The coefficient is positive indicating that the greater job security, the higher of job satisfaction. The influence of job stress on job satisfaction is significant at $p=0.002$; $p<0.05$ with $\beta= -0.188$. The coefficient is negative indicating that the greater job stress, the lower of job satisfaction. The influence of organization support on job satisfaction is significant at $p=0.000$; $p<0.05$ at $\beta=0.418$. The coefficient is positive indicating that the greater organization support, the higher of job satisfaction.

Besides that, high beta value mean that the greater the impact of predictor on dependent variable. Organization support shows the highest beta value ($\beta = 0.418$), followed by job security ($\beta = 0.238$) and job stress ($\beta = - 0.188$). The findings of the study reveal that organization support is the strongest predictor of job satisfaction. Thus, there is a simultaneous significant influence of job security, job stress and organization support on job satisfaction. The hypothesis for this relationship is accepted.

In the model column, constant which is 1.709, indicates that if job security, job stress and organization support are to be omitted from the equation, the value of job satisfaction would be 1.709. Besides that, under unstandardized coefficient, the coefficient of job security is 0.243, the coefficient of job stress is - 0.150, while the coefficient for organization support was 0.419. Hence, based on these relationship of the variables is represented as the following equation :

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3$$

Thus,

$$Y = 1.709 + 0.243 X_1 - 0.150 X_2 + 0.419 X_3$$

Where :

Y= Job Satisfaction

X₁ = Job Security

X₂ = Job Stress

X₃ = Organization Support

Table 4.8

Coefficients Result of Job Security, Job Stress, Organization Support and Job Satisfaction

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.709	.345		4.960	.000
	Job Security	.243	.062	.238	3.916	.000
	Job Stress	-.150	.048	-.188	-3.113	.002
	Org. Support	.419	.062	.418	6.715	.000

a. Dependent Variable: Job Satisfaction

4.8 Hypotheses Summary

The researcher has developed four hypotheses in the present study and all hypotheses were accepted. The summary of hypotheses can be found in Table 4.9

Table 4.9

Hypotheses Summary

Hypotheses	Sig/Not Significant	Support / Reject
H1 ₁ There is a significant relationship between job security and job satisfaction	Sig at p=0.000; p<0.05 with r=0.419	Support
H1 ₂ There is a significant relationship between job stress and job satisfaction	Sig at p=0.000; p<0.05 with r= -0.378	Support
H1 ₃ There is a significant relationship between organization support and job satisfaction	Sig at p=0.000; p<0.05 with r=0.556	Support
H1 ₄ There is a simultaneous significant influence of job security, job stress and organization support on job satisfaction	Sig at p=0.000; p<0.05 with β =0.238 (job security), p=0.002; p<0.05 with β = - 0.188 (job stress), p=0.000; p<0.05 with β =0.418 (organization support)	Support

4.9 Summary of the Chapter

The researcher has explained a brief introduction and discussed on the normality test, response rate, and frequency analysis. In addition, the researcher also had explained on respondents' profile based on the demographic characteristics, reliability analysis of survey and descriptive statistic. Besides that, the researcher also highlighted the result from hypothesis testing and hypotheses summary. The next chapter focuses on discussion, recommendation and conclusion.



CHAPTER 5

DISCUSSION, RECOMMENDATION AND CONCLUSION

5.0 Introduction

This chapter discusses about the key findings and its association with research objectives. The significance of the findings and implications on theoretical and practical are also being addressed. In addition, this chapter also discusses on the recommendation for future research, recommendation for school management and conclusion.

5.1 Discussion

The researcher has set total of five research objectives at the beginning of this study. The following sections present a further discussion on association of hypotheses with the objectives of the study.

5.1.1 Objective 1 : To examine the level of job satisfaction among teachers in Seri Manjung, Perak.

The result shows that the level of job satisfaction among teachers in Seri Manjung, Perak is moderate high. It was consistent with previous findings by Noordin and Jusoff (2009), where their study among the academic staff in the public universities in Malaysia. The findings reveal that the respondents were moderately satisfied with their job. It also consistent with previous findings by Ahmad and Abdurahman (2015), also found that the academic staffs were moderately satisfied with their job.

Further findings in the present study also reveals that most of the teachers are satisfied regarding of their relationship with co-workers and school's principal.

Professional relationship at workplace has been recognized as social needs in Maslow Theory. Therefore, building a positive relationship with co-workers and principal can be a great influence on teachers' job satisfaction.

5.1.2 Objective 2 : To examine the relationship of job security with job satisfaction of teachers

The finding of this study reveals that job security and job satisfaction have significantly associated each other. The positive correlation illustrates that the more the job security occurs, the more the level of job satisfaction increase among teachers concerned. The result is consistent with previous findings where the authors found a significant positive relationship between job security and job satisfaction (Hur & Perry, 2014; Imran et al., 2015; Raza et al., 2015; Zeytinoglu et al., 2012). Therefore, there is enough evidence to claim that job security is positively correlated with job satisfaction.

Further findings also reveal that most of the teachers agreed that they can prevent negative things from affecting their work in the school thus contribute to job security among the teachers. However, most of these teachers are disagreed regarding of their power to control event that might affect their job in school. Job security which includes the element of powerlessness to counteract the threat has been recognized as safety needs in Maslow Theory. Therefore, enhancing the safety needs at school can be a great influence on teachers' job satisfaction.

5.1.3 Objective 3 : To examine the relationship of job stress with job satisfaction of teachers

The findings reveal that job stress and job satisfaction have significantly associated each other. The negative correlation illustrates that as job stress goes up, job satisfaction of teachers will decreased. The result is consistent with previous findings which reveal that there is a significant negative relationship between job stress and job satisfaction (Ardakani et al., 2013; Bemana et al., 2013; Bhatti et al., 2011; Mansoor et al., 2011; Yahaya et al., 2010). Therefore, there is enough evidence to claim that job stress is negative correlated with job satisfaction.

Further findings also reveal that most of the teachers agreed that their work have to be done very fast and there has been an increase in teacher's workload as compared to a year before. These factors contribute to the job stress and reduce the satisfaction level of these teachers. Feeling safe from both physical and emotional state has been recognized as safety needs in Maslow Theory. Therefore, high workload and performance pressure can cause these teachers failed to meet the safety needs thus prevented them from satisfy the higher needs.

5.1.4 Objective 4 : To examine the relationship of organization support with job satisfaction of teachers

The findings of this study reveals that organization support and job satisfaction have significantly associated each other. The positive correlation illustrates that the more the organization support occurs, the more the level of job satisfaction increase among teachers concerned. The result is consistent with previous findings which reveal that there is a significant positive relationship between organization support and job satisfaction (Bogler & Nil, 2012; Chinomona & Sandada, 2014; Colakoglu et al.,

2010; Riggle et al., 2009; Wann-Yih & Htaik, 2012). Therefore, this finding substantiates to claim that organization support is essential to create and enhance the level of job satisfaction among the employees in the organization particularly in this regard the teachers in Seri Manjung, Perak.

Further findings also reveal that most of the teachers agreed that they are very close with their co-workers and their co-workers are helpful in getting job done. A compatible work group and professional relationship had been recognized as social needs in Maslow Theory. These factors help in creating the sense of belonging at workplace and contribute to high perceived of organization support. Therefore, enhancing teachers' social needs can be a great influence on teachers' job satisfaction.

5.1.5 Objective 5 : To determine which of the three variables namely job security, job stress and organization support lead more to job satisfaction.

Multiple regression analysis was used to determine which of the three variables namely job security, job stress and organization support lead more to job satisfaction. Each of variables has been tested and has shown a significant result. Organization support shows the highest beta value indicating a significant relationship with teachers' job satisfaction followed by job security and job stress.

The findings of the study reveal that organization support is the strongest predictor of job satisfaction. It was consistent with previous studies where the authors found that the most important predictor of job satisfaction is organization support (Randal et al., 1999; Rhodes & Eisenberger, 2002; Stamper and Johlke, 2003). Therefore, organization support was significantly predicts the outcomes and shows the greater impact on job satisfaction among teachers in Seri Manjung, Perak.

5.2 The Significance of the Findings

The findings from this study are important because it can give an overview of the present condition of teachers and boost the awareness of job satisfaction among teachers in Seri Manjung, Perak to relevant parties. The relevant parties can use these findings in identifying the weaknesses and strong points of the schools' teachers. Thus, it should be able to promote work performance and improve job satisfaction of teachers towards a better future education. The findings reveal that teachers in Seri Manjung, Perak were moderately satisfied with their job. The result illustrates that there is space for improvement that can be taken in future in order to improve the job satisfaction of teachers.

The findings from this study also can provide a better understanding of the relationship between the job security, job stress and organization support with job satisfaction of teachers. By understanding the possible negative consequences of poor job security, high stress and low perceived of organization support and what factors that lead to job satisfaction of teachers, all relevant parties are able to make an effective decision, provide a support program or necessary action to satisfy these teachers.

5.3 Implication of Research Findings

5.3.1 Theoretical Implications

The findings of this study found that organization support influenced the job satisfaction the most in the context of the teachers in Seri Manjung, Perak as compared to other variables. It was consistent with previous studies where the authors found that the most important predictor of job satisfaction is organization support

(Randal et al., 1999; Rhodes & Eisenberger, 2002; Stamper and Johlke, 2003). Organization support positively affects job satisfaction. This finding is consistent with the theoretical predictions in previous studies (Bogler & Nil, 2012; Chinomona & Sandada, 2014; Colakoglu et al., 2010; Riggle et al., 2009; Wann-Yih & Htaik, 2012).

Besides that, there is a significant relationship between job security and job satisfaction. This finding is consistent with the theoretical predictions in previous studies (Hur & Perry, 2014; Imran et al., 2015; Raza et al., 2015; Zeytinoglu et al., 2012). In addition, this study also found that there is a significant negative relationship between job stress and job satisfaction. This findings is consistent with the theoretical prediction in previous studies (Ardakani et al., 2013; Bemana et al., 2013; Bhatti et al., 2011; Mansoor et al., 2011; Yahaya et al., 2010).

Most importantly, the study found that the organization support is the strongest predictor of job satisfaction compared to other tested variables. While the least factor that could influence the job satisfaction of teachers in the present study is a job stress. This study managed to prove that the independent variables able to predict dependable variable. Thus, the implication for the theoretical aspect is that the established framework can be endorsed and be used as a basis to expand the scope of research in the related area in the future.

5.3.2 Practical Implications

The findings from this study raise an important implication for practice. The study actually provides some support on how important in measuring job satisfaction of educators repeatedly over time. There are a number of implications from this study for practitioners including principal, school's administration and any education institution.

Principal, schools' administrator or any relevant parties in education sector are able to aware the potential problem among teachers and try to cater it before it is too late. It is because when we fail to assess teachers' job satisfaction, it can disrupt the prediction of desired behavior of the teachers. In order to improve the overall ranking in PISA test which referred as a benchmark in assessing education system, it is a must for school or any relevant parties to satisfy these teachers as previous studies proved that job dissatisfaction lead to lack of commitment, high absenteeism and high staff turnover. Since a teacher play an important role in establishing a high standard of education, job satisfaction and performance of teacher become a vital in the fields of education.

5.4 Recommendation for Future Research

This research has been conducted in Seri Manjung, Perak due to time constraints. Therefore, further research should be broad and the result might be different from what that has been presented in this study. It still could be debated the relevancy of this findings outside of this district but an interested bodies such as Ministry of Education Malaysia, private and government school would be interested to monitor how job security, job stress and organization support influence job satisfaction of teachers on a regular basis. It is because the implications on these factors on job satisfaction will constantly changes along with other changes in social life, changes in syllabus and education reforms.

Further research should focus more on different groups of teachers such as teachers who work in rural and urban areas, senior and junior teachers, full time and temporary teachers and teachers in administration field. It can give an interesting

result because it involves various groups of teachers without neglecting any parties in measuring the job satisfaction of teachers.

On top of that, since this study has shown that the organization support is found to be the strongest factor that influences job satisfaction, for the future research the researcher should consider this factor (organization support) to be tested in different work setting such as university and other institutions of learning.

5.5 Recommendation for School Management

The suggestions made in this section are based on the findings of the present study. The findings proved that job security, job stress and organization support shows a significant relationship towards job satisfaction of teachers in Seri Manjung, Perak. Therefore, any recommendation to overcome the problem related to these three independent variables can lead to job satisfaction.

Organization support appears to be the strongest significant predictor on job satisfaction. Some of the recommendations to improve perceived of organization support among teachers such as demonstrate to teacher that school administration really cares about teachers' well-being. A supportive school culture can provide a sense of belonging and unity to the teachers thus contribute to high perceived of organization support among teachers.

A proper recognition to teachers who do a good job can be a great influence on teachers' job satisfaction. The acknowledgement of employees is actually easy to be done, but however it is yet to be realized as sometimes the contribution and the performance of employees seem to be ignored by the management of the school. In Maslow Theory, recognition has been identified as esteem needs. It can become a

powerful tool to motivate these teachers and contribute to job satisfaction. In addition, school also has to show their willingness to go beyond than formal job requirement to help these teachers in performing their daily duties.

Job security appears to be a second strongest significant predictor to job satisfaction. Some of the recommendations to improve the job security among teachers in Seri Manjung, Perak such as implement an appropriate salaries and benefits. Inadequate salaries have serious negative implications on teacher's morality and contribute to job dissatisfaction. In addition, the school management should be able to lend a help when these teachers experience a difficulty in performing their duty as long as these teachers abide by the stipulated rules.

Besides that, by promoting a freedom for teacher to perform their job and flexible schedule can enhance the job security of teachers. Teacher is a person who directly deal with the students every day. Therefore, teachers know the situation much better than anyone else in school especially on how to perform their job. By providing a necessary freedom to teachers in performing their job in the manner they see fit, it can improve the job security and lead to high job satisfaction among them.

Job stress appears to be a third significant predictor to job satisfaction. Some of the recommendations to reduce the job stress of teachers such as preventing them to spill over the workload from school to their home domain. By doing this it can somewhat balance the work and family demands. It is matter of fact, it is regrettable to learn that some school even during school's break have already plan certain activities for the following school year. This practice should be reconsidered and abolished as it is important for teachers to be able to spent time at home and leave work at school. A job must not interfere with teacher's personal life.

Sharing the workload between colleagues is helpful in reducing the stress. When teachers experienced a huge workload, it can affect their health and also their life balance. Therefore, assign the same homework to students might lessen the burden of teachers during the marking process.

5.6 Conclusion

As a conclusion, the purpose of this study is to examine the relationship of job security, job stress and organization support with job satisfaction of teachers in Seri Manjung, Perak. The researcher also seeks to determine which of the three variables namely job security, job stress and organization support has the most influence on job satisfaction. From hypothesis testing, job security, job stress and organization support show a significant relationship towards job satisfaction. Apart from that, organization support is found to be the strongest predictor of job satisfaction.

This study also has provided an overview of job satisfaction among teachers in Seri Manjung, Perak. The result shows that the level of job satisfaction among the teachers is at moderate high, and it illustrates that there is a need for further improvement so that it could be reached at the optimal level in the future. Besides that, the significance of the findings and its implications for theoretical and practical have been discussed. The researcher also suggests a few recommendations for future directions of the research in order to widen the scope of knowledge particularly related to the issue of job satisfaction. Lastly, the researcher suggests other recommendations as well for the management of the school.

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Table of Sample Size

N - n	N - n	N - n	N - n	N - n
10 - 10	100 - 80	280 - 162	800 - 260	2800 - 338
15 - 14	110 - 86	290 - 165	850 - 265	3000 - 341
20 - 19	120 - 92	300 - 169	900 - 269	3500 - 346
25 - 24	130 - 97	320 - 175	950 - 274	4000 - 351
30 - 28	140 - 103	340 - 181	1000 - 278	4500 - 354
35 - 32	150 - 108	360 - 186	1100 - 285	5000 - 357
40 - 36	160 - 113	380 - 191	1200 - 291	6000 - 361
45 - 40	170 - 118	400 - 196	1300 - 297	7000 - 364
50 - 44	180 - 123	420 - 201	1400 - 302	8000 - 367
55 - 48	190 - 127	440 - 205	1500 - 306	9000 - 368
60 - 52	200 - 132	460 - 210	1600 - 310	10000 - 370
65 - 56	210 - 136	480 - 241	1700 - 313	15000 - 375
70 - 59	220 - 140	500 - 217	1800 - 317	20000 - 377
75 - 63	230 - 144	550 - 226	1900 - 320	30000 - 379
80 - 66	240 - 148	600 - 234	2000 - 322	40000 - 380
85 - 70	250 - 152	650 - 242	2200 - 327	50000 - 381
90 - 73	260 - 155	700 - 248	2400 - 331	75000 - 382
95 - 76	270 - 159	750 - 254	2600 - 335	100000 - 384

Source: Krejcie & Morgan (1970)

Population of Teachers in Seri Manjung, Perak

School	Teacher		
	Male	Female	Total
Sekolah Kebangsaan Muhammad Saman	6	22	28
Sekolah Kebangsaan Seri Manjung	10	108	118
Sekolah Kebangsaan Kpg. Dato' Seri Kamaruddin	9	59	68
Sekolah Kebangsaan Seri Sitiawan	8	55	63
Sekolah Kebangsaan Seri Bayu	9	71	80
Sekolah Kebangsaan Seri Samudera	3	39	42
Sekolah Menengah Kebangsaan Seri Manjung	19	90	109
Sekolah Menengah Kebangsaan Seri Samudera	23	76	99
School A (as requested by the school concerned for the purpose of anonymity)	14	44	58
Total	101	564	665



Othman Yeop Abdullah
Graduate School of Business

Universiti Utara Malaysia

SURVEY QUESTIONNAIRE

Dear respected respondent,

I am currently pursuing my Master of Science Management program at School of Business Management, College of Business, Universiti Utara Malaysia (UUM). As a partial fulfillment towards complementing this program I need to conduct and complete a research on **“Relationship of job security, job stress and organization support with job satisfaction among teachers in Seri Manjung sub district, Perak”**.

This questionnaire is designed to obtain information regarding teacher’s job satisfaction as well as other aspects such as job security, job stress and organization support. It contains five sections which are Section One, Section Two, Section Three, Section Four and Section Five. Your willingness to spend approximately 15 minutes of your time to complete this questionnaire is greatly appreciated. All information given by the respondent will be classified as **CONFIDENTIAL** and will be used for **ACADEMIC PURPOSE ONLY**. I would be grateful if you could return the completed questionnaire to the appointed representative accordingly.

I sincerely thank you for your participation and cooperation in this survey and believe that it will contribute well for the research.

For further enquiries or information, do contact me:

Yours sincerely,

(NUR SYAZWANI BT SUHAIMI)

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Othman Yeop Abdullah
Graduate School of Business

Universiti Utara Malaysia

SOAL SELIDIK

Responden dihormati sekalian,

Saya kini mengikuti program Master Pengurusan Sains di Sekolah Pengurusan Perniagaan, Kolej Perniagaan, Universiti Utara Malaysia (UUM). Sebagai memenuhi sebahagian ke arah melengkapkan program ini saya perlu melakukan dan melengkapkan satu kajian mengenai "**Hubungan keselamatan kerja, tekanan kerja dan sokongan organisasi dengan kepuasan kerja di kalangan guru-guru di daerah sub Seri Manjung, Perak**".

Soal selidik ini bertujuan untuk mendapatkan maklumat mengenai kepuasan kerja guru dan juga aspek-aspek lain seperti keselamatan kerja, tekanan kerja dan sokongan organisasi. Ia mengandungi lima bahagian iaitu Bahagian Satu, Bahagian Dua, Bahagian Tiga, Bahagian Empat dan Bahagian Lima. Kesanggupan anda untuk meluangkan kira-kira 15 minit masa anda untuk melengkapkan soal selidik ini amat dihargai. Semua maklumat yang diberikan oleh responden akan diklasifikasikan sebagai **SULIT** dan akan digunakan untuk **TUJUAN AKADEMIK SAHAJA**. Saya akan bersyukur jika anda boleh mengembalikan soal selidik kepada wakil yang dilantik dengan sewajarnya.

Saya berterima kasih kepada anda untuk penyertaan dan kerjasama anda dalam kajian ini dan percaya bahawa ia akan menyumbang dengan baik untuk penyelidikan.

Untuk sebarang pertanyaan atau maklumat lanjut, hubungi saya:

Yang ikhlas,

(NUR SYAZWANI BT SUHAIMI)

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Universiti Utara Malaysia,
06010, Sintok, Kedah
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E-mail : syazsuhaimi30@gmail.com

SECTION ONE : DEMOGRAPHIC PROFILE
BAHAGIAN SATU : PROFIL DEMOGRAFI

This section is for your background details. Please answer all of the questions frankly and honestly. This will help in the analysis of the survey results. Please tick (√) at the appropriate box.

Bahagian ini adalah untuk latar belakang responden. Sila jawab semua soalan secara jujur. Ini akan membantu analisis keputusan soal selidik. Sila tanda (√) didalam kotak yang disediakan.

- 1 Gender/Jantina :
 Male/Lelaki Female/Perempuan
- 2 Age/Umur :
 below 25 years/bawah 25 tahun
 25-30 years/25-30 tahun
 31-35 years/31-35 tahun
 36-40 years/36-40 tahun
 above 40 years/atas 40 tahun
- 3 Ethnicity/Etnik :
 Malay/Melayu
 Chinese/Cina
 Indian/India
 Others/Lain-lain : _____ (Please specify)/(Sila nyatakan)
- 4 Highest level education/Peringkat pendidikan tertinggi :
 Diploma/Diploma
 Degree/Ijazah
 Master/Master
 Phd/Phd
 Others/Lain-lain : _____ (Please specify)/(Sila nyatakan)

5 Marital status/*Status perkahwinan* :

Single/*Bujang*

Married/*Berkahwin*

Divorce/*Bercerai*

Widowed/*Janda*

6 Estimated monthly personal income/*Anggaran pendapatan peribadi bulanan*:

below RM2,000/*bawah RM2,000*

RM2,000 - RM2,999/*RM2,000 - RM2,999*

RM3,000 - RM3999/*RM3,000 - RM3999*

RM4,000 and above/*RM4,000 dan ke atas*

7 How many years have you worked for your current employer?/*Berapa tahunkah anda bekerja untuk majikan semasa?:*

less than 1 year/*kurang dari 1 tahun*

1 year - 4 years/*1 tahun – 4 tahun*

5 years - 10 years/*5 tahun – 10 tahun*

more than 10 years/*lebih dari 10 tahun*

SECTION TWO : JOB SATISFACTION

BAHAGIAN DUA : KEPUASAN KERJA

Respond to each statement by circling the extent to which you agree or disagree with them. Please use the following rating for your response.

Respon terhadap setiap pertanyaan dengan menandakan sama ada anda bersetuju atau tidak bersetuju. Sila gunakan skala berikut bagi setiap respon anda.

1	2	3	4	5
Strongly disagree <i>(Sangat tidak bersetuju)</i>	Disagree <i>(Tidak setuju)</i>	Neutral <i>(Neutral)</i>	Agree <i>(Setuju)</i>	Strongly Agree <i>(Sangat setuju)</i>

NO	QUESTIONS/SOALAN					
1	I am satisfied with my salary <i>Saya berpuas hati dengan gaji saya</i>	1	2	3	4	5
2	I get enough praise for doing a good job <i>Saya mendapat pujian bagi setiap kerja yang dilaksanakan</i>	1	2	3	4	5
3	I am satisfied with the amount of work I do <i>Saya berpuas hati dengan jumlah kerja yang saya lakukan</i>	1	2	3	4	5
4	I am satisfied with our school policies <i>Saya berpuas hati dengan polisi-polisi sekolah kami</i>	1	2	3	4	5
5	I am satisfied with our school security <i>Saya berpuas hati dengan keselamatan sekolah kami</i>	1	2	3	4	5
6	I am satisfied with my chance to try my own method in teaching <i>Saya berpuas hati dengan peluang untuk memcuba kaedah pengajaran sendiri didalam pengajaran</i>	1	2	3	4	5
7	I am satisfied with the organizational working environment including air conditioning, light and the surroundings <i>Saya berpuas hati dengan susun atur persekitaran kerja termasuklah penghawa dingin, pencahayaan dan keadaan persekitaran.</i>	1	2	3	4	5
8	I am satisfied with changes in the new curriculum and education reforms <i>Saya berpuas hati dengan perubahan didalam kurikulum baru dan pembaharuan pendidikan.</i>	1	2	3	4	5
9	I am pleased with my relationship with co-workers <i>Saya selesa dengan hubungan antara rakan sekerja</i>	1	2	3	4	5
10	I am pleased with my relationship with school principal <i>Saya selesa dengan hubungan antara pengetua sekolah</i>	1	2	3	4	5
11	I am satisfied with my participative in decision making <i>Saya berpuas hati dengan penglibatan saya didalam pembuatan keputusan</i>	1	2	3	4	5

12	I am satisfied with the current training provided <i>Saya berpuas hati dengan latihan terkini yang telah diberikan</i>	1	2	3	4	5
13	My salary is equal to the effort I put in my job <i>Gaji saya adalah berpatutan dengan usaha kerja saya</i>	1	2	3	4	5
14	My salary keeps me in my job <i>Gaji saya mengekalkan saya dalam pekerjaan saya</i>	1	2	3	4	5
15	I am happy with the types of allowance given <i>Saya gembira dengan jenis-jenis elaun yang diberikan</i>	1	2	3	4	5
16	As a teacher, I enjoy many benefits <i>Sebagai guru, saya menikmati pelbagai keistimewaan</i>	1	2	3	4	5
17	I am satisfied with my opportunities for promotion <i>Saya berpuas hati dengan peluang kenaikan pangkat</i>	1	2	3	4	5
18	I am happy with the way teachers are evaluated <i>Saya gembira dengan cara para guru dinilai</i>	1	2	3	4	5
19	I have enough tools and resources to do my job well <i>Saya mempunyai alatan dan kemudahan yang mencukupi untuk melakukan kerja saya</i>	1	2	3	4	5
20	Communications seem good within this school <i>Komunikasi agak baik dengan sekolah ini</i>	1	2	3	4	5
21	I get enough recognition from my immediate supervisor/principle for my work <i>Saya mendapat pengiktirafan yang mencukupi daripada penyelia dan pengetua terhadap hasil kerja saya</i>	1	2	3	4	5
22	I am happy with the type of work I do as a teacher <i>Saya gembira dengan jenis kerja yang saya lakukan sebagai guru</i>	1	2	3	4	5
23	I am satisfied with my responsibility to solve school problems <i>Saya berpuas hati dengan tanggungjawab saya untuk menyelesaikan masalah sekolah</i>	1	2	3	4	5
24	I feel satisfied with my chances for salary increases <i>Saya berpuas hati dengan peluang kenaikan gaji</i>	1	2	3	4	5
25	I am satisfied overall with relationship with my immediate supervisor/principle <i>Keseluruhannya, saya berpuas hati dengan hubungan langsung dengan penyelia/ pengetua</i>	1	2	3	4	5
26	I get enough praise for doing a good job <i>Saya mendapat pujian bagi hasil kerja baik yang saya lakukan</i>	1	2	3	4	5
27	I am free to choose my own method of working <i>Saya bebas memilih kaedah kerja sendiri</i>	1	2	3	4	5
28	Overall, I am satisfied with my job <i>Keseluruhannya, saya berpuas hati dengan kerja saya</i>	1	2	3	4	5

SECTION THREE : JOB SECURITY
BAHAGIAN KETIGA: KESELAMATAN KERJA

Respond to each statement by circling the extent to which you agree or disagree with them. Please use the following rating for your response.

Respon terhadap setiap pertanyaan dengan menandakan sama ada anda bersetuju atau tidak bersetuju. Sila gunakan skala berikut bagi setiap respon anda.

1	2	3	4	5
Strongly disagree (Sangat tidak bersetuju)	Disagree (Tidak setuju)	Neutral (Neutral)	Agree (Setuju)	Strongly Agree (Sangat setuju)

NO	QUESTIONS/SOALAN					
1	My future career opportunities for advancement in this school are favorable <i>Peluang kerjaya saya untuk meningkat di sekolah ini adalah begitu cerah</i>	1	2	3	4	5
2	I have enough power in this school to control event that might affect my job <i>Saya mempunyai kuasa secukupnya di sekolah ini untuk mengawal sesuatu yang mungkin memberi kesan kepada kerja saya</i>	1	2	3	4	5
3	In this school, I can prevent negative things from affecting my work situation <i>Di sekolah ini, saya mampu mengelak dari unsur negatif yang mungkin memberi kesan kepada situasi kerja saya</i>	1	2	3	4	5
4	I understand this school well enough to be able to control things that affect me <i>Saya memahami sekolah ini dengan mampu mengawal keadaan yang boleh memberi kesan kepada saya</i>	1	2	3	4	5
5	I have freedom to perform my work in the manner I see fit <i>Saya mempunyai kebebasan untuk melaksanakan kerja dimana saya rasa sesuai</i>	1	2	3	4	5
6	I have a freedom to schedule my own work <i>Saya mempunyai kebebasan untuk meyelaraskan kerja saya</i>	1	2	3	4	5
7	I am worry that I might not able to attain pay increase <i>Saya merasa bimbang tidak mendapat kenaikan gaji</i>	1	2	3	4	5
8	My income is likely to be unstable and uncertain <i>Pendapatan saya kemungkinan menjadi tidak stabil dan tidak menentu</i>	1	2	3	4	5

SECTION FOUR : JOB STRESS
BAHAGIAN EMPAT : TEKAMAN KERJA

Respond to each statement by circling the extent to which you agree or disagree with them. Please use the following rating for your response

Respon terhadap setiap pertanyaan dengan menandakan sama ada anda bersetuju atau tidak bersetuju. Sila gunakan skala berikut bagi setiap respon anda.

1	2	3	4	5
Strongly disagree (Sangat tidak bersetuju)	Disagree (Tidak setuju)	Neutral (Neutral)	Agree (Setuju)	Strongly Agree (Sangat setuju)

NO	QUESTIONS/SOALAN					
1	My working hour is loading <i>Waktu kerja saya padat</i>	1	2	3	4	5
2	I always feel of insufficient time <i>Saya selalu merasakan waktu tidak mencukupi</i>	1	2	3	4	5
3	Workload affects my creativity <i>Beban kerja menjejaskan kreativiti saya</i>	1	2	3	4	5
4	I always assigned to work during holiday <i>Saya selalu ditugaskan berkerja diwaktu cuti</i>	1	2	3	4	5
5	There is too much of work at one time <i>Terlalu banyak kerja pada setiap masa</i>	1	2	3	4	5
6	The students enrolment is too big <i>Penglibatan para pelajar yang terlampau ramai</i>	1	2	3	4	5
7	I feel that my job is tiring me <i>Saya merasakan kerja ini memenatkan saya</i>	1	2	3	4	5
8	I often feel that my job is repetitive and boring <i>Saya selalu merasakan kerja ini berulang dan bosan</i>	1	2	3	4	5
9	I easily feel annoy/irritate with my working environment <i>Saya senang berasa meluat/ tidak selesa dengan persekitaran kerja</i>	1	2	3	4	5
10	I often bring my job home <i>Saya selalu membawa pulang kerja ke rumah</i>	1	2	3	4	5
11	I do not have strength to complete things i wish to do <i>Saya tidak berupaya untuk melaksanakan perkara yang saya ingin lakukan</i>	1	2	3	4	5
12	My work have to be done very fast <i>Kerja saya harus dilaksanakan secepat mungkin</i>	1	2	3	4	5
13	I often find myself lack of time to get done all the work <i>Saya selalu mendapati tidak cukup masa untuk melaksanak semua kerja</i>	1	2	3	4	5
14	I have conflict on job requests from my co-workers <i>Saya mempunyai konflik tentang permintaan kerja daripada rakan sekerja</i>	1	2	3	4	5

15	It seems that I have more work that I can handle <i>Nampaknya saya mempunyai lebih banyak kerja daripada apa yang saya boleh laksanakan</i>	1	2	3	4	5
16	My job requires me to work very hard <i>Kerja saya memerlukan saya berkerja dengan sangat kuat</i>	1	2	3	4	5
17	I am rushed in doing my job <i>Saya berkejaran dalam melakukan kerja</i>	1	2	3	4	5
18	There has been an increase in my workload in the past year <i>Terdapat penambahan beban kerja dari tahun sebelumnya</i>	1	2	3	4	5
19	The increased workload has negatively affected my family and/or religious <i>Penambahan beban kerja telah memberi kesan negatif terhadap keluarga saya dan/atau agama</i>	1	2	3	4	5
20	The increased workload has negatively affected my cultural responsibilities <i>Penambahan beban kerja telah memberi kesan negatif terhadap tanggungjawab budaya</i>	1	2	3	4	5
21	My responsibilities have increased, but my salary remains <i>Tanggungjawab saya meningkat, tetapi tidak gaji saya</i>	1	2	3	4	5
22	I often feel that myself unable to get the information needed to perform my job <i>Saya selalu merasakan yang saya tidak mendapat informasi yang diperlukan untuk melaksanakan kerja saya</i>	1	2	3	4	5
23	I often feel that I'm unclear about the scope and responsibilities of my job <i>Saya selalu merasakan yang saya tidak jelas tentang skop dan tanggungjawab kerja saya</i>	1	2	3	4	5
24	I often feel that my job interferes with my personal life <i>Saya selalu merasakan yang kerja saya mempengaruhi kehidupan peribadi saya</i>	1	2	3	4	5
25	I tend to have frequent arguments with my co-workers <i>Saya sering berselisih pendapat dengan para rakan sekerja</i>	1	2	3	4	5
26	I tend to have frequent arguments with my school administration <i>Saya sering berselisih pendapat dengan pentadbiran sekolah</i>	1	2	3	4	5
27	Overall, my job is very stressful <i>Keseluruhannya, kerja saya amat tertekan</i>	1	2	3	4	5

SECTION FIVE : ORGANIZATION SUPPORT

BAHAGIAN LIMA : SOKONGAN ORGANISASI

Respond to each statement by circling the extent to which you agree or disagree with them. Please use the following rating for your response.

Respon terhadap setiap pertanyaan dengan menandakan sama ada anda bersetuju atau tidak bersetuju. Sila gunakan skala berikut bagi setiap respon anda.

1	2	3	4	5
Strongly disagree <i>(Sangat tidak bersetuju)</i>	Disagree <i>(Tidak setuju)</i>	<i>Neutral (Neutral)</i>	Agree <i>(Setuju)</i>	Strongly Agree <i>(Sangat setuju)</i>

NO	QUESTIONS/SOALAN					
1	My school really cares about my well-being <i>Pihak sekolah amat menjaga kebajikan saya</i>	1	2	3	4	5
2	Even if I did the best job possible, my school will fail to notice <i>Walaupun saya melakukan kerja yang terbaik, pihak sekolah saya gagal untuk menyedarinya.</i>	1	2	3	4	5
3	Help is available from the school when I have a problem <i>Bantuan ada daripada pihak sekolah apabila saya mempunyai masalah.</i>	1	2	3	4	5
4	My school shows very little concern for me <i>Pihak sekolah saya tidak mengambil berat terhadap saya</i>	1	2	3	4	5
5	My school takes pride in my accomplishments at work <i>Pihak sekolah saya berasa bangga terhadap pencapaian kerja saya</i>	1	2	3	4	5
6	My school is willing to help me when I need a special favor <i>Pihak sekolah saya sanggup membantu jika saya memerlukan bantuan khusus</i>	1	2	3	4	5
7	My school cares about my general satisfaction at work <i>Pihak sekolah saya mengambil berat terhadap kepuasan kerja saya</i>	1	2	3	4	5
8	My co-workers really care about me <i>Rakan sekerja saya sangat mengambil berat terhadap saya</i>	1	2	3	4	5
9	I feel close to my co-workers <i>Saya merasa rapat terhadap rakan sekerja</i>	1	2	3	4	5
10	My co-workers are helpful in getting job done <i>Rakan sekerja saya sangat membantu didalam menyelesaikan kerja</i>	1	2	3	4	5

11	My immediate supervisor/principle accommodates me when I have family or personal business to take care of, for example, medical appointments, meeting with child's teacher, etc. <i>Penyelia/pengetua memberi galakan terhadap saya apabila menghadapi isu-isu peribadi dan keluarga yang perlu diuruskan, contohnya seperti temu janji perubatan, perjumpaan guru-murid dan lain-lain.</i>	1	2	3	4	5
12	My immediate supervisor/principle is understanding when I talk about personal or family issues that affect my work <i>Penyelia/pengetua sangat memahami apabila saya memberitahu isu-isu peribadi dan keluarga yang mana menjejaskan kerja saya</i>	1	2	3	4	5
13	Administrative support enhances my commitment <i>Sokongan pentadbiran merangsang komitmen saya</i>	1	2	3	4	5
14	My immediate supervisor/principle really cares about the effects that work demands have on my personal and family life <i>Penyelia/pengetua sangat mengambil berat terhadap kesan kerja yang mana memberi kesan terhadap kehidupan peribadi dan keluarga saya</i>	1	2	3	4	5
15	I am pleased with the respect that I get from the students' parents <i>Saya berpuas hati dengan rasa hormat yang diterima daripada para ibu bapa pelajar</i>	1	2	3	4	5
16	I am happy with the support that I get from the students' parents <i>Saya gembira dengan sokongan yang diterima daripada para ibu bapa pelajar</i>	1	2	3	4	5
17	The relationship with students' parents enhance my teaching <i>Hubungan diantara para ibu bapa pelajar membantu pengajaran saya</i>	1	2	3	4	5
18	My school tries to make my job as interesting as possible <i>Sekolah saya cuba membuat kerja saya menjadi menarik dengan sebaik mungkin</i>	1	2	3	4	5
19	My school strongly consider my goals and values <i>Sekolah saya menyokong saya punya tujuan dan nilai-nilai</i>	1	2	3	4	5
20	Overall, I am satisfied with the administrative support that I receive at school <i>Keseluruhannya, saya berpuas hati dengan sokongan pentadbiran yang saya terima di sekolah</i>	1	2	3	4	5

THANK YOU

Reliability Analysis for Pilot Test

- Job Satisfaction**

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.937	.941	28

Item –Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Job satisfaction item 1	100.5758	116.377	.445	.937
Job satisfaction item 2	100.8788	120.047	.346	.937
Job satisfaction item 3	100.5152	119.195	.354	.938
Job satisfaction item 4	100.3333	116.354	.668	.934
Job satisfaction item 5	100.3333	118.104	.529	.935
Job satisfaction item 6	100.2424	118.814	.543	.935
Job satisfaction item 7	100.6364	120.489	.261	.939
Job satisfaction item 8	101.1515	121.195	.204	.940
Job satisfaction item 9	100.0000	113.875	.740	.932
Job satisfaction item 10	99.9091	115.273	.708	.933
Job satisfaction item 11	100.5152	118.820	.542	.935
Job satisfaction item 12	100.4545	117.193	.647	.934
Job satisfaction item 14	100.5758	115.564	.668	.933
Job satisfaction item 15	100.5455	117.193	.606	.934
Job satisfaction item 16	100.5758	116.189	.576	.935
Job satisfaction item 17	100.6667	116.292	.601	.934
Job satisfaction item 18	100.7273	115.455	.660	.934
Job satisfaction item 19	100.6364	116.614	.580	.935
Job satisfaction item 20	100.7576	116.252	.495	.936
Job satisfaction item 21	100.3030	115.093	.674	.933
Job satisfaction item 22	100.4242	116.252	.749	.933
Job satisfaction item 23	100.3333	117.354	.588	.934
Job satisfaction item 24	100.4545	116.943	.668	.934
Job satisfaction item 25	100.6970	114.093	.663	.933

Job satisfaction item 26	100.2727	115.517	.723	.933
Job satisfaction item 27	100.4848	115.883	.622	.934
Job satisfaction item 28	100.3939	115.371	.703	.933
Job satisfaction item 29	100.3333	115.667	.801	.932

- **Job Security**

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.681	.742	8

Item –Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Job security item 1	23.8788	7.547	.361	.655
Job security item 2	24.3030	6.593	.588	.601
Job security item 3	23.8182	7.466	.514	.636
Job security item 4	23.9394	7.621	.315	.664
Job security item 5	23.8485	7.133	.535	.624
Job security item 6	23.7879	7.797	.312	.665
Job security item 7	24.6061	6.621	.254	.705
Job security item 8	24.8485	6.070	.385	.661

- **Job Stress**

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.944	.944	27

Item –Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Job stress item 1	76.3333	197.229	.528	.943
Job stress item 2	76.4848	191.070	.628	.942
Job stress item 3	76.6061	192.809	.679	.942
Job stress item 4	77.0606	189.121	.772	.940
Job stress item 5	76.6364	191.239	.722	.941
Job stress item 6	76.9394	189.934	.730	.941
Job stress item 7	77.0303	187.468	.762	.940
Job stress item 8	77.2424	191.439	.653	.942
Job stress item 9	77.5455	194.131	.556	.943
Job stress item 10	76.4242	196.127	.544	.943
Job stress item 11	77.3636	194.364	.569	.943
Job stress item 12	76.5758	199.877	.402	.944
Job stress item 13	76.8485	195.383	.641	.942
Job stress item 14	77.2121	192.422	.711	.941
Job stress item 15	76.9394	192.809	.668	.942
Job stress item 16	76.6364	196.926	.472	.944
Job stress item 17	76.9697	190.155	.706	.941
Job stress item 19	76.3939	198.121	.512	.943
Job stress item 20	76.8788	191.485	.730	.941
Job stress item 21	76.7879	187.985	.843	.939
Job stress item 22	76.9394	191.371	.771	.941
Job stress item 23	77.1212	193.672	.647	.942
Job stress item 24	77.3939	196.871	.540	.943
Job stress item 25	76.8485	202.070	.254	.946
Job stress item 26	77.6970	198.718	.404	.945
Job stress item 27	77.8788	201.797	.307	.945
Job stress item 28	77.6364	196.114	.507	.943

- **Organization Support**

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.938	.940	20

Item –Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Org. support item 1	70.7879	79.860	.745	.933
Org. support item 2	71.0909	82.273	.395	.940
Org. support item 3	71.0606	83.371	.421	.939
Org. support item 4	70.8485	76.008	.731	.934
Org. support item 5	71.1212	81.985	.650	.935
Org. support item 6	70.8788	79.172	.764	.933
Org. support item 7	71.0909	82.023	.436	.939
Org. support item 8	70.7273	77.142	.902	.930
Org. support item 9	70.4848	78.820	.748	.933
Org. support item 10	70.5455	78.131	.798	.932
Org. support item 11	70.7273	79.642	.743	.933
Org. support item 12	70.7879	83.297	.482	.938
Org. support item 14	70.8182	79.903	.674	.934
Org. support item 15	70.9091	80.523	.639	.935
Org. support item 16	70.9394	81.684	.701	.935
Org. support item 17	70.9091	80.710	.674	.935
Org. support item 18	70.9091	81.210	.581	.936
Org. support item 19	70.8788	80.735	.629	.935
Org. support item 20	70.8182	83.903	.460	.938
Org. support item 21	70.6061	80.184	.677	.934

Reliability Analysis for Actual Study

- Job Satisfaction**

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.923	.926	28

Item –Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Job satisfaction item 1	96.0000	128.034	.435	.922
Job satisfaction item 2	96.4432	128.580	.452	.922
Job satisfaction item 3	96.0966	127.756	.498	.921
Job satisfaction item 4	95.9716	128.176	.542	.920
Job satisfaction item 5	95.8636	129.341	.549	.920
Job satisfaction item 6	95.7614	131.474	.396	.922
Job satisfaction item 7	96.4318	126.887	.457	.922
Job satisfaction item 8	96.5966	128.573	.439	.922
Job satisfaction item 9	95.4432	130.237	.450	.921
Job satisfaction item 10	95.6705	128.862	.559	.920
Job satisfaction item 11	95.9602	130.793	.469	.921
Job satisfaction item 12	95.9602	128.861	.560	.920
Job satisfaction item 13	95.9886	124.217	.663	.918
Job satisfaction item 14	96.0625	127.076	.511	.921
Job satisfaction item 15	95.9943	126.749	.564	.920
Job satisfaction item 16	96.3466	124.753	.560	.920
Job satisfaction item 17	96.1932	125.208	.648	.918
Job satisfaction item 18	96.3466	127.039	.561	.920
Job satisfaction item 19	96.3523	126.915	.484	.921
Job satisfaction item 20	95.7159	129.393	.498	.921
Job satisfaction item 21	95.9943	127.937	.631	.919
Job satisfaction item 22	95.7102	128.767	.514	.921
Job satisfaction item 23	95.8580	130.534	.479	.921
Job satisfaction item 24	96.0739	124.777	.665	.918

Job satisfaction item 25	95.7500	127.171	.617	.919
Job satisfaction item 26	96.1648	128.527	.573	.920
Job satisfaction item 27	95.8977	130.149	.488	.921
Job satisfaction item 28	95.6932	128.054	.632	.919

- **Job Security**

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.603	.642	8

Item –Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Job security item 1	23.8478	8.917	.313	.569
Job security item 2	24.4511	8.763	.262	.582
Job security item 3	23.6413	8.811	.331	.564
Job security item 4	23.7011	8.506	.460	.534
Job security item 5	23.7228	8.081	.472	.522
Job security item 6	23.7446	8.377	.400	.543
Job security item 7	24.0054	8.596	.163	.628
Job security item 8	23.8641	8.752	.174	.617

- **Job Stress**

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.930	.929	27

Item –Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Job stress item 1	80.5272	188.633	.566	.928
Job stress item 2	80.5272	187.234	.581	.928
Job stress item 3	80.6630	186.356	.627	.927
Job stress item 4	81.3587	188.898	.535	.928
Job stress item 5	80.7935	185.990	.675	.926
Job stress item 6	80.8370	191.296	.403	.930
Job stress item 7	81.2391	186.675	.592	.927
Job stress item 8	81.5217	186.765	.541	.928
Job stress item 9	81.9239	190.049	.447	.930
Job stress item 10	80.5652	188.717	.496	.929
Job stress item 11	81.4946	188.109	.550	.928
Job stress item 12	80.5163	196.830	.245	.932
Job stress item 13	80.7989	183.659	.688	.926
Job stress item 14	81.6304	188.868	.517	.929
Job stress item 15	81.0924	182.991	.740	.925
Job stress item 16	80.6902	187.133	.637	.927
Job stress item 17	80.9891	182.197	.762	.925
Job stress item 18	80.5163	188.568	.588	.928
Job stress item 19	81.1304	182.879	.689	.926
Job stress item 20	81.2228	183.715	.711	.926
Job stress item 21	80.9891	187.880	.534	.928
Job stress item 22	81.2826	188.455	.542	.928
Job stress item 23	81.5543	190.227	.457	.929
Job stress item 24	81.0815	186.534	.571	.928
Job stress item 25	82.1739	195.073	.307	.931
Job stress item 26	82.1304	194.081	.326	.931
Job stress item 27	81.6739	185.379	.581	.928

- **Organization Support**

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.924	.926	20

Item –Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Org. support item 1	67.9251	61.510	.577	.921
Org. support item 2	68.0321	62.429	.428	.925
Org. support item 3	67.8342	61.548	.560	.922
Org. support item 4	67.7487	62.705	.393	.926
Org. support item 5	67.9947	63.382	.433	.924
Org. support item 6	67.7861	61.115	.651	.920
Org. support item 7	68.0214	61.075	.711	.919
Org. support item 8	67.6417	61.091	.602	.921
Org. support item 9	67.4171	62.244	.569	.921
Org. support item 10	67.4064	62.769	.518	.922
Org. support item 11	67.7059	61.262	.602	.921
Org. support item 12	67.7914	61.198	.632	.920
Org. support item 13	67.6524	60.249	.712	.918
Org. support item 14	67.8877	60.391	.730	.918
Org. support item 15	67.8556	61.726	.514	.923
Org. support item 16	67.8449	61.401	.559	.922
Org. support item 17	67.7005	61.673	.596	.921
Org. support item 18	67.8182	60.956	.656	.919
Org. support item 19	67.7701	60.554	.737	.918
Org. support item 20	67.5668	60.247	.764	.917

Frequency Analysis

gender of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	22	11.6	11.6	11.6
	female	167	88.4	88.4	100.0
	Total	189	100.0	100.0	

age of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below 25 years	1	.5	.5	.5
	25-30 years	4	2.1	2.1	2.6
	31-35 years	32	16.9	16.9	19.6
	36-40 years	41	21.7	21.7	41.3
	above 40 years	111	58.7	58.7	100.0
	Total	189	100.0	100.0	

ethnicity of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	175	92.6	92.6	92.6
	Chinese	9	4.8	4.8	97.4
	Indian	4	2.1	2.1	99.5
	Other	1	.5	.5	100.0
	Total	189	100.0	100.0	

highest level education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	diploma	24	12.7	12.7	12.7
	degree	158	83.6	83.6	96.3
	master	6	3.2	3.2	99.5
	other	1	.5	.5	100.0
	Total	189	100.0	100.0	

marital status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	single	6	3.2	3.2	3.2
	married	180	95.2	95.2	98.4
	divorce	1	.5	.5	98.9
	widowed	2	1.1	1.1	100.0
	Total	189	100.0	100.0	

estimated monthly personal income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RM2000 - RM2999	3	1.6	1.6	1.6
	RM3000 - RM3999	34	18.0	18.0	19.6
	RM4000 and above	152	80.4	80.4	100.0
	Total	189	100.0	100.0	

number of years working for current employer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 1 year	8	4.2	4.2	4.2
	1 year - 4 years	30	15.9	15.9	20.1
	5 years - 10 years	49	25.9	25.9	46.0
	more than 10 years	102	54.0	54.0	100.0
	Total	189	100.0	100.0	

Descriptive Statistic

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Job Satisfaction	189	2.43	4.75	3.5663	.41465
Job Security	189	2.00	4.50	3.4135	.40648
Job Stress	189	1.85	4.44	3.1196	.52083
Org. Support	189	2.00	4.90	3.5714	.41381
Valid N (listwise)	189				



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