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**THE RELATIONSHIP OF HUMAN RESOURCES
MANAGEMENT PRACTICES ON TEACHERS' JOB
SATISFACTION IN PRIMARY PUBLIC SCHOOLS AT
SEREMBAN**



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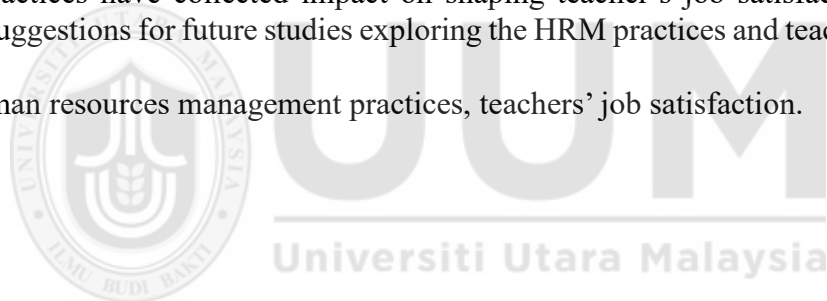


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ABSTRACT

The main aim of this study is to gain insight into the association between human resources management practices and teacher's job satisfaction. This study adopts a correlational approach, aiming to determine the relationships between various variables. This study's population comprises teachers from national primary schools situated in Seremban, Negeri Sembilan. The overall target population for this study is 2658 teachers. The respondents for this study were selected through a stratified random sampling technique. The present study employed a quantitative research methodology, specifically utilizing a cross-sectional design. Additionally, the set of questionnaires was distributed to a random sample of 338 teachers in order to collect the necessary data required for this study. The study achieved a response rate of 96.7%, which was then utilized for the following analysis. For the purpose of analyzing the data, it was carried out using Statistical Package for the Social Science (SPSS) version 27. Findings from the Pearson's correlation analysis and multiple regression analysis, variables such as compensation, training and development, performance appraisal and career planning demonstrate an enormous impact in determining teachers' job satisfaction. Practically, the data indicate teachers show desire in engaging in career planning process hence attention should be directed towards this aspect. In the context of Malaysia, this study has revealed the interplay and synergy across various human resources management practices have collected impact on shaping teacher's job satisfaction. This study also provided with suggestions for future studies exploring the HRM practices and teachers' job satisfaction.

Keywords: Human resources management practices, teachers' job satisfaction.



ABSTRAK

Tujuan kajian ini dijalankan adalah untuk mengkaji hubungan di antara amalan-amalan pengurusan sumber manusia dan kepuasan kerja sebagai guru. Kajian ini menggunakan pendekatan korelasi untuk menentukan hubungan antara pelbagai pembolehubah. Populasi kajian ini terdiri daripada guru-guru dari sekolah rendah kebangsaan yang terletak di Seremban, Negeri Sembilan. Seterusnya, sasaran populasi keseluruhan bagi kajian ini ialah 2658 orang guru. Responden bagi kajian ini dipilih melalui teknik persampelan secara rawak berstrata. Kajian ini menggunakan metodologi penyelidikan kuantitatif, khususnya menggunakan reka bentuk keratan rentas. Selain itu, set soal selidik telah diedarkan kepada sampel rawak seramai 338 orang guru untuk mengumpul data yang diperlukan untuk kajian ini. Kajian ini mencapai kadar respons sebanyak 96.7%, yang kemudiannya digunakan untuk analisis lanjut. Bagi tujuan menganalisis data, ia telah dijalankan menggunakan perisian Statistical Package for the Social Science (SPSS) versi 27. Dapatan daripada keputusan analisis korelasi Pearson dan analisis regresi berganda, pembolehubah seperti pampasan, latihan dan pembangunan, penilaian prestasi dan perancangan kerjaya menunjukkan impak yang besar dalam menentukan kepuasan kerja. Secara praktikalnya, data menunjukkan guru menunjukkan keinginan untuk melibatkan diri dalam proses perancangan kerjaya justeru perhatian harus ditujukan kepada aspek ini. Dalam konteks Malaysia, kajian ini telah mendedahkan interaksi dan sinergi merentasi pelbagai amalan pengurusan sumber manusia telah mengumpul impak dalam membentuk kepuasan kerja guru. Kajian ini juga menyediakan cadangan untuk kajian masa depan yang meneroka amalan sumber manusia dan kepuasan kerja guru.

Kata kunci: Amalan pengurusan sumber manusia, kepuasan kerja guru.

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LIST OF ABBREVIATION

Abbreviation	Meaning
HRMP	Human resources management practices
TJS	Teachers' Job Satisfaction
T & D	Training and Development
PA	Performance Appraisal
CP	Career Planning
KSA	Knowledge, skills and abilities



CHAPTER 1

INTRODUCTION

1.1 Background of study

The teaching career is an esteemed profession, effective educators has always offer universal benefit to the society. The pedagogical practices of teachers undoubtedly instill self-assurance among learners, allowing them to acquire knowledge that is important not just during their school years but also for the future as well. The role of the educator is to provide direction in terms of what students should be learning, to push individuals to meet those standards through both praise and constructive criticism, to help students address areas of weakness, and to evaluate their progress in every learner's development in relation to meaningful goals. As the person responsible for coordinating both the teaching methods and the interactions between students, a teacher plays an essential part in the school system.

The education system in Malaysia is currently experiencing a transition in order to accommodate advancements in the economy and society, which are heavily reliant on the present global shift of generating fully trained, skilled and competent individuals. As a result of this shift, the need for qualified instructors at educational institutions has been brought to the forefront of the blueprint. The Malaysian Education Blueprint 2013–

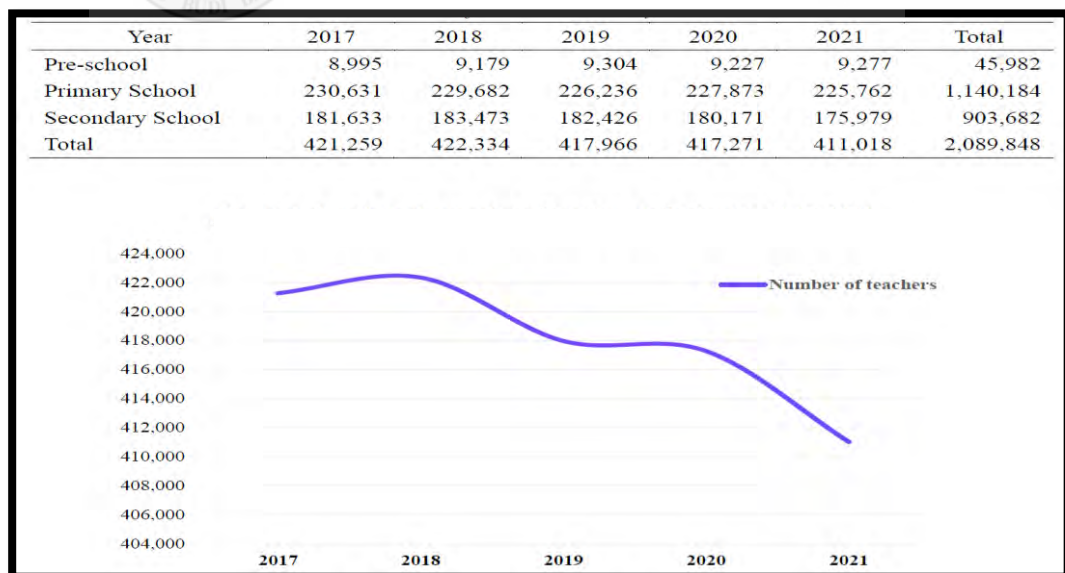
2025 emphasizes the value of teachers in delivering innovative instruction to create whole students who have sufficient cognitive, psychomotor, and affective competencies.

In the last couple of decades, academic scholars have increasingly focused their attention on work-related behavior, considering it to be more important for both individual and organizational effectiveness, especially job satisfaction. According to Locke (1969), job satisfaction can be defined as pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job value. Ideally a person's level of job satisfaction would be the most reliable indicator of desirable work-related outcome, specifically performance improvements. When teachers are pleased and satisfied with their employment, there is a progressive enhancement in their productivity and the overall effectiveness of the workplace. Simultaneously, the employee turnover and absenteeism will be minimized.

In recent years, Malaysia has faced a challenging economic situation which has resulted in an increasingly competitive global economic shift and a huge influence on the work environment. Changes in the economic system affect the education system where it leads to an adverse consequence for the teachers' job satisfaction. The recently released study, conducted by Merrimack College and the nonpartisan Ed Week Research Centre, surveyed over 1324 of America's teachers. The survey found that 44 % of teachers who reported feeling very dissatisfied with their jobs are planning to leave the profession (Holly Kurtz, 2022).

On the other hand, in Malaysia, since the year of 2017, it has been observed that there has recently been discernible increase in the number of teachers whom are opting for an early retirement. The National Union of The Teaching Profession (NUTP) reports that during the past several years, an annual average of over 10,000 teachers have decided to apply for early retirement. The data provided by the Ministry of education substantiates the fact that this phenomenon has led to a decline in the quantity of educators. The following figure 1.1 illustrates the quantity of teachers are declining in Malaysia spanning from 2017 to 2021. The occurrence of early retirement had detrimental effects on education system in Malaysia. According to reports, the choice to exit teaching as a career is believed to have impacted by national factors such as salary and employment working conditions, thereby eventually affect teachers' job satisfaction (Brok et al., 2017; Imazeki, 2005).

Figure 1.1: Source: (Li & Zhao, 2022)



Teachers are continuously facing highly complex situations which deem more work and requests by the society. It is inevitable that the educational function of instructors is becoming increasingly difficult and challenging while student enrollment rates continue to rise every year. On top of it due to the result of Malaysia's education system's changes towards greater autonomy, larger desires and bigger changes are expected from the teachers within the classroom which adds pressure towards teachers. Qualified teachers are the ultimate influencers of student academic and non-academic achievement. It is apparent that even the most qualified teachers have to learn and prepare during the beginning of the teaching profession.

There are numerous elements that affect job satisfaction. The teacher profession has been put in jeopardy on numerous times due to imposing irrelevant extra administrative tasks upon educators. The consistent pressure on teachers is considered emerging factors that reduces teachers' job satisfaction, educators switching jobs or leave the teaching profession. A study by Mertler (2016) stated the total rate of satisfaction with one's employment as an educator was only 26 percent which further highlights a worrisome condition. Consequently, it is necessary to investigate and pinpoint important aspects that are related to it in this study.

Besides educators also encounter unforeseen challenges such as state-mandated programs, latest educational context and other changes which may lead to early departure from their profession (Behrstock et al., 2009). In the case if the teacher's role does not accurately reflect their training, interest or expectation, it is inevitable that teachers will swiftly feel dissatisfied and it will lead them to take a decision on leaving

the profession before taking the chance to fully establish themselves due to stress and pressure from many aspects. In light of the fact that a scarcity of teachers is an issue on a global scale as such, more focus should be placed on the satisfaction of teachers in their teaching profession.

Therefore, it should not come as a surprise that a great deal of study has been aimed directly toward obtaining an insight into the variables that bring value to teachers' satisfaction with their jobs. This is due to the fact that if appropriate strategies are implemented to strengthen teachers' job satisfaction levels, then favorable implications could be optimized, as well as undesirable effects can also be kept to a minimum. And hence, a more-in depth knowledge of the factors that determine teachers' job satisfaction in relation towards the educational work setting seems to be of major relevance in today's period of time and this is largely due to drastic transformation that have occurred all over the globe in the administering of schools' systems as well as the concerns that have been expressed regarding the decline in the satisfaction within the education sector (Toropova et al., 2021).

1.2 Problem Statement

The focus of this research is to investigate the effect of human resources practices towards teachers' job satisfaction in the field of education. The most significant concern is teachers' job satisfaction which is referred to as the dependent variable. Teachers' job satisfaction is highly susceptible to being impacted by various different human resources management practices.

The key factor in managing employees as well as improving employee job satisfaction is utilizing the appropriate human resources practices (Elrehail H. et al., 2019). There is widespread consensus that an organization's human resources are its sole most precious valuable asset.

Studies on job satisfaction towards one's job has become prevalent and important in the field of social science (Arnold, Silvester, Cooper, Robertson, & Patterson, 2016) and job satisfaction among teachers has been studied for approximately six decades (Klassen & Chiu, 2010). Despite the fact that a variety of studies have been conducted to determine the aspects that determine job satisfaction, research investigations remain lacking in definitive and teachers tend to be unsatisfied with their jobs as teachers (Brezicha et al., 2020).

Over the course of the past several years, academic scholars have been investing an increasing amount of attention and importance to workforce behavior, of which is particularly crucial for the effectiveness of organizations as well as for assessing the level of employee job satisfaction (Javed et al., 2019).

The efficiency and effectiveness of an organization has a significant role in determining its employee's satisfaction, with particular emphasis on the contribution of its human resources (Uma et al., 2017). Similarly, the growth and progress of an educational institution are contingent upon the effective implementation of human resource management (HRM) practices, which encompass the recruitment, motivation, and preparation of teachers to fulfil their roles within the institution. Referring to the research conducted by Lim and Ling (2012), Andreassi et al. (2014), Najam et al. (2020), Elrehail et al. (2019), and Haurett et al.

(2020), it has been found that human resource practices have an optimistic and positive impact on teachers' job satisfaction, which in turn can contribute to improved performance. However, there are a number of primary factors identified as contributing to a low level of job satisfaction among teachers include a dearth of professional autonomy, insufficient compensation, and limited access to resources for teaching (Vaisanen, 2017). Conversely, factors associated with job discontentment include deficiencies in the process of teaching and learning, are lacking of interest, low attendance, anxiety and low academic achievement (AL-Muslimawi, 2019). These conclusions are drawn from the research conducted by Businge (2011), Kayode (2012), Komolafe (2010), Adelabu (2005), Ayeni (2005), and Kazeem (1999).

As stated by Tarigan & Ariani (2015), the perceived level of job satisfaction experienced by teachers not only contributes to the retention of qualified instructors, yet it additionally carries with the potential to enhance both the learning and teaching processes. In broad terms, it has been demonstrated that job satisfaction is linked to organizational commitment and lowers the likelihood that an employee will intend to leave their current employer.

Several research have been conducted to examine the impact of the relevant variables on employee satisfaction. In relation to the research conducted by (Mondejar & Asio, 2022), HRM practices are known as significant indicators of employees' work satisfaction. However, education industry is being confronted with issues relating to effectiveness and efficacy of human resources management.

Therefore, it is imperative for Human Resource Management (HRM) departments in every institution to adopt appropriate and efficient HR practices in order to ascertain the impact of Human Resource Planning on teacher's job satisfaction, particularly within the education sector. Nevertheless, in spite of the importance of improving teachers' job satisfaction, the impact of human resource practises (HRP) on teachers' job satisfaction remains ambiguous and inadequate, particularly within the field of education.

The progress of an educational establishment is contingent upon the implementation of human resource management (HRM) practices that encompass the recruitment, motivation, and preparation of teachers to effectively fulfil their roles within the institution (Dessler, 2007).

Exploiting training is among the most effective approaches for an organization to achieve a competitive edge. Based on an empirical study, Hartline & Ferrell (1996) it has been demonstrated that a sense of competent from the training will help to improve job satisfaction. Workforce who has received appropriate training reports improved productivity which leads to higher levels of job satisfaction (Paul & Anantharaman, 2003).

In accordance with the changes that have been going in the education sector, the entire school system strongly relies on the competence and productivity of its educators in order to achieve and meet the ever-increasing demands placed on teachers from all aspects where in a study concerning how to train educators to teach, it was apparent that training have a strong and positive relationship with job satisfaction (K & Reddy, 2018).

Furthermore, HRM practices are known as significant indicators of employees' work satisfaction (Mondejar & Asio, 2022). On the other hand, despite the fact that there exists empirical evidence demonstrates a favorable and positive correlation between HRM and teachers' job satisfaction across various global locations (Lim and Ling, 2012; Andreassi et al, 2014; Najam et al, 2020; Elrehail et al, 2019), however there is a limited body of research undertaken in the region of Asia, specifically in Malaysia. Nevertheless, in spite of the significance of emphasizing teachers' job satisfaction, there is still a lack of clarity and inadequacy in the human resource practices that affect job satisfaction, particularly in the field of education. Hence, this study seeks to examine the impact of HRM practices on teacher's job satisfaction which could boost level of teacher's satisfaction within the education sector.



1.3 Research Question

The objective

RQ 1: What is the relationship between compensation and teachers' job satisfaction?

RQ 2: What is the relationship between training and development on teachers' satisfaction?

RQ 3: What is the relationship between performance appraisal and teachers' satisfaction?

RQ 4: What is the relationship between career planning and teachers' satisfaction?

1.4 Research Objective

RO 1: To determine the relationship between compensation and teachers' job satisfaction

RO 2: To determine the relationship between training and development with teachers' job satisfaction

RO 3: To determine the relationship between performance appraisal and teachers' job satisfaction

RO 4: To determine the relationship between career planning and teachers' job satisfaction

1.5 Significant of Research

This study has the potential to expand on the understanding of HRM practices and the variables that contribute to job satisfaction among educators. Besides, it can offer additional empirical evidence regarding the relationship between the human resources management practices and teachers' job satisfaction.

This research has the possibilities to be useful to all the educational institution in Negeri Sembilan as well as other states all around the Malaysia whom are seeking to keep improving satisfaction in their workplace by emphasizing on the HRM practices that have been implemented in order to guarantee the employee retention of fairly satisfied workforce. Besides, the research also provides insights that teachers are viewed as a core component to an educational institution's advancement and credibility therefore their satisfaction should be prioritized in all education institutes because the rapid expansion of public schools are highly reliant on proper HRM practices that ensures the right teachers are recruited, encouraged and trained to perform well in the respected schools. This analysis could be

helpful to give benefits for the future researchers by offering additional relevant information and deep perspectives, observation and insights into this particular investigation, this is because job satisfaction from the teachers' perspective may vary according to the current shift in the education system and the findings in this study would serve as a guideline and an appropriate reference in this particular area of study.

1.6 Scope and Limitation of Research

The present study aims to investigate the relationship between human resources management practices and teacher's job satisfaction. This study will emphasize specifically on the job satisfaction of teachers in primary public schools located in Seremban, Negeri Sembilan. The parameters of this study shall be limited only to the education sector, excluding any other areas of investigation. Therefore, the findings of this study are applicable and relevant just to the subject of education and should not be extrapolated to other professions. Since the utilization of human resource management practices is a significant determinant of employee job satisfaction (Christian & Mark, 2022), at such this research focuses on human resources practices that improves the overall job satisfaction of teachers.

1.7 Definition of key terms

1.7.1 Human Resources Management Practices

Human resources management practices encompass a range of actions that designed to efficiently attract, motivate and retain employees, with the overarching objective of

maintaining the long-term viability and success of the organization (Schulan & Jackson, 1987).

1.7.2 Job Satisfaction

Job satisfaction is referred to the combination of emotions, perspectives, and attitudes that individuals hold towards their employment (Thiagaraj & Thangaswamy, 2017). On the other hand, it can also be regarded as a condition in which the needs and along with the outcomes of the employees are in congruence. Job satisfaction is directed towards the employer's objectives and in relation to employee high work performance. Adhering to the notion that job satisfaction is influenced by both job and overall company performance. Teacher job satisfaction can be understood based to the subjective emotional reactions and feelings experienced by each teacher in relation to various aspects of their teaching profession (Tessema & Soeters, 2016).

1.7.3 Training and Development

Training and development are defined as the process of providing employees with the chance to take part in training and development programs designed to increase the efficiency of those employees (Arthur, 1994; Macduffie, 1995; Pfeffer, 1998).

1.7.4 Performance Appraisal

The term "performance appraisal" refers to the formal performance assessment procedure that is managed by employers and used for recognizing employees' work performances

while providing those individual's feedback regarding their current job performance (Delery & Doty, 1996).

1.7.5 Compensation

Compensation is a structured system aimed at offering financial remuneration to employees in return for the duties and obligations fulfilled in an organization (Patnaik & Padhi, 2012).

1.7.6 Career Planning

Career planning entails determining needs, objectives, and opportunities for employees' careers as well as the implementation of establishing programs for human resource development in order to facilitate that career (Zar, 2017).

1.8 Organization of Dissertation

The first chapter discusses the background of the study, including a brief summary of the topic under investigation, research questions and research objectives. The second chapter of this paper will undertake a comprehensive review of existing literature pertaining to human resource management practices and its impact on teachers' job satisfaction. Chapter 3 will discuss the methods and instrument tools employed in this study, as well as the questionnaire distribution procedures. The study elaborates on the obtained data analysis procedures utilized in chapter 4, in addition to presenting the overall findings. Chapter 5 presents an analysis of the research's findings and recommendations to improve future research and management measures.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The primary objective of this chapter is to present a thorough and inclusive examination of the extant body of literature pertaining to the correlation between human resources management practices and teachers' job satisfaction, as explored by previous scholars. This study will concentrate on the dependent variable which is known as teachers' job satisfaction while human resources practices such as compensation, training and development, performance appraisal and career planning are the independent variable.

The main goal of this chapter is to encapsulate the outcome of past studies related to the association between HRMP and teachers' job satisfaction. This chapter also outlines underpinning theory, which is the Herzberg' two factor theory. Apart from it, this study presents the conceptual framework and finally the hypothesis is developed and then chapter draws a conclusion.

2.2 Definition and Concept of Teachers' Job Satisfaction

Teacher job satisfaction is a whole emotional experience as well as the cognitive reflection of their profession, working environment and current state. The attitudes and perspectives expressed by teachers are directly related to the level of job satisfaction they experience in their working environment. It is measured in a variety of methods in

nationwide surveys, and there is no general agreement over the method that should be used as a standard in determining job satisfaction.

The level of satisfaction that an employee obtains from their work is referred to as their "job satisfaction." (Musyoki, 2012). It comprises performing a duty that one enjoys, carrying out it correctly, and then being acknowledged for one's accomplishments within the role. Passion and enthusiasm for one's profession are also indicators of job satisfaction. It encompasses the manners in which people express their approval (satisfied) or disapproval (dissatisfaction) of their roles. It also occurs when an employee considers their role at work are as exciting because of the job's traits, attributes, context, and desires, and as a result drives them to give their best effort at work. According to Mullins (2010), the degree to which an individual is satisfied with their own work is influenced by an extensive range of factors that revolve on one's individual, conventional, company-wide, and contextual concerns. Each variable affects an employees' job satisfaction differently. In order to boost morale, broader conceptions of job satisfaction aim to provide workers with opportunities for learning and growth, as well as more freedom and say in how their work is envisioned and carried out. Its priorities and emphasizes on intrinsic satisfaction (Mullins, 2010). Besides, Davis and Newstrom (1999) also claims that an employee's level of job satisfaction can be measured or summed up by how positively he or she views specific elements of their position in a workplace. Those components of a job that are associated with working conditions and the nature of the work are deemed far more essential. An employee's level of job satisfaction reflects his or her feelings about their working conditions as a whole. The contentment that an employee derives from their work can be attributed to a number of different factors (Robbins, 2005). According to Asadi, et al (2008), an employee's specific aim and the workplace attributes can both have an impact

on their employment. It has been found that job satisfaction is a global construct consisting of a variety of dimensions in which employees promptly react (Spector, 1997; Kreiter & Kinichi, 2006).

2.3 Studies on Teachers' Job Satisfaction

Several different research investigations have been conducted and presented on job satisfaction which acts as the dependent variable. There have been a lot of research carried out on the topic of job satisfaction. Most of the earliest research on job satisfaction has been conducted out in education settings, where factors such as employment circumstances, amenities, and remuneration were investigated.

However, researchers subsequently concluded that social factors could also affect job satisfaction. Human relations within the workplace are also crucial to increasing employee satisfaction (Spector, 1997). Recent research on job satisfaction indicates that it is a multidimensional phenomenon, and as a result, various academics have found various reasons for teachers' satisfaction with their jobs (Ngimbudzi, 2009).

As stated by Bogler (2001), the occupational perspectives of teachers have a significant effect on the degree to which they are satisfied in their jobs. A study was carried out by Sumanasena et al., (2020) to determine the level of school-based satisfaction experienced by teachers who were employed in challenging schools located within the Puttalam Education Zone. The study shows a strong connection between internal and extrinsic variables and overall job satisfaction. This multidimensional analysis showed that work

conditions, pay, and rewards, as well as teachers' sense of accomplishment which includes intrinsic and extrinsic variables, have a strong link with the level of satisfaction with their jobs.

According to the findings of Mangaleswarasharma, (2017) number of educators are satisfied with their jobs because they chose teaching because it was an occupation they were interested in, it is a permanent employment, and it has extended vacations and a lesser working hour. It has also been determined that elements such as appropriate training, opportunities for professional growth, wage increases, respect, and acknowledgement are the factors that contributes to greater job satisfaction.

Furthermore, the study conducted by Ana et al., (2019) indicated a robust and affirmative relationship between human resource management (HRM) practices and employee satisfaction. The implementation of effective human resource management (HRM) practices has the potential to enhance both worker satisfaction and involvement, as well as organizational efficiency (Cai et al., 2019).

There was a significant difference in job performance between teachers who expressed satisfaction and those who expressed dissatisfaction. Efforts to enhance the quality of education have directed attention towards teachers and many administration factors which impact the working condition of teachers. The one aspect which is believed to influence the standard of teachers and potentially contribute to the effectiveness of schools is the level of job satisfaction among teachers.

2.4 Human Resource Practices

Human resource management (HRM) practices can be conceptualized as a collection of internally integrated and coherent practices that are designed to enhance and foster an employee's competency, determination and commitment as a whole (Elrehail et al., 2019). Besides, Human resource management practices encompass a wide range of measures, functions, and processes that are aimed at taking into account the comprehensive perspective of an organization's human resources. The intensive study of human resource management (HRM) practices has witnessed a growing interest in its relationship with various workplace outcomes, such as satisfaction among employees, employee productivity as well as employee commitment. Besides, Human Resource Management (HRM) in education refers to the efficient administration of personnel within the larger context of school administration. This research defines HR practices as managing the personnel resources, with a particular focus on compensation, training and development, performance appraisal and career planning.

Dessler and Tan (2009), assert that human resource management practices comprise multiple important functions such as the analysis of human resource requirements, the screening and recruitment of employees, the provision of training, the implementation of reward systems, the evaluation of employee performance, and the management of employee relations, health and safety, and ethical considerations.

The HR personnels are ought to emphasize the strategic enhancement of human resources planning to effectively promote job satisfaction among teachers. Human Resource

Management (HRM) plays an essential role in educational environments where it is also designed to efficiently manage and enhance the capabilities of teachers, enabling them to proficiently execute teaching-related responsibilities (Gunawan, 2017). The efficient implementation of HRM has enormous effect on productivity. This phenomenon might be attributed to the extent of utilization of human resources practices within the educational institution. The utilization of teachers as the primary drivers of human resources inside schools is expected to result in a higher level of productivity and job satisfaction among teachers. Therefore, from a strategic standpoint, experts have identified HRM as a key tool for schools to manage the teachers well in order to achieve educational objectives. Schools prioritize quality enhancement through the use of an efficient and enduring human resource management process.

The categorization of human resource practices can be delineated into four primary domains, including recruitment, training and development, employee relations, and compensation (Dessle et al., 2005). Conversely, newest studies have provided additional details on many human resources practices such as performance appraisal, training and development, career planning, compensation, performance appraisal and employee relation (Hassan & Saira, 2016). The present research explores four fundamental aspects of human resources practices which includes compensation, training and development, performance appraisal and career planning.

In short, human resource (HR) practices are a crucial aspect of management that involve enhancing policies and terminology pertaining to the employees. These practices are aligned with the overall strategy in order to effectively attain the objectives in a workplace.

2.4.1 Compensation

Compensation had already been cited as a significant source of motivation of workforce as it plays as an essential tool and expenditure in workplace. The term "compensation" relates to any and all types of wages that workers receive in return for the services they have rendered. Compensation is meant to attract, retain, and incentivize employees (Sorn et al., 2023). In addition, the research that was carried out by Rasmi et al. (2020) has shown that there is a substantial connection between remuneration, job satisfaction, and the overall effectiveness of teachers. Compensation is meant to attract, retain, and incentivize employees. In addition, the research that was carried out by Rasmi et al. (2020) has shown that there is a substantial connection between remuneration, job satisfaction, and the overall effectiveness of teachers.

In the field of human resource management, job satisfaction is a significant concept in any organizations, this is because it acts as an essential intermediary between a workplace's compensation policy and appropriate attitudinal and behavioural implications (Blau, 1994).

Wage practice is considered to be under the compensation component, and wage also can be categorized as tangible and intangible benefits where a worker is entitled to get from his or her employer as per to the contract of employment. Compensation, as defined by the society for human resources management (SHRM), is a comprehensive approach that comes in the form of wage for the work that have been completed by the employees (SHRM, 2012). Teachers in Malaysia are provided competitive compensation and perks. Teachers earn high salary based on compensation package that has been reviewed by the government. In addition to a competitive income, teachers in Malaysia receive other perks including comprehensive healthcare coverage, yearly sabbatical allowances, retirement money, and

additional bonuses. On top of it, the government has instituted a range of initiatives to offer supplementary assistance for the well-being of teachers. The government's provision of excellent wage packages and extensive benefit plans renders teaching a highly appealing career option in Malaysia. Teaching in Malaysia provides both job security and financial stability, along with a range of advantages that contribute to a satisfying career.

Compensation management that is appropriate, efficient and effective establishes a proper balance between compensation and performance influencing the organizational performance as an overall. However, when it comes to the "glue" that holds together employees and employers in the organized economy, pay is often considered to be the most important factor.

At such, the research that was carried out by Rasmi, (2020) has claims that there is a substantial connection between remuneration, job satisfaction, and the overall effectiveness of teachers. In the domain of management, a fundamental aspect to grasp the synergy between desires, necessities and motivators in order to gain insight the satisfaction and effectiveness of teachers.

2.4.2 Training and Development

Training is a structured and deliberate practice that intent to improve one's knowledge, skill sets, proficiency, hence enabling individuals to carry out their work responsibilities properly (Gordon, 1992). While, development is a vast and ongoing process which includes a diverse range of endeavors, such a training, aimed at augmenting the capacities of individuals or organizations in order to achieve a higher level of performance. This practice is commonly

executed to provide the individual with necessary skills, abilities and knowledge for prospective roles in the future (McNamara, 2008).

Training holds significant importance in enhancing the efficiency of an organization. Academic scholars assert that the implementation of training and development programs exerts a substantial influence on the objectives of individuals as well as organizations. Truitt (2011) provided a discussion on the topic, whereas Cheng and Ho (2001) asserted in their study that training plays a crucial role in fostering job satisfaction. The necessity of training is vital for the professional development of teaching personnel. Training has the potential to enhance employees' knowledge, skills, and abilities (KSA) as well as foster their boundless potential for creativity.

The imperative for providing training and development opportunities to employees at all hierarchical levels is fundamentally grounded in the necessity to uphold and sustain job satisfaction. This phenomenon can be attributed to the tendency of abilities to deteriorate and become antiquated as time progresses, hence necessitating the need for frequent upgrades (Mohammad & Anto, 2020).

In Malaysia, teachers are offered with abundant of opportunities to engage in continual advancement and growth in their career as the Malaysian government prioritizes education which creates several possibilities for teachers to further develop the KSA. The opportunities for learning encompass conferences, training sessions, seminars and e-learning courses which addresses a wide range of concerns pertaining to current education practices, curriculum activities, incorporating technology and beyond. Hence, it is crucial to offer suitable training and development opportunities to the teachers in order to enhance their effectiveness and efficiency, which will result in heightened productivity.

There is a positive relationship between greater involvement in professional development initiatives and elevated levels of expected work satisfaction among teachers (Mike, 2021).

2.4.3 Performance Appraisal

Performance appraisal is one of an integral part within the broader framework of management of performance (Wilson & Western, 2001). According to Marchington and Wilkinson (2005), the process of evaluation can be described as periodic, involving the determination of one's performance anticipants, the provision of encouragement for performance, the review as well as appraisal of performance, plus ultimately, the management of performance criteria. Evaluation of performance is a significant factor that contribute to employee motivation (Bakhsh et al., 2020). Teacher performance evaluations are regularly undertaken on every term or annual basis in order to assess the extent to which teachers have achieved their predetermined objectives. Nevertheless, the variability of the appraisal outcomes is contingent upon the underlying aim (Muhammad et al., 2011). The utilization of performance appraisal continues to be widely recognized as an effective mechanism for managing performance and enhancing overall outcomes. The objective of performance appraisal is not limited merely assessing performance, however, to meet the organizational targets and goals with individual teachers' aspirations and help enhance their performance as educators in accordance with the requirements of their students. One reason for the development of enhanced evaluation systems is to create assessments which further accurately depict the observed variations in teacher performance, so facilitating improvements in the overall standard of the teaching workforce through various means (Springer et al., 2014). The evaluation of teachers holds significant importance in the

advancement of educational standards within a given society. An employee's performance is a factor that has some bearing on their motivation, the quality of their relationships at work with fellow employees, their level of contentment, and essentially their degree of job satisfaction.

2.4.4 Career Planning

Career planning and development hold immense importance in the contemporary era of technology. This is mostly due to the rapid advancements and worldwide transformations that have created a highly competitive environment across several domains. This setting is equally applicable to educators. Institutions are expected to establish appropriate parameters and establish both short-term and long-term objectives for the career planning of their educators.

According to William et al. (1996), career planning is a strategic instrument that aims to match organisational approach with future human resource requirements. It also serves to motivate employees to actively pursue their own personal development. A career plan would help an employee to feel comfortable in their job and will directly affect the job satisfaction (Dziuba et al., 2020). The job satisfaction has been a pivotal issue in defining the organizational effectiveness. It reflects an individual feeling towards work that affects both the individual's and organization performances (Eka Daryanto, 2014). The firm stands to gain improved efficiency from its employees by fostering more employee involvement as well as individual participation, as this leads to employee dedication which in turn would increase job satisfaction.

Based on the research studied by Guskey (1985) research, it has been acknowledged that teachers tend to exhibit a greater passion for teaching, enhanced effectiveness, and more confidence when teachers experience with challenging circumstances during career advancement period. The author posits that the utilization of different methods derived from career growth might effectively augment teachers' levels of satisfaction and dedication. Hence, it is imperative to offer possibilities to teachers for the purpose to further ameliorates the caliber of education (Seferoğlu, 2001).

2.5 The relationship between Human resources practices and Teachers' job satisfaction

The management of human resources, often known as HRM, is one of the most important factors that determines the attitudes and actions of workers, as well as their overall level of satisfaction in their jobs. It has been well-established in the academic literature that there is a link between HRM practices and teachers' job satisfaction, and the educational setting in Malaysia is not an exception to this rule. This section investigates this connection in further depth and addresses the impact that HRM plays in determining the degree to which teachers in Malaysia are satisfied with their jobs.

Several empirical research carried out in Malaysia have lent credence to the hypothesis that there is a connection between HRM practices and levels of work satisfaction. For instance, research that was conducted in 2001 by Ramayah, Jantan, and Tadisina discovered a favorable association between HRM practices, including as training and development, performance appraisal, and remuneration, and job satisfaction among Malaysian workers. This study focused on the Malaysian workforce. Despite the fact that the research did not

primarily concentrate on teachers, its results give useful insights into the possible influence of certain HRM practices on job satisfaction in the setting of the Malaysian workplace.

To be more precise, research conducted by Ismail and Ibrahim (2008) in the field of education found that human resource management practices such as remuneration, performance assessment, and career development had a substantial effect on the level of job satisfaction among teachers working in secondary schools in Malaysia. The significance of the role that HRM practices play in molding the perspectives and attitudes of teachers towards their work is shown by these results.

The findings of a study conducted by Omar, Mohamad, and Muda (2013) provide more insight on the significance of HRM practices in determining the level of work satisfaction experienced by Malaysian school teachers. According to the findings of the survey, factors that contribute to job satisfaction for teachers include maintaining a healthy work-life balance, being recognized and rewarded for accomplishments, and engaging in continuing professional development.

Additionally, prior studies by Yusoff, Kian, and Idris (2013) conducted research that looked at the influence that HRM practices have in increasing job satisfaction among teachers working in technical and vocational schools in Malaysia. They discovered that factors such as extensive training and development programs, fair performance assessment systems, and competitive remuneration packages were all positively related with work satisfaction.

These studies give convincing evidence that there is a strong association between HRM practices and work satisfaction in the educational setting of Malaysia. Having said that, it is important to point out that the connection between HRM practices and levels of work satisfaction is not a straightforward one. However, divergent viewpoints about human

resource (HR) practices propose that these practices have the ability to forecast the levels of teachers' job satisfaction (Ugwu and Okojie., 2017). For example, according to Armstrong (2012), the degree to which HRM practices are aligned with the requirements, expectations, and perceptions of fairness of workers is a crucial factor in determining whether or not these practices are successful in increasing job satisfaction. Besides, the connection may be affected by a number of other elements, such as the organizational culture, the leadership style, and the socioeconomic setting in general.

Numerous scholarly investigations have been conducted to examine the teacher's job satisfaction (Batugal & Tindowen, 2019; Abdurahman, 2020; Songcog & Guhao, 2020) as well as human resource practises (Tampol & Aguilin, 2021; Ramada, 2020). To summarize, it is essential to have a grasp of the influence that HRM practices have on teacher work satisfaction in order to develop successful HR strategies and policies that boost teacher motivation, commitment, and efficiency. This is of utmost significance in the context of Malaysia because of the vital part that teachers play in the accomplishment of the educational goals of the country. This study specifically investigates four fundamental aspects of human resources practices including compensation, training and development, performance appraisal and career planning.

2.5.1 The relationship between compensation and teachers' job satisfaction

Compensation and benefits are an essential component of Human Resource Management (HRM) practices, which are major factors in an employee's level of happiness in their employment. According to Perkins (2009), adequate and competitive remuneration and

benefits may offer instructors with a feeling of worth, security, and motivation, greatly boosting work satisfaction.

In the context of the teaching profession, appropriate and competitive compensation and benefits can provide teachers with a sense of value, security, and motivation. In the setting of Malaysia, the government and the Ministry of Education have worked hard to offer teachers with competitive wage packages in an effort to improve the level of job satisfaction that teachers experience and to keep excellent educators in the country.

Additionally, the Malaysian education system uses a wage structure with a single spine, which ensures that all educators are paid in a same manner. This organized system assures fairness since all instructors are paid based on the same scale and advance through it at the same pace, barring any special situations (Yunus & Osman, 2018).

Mohd Noor (2012) conducted research in Malaysia that surveyed 200 workers working in a variety of industries to investigate the link between job satisfaction and different HRM practices, including remuneration and benefits. According to the findings of the research, there is a substantial positive association between remuneration and work happiness. Yet, (Granger & Griffin-Brown, 2022) argued that teachers are requested to undertake tasks without receiving any form of remuneration for the extra time invested at work which leads to lower level of teachers' job satisfaction. Throughout numerous decades, educators have served as the primary providers of scholastic instruction to students on a global scale. However, the issue of remuneration for their unwavering commitment and invaluable contributions has remained a subject of uncertainty and debate.

As a conclusion, compensation is an essential part of the HRM practices that play a key role in increasing the level of work satisfaction that is experienced by teachers in Malaysia.

2.5.2 The relationship between training and development and teacher's job satisfaction

Tzafrir (2006) asserts that training and development is widely recognized as a prevalent human resource management (HRM) practice. Training and development are fundamental HRM practices that have a substantial impact on the level of work satisfaction experienced by educators. Not only are these practices intended to improve the professional competences of educators, but they are also designed to accommodate the ever-evolving requirements of various educational settings.

According to Barrett (2004), providing teachers with access to training and development programs that are both relevant and of a high quality enables them to enhance their skills, knowledge, and teaching techniques, which in turn increases their level of work satisfaction. Multiple studies carried out in Malaysia have shown to a beneficial connection between professional development opportunities and the level of work satisfaction experienced by teachers. Opportunities for training and development were shown to have a substantial effect on the level of work satisfaction experienced by Malaysian secondary school teachers, according to research conducted by Ahmad, Mustaffa, and Idris (2015).

In a similar vein, Yoon, Duncan, Lee, Scarloss, and Shapley (2007) conducted research in which they discovered a substantial positive association between teacher training and student accomplishment. This, in turn, contributed indirectly to the work satisfaction of teachers. The rise in the teachers' feeling of success and fulfilment brought about by the improved performance is directly proportional to the degree of enhanced teachers' job satisfaction.

Moreover, previous empirical research has revealed a positive correlation between training and development and teachers' job satisfaction. Bradley, Petrescu and Simmons (2004)

assert that the implementation of continuous training and learning within the workplace leads to greater level of teachers' job satisfaction.

In conclusion, HRM practices like as training and development are critical components that have a considerable impact on the level of work satisfaction experienced by teachers.

2.5.3 The relationship between performance appraisal and teacher's job satisfaction.

Performance appraisal, often referred to as performance management, is a systematic procedure employed inside an organization to identify, measure, and enhance the efficiency of individuals (Gorman et al., 2017). Earlier research indicated that good interpersonal connection between teachers and the performance evaluators could lead to increased leniency in appraisals (Khan, 2015).

According to Prowse and Prowse (2009), this HRM practice is very important for controlling the performance of workers, boosting their professional growth, and increasing the level of job satisfaction that they experience. In the field of education, performance evaluation has the potential to be a useful instrument for enhancing the efficiency of teaching and the results of learning for students.

The Annual Performance Evaluation Report (LNPT) is a performance assessment method that is used in the Malaysian educational system. This system assesses teachers based on how successful they are as instructors, how involved they are in extracurricular activities, and how professionally they conduct themselves. According to the Malaysian Education Ministry (2003), this assessment plays a crucial part in the advancement of a career, in evaluating eligibility for promotions, and in deciding performance-based awards.

On the contrary, the system of evaluation has been the focus of criticism and discussion. The fact that many instructors see the process as stressful and daunting mitigates the positive impact that it may have on their level of work satisfaction. Wan Zahari et al. (2018) argued that the existing system of performance evaluation owing to what they believe to be a lack of transparency, subjectivity, and inconsistency.

On the other hand, a performance review may have a beneficial influence on work satisfaction if it is carried out correctly and in a timely manner. According to the findings of a research that was carried out in Malaysia by Ramayah, Aafaqi, and Roa (2005) among industrial companies, well-executed performance reviews led to considerable increases in levels of work satisfaction. (Ahmad & Bujang, 2013; Cawley, Keeping, & Levy, 1998).

In short, performance appraisal is a crucial element of human resource management practice that has the potential to considerably impact the teachers' job satisfaction. However, in order to address concerns about openness and uniformity, the evaluation system that is now in place in Malaysia has to undergo certain necessary adjustments. It is possible for future study to explore further into the ways in which a performance assessment system that is more thorough, fair, and transparent may be constructed, which will contribute to higher work satisfaction among teachers.

2.5.4 The relationship between career planning and teachers' job satisfaction

The process of proactively and methodically determining professional objectives and the steps necessary to reach those objectives is known as career planning. According to Greenhaus, Callanan, and Godshalk (2000), one HRM practice that not only helps employees with their personal growth and motivation but also makes a major contribution

to their overall work satisfaction. Effective career planning in the field of education enables instructors to envisage their future progress, which in turn strengthens their professional dedication and leads to higher work satisfaction.

According to the findings of a research conducted by Mustafa (2013), the degree to which work satisfaction is influenced by clear and realistic career routes is considerable. Higher levels of work satisfaction were reported by educators who saw the career pathways available to them as both accessible and fulfilling. This demonstrates the significance of open and honest evaluation of one's performance in the workplace when it comes to career planning.

Moreover, Ongori and Agolla (2008) found that the availability of career advancement options had a direct impact on the level of work satisfaction experienced by public sector employees in Kenya. Despite the fact that this research was not carried out in the Malaysian setting, it nonetheless gives significant insights into the possible influence that career planning might have on work satisfaction.

In conclusion, career planning is an essential component of HRM that has a significant bearing on the degree to which teachers like their work.

2.6 Research Theory

This research has used the Herzberg' two factor theory as an underpinning theory as to determine the variables that are responsible for the satisfaction of teachers in their professions. Herzberg's Two-Factor Theory, also known as the Motivation-Hygiene Theory or the Dual-Factor Theory, was developed by Frederick Herzberg who is known as a psychologist. Herzberg's two-factor theory, developed from his research into how

individuals perceive their jobs, is presently one of the most widely recognized and used and heavily debated theories in the field of job satisfaction. This theory posits that job satisfaction and dissatisfaction are influenced by distinct sets of elements.

Fredrick Herberg have classified motivators as an intrinsic component such as accomplishments, appreciation, accountability, development, growth and the nature of the work its own. On the other hand, factors such as compensation, workplace conditions, interpersonal relationship, stability of employment, organizational policies, administration as well as supervision are known as hygiene or extrinsic components.

Herzberg identified two categories of elements that contributed to employee satisfaction on the work. There is no correlation between hygiene variables (such as wage, working conditions, and company policy) and job satisfaction; but, if these aspects are not acceptable, they might lead to job discontent. On the other hand, motivating variables like as success, recognition, and responsibility all contribute to work satisfaction; nevertheless, the lack of these things does not always result in discontent.

In the context of Malaysian educators, the term "hygiene factors" may refer to issues like as remuneration and benefits, recruiting and selection procedures, and other processes that, if they are not handled well, might result in teachers feeling dissatisfied with their jobs.

According to Herberg's Two factor theory, the experience of satisfaction and dissatisfaction can be attributed to distinct sets of variables, namely motivators and hygiene factors. Hence, it can be argued that job satisfaction as well as job dissatisfaction happen to not mutually compatible outcomes along a single continuum, however, rather distinct and separate phenomena. In a broad sense, individuals tend to experience satisfaction with elements of their occupations that pertain to the actual tasks performed or the immediate consequences

arising from them (Greenberg & Baron, 2007). Contrary to this, dissatisfaction is linked to various factors related to the job, including workplace conditions, compensation, career stability, interpersonal relationships, and various aspects, compared to the nature of the work itself.

Internal employment characteristics, known as motivators, play a significant role in driving individuals to pursue greater levels of accomplishment, resulting in job satisfaction and increased motivation. There exist various aspects that exert effect on the views and emotions of employees regarding their own individuals and their profession, therefore serving as motivators for increased effort and enhanced performance. Based on Bennel and Akyeampong (2007), the intrinsic motivators could be derived internally by an individual. Several instances of intrinsic motivators can be identified as responsibilities, the demanding aspects of a career as well as accomplishment.

There exists a connection between Herzberg's Two-factor Theory and Maslow's Hierarchy of Needs Theory. According to the theory mentioned above, there exists a resemblance between Herberg's satisfier factors and Maslow higher order needs while Herberg's hygiene factors bear similarity to Maslow lower order needs. In accordance to the research conducted by Herzberg et al. in 1959, motivation factors refer to internal elements that are linked to higher order demands. These needs encompass various aspects such as possibility for job achievement, acknowledgment of accomplishments, engaging and demanding work, growth opportunities, job responsibilities, and the nature of the profession.

The characteristics that prevent discontent while it exists are often referred to as hygiene. The factors encompassed in this context consist of workplace policies and management,

evaluations, interpersonal relationships, interpersonal network with coworkers and fellow employees, remuneration, personal obstacles, employment terms, and position as well.

A performance review, career planning, and possibilities for further training and development are all examples of variables that might be considered motivators. However, due to the complicated nature of the work that teachers do and the culturally distinct aspects that influence job satisfaction in Malaysia, further study is required in order to adapt the Motivation-Hygiene theory to the particular circumstances of the country (Nawawi, Dahlan, & Mohamed, 2019).

Consequently, the existence of motivators has a significant role in the increase of job satisfaction, fostering a positive perception of the work environment, and ultimately improving productivity. On the other hand, a lack of motivators has been found to decrease the degree of job satisfaction (Herzberg, Work and the nature of man, 1966).

On the contrary, the absence of hygiene elements contributes to elevate the levels of job unhappiness, but its existence mitigates job dissatisfaction despite necessarily generating job satisfaction, improved work attitudes, or higher levels of efficiency (Herzberg et al., 1959).

According to Herzberg and associates (1957), it was argued that job dissatisfaction should not be considered as the direct opposite of job satisfaction, but rather as the absence of satisfaction. In light of this theoretical basis, it is deemed inappropriate to regard the two feelings as being mutually exclusive.

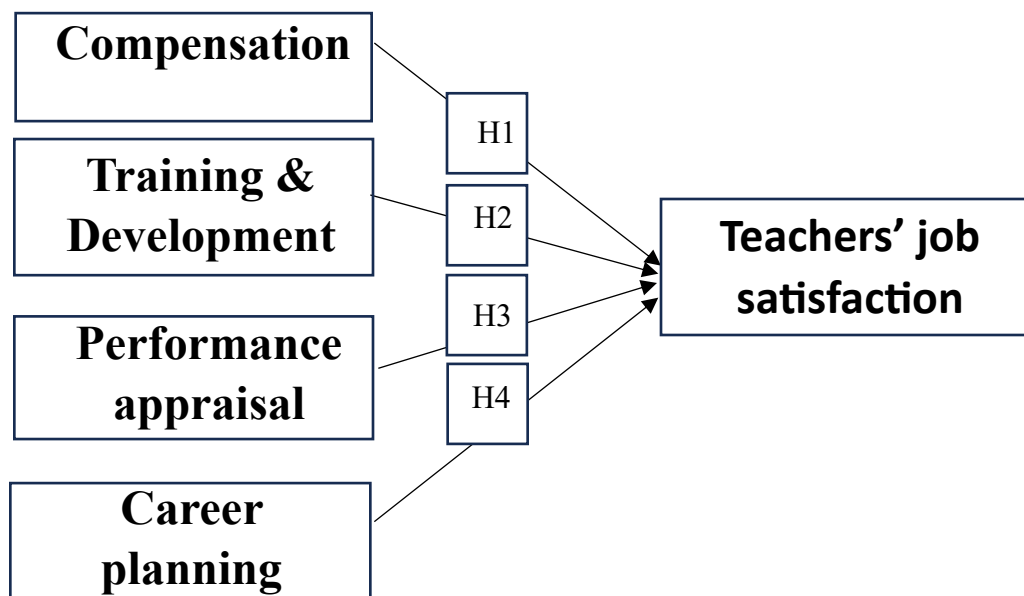
According to Armstrong (2006), job satisfaction can be influenced by both factors namely intrinsic and extrinsic.

Lawler (1973) conducted a study which provided confirmation that employees might experience satisfaction in relation to several aspects of their work, such as remuneration, supervision from the management and the nature of the labor itself. It is anticipated that the level of satisfaction that individual derives from their work is directly influenced by factors such as compensation, bonuses, additional benefits, and other motivating conditions (Furnham & Eracleous, 2009).

2.7 Research Framework

Figure 2.1 illustrates the research framework for the present investigation, depicting the graphical representation of both the dependent and independent variables. In the current investigation, the dependent variable is known as teachers' job satisfaction whereas the independent variables include compensation, training and development, performance appraisal and career planning as outlined in the in the research framework below. The contentment of teachers in their professional roles will be the focus of this research.

Figure 2.1 Conceptual Framework of the Human Resource Practices and Teacher's Job Satisfaction



2.8 Development of Hypothesis

The purpose of formulating a hypothesis is to establish a relationship between an independent variable and a dependent variable, specifically examining the association between human resource practices and teachers' work satisfaction. The fundamental aim of creating hypothesis is offer guidance, direction and recommendation for the upcoming researchers in the future. The following hypothesis helps to elucidate the outcome, taking into account the theoretical framework which was initially development in this research.

2.8.1 Compensation and teachers' job satisfaction

According to Mohd Noor (2012), providing teachers with enough financial incentives and perks may help to their overall contentment and well-being, which in turn leads to higher motivation, dedication, and performance. When it comes to determining how satisfied teachers are with their jobs, compensation and benefits play a significant effect. Several studies carried out in Malaysia have investigated the relationship between a teacher's level of work satisfaction and the remuneration and perks they get. Mohd Noor (2012) discovered that the level of salary and perks received by Malaysian workers was positively correlated with their level of job satisfaction. This suggests that teachers who are paid salaries that are comparable to those offered by other employers and who have access to a full range of perks are more likely to report feeling satisfied with their jobs. In addition, Yusoff and Hashim (2015) conducted research to investigate whether or not there is a correlation between work satisfaction and wage satisfaction among teachers in Malaysia. According to the data, there is a statistically significant positive link between the two variables; this suggests that teachers who are content with their salary are more likely to have greater levels of work

satisfaction. This lends credence to the idea that monetary compensation and perks play a significant role in determining the level of work satisfaction experienced by teachers in Malaysia.

H1: There is a significant positive relationship between compensation and teachers' job satisfaction.

2.8.2 Training and development with teacher's job satisfaction

The availability of training and development opportunities is critical for increasing the knowledge, skills, and competences of teachers, all of which may have a beneficial effect on the degree to which they enjoy their work. In the context of Malaysia, which places a strong emphasis on the ongoing professional development of teachers, it is essential to investigate the connection between training and development opportunities and the level of work satisfaction experienced by educators.

According to the findings of a research that was carried out in 1996 by Agnaia on the subject of work happiness among secondary school teachers in Malaysia, there is a favorable connection between training opportunities and job satisfaction. According to the results, those educators who had access to training programs and seminars reported better levels of job satisfaction when compared to their counterparts who did not have such opportunities.

In addition, Mohamed (2016) investigated the connection between ongoing professional development for teachers and high levels of work satisfaction among Malaysian elementary school educators. According to the findings of the research, a substantial positive association exists between possibilities for professional growth and levels of work satisfaction.

Educators who were able to take part in meaningful and relevant professional development opportunities reported greater levels of work satisfaction compared to those who did not have access to these kinds of chances.

According to Ministry of Education (n.d.), the Ministry of Education in Malaysia sponsors a variety of training programs, seminars, and conferences with the purpose of supporting the growth and development of teachers' professional careers. It is possible to hypothesize, taking into account both the current body of research and the particular circumstances of Malaysia, that there is a considerable positive association between training and development and the level of work satisfaction experienced by teachers.

There is a correlation between having access to relevant and meaningful training programs, seminars, and chances for professional development and increased levels of job satisfaction among Malaysian teachers. These results highlight how important it is to engage in continual teacher professional development to improve work satisfaction and general well-being among teachers.

H2: There is a significant positive relationship between training and development and teachers' job satisfaction.

2.8.3 Performance appraisal and teachers' job satisfaction

Performance assessment is an essential component within the realm of education, serving both to evaluate the efficacy of instructors and to provide those instructors with input on how they might improve their pedagogical methods. To increase overall teacher motivation,

engagement, and job happiness, it is vital to have a better understanding of the link between performance appraisals and teachers' levels of job satisfaction in their jobs.

Several studies that were carried out in Malaysia looked at the connection between performance evaluation and the level of work satisfaction experienced by teachers. Research was carried out by Wan Zahari and colleagues (2018) to investigate the attitudes of Malaysian secondary school teachers regarding performance evaluation. According to the results, instructors who had a positive opinion of the performance evaluation system because they believed it to be fair, transparent, and consistent reported having greater levels of work satisfaction. On the other hand, instructors who felt that the system was either unfair or inconsistent reported lower levels of work satisfaction.

In a study with a similar focus, Mohd Noor (2012) examined the relationship between performance reviews and levels of work satisfaction among Malaysian employees, including teachers. According to the findings of the research, there is a positive connection between performance assessment and job satisfaction. This finding suggests that instructors who got positive feedback and recognition as part of their performance review were more content with their jobs.

It is possible to hypothesize, on the basis of the current body of research as well as the unique circumstances of Malaysia, that there is a considerable positive association between performance assessment and the level of work satisfaction experienced by teachers. Increased levels of work satisfaction among teachers may be attributable to a performance evaluation system that is well-structured and efficient.

H3: There is a significant positive relationship between performance appraisal and teachers' job satisfaction.

2.8.4 Career planning and teachers' job satisfaction

Planning one's career is an extremely important part of continuing one's professional development as a teacher. It entails defining objectives, determining professional trajectories, and developing methods to attain those goals in order to be successful. A method of career planning that is both well-structured and successful may have a beneficial influence on the level of work satisfaction that teachers experience by providing them with a distinct path to follow and possibilities for progress within their field.

There have been a number of studies carried out in Malaysia that have investigated the connection between career planning and the level of work satisfaction experienced by teachers. For instance, Mustafa (2013) investigated the effect that career planning has on the level of job satisfaction experienced by educators working in elementary schools. According to the findings of the research, teachers who reported having greater levels of work satisfaction also actively participated in career planning and had defined professional objectives. The individuals exhibited more satisfaction with their professional growth, resulting in greater levels of motivation and dedication.

In a study with a similar focus, Ibrahim et al. (2018) looked at the connection between career planning and the level of work satisfaction experienced by secondary school teachers. According to the findings of the research, instructors who perceived their career planning process was successful, helpful, and fit with their goals reported greater levels of work

satisfaction. They reported increased feelings of empowerment, motivation, and fulfilment as a result of their work as educators.

It is possible to form this hypothesis, on the basis of the current research as well as the unique circumstances of Malaysia, that there is a large positive association between teachers' ability to plan their careers and their level of work satisfaction. It is possible to increase job satisfaction while also contributing to a motivated and devoted teaching staff by implementing effective career planning procedures that connect with the ambitions of teachers, allow chances for growth and development, and recognize their successes.

H4: There is a significant positive relationship between career planning and teachers' job satisfaction.



2.9 Summary of the chapter

The human resources practices which are known as the independent variable serves as an efficient instrument to enhance teachers' job satisfaction. In this chapter, the compensation, training and development, performance appraisal and career planning which acts as independent variable has been used to reflect the teachers job satisfaction from different perspective. As a result, the variables are the evidence that show they are significantly associated with teachers' job satisfaction. The present study aims to provide a comprehensive explanation of the technique and procedures utilized for the examination of the findings stated in Chapter 3.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is about the methodology used for this specific research. This chapter begins with research design, follows by populations, sample, sampling techniques, unit of analysis, questionnaire design, as well as research instrument, data collection—and lastly the techniques used to do the data analysis.

3.2 Research Design

A research design is a framework for defining the methods and techniques for acquiring the data from relevant sources (Jilcha, 2019). A well-structure research design assist to make certain that the methods are related to the research objectives that the obtained information and the usage of appropriate type of analysis to respond the research questions using reputable and reliable factual sources (Goundar, 2012). This study employs quantitative methodologies, with data collection through questionnaires.

The objective of this research is to investigate the relationship between human resources management practices and teacher's job satisfaction, at such it is a correlational study. The four dimensions of HRM practices are compensation, training and development, performance appraisal and career planning. Besides this study adopted a descriptive research design to investigate the influence of HRM practices on teachers' job satisfaction since generally descriptive study does not necessitate manipulation of the variables as well

as does not have any influence over the factors that are independent. This research is referred as cross-sectional study as this study has the need of obtaining data and responses to the given set of questions in a limited time frame. Apart from it, primary school teachers from public National schools at Seremban are the unit of analysis in this investigation.

3.3 Population

The term ‘population’ is used to refer to the potential pool of respondents in a survey. Any research ought to begin with a thorough and precise definition of its respondents in order to select an adequate and representation of the population. The study needs to select appropriate respondents who will be immersed in an appropriate setting and should be representative of the overall population (Gall, 2007). The field of education is commonly regarded as an industry that is concerned with the standard of the educational services it provides.

The respondents in this study are teachers whom are working in national primary schools at Seremban and in the course of the study the population would be 2658 teachers from the national primary schools in the area of Seremban. The number of schools involved are approximately forty-six primary national schools specifically at Seremban.

Opie (2007) defines a population as the complete set of individuals that a researcher intends to investigate in their research endeavours. The population under consideration for this study consist of primary school teachers.

3.4 Sampling Technique

Sampling, as defined by Sekaran and Bougie (2013), refers to the act of selecting a suitable number of specific components or individuals from a larger population. The process of

carrying out research presents difficulties when it comes to acquiring data that encompasses the entire population spectrum. Despite the potential feasibility, the implementation of this approach would present several constraints in terms of temporal, financial in nature, and other resource-related factors (Sekaran & Bougie, 2010). And so forth, the authors centered the importance of researchers taking into account the quantity of samples estimations and non-response challenges as essential elements in quantitative research. The present study included a population of two thousand six hundred fifty-eight (2,658) teachers. However, the vast size of the population poses a significant challenge when trying to include all the population. Therefore, several methods were used to estimate a sample size that was sufficiently representative of the population being studied. In order to determine the appropriate size of the sample for aim of this study, Krejcie and Morgan's (1970) table has been employed. In relation to this matter, the population under consideration exhibited a range of 2601-2800. The sample size selected by the researcher falls within the defined range, specifically ranging from 336 to 338. Consequently, the researcher chooses to utilize a sample size of 338, as it falls within the specified range.

The current study employed a stratified sampling method. Sekaran and Bougie (2013) define sampling technique as a systematic approach to selecting subjects for a study, wherein the researcher divides the entire population into various strata and subsequently use random selection to choose subjects from each stratum. The respondents chosen for this study are teachers from national primary schools. Hence, considering that the research involves 46 schools, the use of proportionate stratified sampling is deemed as a suitable technique to ensure an equal representation of all teachers within these schools. Proportionate stratified sampling methods are commonly employed to mitigate sampling mistakes. The adoption of a proportionate stratified sampling process involves several steps. In order to effectively

address the aims of the current study, the participants were categorized into 46 distinct strata based on their respective schools. After categorizing those who responded into 45 distinct strata, the subsequent step involves ascertaining the proportion of respondents within each stratum relative to the overall population of the research. Table 3.1 provides further clarification.

Table 3.2 : The proportionate stratified sampling of respondents

School Involved	Number of Teachers	Stratum	Sample
Sekolah kebangsaan dato' klana putra	43	338/2658×43	5
Sekolah kebangsaan sungai machang	46	338/2658×46	6
Sekolah kebangsaan ulu beranang	29	338/2658×29	4
Sekolah kebangsaan sungai jai	20	338/2658×20	2
Sekolah kebangsaan kampong daching	25	338/2658×25	3
Sekolah kebangsaan mendum	23	338/2658×23	3
Sekolah kebangsaan batang benar	92	338/2658×92	12
Sekolah kebangsaan labu ulu	32	338/2658×32	4
Sekolah kebangsaan labu	31	338/2658×31	4
Sekolah kebangsaan tekir	20	338/2658×20	3
Sekolah kebangsaan gadong jaya	54	338/2658×54	7
Sekolah kebangsaan l b johnson	46	338/2658×46	6
Sekolah kebangsaan temiang	38	338/2658×38	5
Sekolah kebangsaan rahang	46	338/2658×46	6
Sekolah kebangsaan seri kelana	87	338/2658×87	11
Sekolah kebangsaan Ampangan	63	338/2658×63	8
Sekolah kebangsaan paroi	44	338/2658×44	6
Sekolah kebangsaan pantai	41	338/2658×41	5
Sekolah kebangsaan dato' bandar rasah	46	338/2658×46	6
Sekolah kebangsaan mambau	61	338/2658×61	8
Sekolah kebangsaan nyatoh	36	338/2658×36	5
Sekolah kebangsaan sega	35	338/2658×35	4
Sekolah kebangsaan datuk akhir zaman	40	338/2658×40	5
Sekolah kebangsaan seliau	21	338/2658×21	3
Sekolah kebangsaan sendayan	51	338/2658×51	6
Sekolah kebangsaan senawang	81	338/2658×81	10
Sekolah kebangsaan taman paroi jaya	79	338/2658×79	10
Sekolah kebangsaan taman rasah jaya	57	338/2658×57	7
Sekolah kebangsaan taman dusun nyior	62	338/2658×62	8
Sekolah kebangsaan taman sri mawar	49	338/2658×49	6
Sekolah kebangsaan taman tuanku jaafar	92	338/2658×92	12

Table 3.1 (continued)

School Involved	Number of Teachers	Stratum	Sample
Sekolah kebangsaan sikamat	91	338/2658×91	12
Sekolah kebangsaan taman seri pagi	95	338/2658×95	12
Sekolah kebangsaan taman tuanku jaafar 2	60	338/2658×60	8
Sekolah kebangsaan seremban 2a	89	338/2658×89	11
Sekolah kebangsaan seremban 2b	81	338/2658×81	10
Sekolah kebangsaan panchor	63	338/2658×63	8
Sekolah kebangsaan wawasan	95	338/2658×95	12
Sekolah kebangsaan seremban jaya	70	338/2658×70	9
Sekolah kebangsaan seremban jaya 2	68	338/2658×68	9
Sekolah kebangsaan lavender heights	96	338/2658×96	12
Sekolah kebangsaan taman warisan puteri	75	338/2658×75	10
Sekolah kebangsaan senawang 3	71	338/2658×71	9
Sekolah kebangsaan bandar enstek	67	338/2658×67	8
Sekolah kebangsaan bandar sri sendayan	65	338/2658×65	8
Total	2658		338

Source: Developed for the study

The decision to employ proportionate stratified sampling in the present research is considered acceptable due to its ability to assure that strata with a greater number of teachers are adequately represented, in comparison to strata with a smaller number of teachers (Sekaran & Bougie, 2013). Moreover, the study has used a stratified sampling technique, which has been considered to be better suited within the context of this research. Each respondent will be chosen randomly by principle from each school as the principle will be responsible in disseminating the google form link to selected teachers. This strategy has been implemented among numerous schools to guarantee the inclusion of teachers from various backgrounds and ensure an adequate sample size. On top of it, earlier research has employed stratified sampling and had favorable outcomes (Meng, 2013; Tabiu et al., 2016). Hence, this research used proportionate stratified sampling approaches due to its relevancy.

3.5 Research Instrument

A research instrument is a tool that is utilized to gather the information which has been acquired in relation to the study purpose. This study examines the influence of human resources management on teachers' job satisfaction. The questionnaire has been designed to be used in this investigation in order to ensure a clear comprehension of the research purpose.

The questionnaire in this present investigation comprises both the dependent variable and the independent variable where the questionnaire was developed to be used for quantifying the variables involved as well as obtaining the relevant data. A set of questionnaires that contains a few items were prepared in relation to the variables employed in this study in order to obtain feedback.

These tools were used to gather data from those who participated in response to a set of predetermined questions. In the course of the data gathering activity, this predefined question acts as primary data which will be used in an effort to resolve the current issue.

The indicated questionnaire is divided into three different sections, namely:

1. Section A: Demographic Information
2. Section B: Teachers' job satisfaction
3. Section C: Human resource management practices

The previous research papers will serve as a source of ideas and adaption or the measurement items. In addition, the measuring items have been investigated in a wide variety of settings; thereby, it is appropriate to employ it in the present research. There are four important and specific HRM practices that have been chosen and included in this study:

(i) compensation, (ii) Training and development (iii) performance appraisal (iv) career planning. The responses towards the questions given was answered using the Likert-type scale, which had precisely five points and there are as follows, strongly disagree (SD), disagree (D), neither agree nor disagree (NAND), agree (A) and strongly agree (SA)

The Likert scale was created as a way to assess 'attitude' in a scientifically verifiable and validated manner (Dr, 2005). In addition, the measurement elements have been extensively studied in a wide variety of settings, at such the appropriate measurement has been adopted. On the other hand, investigation in the fields of education and the social sciences makes extensive utilization of the Likert scale, which is regarded to be among the most foundational and common measurement tools.

Section A which is known as demographic part uses categorical data for its measurement purposes. The initial scale used was nominal and in terms of measurement scales, it constituted the most fundamental and straightforward level.

It is designed to collect the information on the demographics of the teachers in an education field specifically at Seremban. The expected details regarding the respondent's age, gender, level of education, marital status, duration of service and job grade are required in this section. The respondent's age is separated into five categories, starting with below 26, in between 26 to 35, 36 to 45, 46 to 55, 56 and above. The male and female groups were divided according to each gender correspondingly. Questionnaire included questions on the following level of education such as Sijil Tinggi Pelajaran Malaysia (STPM), Diploma, Degree, Masters as well as PHD. Besides this questionnaire covers marital status where it is divided into three, single, married and others. The duration of service is classified into five categories, less than 6 years, 6 years to 10 years, 11 years to 15 years, 16 years to 20

years, 21 years to 25 years and 25 years above. There are 5 categories of monthly salaries range given in the questionnaire, RM2500 and below, RM2501 to RM3000, RM3001 to RM3500, RM3501 to RM4000, RM4001 to RM4500, RM4501 and above. The job grade of a respondent in the respected schools divided into 6 categories, grade 32, grade 41, grade 44, grade 48, grade 52 and grade 54.

Secondly, the next section is section B which highlights the teachers' job satisfaction and it is adopted from Sharon, (2020). In this study, teachers' job satisfaction is known as the dependent variable. The study uses 10-items scale to measure the teachers' job satisfaction and responders were required to express their degree of agreement or disagreement with the statement regarding teachers' job satisfaction. The Cronbach's alpha for this variable was ranged from 0.79 to 0.80.



Table 3. 2 Items of teacher's job satisfaction

Operational Definition	Items of Teachers' Job Satisfaction	Source
Emotional responses that teacher experience in regard to their employment.	1. I feel a strong sense of belonging to my school 2. I am happy with my school because of my compensation is based on my performance 3. I am happy with my work because it offers me a sense of achievement and accomplishment 4. I am happy that my school offers me an opportunity to pursue my own goals 5. I am happy because my school involves me when setting my targets 6. I feel happy that my school provides a flexible work schedule 7. I am happy with my school as it provides resources, I need to meet my goals 8. I am satisfied with the job description of my work 9. I am satisfied with my job and I gain a lot of fulfillments with my work 10. I am happy that my school management gives enough recognition for the work done well	Sharon, (2020)

The section C discusses the chosen HRM practices which acts the independent variables.

- a. Compensation: The questionnaire provides information on the independent variable of compensation. The measurement tool for this variable is adopted from (Lester P. E., 1987).

The questionnaire uses a 5-point Likert scale from strongly disagree (1) to strongly agree

(5). Lester (1987), found that a valid Cronbach alpha value of 0.80 was attained for this construct. Troeger (2021) then has also used this set of questionnaire in his study. The questionnaire is shown in the table 3.3 below.

Table 3. 3 Items for Compensation

Operational Definition of Compensation	Items of Compensation	Source
A proportionate internal remuneration that employees get in exchange for the services they provide to the organisation.	1. Teacher income is barely enough to live on(n) 2. Teacher income is adequate for normal expenses 3. Teaching provides me with financial security 4. I am well paid in proportion to my ability 5. Teacher income is less than I deserve(n) 6. Insufficient income keeps me from living the way I want to live(n)	Lester, (1987)

- b. Training and Development. Training and Development refers to the process of methodically fostering knowledge, skills and abilities (KSA) in each individual with the aim of enhancing performance (Kadiresan et al., 2015). The measurement tool for this variable is adapted from Nadzir, (2015). The word employee is replaced with teacher in the item number 1,3 and 6. It consist of 6 items and a five-level Likert scale interval has been employed in this study. The cronbach alpha value is for this construct was reported to be 0.91.

Table 3. 4 Items of Training and development

Operational Definition of Training and Development	Items of Training and Development	Source
Training initiatives carried out by an entity with the aim of enhancing performance	1. Sufficient level of training and guidance given to me as a teacher 2. All training given is related with my tasks 3. My skills and knowledge provided is enough to make me a better teacher 4. I believe that training and development will enhance my career development 5. Knowledge is important to my working environment as my tasks are very challenging 6. I believe that training and coaching important to teacher pursue job satisfaction	Nadzir, (2015)

- c. Performance appraisal: Performance evaluation is the process of assessing the manner in which individuals perform the given tasks in comparison to an established set of standards followed by communicating the right information to the workforce (Dijk & Michal, 2015). The measurement tool for this variable is adapted from Meyer & Smith, (2000). The word organization is replaced with school in the item number 1,3,5,6, and 7. Question no 1 has been amended from '**I am satisfied with the way my school provides me with feedback**' to '**my school provides me with sufficient feedback**'. Besides, performance appraisal variable consist of 7 items and it is measured using

based on a 5-point Likert scale. In the previous studies the Cronbach's alpha ranged from 0.86 to 0.93 (Meyer & Smith, 2000 ; Vignaswaran, 2008).

Table 3. 5 Items of Performance appraisal

Performance appraisal	Items of Performance Appraisal	Source
A subjective assessment of the employees strengths and weaknesses, their significance to the workplace as well as the likelihood for advancement in the future	1. My school provides me with sufficient feedback 2. The feedback I receive on how I do my job is highly relevant 3. My school is good at providing recognition for good performance 4. The feedback I receive agrees with what I have actually achieved 5. I think that my school attempts to conduct performance appraisal the best possible way 6. My school seems more engaged in providing positive feedback for good performance than criticizing poor performance 7. Performance appraisal is valuable to me as well as to my school	Meyer & Smith, (2000)

- d. Career planning: Planning a career is an ongoing process of finding whereby an individual gradually builds his or her own professional notion as an outgrowth of the skills or competencies, requirements, motivations, and objectives associated with one's own value system (Manolescu, 2003). The measurement tool for this variable is adopted from Salleh et al., (2020) and it consist of 9 items. The Cronbach alpha for this construct is 0.91 which is considered which was sufficiently adequate for the purpose of this research.

Table 3. 6 Items of Career Planning

Operational Definition of career planning	Items of Career Planning	Source
A process of self-assessment and strategic planning undertaken by an individual to establish a well-defined professional trajectory that aligns with their career objectives.	1. I have really decided my career objectives. 2. I have a plan for my career 3. I have a strategy for achieving my career goals 4. I know what I need to do to reach my career goals 5. My career objectives are very clear 6. I didn't change my career objectives frequently 7. I participate with management in the career planning process 8. My career plan includes the personal aspects like family travel package 9. My abilities and qualifications are considered when formulating my career plan	Salleh et al., (2020)

3.6 Data collection procedure

Data collection is a fundamental aspect of a research. In this study used google form link to circulate the questionnaire titled 'The effect of HRM practices on teacher's job satisfaction in primary public schools at Seremban' in order to gather the data.

The google form link was disseminated to 46 national primary school through emails and respondents are chosen using a stratified technique. The respondents were then requested to complete the survey. A cover letter and authorization letters from the Ministry of Education, Negeri Sembilan State Education Department and the University were included as attachments to the questionnaire. Following the distribution of emails, a subsequent step will involve initiating phone calls to solicit the endorsement of principals and to see

teachers' prompt response to inquiries, as well as the timely submission of the requested questionnaires. Apart from that, in order to expedite the survey procedure, the respective schools were approached. Once the principal approved the email, the principle proceeded to share the Google link with the chosen teachers and the survey will be completed accordingly. The whole data collection process lasted for a duration of approximately 3 weeks. The enclosed cover letter as well as other relevant attached documents serves to inform the responses will remain confidential and intended purely for the purpose of this study and analysis of statistics.

3.7 Pilot Test

In accordance with Julie Stachowiak's perspective, a pilot study can be defined as a scaled-down iteration of a more extensive investigation, undertaken with the purpose of making necessary preparations for the bigger study.

A preliminary investigation, commonly known as a pilot study, can effectively identify shortcomings in the implementation of a suggested study or technique. Upon doing this test, the shortfalls can be rectified prior to allocating substantial resources and time towards conducting larger research studies (swethashaki, 2018).

This study involved the implementation of a pilot test, which was distributed to a sample of 30 participants selected from several schools situated in Seremban, Negeri Sembilan. For the purpose of ensuring the veracity of the survey, the collected data will be statistically analyzed by employing SPSS. The results of the reliability computation that took place in the pilot test are shown in the table below.

Table 3. 7: Result of Reliability Testing

No	Dimension	Number of Items	Cronbach's Alpha Values
1	Teachers' Job Satisfaction	10	0.94
2	Compensation	6	0.70
3	Training and Development	6	0.83
4	Performance Appraisal	7	0.92
5	Career Planning	9	0.86

The results of the reliability study conducted during the pilot test by utilizing SPSS are presented in Table 3.7. The variables of the survey were assessed using Cronbach's alpha, yielding values ranging from 0.70 to 0.94.

3.8 Data Analysis Techniques

In the course of this study, primary information was gathered through the application of the questionnaire approach, and Statistical Package for Social Science was utilized for the analysis of the data (SPSS). In order to analyze the data, the descriptive analysis, the Pearson correlation and multiple regression analysis are implemented and it will be the primary focus of this research. In descriptive statistics, the variables of interest that were tabulated were the mean as well as the standard deviation. In addition, the link between four independent variables which is compensation, training and development, performance appraisal and career planning while the dependent variable is teacher's job satisfaction were examined through the use of correlation analysis in order to figure out the extent to which the variables are highly correlated with each other. The Pearson correlation coefficient is employed to ascertain the degree of relationship between human resource practices and teacher job satisfaction. Lastly, multiple linear regression is applied in order

to determine among the independent variables have the greatest significant influence on the variable being investigated, which in this research is job satisfaction.

3.8.1 Descriptive Analysis

The descriptive analysis of data restricts the scope of generalization to a certain population enabling a concentrated emphasis on a specific cohort of individuals for the purpose of data collection. The present study incorporates descriptive statistics, encompassing frequencies, mean, standard deviation, and percentage, as key measures of analysis. The variable of age, gender, education level, marital status, duration of service, salary and job grade at the primary schools at Negeri Sembilan were assessed by the utilization of frequency and percentage measurements.

3.8.2 Inferential Statistics

Inferential statistics is a subfield of statistics which employs a range of analytical techniques to derive conclusions on population based on the sample data. Both Pearson Correlation and Multiple Regression analysis were utilized to assess the degree to which human resource practices and teacher job satisfaction are correlated in this investigation.

3.8.2.1 Pearson Correlation

Pearson Correlations is often regarded as the predominant indicator of correlation in statistical analysis. The Pearson correlation coefficient (PCC) is a statistical measure that is used to quantify the degree to which two distinct sets are linearly correlated with one another.

3.8.2.2 Multiple Regression

Multiple regression analysis is a statistical technique that aims to elucidate the association that exists between the specific independent and dependent variable. This is an expansion of the linear regression approach, which is utilized to forecast the numerical value of the variable by considering its relationship with a different variable. In the predictive model, every predicted value is assigned a level of importance that represents its significance in relation to its prediction as a whole.

Table 3. 8: Multiple Regression Equation

$$Y = a + b_1 x_1 + b_2 x_2 + b_3 x_3 + b_4 x_4$$

Where a is the interception at Y, When $x = 0$

Y = Teachers' Job Satisfaction

X1 = Compensation

X2 = Training and development

X3 = Performance appraisal

X4 = Career planning

b1, b2, b3 and b4 are the standardized coefficient (betas)

3.9 Summary

This chapter discusses the study methodology used in order to examine the stated independent and dependent variable which is known as HRM practices and teachers' job satisfaction. Additionally, this study depicts the chosen research design, illustrates the methodology employed in constructing the questionnaire, identifies the specific demographic of respondents intended for data collection, and outlines the methods implemented for data collection and analysis that follows. Along with the

aforementioned content, this chapter also includes a discussion of the various instrument that were utilized for the purpose of measuring the variables. Lastly, chapter 4 comprises an in-depth discussion on the analysis of data, followed by the research outcomes.



CHAPTER 4

RESEARCH FINDINGS

4.1 Introduction

Following completion of the study and the collection data, this chapter's major goal is to assess, analyze and generate the results. This chapter employs SPSS software version 27 to analyze the responses collected from the disseminated questionnaires. The chapter begins by carrying out an analysis of the primary data which covers the demographic details related to the respondents included in the study. This section also encompasses several analytical procedures such as the calculation of mean and standard deviation, conducting a normality test followed by performing a Pearson correlation analysis as well as the multiple regression analysis.



4.2 Rate of response

In the present research, a sample of 338 respondents was selected to participate in the survey. The distribution of the questionnaire to the selected respondents was facilitated by the respective headmasters of each school, who use email as the means of dissemination. All the participants have completed the questionnaire. Hence, the response rate of this study is 100%. But out of 338 respondents, 11 respondent's feedback were deleted from this analysis as the respondent's answer is incomplete. The remaining 327 which is 96.7% of response rate from 338 respondents is used for further analysis.

4.3 Descriptive Analysis

4.3.1 Demographic Profile of Respondents

This section discusses the demographic details of the respondents which includes percentage and frequencies of participant's age, gender, education level, marital status, duration of service, monthly salary and job grade. Table 4.1 provides an extensive summary of the demographic data of the respondents that were utilized in the research investigation.

The age group of 36 to 45 constitutes the largest proportion of respondents, forming 38.8% of the total, whereas individuals aged 56 and older comprise only 8.3% of the respondents. The lowest percentage of the respondents are below 26 years old which is 1.2%. The split of gender among the 142 respondents revealed that 43.4% identified as male, while 56.6% identified as female. The predominant educational attainment among the respondents is a bachelor's degree which is 63% respondents. The second highest respondents are from Masters education level which is 34.6%.

Based on the statistical breakdown of marital status, it is seen that married respondents are more with 66.4% and singles are 33.3%. In addition, it is notable that a significant proportion of individuals in the education field has limited experience. Specifically, only 4.6% of employees in this sector have accumulated less than 6 years of service, while a mere 9.2% claim an employment experience span exceeding 25 years. The highest response rate in duration of service is from 6 years to 10 years which is 30.6%.

In the final demographic, monthly salary of respondents was analyzed. From the analysis only 1.2% of respondents are earning RM2500 and below. Also, the highest respondents which is 54.7% of respondents are earning RM4501 and above.

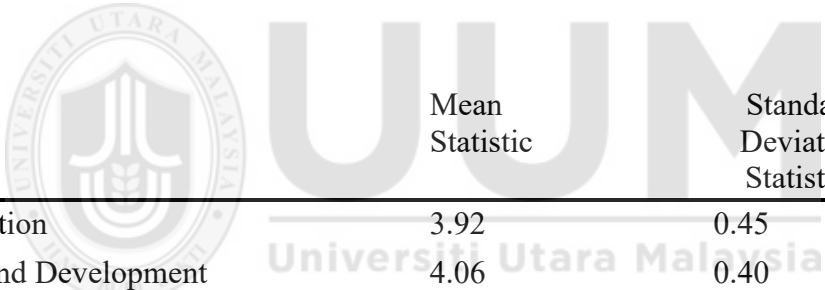
Table 4. 1 Respondent's Demographic Background (n= 327)

Demographic Characteristics	Frequency	Percentage (%)
Age		
Below 26 years	04	1.2
26 years- 35 years	115	35.2
36 years- 45 years	127	38.8
46 years- 55years	54	16.5
56 years and above	27	8.3
Gender		
Male	142	43.4
Female	185	56.6
Education		
Diploma	06	1.8
Degree	206	63.0
Masters	113	34.6
PHD	01	0.3
Others	01	0.3
Marital status		
Single	109	33.3
Married	217	66.4
Duration of Service		
Less than 6 years	15	4.6
6 years – 10years	100	30.6
11years – 15years	40	12.2
16 years – 20years	76	23.2
21 years – 25years	66	20.2
25years above	30	9.2
Monthly Salary		
RM2500 and below	04	1.2
RM2501 – RM 3000	11	3.4
RM3001 – RM 3500	56	17.1
RM3501 – RM 4000	54	16.5
RM4001 – RM 4500	23	7.0
RM4501 and above	179	54.7
TOTAL	327	10

4.3.2 Analysis of Mean and Standard Deviation

The analysis of mean and standard deviation examines human resource practices such as compensation, training and development, performance appraisal, and career planning. The mean values for every single variable were presented in Table 4.2, with values ranging from 3.92 to 4.11. The corresponding standard deviations ranged from 0.38 to 0.46. Aside from that, the outcome of the analysis revealed a mean score of 4.02 for the dependent variable referred to as teachers' job satisfaction with a standard deviation value of 0.41. The collated data of mean and standard deviation for all the variable are shown in Table 4.2 below.

Table 4.2 Mean and Standard Deviation for Variables



	Mean Statistic	Standard Deviation Statistics
Compensation	3.92	0.45
Training and Development	4.06	0.40
Performance Appraisal	4.02	0.46
Career Planning	4.11	0.38
Teachers' Job Satisfaction	4.02	0.41

4.3.3 Normality Test

The normality test is a crucial component in the analysis of statistics as statistical models rely on the test of normality. In order to assess the degree to which the collected data has been represented after a normal distribution, normality tests are utilized. In order to determine the level of normality, this research will examine the value of skewness and

kurtosis. Skewness is a statistical measure that assesses the degree of asymmetry in a distribution, while kurtosis is a statistical measure that quantifies the level of peakness in a distribution. By dividing the values of skewness and kurtosis along with the standard errors, the z-score is computed. The value of skewness and kurtosis are calculated for all the independent variables and dependent variable for the purpose of checking the normality of the data attained. A simple observation of skewness and kurtosis values are taken into consideration. The data is said to be normal if the z-values for skewness and kurtosis are between 2.58 and -2.58. The study reveals that the z-value for independent variables, namely compensation (-2.42), training and development (-1.36), performance appraisal (-2.29), career planning (-1.48). While the z-value for dependent variable, Teachers' Job Satisfaction is (-2.33).

The specifics pertaining to normality can be found in Table 4.3. According to the data presented in Table 4.3, it can be observed that the values for kurtosis and skewness meet the required standards. This demonstrates the normal distribution of the data relevant to the variable being investigated in this research.

Table 4.3 Test of normality

	Skewness			Kurtosis		
	Statistics	Std. Error	z-value	Statistics	Std. Error	z-value
Teachers' Job Satisfaction	-0.314	0.135	-2.33	0.423	0.269	1.57
Compensation	-0.327	0.135	-2.42	-0.283	0.269	-1.05
Training and development	-0.183	0.135	-1.36	0.331	0.269	1.23
Performance appraisal	-0.309	0.135	-2.29	0.379	0.269	1.41
Career Planning	-0.200	0.135	-1.48	0.504	0.269	1.87

4.4 Inferential Analysis

4.4.1 Correlation Analysis

In order to assess and evaluate the potential relationship between four variables, the Pearson's correlation analysis was employed. All of the hypotheses were evaluated using a one-tailed test, with a significance level (α) set at 0.05. The data shown in Table 4.4 provides evidence of a favorable link between compensation and teacher's job satisfaction where the correlation coefficient is ($r = .484, p < .001$). In addition, training and development as well exhibits a significant positive association with teachers' job satisfaction, as seen by a correlation coefficient of 0.584 ($p < 0.001$). Table 4.4 further demonstrates significant correlations between teacher's job satisfaction and the remaining two variables. The results suggest a statistically significant and favorable correlation between performance appraisal ($r=0.582$; $p < 0.001$) and career planning ($r = 0.592$; $p < 0.001$). As a result, this research shows an immense association between compensation, training and development, performance

appraisal, career planning and teacher's job satisfaction, as evidenced by a p-value of 0.001 (one-tailed).

Table 4. 4 Pearson Correlation

Variable	Teachers' Job Satisfaction
Compensation	.484**
Training and development	.584**
Performance appraisal	.582**
Career Planning	.592**

Notes: n= 327, Correlation is significant at 0.01** level (1-tailed)

4.4.2 Multiple Linear Regression Analysis

The relationship between Human Resources Practice and Teachers' job satisfaction was analyzed using multiple regression technique. The primary objective of this study is to ascertain the relationship between human resources practices and teacher's job satisfaction. The study focuses on teacher's job satisfaction as the dependent variable, whilst human resource practices are known as the independent variable. The findings of the multiple regression analysis conducted using the stepwise technique are presented in Table 4.5. The outcomes shown that the coefficient of determination (R^2) is 0.507 suggesting that about 50.7 % of the variance in the dependent variable can be explained by the independent variables included in the study. Additionally, the F-statistic is 82.814, with a p-value less than 0.00, indicating that the overall model is statistically significant.

Multicollinearity among the independent variables was assessed in advance of performing regression analysis. The analysis of the Variation Index Factor (VIF) revealed that all four

independent variables had values below 3, showing the absence of problems related to multicollinearity test.

A stepwise multiple linear analysis of regression was carried out after conducting multicollinearity test in order to identify the human resources practices that resulted as major influence on teacher's job satisfaction. According to the data shown in Table 4.5, it has been found that all four human resources practices had a substantial relationship with teacher's job satisfaction. The results of the analysis revealed that career planning exhibited the highest level of significance (value = 0.265, $t=5.046$, $p < 0.001$), indicating its strong influence on the outcome. Following closely behind, training and development demonstrated a substantial contribution (value = 0.229, $t=4.381$, $p < 0.001$), while performance appraisal also played a notable role in enhancing the variance explicated (value = 0.217, $t=4.132$, $p < 0.001$). Followed by compensation which also significantly contributed to the amplication of the explained variation (value = 0.186, $t=4.054$, $p < 0.001$). The findings of compensation, training and development, performance appraisal and career planning have strong and substantial impact on teachers' job satisfaction. As a result, the hypotheses H1, H2, H3 and H4 are supported.

Table 4.5 Multiple Regression Results of the Relationship between Human Resources Practices and Teachers' Job Satisfaction

	Coefficients (a) Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Constant	0.481	0.199		2.420	0.016
Compensation	0.170	0.042	0.186	4.054	0.000063
Training and development	0.231	0.053	0.229	4.381	0.000016
Performance appraisal	0.193	0.047	0.217	4.132	0.000046
Career Planning	0.283	0.056	0.265	5.046	7.54*10
R = .712					
R ² = .507					
Adjusted R ² = .501					
F-value = 82.814					
Significant of F < 0.001					

Furthermore, Table 4.6 presents the standardized Beta Coefficient, which was employed to derive the subsequent regression equation:

Table 4. 6 Multiple Linear Regression Model Equation

$$\hat{Y} = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

Where,

$$\hat{Y} = 0.481 + 0.170 X_1 + 0.231 X_2 + 0.193 X_3 + 0.283 X_4$$

a = constant

$\hat{Y}$ = dependent variable (Teachers' Job Satisfaction)

X₁ = independent variable (Compensation)

X₂ = independent variable (Training and development)

X₃ = independent variable (Performance appraisal)

X₄ = independent variable (Career Planning)

4.5 Summary of Result

This study applied Pearson correlation and multiple regression analysis to ascertain the association among human resources practices and teachers' job satisfaction. Additionally, to examine the effect on hrmp on teachers' job satisfaction.

The results obtained from the research study can be shown in Table 4.6, which provides a concise overview of the findings pertaining to the tested hypothesis.

Table 4. 7 Summary of Results

	Hypothesis	Result
H1	There is a significant positive relationship between compensation and teachers' job satisfaction	Supported
H2	There is a significant positive relationship between training and development and teachers' job satisfaction	Supported
H3	There is a significant positive relationship between performance appraisal and teachers' job satisfaction	Supported
H4	There is a significant positive relationship between career planning and teachers' job satisfaction	Supported

4.6 Summary of this chapter

In summary, this chapter culminates with an in-depth investigation employing statistical methodologies to evaluate the stated hypothesis. The primary purpose of this research is to investigate the relationship involving human resource practices and the teachers' job satisfaction in primary public schools in the state of Negeri Sembilan. The main finding of this study was adequately substantiated with the inferential statistic utilized to address the research issue of the investigation.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter serves as the concluding section of the research, in which an in-depth discussion of its results will be provided in connection with the four objectives of the research delineated in the initial chapter. Besides, both the theoretical and practical implications of this research will be discussed in this chapter. Lastly, this study will provide a succinct conclusion taking into account its limitations as well as the recommendations for potential future studies.

5.2 Recapitulation of study findings

Aforementioned of the aims of this research is to investigate the effect of various human resources practices on teachers' job satisfaction in the education field. This study was designed to achieve an all-inclusive of four different research goals. Determining the relationship between compensation and teacher's job satisfaction is this study's first objective. The second research objective is to determine the relationship between training and development with teacher's job satisfaction. Next determining the relationship between performance appraisal and teacher's job satisfaction would be the third objective of the research. The last research objective is to determine the relationship between career planning and teacher's job satisfaction.

Compensation, training and development, performance appraisal as well as career planning, are the independent variable that this study investigates. Meantime, teachers' job satisfaction acts as the dependent variable. For the purposes of this study, a sample size of 338 participants was chosen to partake in the survey. However, out of a total of 338 respondents, feedback provided by 11 respondents was omitted from the study due to incomplete answers. The remaining 327 respondents, constituting 96.7% of the total response rate from the initial sample of 338 participants, will be utilized for subsequent analysis. On top of that, the Cronbach's alpha values obtained according to the reliability test for the variables have been deemed acceptable, falling within the permissible range of 0.70 to 0.95. Descriptive analysis was utilized in the process of evaluating the backgrounds of the respondents, similarly a similar approach was used to access the HRM practices and teachers' job satisfaction. The findings derived from the multiple regression analysis demonstrate that each of the variables examined exerts a statistically substantial impact on teacher work satisfaction.

5.3 Discussion of findings

5.3.1 The relationship between compensation and teachers' job satisfaction.

The principle aim of this study is to ascertain the relationship between compensation and teachers' job satisfaction.

H1: There is a significant positive relationship between compensation and teachers' job satisfaction.

The results presented in Table 4.4 demonstrate the outcomes of a Pearson correlation analysis, revealing a significant and positive association between compensation and teacher job satisfaction ($r = 0.484$, $p < .001$). The findings of this research are consistent with the suggestions proposed by Marman et al. (2021), and Kumar (2019).

A numbers of researhers conducted by Blau, 1994 ; Lawler, 1981; Sturman & Short, (2000) provides evidence to support the notion that pay, as one of the human resource practises, has a beneficial effect on enhancing teacher job satisfaction. Given the established evidence supporting the significance of compensation as a crucial human resources practise, it is imperative for HR personnel to ensure the provision of appropriate compensation.

Moreover, according to Souza (2000), there exists a correlation between compensation and job satisfaction. Specifically, personnel who receive more pay tend to exhibit higher levels of job satisfaction. This perspective is also corroborated by Joanne (1980). Therefore, providing sufficient compensation to teachers will serve as a catalyst fostering motivation, confidence and positive view towards their profession, ultimately leading to enhanced job satisfaction. At such, H1 is supported with the relevant empirical data validiting this hypothesis.

5.3.2 The relationship between traninig and development and teachers' job satisfaction.

The second purpose of this seeks to examine the correlation between training and development and level job satisfaction among teachers.

H2: There is a significant positive relationship between training and development and teachers' job satisfaction.

The findings from the statistical study demonstrates a positively significant correlation between training and development and teachers' job satisfaction (value = 0.229, $t=4.381$, $p < 0.001$), as well as pointing out that the provision of training and development programs is positively correlated with greater levels of job satisfaction among teachers within educational settings.

This outcome can be ascribed to the phenomenon wherein constant and ongoing participation in training and development has the potential to boost teachers' efficiency, as well as preventing burnout, ultimately leading to improved teachers' job satisfaction. This finding is further supported by Costen & Salazar (2011), where training opportunities are essential for equipping teachers with knowledge, skills and abilities to effectively fulfill the given job responsibilities and in turn these training initiatives contribute to enhancing teachers' competence and overall job satisfaction. The acquisition of knowledge and the cultivation of skills are key components in effectively managing divergence for optimal outcomes.

Furthermore, Jones (2012) claimed that there is a strong and statistically significant correlation between training and teachers' job satisfaction this is because the rationale behind the importance of training and development in its potential to cultivate greater knowledge, competencies, and attitudes. Besides, the results of this research are consistent with previously published research that exhibits favourable outcomes, namely in the areas of training and work satisfaction (Mondejar & Asio, 2022; Adesola, Oyeniyi & Adeyemi, 2013; Fuzi & Salleh, 2017; Uddin, Rahman, Abdul, Dato'Mansor, & Reaz, 2019). The training and development of teachers play a major part in aligning with the objectives of the ongoing revolution in education field. Knowledge, skills and abilities gained through

training and development contribute to increased teacher's job satisfaction. As a result of this study, H2 is supported.

5.3.3 The relationship between performance appraisal and teachers' job satisfaction.

The third purpose of this study is to look into the potential relationship between performance appraisal and teacher's job satisfaction.

H3: There is a significant positive relationship between performance appraisal and teachers' job satisfaction.

The analysis of statistics shows a statistically significant and optimal association between performance appraisal and teacher's job satisfaction (value = 0.217, $t=4.132$, $p < 0.001$). pointing to the fact that conducting performance appraisal corresponds to greater level of job satisfaction experienced by teachers. Besides that, the outcome of this study is congruent with prior studies conducted by Wahjono et al., (2016); Elrehail et al., 2019; Saraih, Ali, & Khalid., 2015). Performance appraisal has been identified as an indicator that can potentially serve as a source of motivation for teachers. This is because when an individual face positive experience throughout the performance review process, they are more likely to feel satisfied towards their profession. Thereupon, adequate performance appraisal leads to increased job satisfaction.

The aforementioned outcome confirmed the attainment of the third research objective, which was to investigate the correlation between performance appraisal and teachers' job satisfaction. Therefore, H3 is supported in this research.

5.3.4 The relationship between career planning and teachers' job satisfaction.

The last objective of this research to determine the association between career planning and teachers' job satisfaction. The purpose of this study is to investigate whether progress in career planning has a favourable impact on teachers' job satisfaction.

H4: There is a significant positive relationship between career planning and teachers' job satisfaction.

This study revealed that a substantial relationship exists between career planning and job satisfaction, as indicated by a positive correlation coefficient. The findings of the multiple regression analysis for career planning (value = 0.265, $t=5.046$, $p< 0.001$), indicating a significant positive correlation. The p-value associated with this correlation was found to be less than 0.001, further supporting the statistical significance of the relationship.

The present study supports the assertions made by various scholars (Intan Fuzi, 2017; Aswathappa, 2008) on the existence of a notable correlation between career advancement and job satisfaction.

Teacher's satisfaction is positively influenced by the availability of career growth in the education field. Similarly, teachers would be more inclined to remain in the school due to the presence of favorable prospects for career advancement. One of the major outcomes of the study indicated that progress in the career line will result on greater job satisfaction.

Therefore, the findings of this study provide support for hypothesis 4 as it indicates that career planning have a strong relationship with teachers' job satisfaction.

5.4 Implication of the Study

This research possesses various ramifications in both practical and theoretical domains. There are four human resources practices that have been highlighted in this paper which have an impact on teacher's job satisfaction. Besides, this study represents the latest empirical investigation undertaken within the education sector, scrutinizing and aiming to explore the relationship between compensation, performance appraisal, career planning, training and development on teachers' job satisfaction.

5.4.1 Practical Contribution

The implications of the results of this research have significant importance, especially in the context of education, as it seeks boost teachers' job satisfaction within the setting of school management. The research also indicates that hrn practices have an immense effect on teachers' job satisfaction. The outcome of this analysis finds that teachers in the Seremban, Negeri Sembilan display a desire to engage in the career planning process. Besides that, it has been brought to light that teachers in Negeri Sembilan express their need to receive acknowledgement from the school management for the abilities and qualification while formulating the career plan. The results based on the survey underscore the significance of well-defined career planning, highlighting that teachers' desires for upward mobility within their professional domain have an uplifting effect on their job satisfaction as a whole.

In addition, it is notable that performance appraisal serves as a significant determinant influencing the level of job satisfaction experienced by teachers. Teachers in education field expects the performance appraisal system to be impartial, precise and purposeful as it will more likely leads to higher levels of motivation as well as increased satisfaction among

teachers. Consequently, teachers will tend to be inclined to exert greater initiatives in order to uplift their performance. The presence of the driving force of improvement contributes to the overall teacher's job satisfaction. The utilization of performance appraisal should not only be used for promotions purposes but it should also encompass the objectives of enhancing teachers' improvement, productivity and job satisfaction.

Besides, training and development is one of the important indicators which improves the level of job satisfaction experienced by teachers. This research shows that teachers in school desires for relevant trainings to be conducted as it has a pivotal role in boosting productivity which in turn will bring rise in the job satisfaction among teachers. The necessity of training is vital among teachers. On top of it, the acquisition of knowledge and cultivation of skills are key components in effectively managing divergence with positive outcomes. The provision of training resources not only enhances teachers' satisfaction but additionally offers them the chance to acquire knowledge and expand their skills in order to improve their performance in general.

Other than that, compensation is also one of the factors that contributes to the improvement of teachers' job satisfaction. By providing fair and sufficient compensation to teachers in Negeri Sembilan, teachers experience a sense of worth and recognition for their effort, resulting in upsurge of motivation, satisfaction as well as loyalty towards the school. Furthermore, this form of remuneration serves as a means to cultivate passion inside the workplace. Educators who possess a strong enthusiasm for their profession can effectively enhance their job performance as a whole.

This discovery highlights the significance of taking into account specific strategies involved in formulating teachers' job satisfaction initiatives within the education field. The research

provides contribution in terms of practical by investigating other pathways and elements, including those pertaining to compensation may have a more pronounced impact on teachers' job satisfaction inside schools at Negeri Sembilan. It provides insights that teachers are viewed as a core component to an educational institution's advancement and credibility therefore their satisfaction should be prioritized in all education institutes.

5.4.2 Theoretical Contribution

Teacher's job satisfaction corresponds to the affective responses experienced by teachers in relation to their professional duties and responsibilities. This analysis indicates that there is a need for management to address the areas of improvement. The acquisition of this present study highlights the implementation of strategic human resources initiatives by providing novel insights into various variables that influence teachers' job satisfaction by evaluating established assumptions and scrutinizing the distinctive nuances and administrative elements involved. This study identified that the job satisfaction of teachers was influenced by human resource management (HRM) practices where interaction and synergy between various HRM elements such as compensation, training and development, performance appraisal and career planning collectively shape teachers' overall job satisfaction.

This study also aims to enhance grasp of teachers' job satisfaction within the field of education by elucidating the intricate nature of the aforementioned terms and underlying variables that exert effect upon it. The findings of this study also provide support for the importance of continuing to do additional research and investigation into alternative elements and practices that have the potential to bolster teachers' job satisfaction within comparable educational settings.

5.5 Limitations and Recommendations for Future Research

This study admits some shortcomings that warrant attention. One primary constraint is to the relatively limited sample size of three hundred and thirty-eight employees selected from primary schools which is located at the Negeri Sembilan regions only. Furthermore, it is feasible to conduct this research in a multitude of heterogeneous settings. Moreover, this approach might be implemented in larger populations including a wider range of varied groupings.

Given these circumstances, future research should consider expanding the scope of other pertinent factors to gather more comprehensive data on the correlation between human resource management practices and job satisfaction among teachers.

The research conducted provided valuable insights into the relationship between human resource management practices and the measurement of work satisfaction among teachers. In order to ensure the preservation of employee satisfaction, it is imperative for the Ministry of Education (MOE) to implement an ongoing system of assessment and maintain regular input from educators. This would enable the enhancement of HRM practices on a constant basis, hence potentially leading to a spike in teachers' job satisfaction.

In order to maintain job satisfaction among instructors, it is essential to allocate increased focus towards the multifaceted components of human resource management (HRM) practices, and thereafter enhance these practices. The aforementioned phenomenon can be attributed to the valuable contribution of educators, with human resource management serving as an effective avenue for the appropriate administration of teaching personnel.

Hence, it is advisable for administrators at the provincial, state, and educational department levels to ensure the provision of adequate knowledge and suitable training and development opportunities that are in line with the requirements of the current education system. This is particularly important in terms of equipping educators with the necessary skills to effectively sustain their positions and adjust to the evolving demands of the teaching profession.

5.6 Conclusion

The core objective of this study is to look into variables that could potentially be casually linked to teachers' job satisfaction, especially in the primary schools at Negeri Sembilan. The fundamental goal of the present research is to examine the impact of human resource practices on the job satisfactions of teachers. The statistical analysis performed in this study was conducted using SPSS while the quantitative technique was applied for data collection. The influence of the previously described human resources practices on the degree of teachers' job satisfaction was a subject of specific study.

Results from this study reveal a strong link between three HRM practices examined and those are compensation, training and development, performance appraisal a career planning. The practices mentioned above have a substantial association in elevating teachers' job satisfaction.

The results of this research have relevance in practice for the subject matter of human resource management. Educational institutions, especially those in the region of Negeri Sembilan, have the opportunity to utilize the recognized prominent human resource management (HRM) practices in order to promote levels of job satisfaction among teachers.

This, in turn, can result in increased efficiency, commitment, and overall organizational success.

In short, this research focuses on the importance of job satisfaction in the education sector and underscores the crucial function of human resource management practices aimed at enhancing teachers' job satisfaction. This study offers useful insights for educational institutions aiming to design specific and efficacious measures for boosting teachers' job satisfaction.



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Appendix 1: Cover letter for Questionnaire

COVER LETTER



UNIVERSITI UTARA MALAYSIA KUALA LUMPUR
41-3 Jalan Raja Muda Abdul Aziz, Kampung Baru,
50300 Kuala Lumpur, Wilayah Persekutuan Lumpur.

15th June 2023

To whom it may concern

Sir/Madam

I am Loshene Selvam, postgraduate student of University Utara Malaysia. As a part of dissertation for Master of Human Resources, I am conducting a survey on **The Effects of HRM practices on Teachers' Job Satisfaction in Primary Public Schools in Seremban.**

This study is aimed towards school teachers from all grade levels at primary schools. This study is being conducted with the approval from the Jabatan Pendidikan Negeri Sembilan. As a teacher, your response is highly valuable in completion of this study. We are seeking your contribution to complete this survey, which will take 15 minutes approximately.

Your participation in this survey, in all respects are voluntary. And all the recorded responses will be kept confidential and will only be used for the sole purpose of carrying out academic research and statistical analysis. I appreciate your time and effort, for participating in this survey. For further clarification and inquiries, feel free to contact me at 011-33000201 through the email mentioned below. Thank you for your time.

Yours sincerely, Loshene Selvam
UNIVERSITY UTARA MALAYSIA
Email: loshene17@yahoo.com

Appendix 2: Questionnaire

SURVEY QUESTIONNAIRE

THE EFFECT OF HRM PRACTICES ON TEACHERS' JOB SATISFACTION IN PRIMARY PUBLIC SCHOOLS AT SEREMBAN

SECTION A: Respondent's Background

Instruction: Kindly provide the following demographic information for analysis purpose. Please **select only** ONE answer. All your information will remain confidential.

1. Age

- ☐ Below 26 years ☐ 26 years -35 years ☐ 36 years – 45 years
☐ 46 years – 55 years ☐ 56 and above

2. Gender

- ☐ Male ☐ Female

3. Highest Education level

- ☐ STPM ☐ DIPLOMA ☐ DEGREE
☐ MASTERS ☐ PHD ☐ OTHERS

4. Marital status

- ☐ Single ☐ Married ☐ Divorce ☐ Others

5 Duration of service

☐ Less than 6 years ☐ 6 years-10 years ☐ 11years -15 years

☐ 16years – 20 years ☐ 21 years – 25 years ☐ 25 years above

6 Monthly Salary

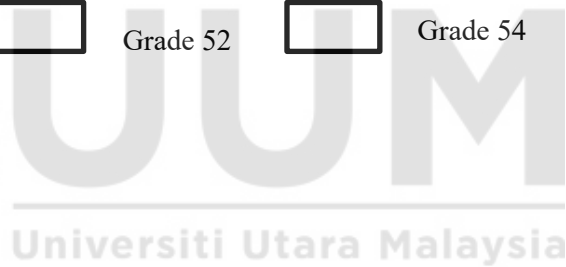
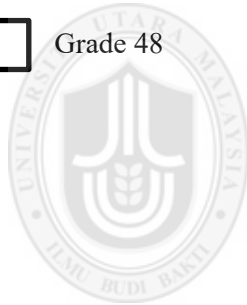
☐ RM2500 and below ☐ RM2501- RM3000 ☐ RM3001-RM3500

☐ RM3501-RM4000 ☐ RM4000-RM4500 ☐ RM4501 and above

7 Job grade

☐ Grade 32 ☐ Grade 41 ☐ Grade 44

☐ Grade 48 ☐ Grade 52 ☐ Grade 54



SECTION B – TEACHERS’ JOB SATISFACTION

Instructions: The items that follow are related to how you view your capacity. Please choose one of the five options on the range of 1 to 5 to show your level of agreement (1=strongly disagree; 5= strongly agree). Please **TICK (/)** the best fits your circumstances.

No.	Items	Scale				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teachers’ job satisfaction						
1	I feel a strong sense of belonging to my school					
2	I am happy with my school because of my compensation is based on my performance					
3	I am happy with my work because it offers me a sense of achievement and accomplishment					
4	I am happy that my school offers me an opportunity to pursue my own goals					
5	I am happy because my school involves me when setting my targets					
6	I feel happy that my school provides a flexible work schedule					
7	I am happy with my school as it provides resources, I need to meet my goals					
8	I am satisfied with the job description of my work					
9	I am satisfied with my job and I gain a lot of fulfilments with my work					
10	I am happy that my school management gives enough recognition for the work done well					

SECTION C: HUMAN RESOURCE PRACTICES

Instructions: The items that follow are related to how you view your capacity. Please choose one of the five options on the range of 1 to 5 to show your level of agreement (1=strongly disagree; 5= strongly agree). Please **TICK (/)** the best fits your circumstances.

No.	Items	Scale				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Compensation						
1	Teacher income is barely enough to live on					
2	Teacher income is adequate for normal expenses					
3	Teaching provides me with financial security					
4	I am well paid in proportion to my ability					
5	Teacher income is less than I deserve					
6	Insufficient income keeps me from living the way I want to live					
Training and Development						
1	I am satisfied with the level of training and guidance given to me as a teacher					
2	All training given is related with my tasks					
3	My skills and knowledge provided is enough to make me a better teacher					
4	I believe that training and development will enhance my career development					
5	Knowledge is important to my working environment as my tasks are very challenging					
6	I believe that training and coaching important to teacher pursue job satisfaction					

Performance Appraisal					
1	My school provides me with sufficient feedbacks				
2	The feedback I receive on how I do my job is highly relevant				
3	My school is good at providing recognition for good performance				
4	The feedback I receive agrees with what I have actually achieved				
5	I think that my school attempts to conduct performance appraisal the best possible way				
6	My school seems more engaged in providing positive feedback for good performance than criticizing poor performance				
7	Performance appraisal is valuable to me as well as to my school				
Career Planning					
1	I have really decided my career objectives.				
2	I have a plan for my career				
3	I have a strategy for achieving my career goals				
4	I know what I need to do to reach my career goals				
5	My career objectives are very clear				
6	I didn't change my career objectives frequently				
7	I participate with management in the career planning process				
8	My career plan includes the personal aspects like family travel package				
9	My abilities and qualifications are considered when formulating my career plan				

Appendix 3: Reliability Analysis

i: Teachers' Job Satisfaction

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.941	.942	10

ii: Compensation

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.705	.703	6

iii: Training and development

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.835	.835	6

iv: Performance Appraisal

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.923	.923	7

v: Career Planning

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.865	.876	9

Appendix 4: Descriptive Analysis

Descriptive Statistics

		TSJ_Mean	C_Mean	TD_Mean	PA_Mean	CP_Mean
N	Valid	327	327	327	327	327
	Missing	0	0	0	0	0
Mean		4.0251	3.9218	4.0622	4.0293	4.1138
Std. Deviation		.41340	.45376	.40955	.46495	.38783
Minimum		2.60	2.71	3.00	2.57	3.00
Maximum		5.00	5.00	5.00	5.00	5.00

Appendix 5: Correlations

		Correlations				
		TSJ_Mean	C_Mean	TD_Mean	PA_Mean	CP_Mean
TSJ_Mean	Pearson Correlation	1	.484**	.584**	.582**	.592**
	Sig. (1-tailed)		.000	.000	.000	.000
	Sum of Squares and Cross-products	55.714	29.570	32.223	36.460	30.967
	Covariance	.171	.091	.099	.112	.095
	N	327	327	327	327	327
C_Mean	Pearson Correlation	.484**	1	.427**	.486**	.355**
	Sig. (1-tailed)	.000		.000	.000	.000
	Sum of Squares and Cross-products	29.570	67.123	25.852	33.442	20.355
	Covariance	.091	.206	.079	.103	.062
	N	327	327	327	327	327
TD_Mean	Pearson Correlation	.584**	.427**	1	.537**	.599**
	Sig. (1-tailed)	.000	.000		.000	.000
	Sum of Squares and Cross-products	32.223	25.852	54.680	33.333	31.037
	Covariance	.099	.079	.168	.102	.095
	N	327	327	327	327	327
PA_Mean	Pearson Correlation	.582**	.486**	.537**	1	.571**
	Sig. (1-tailed)	.000	.000	.000		.000
	Sum of Squares and Cross-products	36.460	33.442	33.333	70.475	33.561
	Covariance	.112	.103	.102	.216	.103
	N	327	327	327	327	327
CP_Mean	Pearson Correlation	.592**	.355**	.599**	.571**	1
	Sig. (1-tailed)	.000	.000	.000	.000	
	Sum of Squares and Cross-products	30.967	20.355	31.037	33.561	49.035
	Covariance	.095	.062	.095	.103	.150
	N	327	327	327	327	327

** . Correlation is significant at the 0.01 level (1-tailed).

Appendix 6: Multiple Regressions

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions				
				(Constant)	C_Mean	TD_Mean	PA_Mean	CP_Mean
1	1	4.977	1.000	.00	.00	.00	.00	.00
	2	.008	24.739	.02	.88	.05	.00	.09
	3	.007	27.461	.39	.01	.00	.66	.00
	4	.005	32.526	.42	.04	.64	.22	.00
	5	.003	37.957	.17	.07	.30	.12	.90

a. Dependent Variable: TSJ_Mean

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
						F	df1	df2		
1	.712 ^a	.507	.501	.29204	.507	82.814	4	322	.000	.655

a. Predictors: (Constant), CP_Mean, C_Mean, TD_Mean, PA_Mean

b. Dependent Variable: TSJ_Mean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.252	4	7.063	82.814	.000 ^b
	Residual	27.462	322	.085		
	Total	55.714	326			

a. Dependent Variable: TSJ_Mean

b. Predictors: (Constant), CP_Mean, C_Mean, TD_Mean, PA_Mean

Coefficients ^a												
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	.481	.199		2.420	.016	.090	.871					
C_Mean	.170	.042	.186	4.054	.000	.087	.252	.484	.220	.159	.725	1.380
TD_Mean	.231	.053	.229	4.381	.000	.127	.335	.584	.237	.171	.561	1.781
PA_Mean	.193	.047	.217	4.132	.000	.101	.285	.582	.224	.162	.555	1.801
CP_Mean	.283	.056	.265	5.046	.000	.173	.393	.592	.271	.197	.553	1.807

a. Dependent Variable: TSJ_Mean

