

# **A STUDY OF JOB SATISFACTION AMONG TEACHERS**

A thesis submitted to the College of Business in partial fulfilment of the requirements for the degree of  
Master of Science Management  
Universiti Utara Malaysia  
Sintok Kedah

By:

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I certify that any help received in preparing this thesis and all sources used have been acknowledged in this thesis.

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## ABSTRAK

Tujuan utama kajian ini dilakukan adalah untuk mengkaji tahap kepuasan kerja di kalangan guru-guru di daerah pedalaman Sik, Kedah. Berdasarkan tujuan tersebut, beberapa faktor seperti faktor peribadi dan faktor organisasi dikenalpasti dalam mempengaruhi tahap kepuasan kerja guru-guru tersebut. Faktor-faktor personal seperti umur, gender, pengalaman kerja dan personaliti dilihat sebagai mampu untuk memberi pengaruh kepada kepuasan kerja. Manakala beban kerja, penyeliaan dan kenaikan pangkat pula sebagai faktor organisasi dalam mempengaruhi kepuasan kerja. Data diperolehi dari 73 responden melalui borang kaji selidik. Seterusnya data dianalisis dengan menggunakan SPSS versi 12.0. Tujuh hipotesis utama telah diuji menggunakan kolerasi. Penemuan hasil kajian menunjukkan terdapatnya hubungan yang signifikan di antara pentadbiran dan penyeliaan dengan kepuasan kerja (nilai beta = .462, p .01 – hubungan signifikan), beban kerja dengan kepuasan kerja (nilai beta = .675, p .01 – hubungan signifikan), kenaikan pangkat dan kepuasan kerja (nilai beta = .271, p .05 – hubungan signifikan) dan juga gender dengan kepuasan kerja (nilai beta = .281, p .05). Hasil kajian juga menunjukkan hubungan signifikan yang wujud secara negatif di antara umur dan kepuasan kerja (nilai beta = -.279, p .05) dan pengalaman kerja dengan kepuasan kerja (nilai beta = -.262, p .05). Berdasarkan hasil kajian itu juga menunjukkan kesemua faktor-faktor yang terlibat mempengaruhi kepuasan kerja. Justeru, pelbagai cadangan diutarakan untuk memastikan kepuasan kerja di kalangan guru dan cadangan-cadangan tersebut telah mengambil kira faktor-faktor yang terlibat agar para guru dapat memberikan perkhidmatan yang terbaik kepada anak didik dan seterusnya menyumbang kepada pembangunan negara melalui pembangunan modal insan.

## ABSTRACT

The main purpose of this study is to examine the job satisfaction among teachers in the remote area of Sik, Kedah. Based on the objectives, several factors had been identified in influencing the job satisfaction of the teachers involved. The factors are personal factors that comprise age, gender, working experience and personality as well as organizational factors, which consist of workload, promotion and administrative supervision. These factors seem to be influencing job satisfaction. The data was collected from 73 respondents by using a structured questionnaire. The data was then analyzed using the SPSS Version 12.0 software. There were seven main hypotheses that were tested using correlation analysis. Results of the study indicate that there exists significant relationships between administrative supervision and job satisfaction (beta value = .462, p .01 – significant relationship), between workload and job satisfaction (beta value = .675, p .01 – significant relationship), between personality and job satisfaction (beta value = .574, p .01 – significant relationship) , between promotion and job satisfaction (beta value = .271, p .05 – significant relationship), and finally between gender and job satisfaction (beta value = .281, p .05). Results of the study also indicated that there exists a significant relationship with a negative value between age and job satisfaction (beta value = -.279, p .05 - significant relationship), as well as between working experience and job satisfaction (beta value = -.262, p .05 - significant relationship). Based on the results, all the factors do influence job satisfaction in both a positive and negative way. Therefore, all the factors should be taken into account and consideration when any suggestion or plan is to be made on the teachers' job satisfaction. This is to ensure that the teachers will deliver the best services to their students, thus contributing to the development of the nation through human capital development.

## ACKNOWLEDGEMENTS

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**In the name Allah the Most Gracious and The Most Merciful  
All praise and due are to Allah and peace and blessings be upon His Messenger**

Praise is to Allah the most exalted whose mercy and blessing have enabled me to complete this study. I owe my deepest gratitude to those who have helped me through the process of completing this dissertation. It is a pleasure to thank those who made this thesis possible.

I am heartily thankful to my supervisor, Dr. Husna binti Johari, whose encouragement, guidance and support from the initial to the final level enabled me to develop an understanding of the subject.

To my beloved wife, Nusrah binti Sulaiman for her unflagging support, patience, tolerance and encouragement that keep me going and remain determine to go through this study until the completion, not to forget my parents and family for their support.

Lastly, I offer my regards and blessings to all of those who supported me in any respect during the completion of the project especially Ahzam Othman, Ismadi, Shariman Ferdan, Tarmizi Zakaria, among others.

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# CHAPTER 1

## INTRODUCTION

### 1.0 Introduction

This chapter introduces the study in which we look at factors concerning job satisfaction. The first and second chapters outline the aims and guiding research questions with a review of the relevant literature. Chapter 3 provides the research methodology of the study. In Chapter 4 the discussion of the results and findings will be presented. Finally in Chapter 5, the conclusions and recommendations are made based on the results and findings.

Job satisfaction concerns every worker in the entire world. Job satisfaction and employee motivation are topics of interest and research within the business or job world because satisfied and motivated employees are loyal to the organization and help production increase. In other words, human factors still play an important role along with technological, financial and time factors.

Job satisfaction remains one of the most popularly studied topics; due to the importance of job satisfaction for the people, the organization and the nation. As for the workers, job satisfaction is important for the employees' mental health (Smith, Kendall and Hulin, 1969). In studying job satisfaction, factors that influence or affect job satisfaction are vital to be addressed before further study or research can be done. There are many factors affecting job satisfaction. One of the types of factors are organizational factors such as working conditions, or that relate to the working conditions i.e. supervisory, workgroup cohesion, organizational constraints as well as

personal factors such as health status, race (demographics) and work-to-family conflicts (Lewis, 2007).

In further discussion of the study, we shall look at the outline of the study. The study will emphasize teachers' job satisfaction. It is vital to study the job satisfaction of the teachers, as dissatisfied teachers will create low commitment and performance. In supporting this, (Shann, 1998; Singh & Billingsley, 1996; Billingsley & Cross, 1992; Cano & Miller, 1992; Glick, 1992; McBridge, et al., 1992) in (Chua, 2005) revealed that job dissatisfaction was associated with the propensity to leave. Later in the same journal (Shann, 1998) revealed that job dissatisfaction resulted in lower job performance and lower student outcomes. The aforementioned study on job satisfaction truly shows that job satisfaction is vital for teachers as well to the development of the students, thus in developing the nation as a whole.

In line with this, this thesis will study teachers' job satisfaction in a rural part of Kedah, Sik, which is situated on the east side of Kedah. It is rural in the sense that the demographic factors of the students and their parents and their basic amenities are basically fulfilled. The factors that affect teachers' job satisfaction will be an integral part of the study as it will determine the teachers' job satisfaction. The main factors that will be studied will be the personal factors, as well as the organizational factors, that may influence teachers' job satisfaction in the area.

## **1.1 Problem Statement**

The success of any organization depends on the employees that work in the organization. They are the ones responsible when it comes to the organization's target and vision. For the case of this study, teacher's job satisfaction is pivotal in achieving the performance of the school, specifically the student's achievements. With the rising concern over the shortage of teachers teaching in the rural areas of Malaysia as well as the knowledge of the shortage of supply of trained and experienced teachers in the rural places, (Adi Badiozaman Tuah, 2003) it is imperative for the concerned parties to increase their ability in attracting teachers to work in the rural areas, improving their overall job satisfaction and the most important, retaining the current teachers by addressing difficulties that dissatisfied these rural teachers. In addition to that it is known that the intention to quit or opt for an early retirement does exist among teachers and the main reason of the mentioned subjects contributed to the teachers' dissatisfaction (Asreena, 2006).

However, it is important to know that current basic amenities for school, such as accessibility to the Internet or mobile phone network coverage, are poor in the rural areas. This will influence teachers' satisfaction while teaching in the rural areas. Apart from that, teachers will feel rather dissatisfied with the intrinsic and extrinsic factors that may appear or already appear in their daily job routine. Having these facts it is important to investigate further whether there exists a relation between hardships due to the lack of basic amenities with the intrinsic and extrinsic factors, thus affecting job satisfaction.

It is important to study this, as the lack of teachers teaching in the area as well as the new teachers or teachers reluctant to be posted or transferred to this particular place may affect nation-building as a whole, as the nation is built on the education of its people regardless of their location. Deputy Education Minister Datuk Dr. Wee Ka Siong said it was important to acknowledge the sacrifices of the teachers teaching in the remote areas, as the ministry had a hard time finding educators who accepted the challenges of remote posting. From that it is to be said that many are reluctant to be posted to the remote areas or stay long there, even though much had been done to honour or stimulate them. (Staff, 2008)

V.K Chin (2007) revealed that the Ministry of Education's groundwork to provide better facilities for rural teachers has paid off. It means that actions taken so far, like upgrading the school facilities, improving water and electricity, resulted in attracting teachers to stay put, which means increasing their job satisfaction, or applying to be posted there. This can be argued as well as there is no direct evidence that supports this.

Meanwhile; Collins (1999) revealed that the principal reason teachers leave rural areas because of not having job satisfaction is isolation, be it social, cultural or professional. This is consistent with the problem statement that hardship correlates with the intrinsic and extrinsic factors in affecting job satisfaction of the teachers in the remote areas.

As far as previous studies are concerned there was evidence that job satisfaction plays a role in the performance and the tendency to leave. On the contrary, the Deputy-Vice Chancellor of Universiti Pendidikan, Sultan Idris, states that potential teachers and current teachers proved that they are not willing to quit their jobs due to remote posting (MyMetro Online, Aug 20, 2009).

Therefore the study tries to explore the relationship between personality factors and organizational factors and job satisfaction and whether the demographic factors have a significant bearing on these two factors.

## **1.2 Research Objective**

Job satisfaction is vital in achieving any organization's goals. This is because it requires teamwork and working collectively in achieving it. The objective of the study is to determine whether there exists relations between the personal and organizational factors that may influence the job satisfaction of the teachers teaching in the rural area in Sik.

In order to achieve the above objectives, the following sub-objectives are also identified:

- i) To investigate the influence of personal factors such as age, working experience, gender and personality in determining the job satisfaction of teachers.
- ii) To investigate the influence of organizational factors such as workload, promotion and administrative leadership (supervision) in determining the job satisfaction of teachers.

## **1.3 Research Questions**

- i) To what extent do personal factors such as age, gender, working experience and personality influence the teacher's job satisfaction?
- ii) To what extent do organizational factors such as workload, administrative leadership (supervision) and promotion influence the teacher's job satisfaction?

#### **1.4 Significance of the Study**

The study has revealed the factors that may affect job satisfaction among the teachers. Many similar studies in the Malaysian context had been carried out; Shahri (2001), which had studied career satisfaction in the state of Sarawak, as well as (Jabnon and Fook , 2001) where they studied job satisfaction of the secondary school teachers in Selangor. Apart from these, numerous studies had been done with regards to factors that may contribute to job satisfaction such as leadership, such as Adi (2003), who studied headmasters as a mentor for the teachers in rural Sarawak or Balasandran (2006), which is about headmaster reinforcement behavior and teacher performance. Meanwhile a few studies had also been done on the commitment and intention to quit. Chua (2001) studied the relationship between teacher burnout and the intention to quit. The mentioned studies had been vital in the sense of providing resources for this study. But then, it is obvious that it has rarely been done on the teachers teaching in primary school in the rural part of Peninsular Malaysia or even abroad as being revealed in the study by Quaglia & Marion (1991); Brunetti, (2001) indicate that the most extensive studies had been done in various areas in the field of business and industry; little research has been done on teacher job satisfaction. In addition to that, Collins (1999) and Jimerson (2003) each noted in their writings on rural education that not only was research on job satisfaction incomplete within the education profession, it was noticeably absent in the area of rural schools. Due to that fact this study will eventually provide adequate information and could pave the way for similar studies as most of the research and studies done of teacher satisfaction are done in the urban or semi-urban areas, but not in remote areas, especially here in Peninsular Malaysia.

The study may as well assist the Ministry of Education or anyone in authority to use this study as a reference to help them solving or furthering study or research in helping the needed one. It is vital for them to try to overcome their problems or be concerned because a study by Balasandran A. Ramiah (2006) revealed that teachers' job satisfaction needs attention, because satisfied teachers will enhance the quality of their teaching, thus enhance the students' outcome.

Apart from that it will give informative messages for those who desire to teach or to the public, who keep on complaining about the teachers without knowing their sacrifices. A study by Joseph Blasé (1989) revealed that teachers are often targeted and their image tarnished, not only by their superiors or co-workers, but also being abused by parents or the public.

## **1.5 Definition of Key Terms**

This part will highlight the definitions of the concepts as well as the variables for the study. To start with; it is better to know that there are few terms as well as key concepts that need further elaboration in order to establish the understanding of this literature review later and will lead to the correct theoretical framework and its direction. Such key concepts as job satisfaction, working conditions and its subtopics, salary as well as demographic and personality factors will be further elaborated.

### *1.5.1 Job satisfaction*

It is no secret that one of the worker's main priorities is job satisfaction. It essentially reflects the extent to which an individual likes his or her job. Robert Kreitner and Angelo Kinicki (2004)

revealed that job satisfaction is formally defined as an affective or emotional response toward various facets of one job.

Another definition for job satisfaction is from Kalleberg (1977, p126) where he defines it “as an overall affective orientation on the part of individuals toward work roles which they are presently occupying”.

### 1.5.2 *Salary*

Salary refers to the pay that is currently received by the worker. It is vital and of primary concern to the employees; Adam E. Nir and Melly Naphcha (2007) discusses salary as it rewards employees for their efforts in pursuing organizational goals and, at the same time, it provides employers with a means to express their gratitude for employees' ongoing performance and accomplishments.

As far as salary is concerned, in the study it includes their perceptions towards their current salary and whether it's sufficient, average, just enough, insufficient, insecure, less than supposed to receive, too high or too low.

### 1.5.3 *Working conditions*

Working conditions refers to current working conditions as perceived by the respondents. As for the context of this study, working conditions can also be described as the organizational factors. In describing this it involves whether their current work condition is fun and enjoyable, monotonous, boring, challenging, good, comfortable, easy, respected, healthy, exhausting, and whether it leads to satisfaction. For virtually any business or organization, the conditions in

which employees work drive their satisfaction and productivity. While businesses often focus on employee satisfaction, many schools often struggle to address critical working conditions -- isolating teachers in classrooms with closed doors, denying them basic materials to do their jobs, inundating them with non-essential duties that lead to burn out, providing them with little input into the design and organization of schools, which clearly demonstrates non-collective decision-making, as well as offering little opportunity for career advancement and professional growth. Such conditions are closely related to teacher turnover and difficulties in recruiting and retaining teachers.

This can be supported with the rising concern on teacher burnout. Burnout creates less commitment and less job satisfaction (Chua, 2005). Later in the same journal (Chua, 2001), they revealed that it was reported 43% of teachers surveyed experienced moderately high levels of burnout in the teaching profession.

Later, the study indicated that burnout is conceptualized as a negative reactive or as a syndrome of stress. It has three sub-components: (1) emotional exhaustion; (2) depersonalization, a detached, callous attitude towards those with whom one works; and (3) reduced sense of personal accomplishments, a pervasive sense of not having attained significant accomplishments in one's work. This clearly indicates that burnout will affect job satisfaction. The main factors of working conditions such as administrative leadership, promotion and workload will be the core of the studied aspects in this research, therefore it will be discussed further in this study.

#### 1.5.4 *Administrative Leadership*

The word leadership can be referred to the process of leading, the concept of leading and those entities that perform one or more acts of leading. In the context of this study, the administrative

leadership belongs to the headmaster or senior assistants in the school. Leadership remains one of the main concerns for the job satisfaction of the workers, and in particular the teachers. This was shown by ( Ashraf, 2008), where he reveals that leadership and job satisfaction are interlinked as a well-meaning leadership helps the process of job satisfaction among employees by providing a motivating atmosphere. This has proved how important leadership is to the workers in having job satisfaction.

There are many types of leadership be it transformational, transactional, autocratic, participative, *laissez-faire*, and numerous others. A recent study on job satisfaction reveals that most of the teachers were satisfied with the schools' administrative leadership (Fook and Jabnoun, 2001).

#### 1.5.5 *Workload*

Workload can be defined as the amount of work or of a working time expected or assigned (Merriam – Webster Online Dictionary, 2009). Workload is one of the organizational factors in determining job satisfaction. With regards to this study it will focus on workload faced by the teachers varying from the teaching period as well as the hours worked per week. As far as workload is concerned, a study reveals that most of the stress cases faced by the teachers involve workload as the main contributor (Jarvis, 2002 in Ross and Normah, 2008). Further discussion will be discussed in other chapters of this study.

#### 1.5.6 *Professional Development and Promotion*

By definition, professional development can be seen as the skills and knowledge attained for both personal development and career advancement, as much as the professional development can be of both. Professional development encompasses all types of facilitated learning

opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice (Speck and Knipe, 2005).

Meanwhile promotion, or sometimes known as career advancement, can be defined as the act of promoting or the fact of being promoted; advancement (American Heritage Dictionary, 2007). In further elaboration of this, it is a further advancement in one's rank or position in the organization that may be due to performance, seniority or professional development.

#### *1.5.7 Demographic Factors*

Demography is a broad social science discipline concerned with the study of human populations. Demography deals with the collection, presentation and analysis of data relating to the basic life-cycle events and experiences of people: birth, marriage, divorce, working experience, household and family formation, employment, ageing, migration and death. According to the Oxford Advanced Learner's Dictionary (2007), demography is the study of changing numbers of births, deaths etc., in other words it is about the characteristics of the population. Demographics, meanwhile, is something that describes demography itself, and in the context of this study the demographic factors of this study comprise age, gender, working experience, marital status and educational background of the studied sample of the population.

#### *1.5.8 Personality*

The personal factors consist of personality as one of its sub-factors. As understanding personality is crucial for knowing the behavior of an individual in an organization, or in the context of this study, the teacher's personality, we will discuss in this section of the unit the interface between personality and organization. Personality refers to qualities, characteristics, skills, and

competencies of individuals along with certain other traits like grooming and attitude. Personality means very specific patterns of behavior of an individual in a defined situation. There are certain uniform characteristics that always emerge in a person on the basis of certain inferences that can be drawn (Ashraf, 2008).

Examples could be dominant or submissive nature, aggressiveness or politeness. Personality consists of organization of feelings, thoughts, cognitions and visible behavior. The infamous Five-Factor Model is a model based on five personality styles that will further describe the personality. It comprises (a) neuroticism, (b) extraversion, (c) openness, (d) agreeability, and (e) conscientiousness (McCrae, et al., 1999). In understanding what these factors are about, it is better to start with neuroticism. Neuroticism is also known as negative emotionality. Neuroticism deals with whether a person adjusts to an unpleasant situation or becomes emotionally unstable. It looks at a person's ability to be rational, resist urges, and use positive coping. Meanwhile, extraversion is a preference for social and lively activity and a need for stimulation. Openness is an acceptance of new ideas, experiences, and approaches. Openness also shows an appreciation for experience. Agreeableness is the quality of personal interactions from compassion to antagonism. This is shown in thoughts, feelings, and actions. Conscientiousness is the degree of organization, persistence, and motivation toward goals that a person has. This measure shows if a person is dependable or spontaneous and unorganized. The personality factors in determining and influencing job satisfaction will be elaborated on later in the literature review.

## **CHAPTER 2**

### **LITERATURE REVIEW**

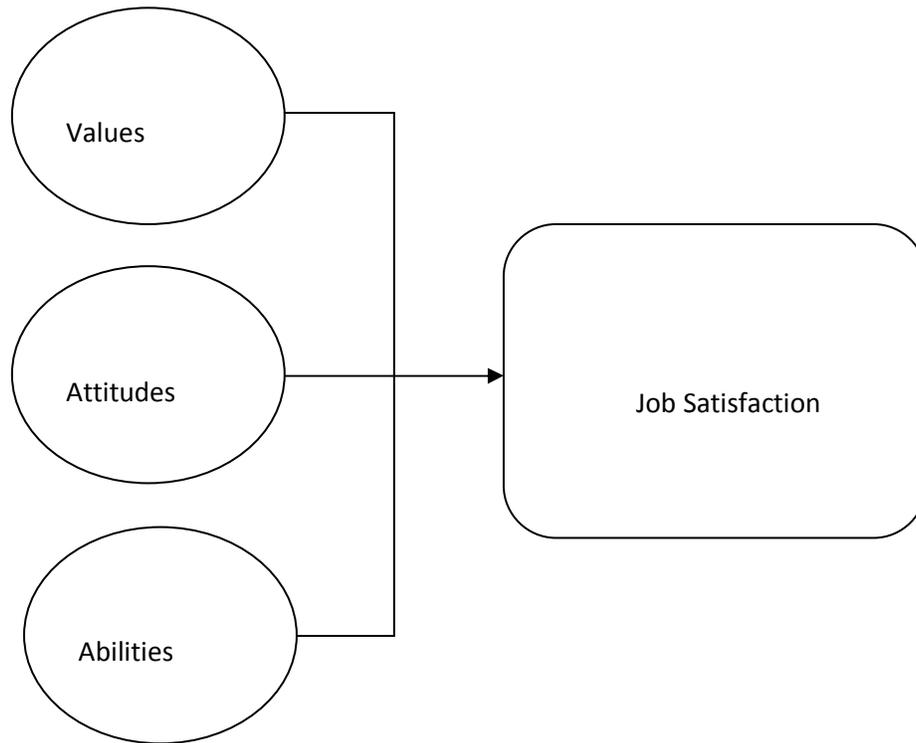
#### **2.0 Introduction**

This chapter presents the review of relevant literature for the study. It discusses the origin of job satisfaction as a research focus, its theoretical perspectives, studies that have been conducted on job satisfaction, sources and factors of job satisfaction and dissatisfaction. A brief discussion of the literature on the teaching profession as seen from Malaysian perspectives is also presented. Finally, the chapter concludes with a brief summary.

#### **2.1 Job Satisfaction**

This definition implies job satisfaction as non-unitary concepts. It is possible to have a person to be satisfied with one or certain aspects of his job, but may not be satisfied with other aspects. Figure 1 will show how individual differences determine job satisfaction.

Figure 1: Individual Differences Impact Job Satisfaction



Sources: Adapted from Organizational Behaviour (2008)

In another dimension, job satisfaction is defined according to Smith *et al.* (1975) in Martha C. Pennington and P. Vincent Riley (1999) as the perceived characteristics of the job in relation to an individual's frames of reference. Alternatives available in given situations, expectations and experience play important roles in providing the relevant frame of reference. A few factors that influence job satisfaction under working conditions, such as salary, will be discussed while other factors such as supervision, career advancement and workload will be further discussed later in the subject.

The renowned Maslow's Theory of Needs was introduced by Abraham H. Maslow in 1954, where he was one of the leading scholars of psychology. It is also known as the Theory of

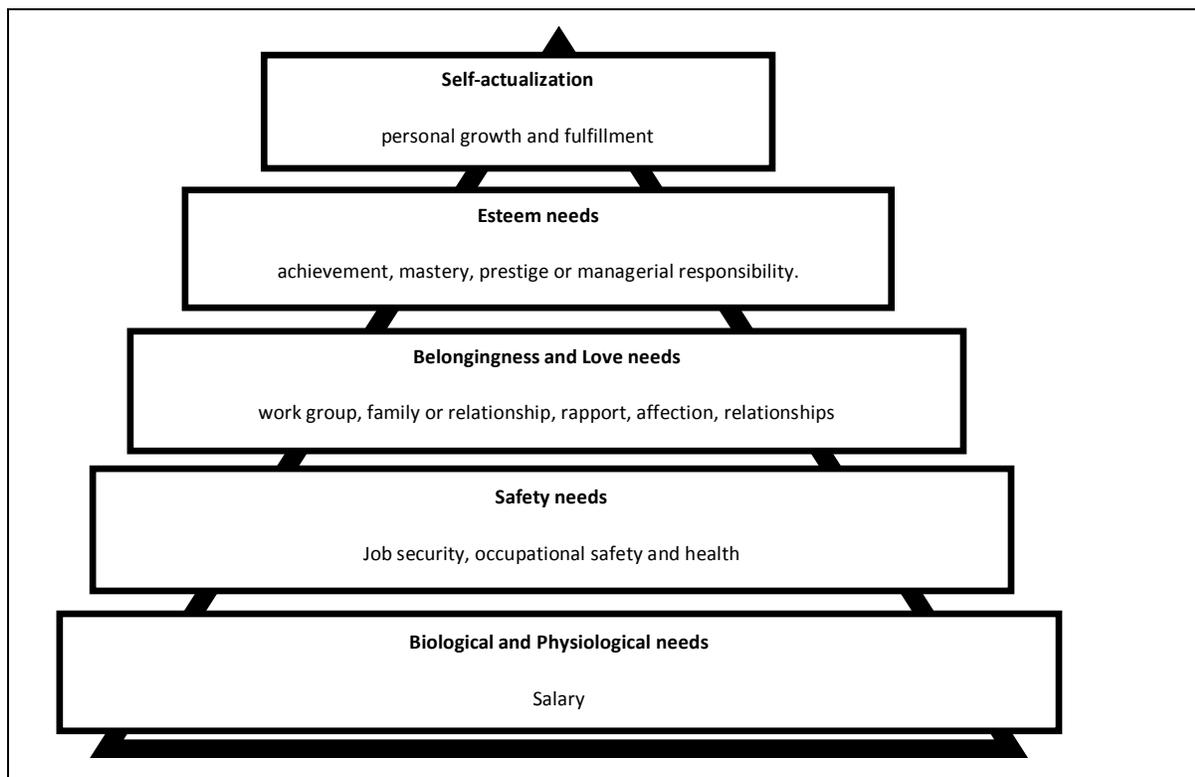
Human Needs. It is no surprise that this theory would be used as the main reference for this study, where it involves ones' needs or satisfaction, and specifically job satisfaction. According to Maslow, human being are never satisfied with what he/she has achieved and are always craving for more. This is because; after one's needs had been fulfilled or met, other needs will surface for he/she to meet. The human needs are divided into five; physiology, safety, belongingness and love, esteem and self-actualization.

Physiological needs is the first phase of needs and it consists of the basic needs for human beings. It is also sometimes known as biological and physiological needs. It consists of food, air, drink, shelter, warmth as well as sleep. It is commonly achieved by many individuals. Once it is achieved men or women will demand for higher needs, which consist of protection from elements, security, order, law, limits as well as stability. In terms of working situations, people in this phase may demand or desire a secure job, being fairly treated or having good pay or even safety while commuting to and from the workplace. Loke Yim Pheng (2007) insisted that the National Union of Teaching Profession were worried that the incident in Kapit, Sarawak, where a female teacher had been brutally raped and murdered was not the sole case, as other cases might have not been reported or published, thus this would affect the present shortcomings of teachers in rural schools.

The third phase is the need for belongingness and being loved. It consists of work groups, family or relationships. Whenever achieving this, failure in retaining it may affect job or psychology in the case of a broken marriage, for example. If one person could maintain this, he/she can try to achieve self-esteem needs, where one is concerned about achievement, mastery, prestige or managerial responsibility.

This need is followed by the fifth phase, which is the self-actualizing stage. It is more about high levels of satisfaction, where it may involve one person leaving his stable and lucrative job just for the sake of self-fulfillment. This is what had been written by Siti Hajar (1999), where she told of a woman who quit her steady job just to set up a social NGO. Therefore, in further describing this theory, it is better to have this conclusion in the previous study; Sylvia & Hutchinson (1985) concluded that true job satisfaction is derived from the gratification of higher-order needs, “social relations, esteem, and actualization”, rather than lower-order needs. This shows that job satisfaction can be achieved after the higher needs in the theory are achieved. The level of hierarchy mentioned will be shown in Figure 2 below, which is a modified version of the infamous Maslow “hierarchy of needs”.

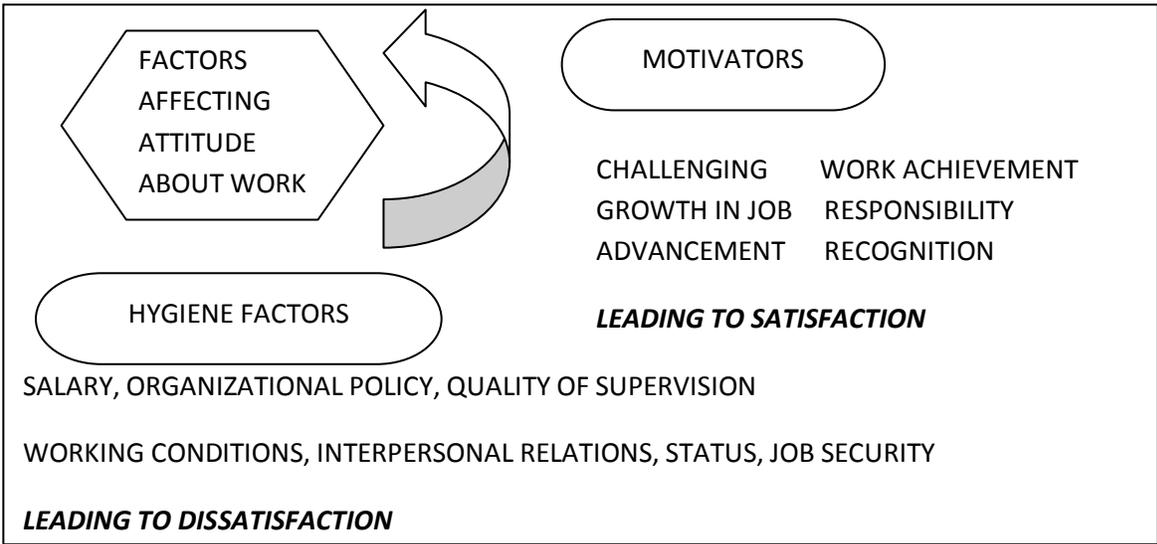
**Figure 2: Maslow’s Job Hierarchy of Needs Model (modified)**



*Source: A modified version based on Maslow’s Hierarchy of Needs*

Having discussed Maslow’s Theory of Hierarchy Needs it will be easier to link up with the study on job satisfaction with Herzberg’s Two-Factors Theory. Like Maslow, Frederick Herzberg is also a well-known scholar in the field of psychology and management. His contributions in job-related motivation are considered landmark studies. Gawel (1999) indicates that Herzberg (1959) proposed a theory about job factors that motivate employees. He constructed a two-dimensional paradigm of factors affecting people at work. The first factor, which is the hygiene factor, comprises the basement or dissatisfaction of one’s job performance or satisfaction, for example, working conditions and salary. It belongs to the extrinsic factors of motivation, and is boosted by the motivators to achieve the satisfaction of challenging work, achievement and advancement. Motivators are the intrinsic factors. To conclude, motivators are needed but may not contribute in dissatisfying employees, but without the maintenance factors or hygiene factors employees can easily be dissatisfied, as hygiene is the basic foundation for the employees.

**Figure 3: Herzberg’s Two Factors Theory**



**Sources: Adapted and Modified from Herzberg’s Two Factors Theory (1959)**

### **2.1.1 Study on job satisfaction of teachers abroad**

One of the most significant research or study on job satisfaction is the study on teachers' job satisfaction. When talking about job satisfaction many journals or literature obtained are from the United States of America, United Kingdom, Australia, Singapore, and most were from the developed nations. According to Oshagbemi (1999), job satisfaction is an important topic of study because of its relevance to the physical and emotional wellbeing of employees.

Apart from that, teacher job satisfaction is critical to the success of teachers, students, communities and school systems. Teacher job satisfaction is believed to be a predictor of teacher retention, a determinant of teacher commitment, and in turn a contributor to school effectiveness (Shann, M.H. 1998).

A research on the quality of working life amongst teachers (National Foundation for Educational Research [NFER] 2002) revealed that teachers have more job satisfaction than other workers. On the contrary, a survey disclosed that teachers are dissatisfied with their salaries and report more stress than other employees (NFER 2002). This is may be due to the fact that, for example, the same BBA graduates who work as a teacher and an executive receive different pay. According to Steven C. Currell; Annette J. Towler; Timothy A. Judge and Laura Kohn (2005), individual job performance and job satisfaction are not affected by pay satisfaction only but the aggregate of pay satisfaction (i.e., organizational level). It basically means that the differences in the aggregate of one employee with another will affect their performance and later to their satisfaction.

A research in the U.K ( NFER 2002) indicated that teachers now rated their working life more than other employees. They were more likely to experience job satisfaction and job security and to feel informed. On the negative side, secondary teachers wanted more involvement and responsibility compared to primary teachers, whereby they were neutral. The research suggested that gains in job satisfaction and freedom from stress could impact positively on job commitment.

Job satisfaction involves contacts or interpersonal relations as well and it is one part of the hygiene factor, and also exists in the third phase of Maslow's hierarchy of needs, which is the need of belonging. A study conducted in the United Kingdom concluded that the satisfaction of UK academicians was linked to the behavior of their co-workers (Oshagbemi 2000). He later added that it is appropriate to highlight that the relationships found in his study were only associations, not cause-and-effect relationships.

Meanwhile, in China, a study concerning job satisfaction among primary school teachers in rural China concluded that teachers that were younger or with greater human capital were less satisfied, at least at the individual level, with weaker evidence showing that female teachers are more satisfied. Meanwhile, at the community and school level, teachers with greater ties with the local community would be more satisfied (Sargent and Hannum 2003). This showed that teachers would be able to cope with the hardships of the remote areas if they managed to build up rapport with the local communities.

As for the case of Cyprus, the study revealed that teachers in Cyprus chose teaching as their career because of the salary, the hours and the holidays. The job satisfaction, meanwhile, was enjoyed the most by the teachers in administrative posts such as principal or headmaster. The

study showed that educators in higher positions (vice-principals or principals) tended to have a higher level of job satisfaction (Michalinos and Papanastasiou 2004) and this relates to the intrinsic factors.

### **2.1.2 Study on job satisfaction of teachers in Malaysia**

School effectiveness has always been the central issue in the Malaysian education system. Therefore, a few studies on teacher satisfaction had been conducted to ensure the effectiveness of the school through student achievement, which is related to the teachers job satisfaction.

In the study that was done on teachers' job satisfaction in secondary schools in Selangor (Jabnoun and Fook 2001), the study showed that teachers were satisfied with all extrinsic components of the extrinsic factors, except for the salary. They were also satisfied with interpersonal relationships, such as their teacher-student relationships. Other than this, they were generally satisfied with administrative leadership. Female teachers also showed that they were more satisfied with teacher-student relations, and more satisfied with their development than their male counterparts.

A study by Shahri (2002) reveals that the main concern of the teachers for satisfaction is the workplace environment. As far as the workplace environment is concerned, teachers rate security as their main priority. Later in the study, teacher workloads remained the secondary concern of the teachers when it came to teachers' job satisfaction.

## **2.2 Administrative Leadership and Supervision**

Previous studies revealed that inadequate leadership by the principal contributed to teacher job dissatisfaction (Bradford, 1981). Apart from that, administrators who were friendly, relaxed, attentive, open-minded and better communicators contributed to greater teacher job satisfaction, which was shown in Skrapits (1986).

As far as supervisor support was concerned, a study by Lewis (February, 2007) revealed that the registered nurses who felt supported and encouraged by their supervisors were more satisfied than those who did not believe their supervisors were supportive.

Later relevant literature reveals that concerning the administrators and supervisors, teachers often found themselves discouraged at work because of the unrealistic expectations placed by peers, parents and most importantly by the administrators, and this led to dissatisfaction for the teachers ( Huysman, 2008). From the literature that had been reviewed here, most of them lead to the effect of administrative leadership supervision has on job satisfaction. Hence, the general hypothesis that can be formulated is:

*H<sub>1</sub>: There is a significant relationship between leadership supervision and job satisfaction*

## **2.3 Workload**

Further review of the literature review shows that workload is one of the main concerns of the teachers and has been one of the most studied subjects in the education world. A research by the Ministry of Education on the roles and responsibilities of the teachers in Malaysia revealed that teachers work for 66.24 hours on average in carrying out their duties within a week (Staff,2009). The average working hours of the teachers in Malaysia exceed The Resolution by the

International Labour Organization (ILO), which indicated that teachers who work more than 48 hours in a week can be categorized as being burdened by the workload (ILO, 1930 in Fitri 2006).

A few factors have been found as primary factors of teacher workload. Imbalanced job delegation, biased administrators, as well as unnecessary clerical work and miscellaneous tasks assigned apart from the core business of the teachers by the superior had been found to be the primary factors of teachers' workload (Ramli, 1993 in Fitri, 2006). In addition to these factors, the workload of the teachers has increased tremendously as a result of more administrative duties, increased expectations from parents and children, and the constant new non-educational projects in schools (Pheng, 2009). Several works indicate that factors such as non-teaching duties, administrative work and several other activities resulted in reducing the job satisfaction of the teachers (Md. Hanafi, 2001; Zaharilah,1999; Yusof, 1997; Norihan, 1997; Ishak 1992 in Chua, 2005).

The time load also becomes a factor in contributing to the workload. The teachers do not benefit from the five working days enjoyed by other public servants, as well as the teachers being forced to work six days, and sometimes seven days in a week. Apart from the working days, teachers also need to work during school holidays or public holidays. The working hours are also extended for some teachers along with teaching extra classes during school holidays and delivering non-professional duties during school holidays and Saturdays (NUTP, March 2007).

A study by Dinham and Scott (1998) reveals that teachers were most dissatisfied with workload among others. In another study, teachers viewed job dissatisfaction as principally contributed to by work overload, poor pay and perceptions of how teachers are viewed by society. (Spear *et al.*,

2000). It is also suggested that workload does contribute significantly towards teacher burnout, which would eventually affect job satisfaction (Aeria,1995).

Unfair distribution of workload also affects job satisfaction as being revealed by Chua (2008). In his work he added that the unfair workload distribution brings dissatisfaction among the teaching educators at teachers' training institutes.

The literature reviewed with regards of workload revealed that workload does influence job satisfaction, which leads to dissatisfaction of the workers (teachers), thus affecting job satisfaction. Hence, the following hypothesis can be formulated:

*H<sub>2</sub>: There is a significant relationship between workload and job satisfaction*

## **2.4 Professional Development and Promotion**

Professional development and promotion have been consistent issues in influencing job satisfaction. Several research and publications reviewed here suggest that promotion has a positive effect on job satisfaction. Promotion had been significantly related to job satisfaction in Chua (2005), and many factors such as organizational climate, professional development and promotion prospects resulted in less satisfaction in the teachers' job (Md. Hanafi, 2001; Zaharilah,1999; Yusof, 1997; Norihan, 1997; Ishak 1992).

Another study also reveals that teachers were mostly dissatisfied with professional development, in terms of furthering [their] education (Fook and Jabnoun, 2001).

In describing the significance influence of promotion towards job satisfaction it is better to look into previous studies by renowned scholars. Vroom (1964) found that promotional opportunities, hours of work apart from supervision, the work group and job content were possible factors

affecting job satisfaction. The literature reviewed suggested that promotion does have some effects on job satisfaction. Therefore, the general hypothesis that can be formulated here is:

*H<sub>3</sub>: There is a significant relationship between promotion and job satisfaction*

## **2.5 Age**

Most studies have found a positive relationship between age and job satisfaction (Kong et al., 1993; Weaver, 1977; Hulin and Smith, 1967). The trend of the labour market indicates that older workers play an increasingly important role in the workforce (Eichar et al. 1991). In teaching, age is an important characteristic that determines teachers' perceptions of their job. Senior teachers are recognized both in terms of their experience and age. The older teachers are often respected by younger teachers because their age is normally equated with their experience.

In terms of the overall job satisfaction, Hulin and Smith (1965) and Gibson and Klein (1970) in Shahri (2001) found that the most dissatisfied workers were the younger males, while the most satisfied were those nearing retirement. They found no relationship between age and satisfaction with pay for males, but a negative relationship was found for females. Siassi et al. (1975) reported higher levels of job satisfaction in workers over 40 than in those under 40, regardless of their tenure in the job. They explained this result by suggesting that there is an increase in coping capacity with age, perhaps as a result of greater stability, ego strength and similar factors.

Hickson and Oshagbemi (1999), who investigated job satisfaction among academics in the UK, found that job satisfaction among teaching academics is positively correlated with age. They also found that the nature of their work also determines whether older teachers are more satisfied with their job or not. When job satisfaction among teachers was decreasing with age, they found that it was at a decreasing rate. This indicates that as one gets older the tendency towards

experiencing greater job satisfaction increases. Although these researchers did not specifically state age categories of respondents, their findings nevertheless provide useful information for further studies. The same scenario happened in Malaysia, where a study on Malaysian teachers reveals that the level of satisfaction towards the other variables of the job satisfaction differ according to age. Teachers will be fairly satisfied towards salary in their twenties, but tend to be dissatisfied in their thirties and the graph will increase to be satisfied in their forties (Fook and Jabnoun, 2001).

Despite the abovementioned positive relation between age and job satisfaction there are some other past studies suggesting that job satisfaction is independent of age (Wright, 1987), as well as an inverse relationship to age (Ghazali, 1979).

From the findings revealed in the above discussion, it is evident that age has significant relationships with job or career satisfaction. While younger teachers are more likely to be satisfied with the intrinsic aspects of the job, the older teachers, on the other hand, are more inclined to be satisfied with the extrinsic aspects of their job. It is evident that the literature reviewed here suggested that age plays a role in influencing job satisfaction. Consequently, age is hypothesized as follows:

*H<sub>4</sub>: There is a significant relationship between age and job satisfaction*

## **2.6 Gender**

Gender is another demographic characteristic that researchers have often investigated in relation to certain aspects of job satisfaction. Hulin and Smith (1964) in Shahri (2001) found that male managers were more satisfied with their jobs than female managers in upper level management. This is supported by the fact that women reported lower overall levels of job satisfaction

compared to men, as they rate work burden greater than the men did, as well as most of the women have greater responsibilities at home as they bear the dual pressure of home and work (Bishay, 1996).

In addition to these, Clark (1997), Sousa-Poza and Sousa-Poza (2003) and Long (2005) in Kosteas (2009) emphasize the importance of expectations in job satisfaction. All three papers found evidence supporting the hypothesis that part of the difference in job satisfaction between men and women (the latter reported higher job satisfaction) is due to the fact that women have lower expectations. The abovementioned notions revealed that male workers are reported to have better job satisfaction since they expect more in their career as compared to their female counterparts. Hence, the general hypothesis that can be formulated is:

*H<sub>5</sub>: There is a significant relationship between gender and job satisfaction*

## **2.7 Working (Teaching and Career As A Teacher) Experience**

Working experience also has some significant connection with the overall job satisfaction. As Kumar and Giri (2009) stated in their study, job satisfaction and organizational commitment differed significantly based on the work experience of the employees. It was found that the higher the work experience of employees, the higher was their job satisfaction and organizational commitment.

Apart from that, Mau et al. (2006) clearly indicates that the beginning teachers (in the case of this study, less than 5 years of experience) are satisfied with their work (92 %).

The literature reviewed here indicated that working experience does influence job satisfaction. Hence, the hypothesis that can be formulated is:

*H<sub>6</sub>: There is a significant relationship between working experience and job satisfaction*

## 2.8 Personality

Personality may be reflected by age. As suggested in Mcrae and Costa (1999), older men and women (those above the age of thirty) rated themselves lower in the categories of openness and extroversion, but rated themselves higher in the categories of conscientiousness and agreeability than those below the age of thirty.

Meanwhile in describing the five models with regards of job satisfaction, because of their essentially negative nature, neurotic individuals experience more negative life events than other individuals (Magnus, Diener, Fujita, & Pavot, 1993) in part, because they put themselves into situations that foster negative effects (Emmons, Diener, & Larsen, 1985). To the extent that when such situations occur on or with respect to the job, they would lead to diminished levels of job satisfaction. (Judge et al., 2002).

As compared to neuroticism, the extraverts are predisposed to experience positive emotions (Costa & McCrae, 1992), and positive emotionality likely generalizes to job satisfaction, as demonstrated by Connolly and Viswesvaran's (2000) meta-analysis of PA–job satisfaction relationships. Evidence also indicates that extraverts have more friends and spend more time in social situations than do introverts and, because of their social facility, are likely to find interpersonal interactions (such as those that occur at work) more rewarding (Judge et al., 2002).

On the contrary, 'Openness' shows no significant relation towards job satisfaction. This is supported by the theory that 'Openness to Experience' is related to scientific and artistic creativity (Feist, 1998), divergent thinking, low religiosity, and political liberalism. None of these psychological states seem to be closely related to job satisfaction. Furthermore, DeNeve and Cooper (1998) noted that "Openness to Experience is a 'double-edged sword' that

predisposes individuals to feel both the good and the bad more deeply” (p. 199), rendering its directional influence on affective reactions like subjective well-being or job satisfaction unclear.

Apart from this, personality similarities between supervisors and subordinates have also been linked to job satisfaction (Rhodes & Hammer, 2000). It is obvious to see that personality plays a pivotal role in influencing job satisfaction. Hence, the general hypothesis formulated here is:

*H<sub>7</sub>: There is a significant relationship between personality factors such as agreeableness, conscientiousness, neuroticism and extraversion with job satisfaction*

## **2.9 Extrinsic Factors and Intrinsic Factors**

According to several authorities the proper approach to work motivation lies in a careful distinction between extrinsic and intrinsic rewards. Extrinsic factors are the factors that do not involve inner feelings but are considered tangible. This is in the form of money or other tangible benefits. It was noted that extrinsic rewards do not come from the work, but is from the supervisors or employees, so that work is done as well as the rules are followed. Extrinsic rewards include things like salary, bonuses, commissions, perks, benefits, claims and cash awards (Kenneth W, Thomas 2000).

A study regarding these factors revealed that, as much as the researcher assumed that intrinsic factors would be the major force in choosing teaching as their career, the findings however, proved that the researcher was wrong, as extrinsic factors such as salary and working conditions proved to be a determiner in choosing the career as well (Michalinos and Papanastasiou 2004). This has clearly indicated that teacher motivation from extrinsic and intrinsic factors is related to job satisfaction.

Beside that, teachers in Malaysia were generally satisfied with both intrinsic and extrinsic factors. They were satisfied with job content and teaching, while they were dissatisfied with the professional development. It was revealed that more opportunities must be available for the continuous education and promotion of the teachers. It is also showed that teachers tend to be fairly satisfied with the intrinsic factors of teaching at the beginning of their career, then, as they become more experienced, their satisfaction is reduced. However, after ten years, their satisfaction increased. This is a clear sign that the beginning or young teachers should be taken into consideration as well (Jabnoun and Fook, 2001).

## **2.10 Problems and Hardships Encountered by the teachers in the remote areas**

Many problems and hardships encountered are the responsibility of local authorities or the government, in general. Transportation, accessible roads or public amenities require the government to act on it. Khan (2005) in his study, concluded that it is crucial for the government to back statements of commitment to the teaching profession with real action. It is also important for the government to include teachers in the developing of teacher policies, especially those that impact on their professional and general welfare. In describing this notion it is needed to know that the government through its agencies should be coordinated whenever teaching policies are about to be made. The failures in making this happen may result in teacher attrition as the study done by Schneider (2003) disclosed, that more than 40 percent of the teachers were willing to change schools and 30 percent were thinking about leaving the profession due to the poor conditions of the school. The authorities should ensure, for example, that schools located in remote areas, are at least provided with the basic amenities before ICT comes into it to avoid

gaps in certain areas. Similar to this point, the Education Minister of Malaysia said that all the cutting-edge ICT technology would be useless if there is no basic electricity or telephone network to support it in the rural area.

## **2.11 Retention , Attrition and Attraction of Teachers Teaching in the Remote Areas**

The effect of job satisfaction may come in the retention or the attrition of the teachers. Ministry programs may attract potential teachers and they need to be carefully planned and efficiently implemented. Retention is defined as keeping or retaining the teachers, while attrition means teachers or employees leaving. This is crucial when it comes to the schools studied where they are situated in remote areas and some truly lack basic amenities. A study by Stallings (2008) revealed that there was significant difference in the perceptions of teachers who planned to stay and planned to leave their present work setting.

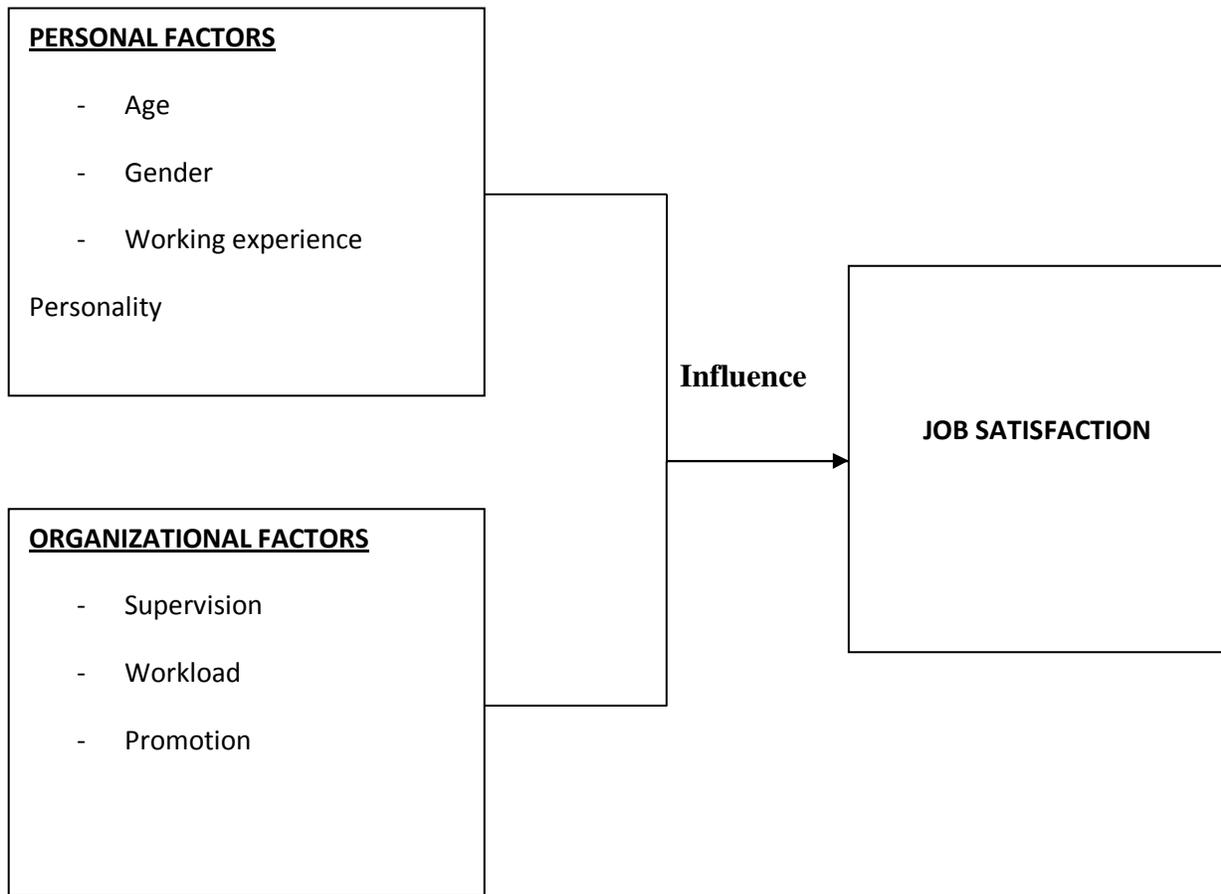
This is one of the moves for the retention of teachers. It is also one of the extrinsic factors, which is on the financial gain as a stimulus to stay put. In one article done by Collins (1999) he summarized that in retaining as well as attracting teachers, states and rural school districts have an opportunity to do it, and this is consistent with the teacher supply-and-demand problem being the result of distribution, not the number of teachers. Later, the Education Commission of the States (1999) outlined a number of strategies for states, by offering programs for high school and college students, recruiting mid-career professionals from other fields, forgiving scholarship and loan debts in exchange for teaching service, and creating programs to promote recruitment. In support of this, the Malaysian government had implemented the

hardship and rural allowances to ensure the teachers stay. Datuk Seri Hishamuddin Tun Hussein, the Education Minister said that the allowance, which affected 15,499 teachers, would benefit them from this move and may overcome the problems of the shortage of the teachers (Bernama 7<sup>th</sup> May 2007), thus may create remote areas as posting destinations due to the financial perks. Most importantly, schools, community or ex-teachers should publicize the advantages of teaching in rural communities with the support from the government as the policy-maker.

A critical review done by Chua Lee Chuan (2005) found out that previous research and studies reported that more and more teachers were planning to leave the profession to pursue a career outside of education. Chua's study (2001) revealed that nearly 50% of the teachers wanted to quit their current job.

## **2.12 Research Framework**

This part is the discussion on the forming of the theoretical framework. It is built based on the previous studies found in the literature that had been reviewed earlier. The independent variables will be the personal factors, which consist of personality factors and the demographic factors of the teacher where the dependent variable is job satisfaction. Another independent variable for this study are the organizational factors, which are the working conditions consisting of workload, supervision and promotion. In brief, the theoretical framework of this study can be seen in Figure 4.



**Figure 4 : Theoretical Framework**

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## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.0 Introduction

The main focus of this chapter is the research design for this study. It describes the methods used and how the data was collected to address the aims and questions of the research. It begins by presenting the population of the research. The second section describes the sampling procedures used in the study. The third section presents the instrumentation in doing the research of the study. The fourth section provides more detail about data collection, initial modifications of items, administration of the survey questionnaires, analysis of the data, and use of data from other sources and details of the research schedule. The final section serves as a summary.

In the process of conducting the study, the researcher used and organized the best methodology available in order to ensure that the information gathered would meet the objectives of the study. Therefore, the researcher came out with appropriate variables for the study, whereby a group of independent variables ( age, gender, working experience and personality) that belong under personal factors and (workload, promotions and administrative leadership ) that were under organizational factors, were used to test whether they influence the dependent variable (job satisfaction).

### **3.1 Research Design**

There are many research methods available for a study of job satisfaction. In any social science research, there is no single method that should be regarded as the most suitable or applicable without first scrutinising the various approaches available. As Punch (1998, p241) asserts “each approach has its strengths and weaknesses”. A researcher’s task, according to Punch (1998), is to understand the strengths and weaknesses, analyse any particular research situation in the light of those strengths and weaknesses and select the approach, or combination of approaches, on the basis of that analysis. This notion further justifies the method selected for this study. A predominantly quantitative approach is appropriate for this kind of study, therefore it is the sole approach conducted for the study.

As mentioned in Chapter one, this study used quantitative methods involving survey questionnaires to collect the quantitative data. Such methods have been widely used by past researchers in the area of job satisfaction on the grounds that data collection can be more far-reaching than is possible with a predominantly qualitative approach. Vroom (1964, p. 100) asserted that job satisfaction, job attitudes and morale are typically measured by means of interviews or questionnaires in which workers are asked to state the degree to which they like or dislike various aspects of their work roles.

A study related to teachers’ perceptions of their job inevitably results in some sensitive issues surfacing. In this particular study, the use of the anonymous survey questionnaire is seen as one of the ways to gather this category of information. Such information may not be provided by respondents by way of interviews where their identities are known to the researcher. This

is particularly true in the case of the teachers in this district of Sik and Malaysia in general, where discussing issues that touch on policies of the government is not something that teachers would be likely to do voluntarily or feel at ease in doing.

### **3.1.1 Sources of Data**

Data collection remains an integral part of research design. There exists many ways in collecting data such as primary and secondary data. For the purpose of this study, primary and secondary data were chosen.

#### **3.1.1.1 Primary Data**

Primary data refers to the information obtained firsthand by the researcher on the variables of interest for the specific purpose of the study (Sekaran, 2003). Primary data can also be defined as data originated by the researcher for addressing the research problem.

For the purpose of this study, questionnaires will be used as the research instrument. Questionnaires are a set of questions developed to gain necessary data to answer the problem of the study. The advantage of using questionnaires is the fact that the researcher can collect all the completed responses within a short period of time. In addition to that, administering the questionnaires to a large number of respondents is time efficient as well as less expensive.

#### **3.1.1.2 Secondary Data**

Secondary data is the data that has been previously collected for some project other than the one at hand (Zikmund, 2003). The secondary data was obtained from secondary sources such as

monthly publications, magazines, books, textbooks, articles, reports, as well as the Internet. In this study the data were mainly taken from various publications related to education, textbooks, journal articles as well as from websites, such as the official site of the Ministry of Education, the official site of the Education Department of Kedah and the District Education Office of Kedah official site.

The advantage of using this type of data is the fact that the data is accurate and ready to be used. It is also not time-consuming and less or no cost at all in acquiring them.

### **3.1.2 Sample and Sampling Technique**

Sampling is defined as the process of selecting a sufficient number of elements from the population so that a the study of the sample and understanding of its properties would make it possible to generalize such characteristics to the population elements. Sampling involves both design choice and sample size decisions (Sekaran, 2003).

### **3.1.3 Sample Size**

The present number of all teachers teaching in schools in Sik, Kedah consists of 424 teachers.

The sample therefore, was selected randomly from a total of 73 respondents, whereby the number of respondents would be able to facilitate the need of achieving the objectives of the study. In determining the sample size for this study, the sample size selected was based on the criteria set according to Roscoe's rule of thumb (cited in Sekaran, 2003) i.e. a sample that is larger than 30 and less than 500 is appropriate for most research.

The respondents consisted of 25 teachers from Sekolah Kebangsaan Padang Chichak, and Sekolah Kebangsaan Jeneri and Sekolah Kebangsaan Kota Bukit with 35 and 13 teachers, respectively. A total of 73 questionnaires were distributed to all respondents. The questionnaires were distributed by the representative in each school.

#### **3.1.4 Sampling Technique**

There are two types of sampling designs; probability and the non-probability sampling (Sekaran, 2003). Probability sampling is the type of sampling whereby the elements in the population have some known chance or probability of being selected as sample subjects. Meanwhile, the non-probability sampling is where the elements do not have a known or predetermined chance of being selected as subjects.

As for this study, the researcher has decided to use the non-probability sampling design, where the elements do not have any probabilities attached to their being chosen as sample subjects (Sekaran, 2003). In addition to that, convenience sampling was used. Convenience sampling refers to the collection of information from members of the population who are conveniently able to provide it (Sekaran, 2003). It is chosen due to convenience sampling being the best way of getting information quickly and efficiently.

### **3.2 Instrumentation**

Based on the literature review, it was found that the *Job Descriptive Index (JDI)* was widely used to measure the level of job satisfaction. It is proven to produce highly reliable results for job satisfaction. Apart from that, the *Job in General (JIG)* was also used. JIG measures overall job

satisfaction. The questionnaire comprises 74 items, (15 from the original JDI and JiG scales) and 59 items relating to teachers' personal background, promotion, workloads, personality (which is divided into 5 modals of personality such as conscientiousness, agreeableness, openness, extraversion and neuroticism, and opinions about the nature of assigned duties in addition to teaching as their core business. The 59 statements were constructed by the researcher. All items of the JDI and JiG scales and the 59 statements the researcher constructed were written in the Malay language due to the fact that 99% of the respondents are Malays and all of the respondents are well versed in Malay Language. This is purportedly done to avoid misunderstanding of the questions asked.

Therefore, the questionnaire consists of 6 segments: 1) Section A: Personal Particulars 2) Section B: Job Descriptive Index (JDI) and Job in General (JIG) 3) Section C: Workload 4) Section D: Supervision 5) Section E: Promotion 6) Section F: Personality.

To reiterate, the additional items added into the questionnaires were purportedly done in order to suit the needs of the study and of the main concern for the variables of the study. Later, the mixture of the added (self-constructed) items with the JDI and JiG items were done in order to accommodate the study.

### **3.3 Measurement**

A close-ended questionnaire was formulated to gather information about job satisfaction, personality, workload, promotion and administrative leadership (supervision). The following sub-section will explain the instruments that were employed for each of the variables.

### **3.3.1 Job Satisfaction (Dependent Variable)**

In this instrument, respondents were asked to indicate to what extent they are satisfied or dissatisfied with their job. The 5-point Likert-Scale would be used, which started with “1 = strongly disagree” to “5 = strongly agree”. As being mentioned earlier in section 3.2, the *Job Descriptive Index* (JDI), which was originally developed in 1969 by Patricia Cain Smith (Smith et al. 1969), and *Job in General* (JiG) (Balzer & Smith 1990) were used.

The selection of the JDI and the JiG for this study is mainly related to their popularity in research on job satisfaction world-wide and their flexibility with regard to diverse organisations and employee groups (Balzer et al. 1990). Although they have been widely used in industrial organisations, especially for surveys among factory workers, their application in other professional groups like teachers, lawyers, doctors, accountants, etc has also been proven suitable.

However, the elements of both the JDI and JiG were incorporated into the questionnaires to suit the study. There are 15 items in this section. The table below shows the dimensions and the items in job satisfaction. This model consists of a high alpha reliability of 0.84.

<b>Dimensions</b>	<b>Items</b>
<b>Job Satisfaction</b>	1. Pleasant
	2. Worthwhile
	3. Lower in professionalism
	4. Better than other profession
	5. Conflicts with my self-interest
	6. Makes me satisfied
	7. Excellent job
	8. Stagnant
	9. Fascinating
	10. Does not develop me intellectually
	11. Challenging
	12. Too much work
	13. Creative
	14. Disappointing
	15. Gives me a sense of accomplishment

**Table 3.3.1 Items in Job Satisfaction**

### 3.3.2 Workload (Independent Variable)

This item of measurement is used to measure the workload, being one of the organizational factors in influencing job satisfaction. There are 11 items altogether for this measurement. The items (see table 3.3.2) were formulated by the researcher to suit the needs of the research. It has a reported high alpha reliability of 0.85.

<b>Variables</b>	<b>Items</b>
<b>Workload</b>	<ol style="list-style-type: none"><li>1. My working hours are full</li><li>2. Administrative work exceeds teaching work</li><li>3. I always feel there is insufficient time</li><li>4. Workload affects my creativity</li><li>5. I am always assigned to work during holiday</li><li>6. There is too much work at one time</li><li>7. Unfair job distribution</li><li>8. The student enrolment is too large</li><li>9. Lack of time</li><li>10. My job tires me</li><li>11. I have to bring my job home</li></ol>

**Table 3.3.2 Items in Workload**

### 3.3.3 Supervision (Independent Variable)

This item of measurement is used to measure the administrative leadership and supervision. It is one of the organizational factors that influence the job satisfaction. The items are indicated in Table 3.3.3 below. There are 14 items that were formulated by the researcher. It reported a high alpha reliability of 0.84.

Variables	Items
<b>Supervision</b>	<ol style="list-style-type: none"><li>1. My superior always asks for my opinion</li><li>2. My superior is an efficient decision maker</li><li>3. My superior is impolite sometime</li><li>4. My superior always praises the good job I have done</li><li>5. My superior is tactful when supervising</li><li>6. My superior is an influential person</li><li>7. My superior is up-to-date when leading</li><li>8. My superior is biased</li><li>9. My superior tells me where I stand</li><li>10. My superior is a stubborn person even though he/she is proven wrong</li><li>11. My superior knows his job well</li><li>12. My superior is a poor planner</li><li>13. My superior is always around when needed</li><li>14. My superior is lazy</li></ol>

**Table 3.3.3 Items in Supervision**

### 3.3.4 Promotion (Independent Variable)

Another item developed and formulated here are the promotion items, which fall under organizational factors. There are nine items used to measure the promotion aspects. It also reported a high alpha reliability of 0.85.

Variables	Items
<b>Promotion</b>	<ol style="list-style-type: none"><li>1. Good opportunity for promotion</li><li>2. Limited opportunity for promotion</li><li>3. Merit-based promotion</li><li>4. No promotion at all</li><li>5. Unfair promotion policy</li><li>6. Promotion affects seniority</li><li>7. Regular promotion</li><li>8. Courses help in career development</li><li>9. Opportunities in furthering study</li></ol>

Table 3.3.4 Items in Promotion

### 3.3.5 Personality (Independent Variable)

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Variables	Items
Personality	<ol style="list-style-type: none"><li>1. I am passionate in the things I do</li><li>2. I plan something and stick to it</li><li>3. I do a thorough job</li><li>4. I am composed under pressure</li><li>5. I like new ideas</li><li>6. I have brilliant ideas</li><li>7. I like to change methods</li><li>8. I appreciate others opinions and experiences</li><li>9. I feel de-motivated due to my students' poor achievement</li><li>10. I feel demoralized when my superior make comments/remarks about me</li><li>11. I am emotionally stable</li><li>12. I easily get mad</li><li>13. I love being alone</li><li>14. I like to co-operate while working</li><li>15. I like to do the job that is routine</li><li>16. I love to socialize</li><li>17. I am a sympathizer</li><li>18. I am a forgiving person</li><li>19. I like to find others' faults</li><li>20. I am a selfish person</li></ol>

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### 3.3.5 Items in Personality

In order to measure personality, 20 measurement items were used. As personality comprises five types of personalities, therefore, four items for each personality were developed and formulated to represent the personality such as conscientiousness, openness, neuroticism, extraversion and agreeableness. Personality belongs to personal factors that influence job satisfaction. The alpha reliability test reported high at 0.85.

### 3.4 Pilot Test

In conducting this study, a pilot test had been carried out before the actual questionnaires were distributed. The questionnaire was pretested in order to have information on its reliability and validity. Apart from that, the weaknesses that were found in the pilot study contributed to the improvement of the actual questionnaire.

Therefore, the pilot test was conducted at Sekolah Kebangsaan Simpang Empat, Perlis which is in a similar environment for the actual studied respondents with 30 respondents among the teachers being randomly picked. The reason for having 30 respondents was due to the meeting of the minimum requirement where sample size selected is based on the criteria set according to Roscoe's rule of thumb (cited in Sekaran, 2003) i.e. a sample that is larger than 30 and less than 500 is appropriate for most research. The result of the reliability test for this pilot study is as presented in Table 3.4.

The pilot study provided a fruitful foundation for the main study. Findings from it, especially with regard to implementation procedures and wording, highlighted changes needed in conducting the main study. With several modifications and a better-planned strategy, the questionnaires were redesigned.

<b>Variables</b>	<b>Reliability Results</b>
Job satisfaction (15 items)	.794
Workload (11 items)	.904
Supervision (14 items)	.708
Promotion (9 items)	.740
Personality (20 items)	.814

**Table 3.5.1: Cronbach's Alpha for Pilot Test**

### **3.5 Data Collection Procedure**

The first procedure in conducting the study in the targeted organization was by writing letters to the administration (headmasters) a week prior. Once the administrator of the schools approved, the researcher had contacted the representative in each schools and handed them the questionnaires.

There were 73 sets of questionnaire distributed altogether, with the help of the representatives in the school who distributed them accordingly. The questionnaires were answered by the respondents by following the instructions for each section. A week later, the representatives contacted the researcher to recollect the answered questionnaires.

### **3.6 Data Analysis Techniques**

All the data collected from respondents were analyzed based on descriptive analysis by using the Statistical Package for Social Science (SPSS) for Windows version 12 software.

The approach used to analyze data was in line with the aims and the problem statements in the study. The approach comprised descriptive analysis for all items, frequency analysis, internal consistency and analysis of relationships between variables using correlation analysis.

#### **3.6.1 Descriptive Analysis**

Descriptive analysis was used to explore the data collected as well as summarizing and describing the data. It was used to describe the gender, age, working experience and hours worked in the context of this study. It was only used for the general observations about the data collected.

### **3.6.2 Frequency Distribution**

Frequency distribution was obtained for all the personal data or classification variables. According to Zikmund (2003), frequency distribution refers to a set of data organized by summarizing the number of times a particular value of a variable occurs. In other words, a frequency distribution is a display of the frequency of occurrence for each score value. It is done to obtain the count of number of responses associated with different values of values and presenting the counts in percentage. Instead of that, it was used to identify the number of times various subcategories of phenomenon occur, from which the percentage and cumulative percentage of any occurrence was calculated. The frequency distribution can be presented in tabular form or, with more visual clarity such as histogram, bar chart and pie chart.

### **3.6.3 Cronbach's Alpha**

There exist quite a number of different reliability coefficients. Cronbach's alpha is one of them and is widely and commonly used. It is based on the correlation of items within a test if the items are standardized. Cronbach's Coefficient Alpha is a reliability analysis to indicate the reliability of an instrument. The criterion for acceptability of the reliability was based on the value of the Cronbach's Coefficient Alpha as recommended by Sekaran (2003). The closer the reliability coefficient gets to 1.0, the better. Reliabilities less than 0.60 are considered to be poor, those in the 0.70 range can be deemed as acceptable, while those over 0.80 are considered good.

### **3.6.4 Internal Consistency**

Internal consistency is a measure based on the correlations between different items on the same test (or the same subscale on a larger test). It measures whether several items that propose to measure the same general construct produce similar scores. For the context of the study, if a respondent expressed agreement with the statements "My job makes me satisfied", and disagreement with the statement " My job is disappointing", this would be indicative of good internal consistency of the test.

Internal consistency is usually measured with Cronbach's alpha, a statistic calculated from the pairwise correlations between items. Internal consistency ranges between zero and one. A commonly-accepted rule of thumb is that an  $\alpha$  of 0.6-0.7 indicates acceptable reliability, and 0.8 or higher indicates good reliability. High reliabilities (0.95 or higher) are not necessarily desirable, as this indicates that the items may be entirely redundant. The goal in designing a reliable instrument is for scores on similar items to be related (internally consistent), but for each to contribute some unique information as well.

### **3.6.5 Pearson Correlation**

Correlation looks at the relationship between two variables in a linear fashion. The Pearson Correlation coefficient describes the relationship between two continuous variables. In other words, it is appropriate to be used for interval and ratio-scaled variables and is used to determine the relationship between one variable with another. There could be positive correlation between two variables, which is represented by 1.0 (plus 1), or a perfect negative correlation -1.0 (minus 1).

## CHAPTER 4

### RESULTS AND FINDINGS

#### 4.0 Introduction

This chapter reveals and reports the findings from the study of job satisfaction among teachers in Sik, Kedah. Seventy-three sets of questionnaire were distributed as mentioned in the research methodology. They were processed and analyzed using SPSS Package Program (Version 12) and the results are presented in tables. The first section will provide the background of the respondents. The second section will then provide the reliability of the variables. The third section will present the correlation analysis with regards to the relationship of the independent variables in influencing the dependent variable.

#### 4.1 Frequency Analysis

##### 4.1.1 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	32	43.8	43.8	43.8
	Female	41	56.2	56.2	100.0
	Total	73	100.0	100.0	

**Table 4.1.1: Gender**

Table 4.1.1 shows the frequency distribution for gender composition. As stated previously, the total respondents for this study was 73. From the total respondents, 41 (56.2%) respondents were female while 32 (43.8%) of the respondents were male.

#### 4.1.2 Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<25 yrs old	3	4.1	4.1	4.1
	26-30 yrs old	14	19.2	19.2	23.3
	31-35 yrs old	23	31.5	31.5	54.8
	36-40 yrs old	19	26.0	26.0	80.8
	41-45 yrs old	9	12.3	12.3	93.2
	46-50 yrs old	4	5.5	5.5	98.6
	51-55 yrs old	1	1.4	1.4	100.0
	Total	73	100.0	100.0	

By referring to the table above, the majority of the respondents were between 31 to 35 years old (31.5%), followed by the respondents in the range of 36 to 40 years old (26%). The third highest percentage were those below 30 years old with 19.2 %, 41 to 45 years old with 12.3%, 46 to 50 years old with 5.5%, below 25 years old with 4.1% and finally the least was 51 to 55 years old group with 1.4%.

#### 4.1.3 Working Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 yrs	18	24.7	24.7	24.7
	6-10 yrs	13	17.8	17.8	42.5
	11-15 yrs	27	37.0	37.0	79.5
	16-20 yrs	8	11.0	11.0	90.4
	>20 yrs	7	9.6	9.6	100.0
	Total	73	100.0	100.0	

**Table 4.1.3: Working Experience**

It is seen in Table 4.1.3 that most of the respondents have had more than 10 years in service. Thirty-seven (37) percent of them have been in the service for 11 to 15 years, 11 percent are 16 to 20 years and 9.6 percent are more than 20 years in service.

#### 4.1.4 Teaching Period

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11-15 periods a week	3	4.1	4.1	4.1
	16-20 periods a week	4	5.5	5.5	9.6
	21-25 periods a week	13	17.8	17.8	27.4
	26-30 periods a week	42	57.5	57.5	84.9
	30-35 periods a week	11	15.1	15.1	100.0
	Total	73	100.0	100.0	

**Table 4.1.4: Teaching Period**

By referring to the table above, it is obvious that teaching periods per week for the teachers are high, where more than half of the teachers experience 26 to 30 periods a week, compared to only 9.6 percent who teach less than 20 periods a week.

#### 4.1.5 Hours Worked per Week

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<35 hours in a week	28	38.4	38.4	38.4
	36-40 hours in a week	30	41.1	41.1	79.5
	41-45 hours in a week	5	6.8	6.8	86.3
	46-50 hours in a week	4	5.5	5.5	91.8
	51-54 hours in a week	4	5.5	5.5	97.3
	55 hours or more in a week	2	2.7	2.7	100.0
	Total	73	100.0	100.0	

However, the majority of them (79.5%) only work less than 40 hours a week and only 2.7 percent work more than 55 hours a week. Those who worked 41 – 45 hours, 46 – 50 hours and more than 51 hours per week formed a total percentage of 17.8% with 6.8%, 5.5% and 5.5%, respectively.

## 4.2 Level of Job Satisfaction

In this research, Job Descriptive Index (JDI) and Job in General (JiG) are used to measure Job Satisfaction. This section is the findings of the descriptive analysis of JDI and JiG and all variables involved in this study. The level of JDI and JiG as well as the other variables are measured using the ‘mean’; or the average score of all variables. Researcher ranked the level of perception towards all variables into three categories as below:

It can be seen in Table 4.3 that the level of job satisfaction of the respondents is high at mean=3.92 and sd=0.47. Respondents also perceived that their level of workload is also high with a mean=3.58 and sd=0.75. However, there was a moderate level of perception towards supervision (mean=3.09, sd=0.40) and promotion (mean=3.36, sd=0.39).

**Table 4.2: Level of Job Satisfaction, Workload, Supervision and Promotion**

	Mean	Std. Deviation
JDI & JiG	3.92	0.47
Workload	3.58	0.75
Supervision	3.09	0.40
Promotion	3.25	0.57

### 4.3 Relationship between Job Satisfaction and Background Factors

Background factors that were tested in this study are Age, Gender and Working Experience. Pearson correlation ( $r$ ) was used to test the relationship between these background factors and job satisfaction. The results are shown in Table 4.4 below. It can be seen in Table 4.4 that there is a significant relationship between age and job satisfaction at  $r=-0.279$  and  $p<0.05$ . It shows that the level of job satisfaction is higher for the younger teachers compared to the older teachers. The significant relationship can also be seen between gender and job satisfaction ( $r=0.281$ ,  $p<0.05$ ). Again, teachers with less teaching experience are more satisfied compared to teachers with higher experience ( $r=-0.262$ ,  $p<0.05$ ).

**Table 4.3.1: Relationship between Job Satisfaction and Background Factors**

	JDI and JiG	Age	Gender	Working Experience
Age	-.279(*)	1		
Gender	.281(*)	.140	1	
Working Experience	-.262(*)	.648(**)	.026	1

\* $p<0.05$

\*\* $p<0.01$

#### 4.4 Relationship between Job Satisfaction and Personality Factors

Personality factor used in this study are agreeableness, conscientiousness, neuroticism and extraversion. It is found that the overall personality has a significant relationship with job satisfaction ( $r=0.574$ ,  $p<0.01$ ). All of the personality factors are significantly related to job satisfaction. Conscientiousness is significant at  $r=0.483$ ,  $p<0.01$ ; openness ( $r=0.448$ ,  $p<0.01$ ), neuroticism ( $r=0.331$ ,  $p<0.01$ ), extraversion ( $r=0.418$ ,  $p<0.01$ ) and agreeableness ( $r=0.371$ ,  $p<0.01$ )

**Table 4.4.1: Relationship between Job Satisfaction and Personality Factors**

	JDI	Personality	Conscientiousness	Openness	Neuroticism	Extraversion
Personality	.574(**)	1				
Conscientiousness	.483(**)	.679(**)	1			
Openness	.448(**)	.705(**)	.734(**)	1		
Neuroticism	.331(**)	.674(**)	.170	.083	1	
Extraversion	.418(**)	.732(**)	.225	.354(**)	.536(**)	1
Agreeableness	.371(**)	.780(**)	.310(**)	.375(**)	.572(**)	.538(**)

\*\* $p<0.01$

#### 4.5 Relationship between Job Satisfaction, Supervision, Promotion and Workload

Table 4.6 shows the correlation matrix output of job satisfaction, supervision, promotion and workload. It is found that job satisfaction is significantly related to workload at  $r=0.675$ ,  $p<0.01$ ; meaning that, the higher the workload is increased, the higher level of job satisfaction was seen for the teacher. This also happened for promotion, which was also significantly related to job satisfaction at  $r=0.462$ ,  $p<0.01$ . A significant relationship also occurred between job satisfaction and promotion at  $r=0.271$ ,  $p<0.05$ .

**Table 4.5.1: Relationship between Job Satisfaction, Supervision, Promotion and Workload**

	JDI	Workload	Supervision	Promotion
JDI	1			
Workload	.675(**)	1		
Supervision	.462(**)	.318(**)	1	
Promotion	.271(*)	-.147	-.173	1

\* $p<0.05$

\*\* $p<0.01$

## 4.6 Summary of Hypotheses Test

As stated earlier in Chapter 2, seven hypotheses have been developed by the researcher. Based on the analysis and results in Section 4.3, 4.4 and 4.6, all of the hypotheses developed in Chapter 2 can be accepted. The summary of the findings can be found in Table 4.7.

**Table 4.6.1: Summary of Hypotheses Test**

	<b>r</b>	<b>p</b>	<b>Summary</b>
<i>H<sub>1</sub>: There is a significant relationship between administrative leadership supervision and job satisfaction</i>	.462	0.01	<i>Accepted</i>
<i>H<sub>2</sub>: There is a significant relationship between workload and job satisfaction</i>	.675	0.01	<i>Accepted</i>
<i>H<sub>3</sub>: There is a significant relationship between promotion and job satisfaction</i>	.271	0.05	<i>Accepted</i>
<i>H<sub>4</sub>: There is a significant relationship between age and job satisfaction</i>	-.279	0.05	<i>Accepted</i>
<i>H<sub>5</sub>: There is a significant relationship between gender and job satisfaction</i>	.281	0.05	<i>Accepted</i>
<i>H<sub>6</sub>: There is a significant relationship between working experience and job satisfaction</i>	-.262	0.05	<i>Accepted</i>
<i>H<sub>7</sub>: There is a significant relationship between personality factors such as agreeableness, conscientiousness, neuroticism and extraversion with job satisfaction</i>	.574	0.01	<i>Accepted</i>

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATION**

#### **5.0 INTRODUCTION**

The success of any organization depends on the employees that work in the organization. They are the ones responsible when it comes to organizational targets and vision. For the case of this study, teacher's job satisfaction is pivotal in achieving the performance of the school, specifically the student's achievement.

By referring to the findings of this study, it is revealed that the level of Job Satisfaction among teachers is high. Workload is the most influential factors of Job Satisfaction compared to other factors. The respondents perceived that there are significant relationships between their job satisfaction and promotion, supervision and other personal information.

It is also revealed that there are negative relationships between job satisfaction, age and working experience. Younger teachers with less experience were found to be more satisfied with their job compared to older teachers. It might be because of length of services that might bore the teachers, thus affecting their decision to stay put.

## **5.1 The First Research Question**

The first research question of this study was to identify to what extent do the personal factors such as age, gender, working experience and personality influence the teacher's job satisfaction.

The study revealed that there is significant relationship between personal factor and job satisfaction. On one hand, the gender and personality factors seem to have significant relationships with job satisfaction. It was reported that personality factors remain the most influential personal factors for job satisfaction (beta value = .574,  $p < .01$  – significant relationship). Meanwhile, gender recorded less, but does still influence the job satisfaction (beta value = .281,  $p .05$ ).

On the other hand, it was also revealed that there are negative relationship between job satisfaction, age and working experience with age and job satisfaction recorded a beta value = -.279,  $p .05$  as well as between working experience and job satisfaction recorded a beta value = -.262,  $p .05$ . This is because younger teachers with less experience were found to be more satisfied with their jobs compared to older teachers.

## **5.2 The Second Research Question**

The second research question of this study was to identify to what extent do the organizational factors such as workload, administrative leadership (supervision) and promotion influence the teacher's job satisfaction. From the study it is shown that workload is the most influential factors for job satisfaction. Its recorded beta value was .675,  $p < .01$ .

Meanwhile, it was also reported that there exists a significant relationship between administrative supervision and job satisfaction (beta value = .462,  $p < .01$  – significant relationship), and remains the second most influential organizational factor for job satisfaction.

Finally, the study also revealed that there still exists a significant relationship between promotion and job satisfaction with a recorded beta value = .271,  $p < .05$ . These results and findings are in line with the hypotheses made, as well as the literature reviewed in this study.

### **5.3 Implications of the Study**

The results of this study identify the complex decision-making process relating to job satisfaction among teachers that may reflect on teachers doing their job. There are a number of implications from this study for both practitioners and academics. It is advantageous for policy-makers to be aware of the dynamics of the decision-making process regarding the educational sector. By understanding the role and influence of many factors, the government is able to provide the most effective advice and information at the different stages of the decision-making process.

#### **5.3.1 Theoretical Implications**

The finding of this study revealed that workload influenced the job satisfaction the most in the context of the teachers in the rural area of Sik, Kedah. It is true that the notion of workload having a significant relationship with job satisfaction. This finding is consistent with the theoretical predictions by Md. Hanafi, 2001; Zaharilah, 1999; Yusof, 1997; Norihan, 1997; Ishak 1992 in (Chua, 2005). They stated that several works indicate that factors such as non-teaching

duties, administrative work and several other duties resulted in reducing the job satisfaction of the teachers (Md. Hanafi, 2001; Zaharilah,1999; Yusof, 1997; Norihan, 1997; Ishak 1992 in Chua, 2005).

In addition to that, a study by Dinham and Scott (1998) revealed that teachers were most dissatisfied with workload among others. In another study, teachers viewed job dissatisfaction as principally contributed by work overload, poor pay and perceptions of how teachers are viewed by society. (Spear *et al.*, 2000). It is also suggested that workload does contribute significantly towards teacher burnout, which will eventually affect job satisfaction (Aeria,1995) hence, the findings found in this study are proven consistent with the theory of workload being the factor affecting the job satisfaction and apart from that, also extends previous research on workload.

The implication of this study suggested that there is a need to have further studies done solely on the teachers' workload; analyze on it and evaluate in order to decrease the teachers' workload. The same goes for other factors based on the results that the numerous types of studies done on the factors involved in this study. It is also hoped that this study will pave the way for other similar studies to be done, thus decreasing the factors involved by helping to establish causal relationships between the factors involved, be it personal or organizational factors with job satisfaction.

### **5.3.2 Practical Implications**

There are a number of implications from this study for both practitioners and academics. It is advantageous for policy-makers to be aware of the dynamics of the decision-making process

regarding the educational sector. By understanding the role and influence of many factors, the government is able to provide the most effective advice and information at the different stages of the decision-making process.

This study assists academics and policy makers in understanding the behaviour of the school teacher in the learning and teaching process and how this behaviour differs from the teacher's job satisfaction model.

#### **5.4 Limitations of the Study**

There are several limitations to this study. The limitations are as follow:

##### **a) Small Scope of Study**

The scope of the study were found to be rather small therefore the result may not significantly applicable to other similar organizations such as teacher's training institute or other institute of higher learning.

##### **b) Small Size of Respondents**

Based on the study, the numbers of respondents were relatively small. It is made out of 73 respondents. Bigger respondents however, would have given more accurate findings, stable and more reliable base.

##### **c) Limited Number of Variables Used**

The study had involved a limited number of independent variables as well as single moderator. Different results might be generated if other different predictors are used.

## **5.5 Recommendations for Future Research**

This research was relatively broad and considered all prospective teachers in Malaysia. Further research should focus on recent and new teachers, and identify the factors that influenced their job satisfaction, both in regards to the timing and actual learning and teaching conditions. Thus, interested bodies, both private and government, would be interested in supporting this type of study, although its relevance to different regions outside the study area could be debated. It would also be of use to monitor these factors on a regular basis, although complications with constantly changing teachers in doing their job.

It is also believed that this study has provided an insight into the job satisfaction among teachers and the factors that influenced their satisfaction. However, there could be other factors that need to be identified or evaluated. Hence, it is felt that future research needs to be carried out in the areas stated below:

- i. To study and evaluate the other factors that influenced and are related to job satisfaction such as organizational commitment and their quality of worklife (e.g. environmental factors, participation, etc)
- ii. To study the various groups of teacher included in rural and urban area, senior teachers, teacher management groups and educational officers

Finally, it is hoped that this study would be beneficial to all relevant parties involved in the educational sector, ranging from those involved in academic research, students, end-users, as well as the various practitioners in the sector.

## 5.6 Conclusion

This chapter has discussed the research findings of the study in three main sections. Firstly, it was done by answering the two research questions. Secondly, it discussed the implications of the findings while relating them to the theoretical and practical implication. Thirdly, a set of recommendations was made. The purpose of this study was to examine to what extent the variables involved in this study are in influencing the job satisfaction of teachers in the district of Sik, Kedah. The results have provided some useful information on the factors as well some insight to certain factors that have significant effects on job satisfaction. After presenting and analyzing the data, the researcher was able to conclude the general objective of the study; in which to identify the factors that influence job satisfaction (the answer: workload). This is consistent with the notion that workload remains the second concern of the teachers when it comes to teachers' job satisfaction after security (Shahri, 2002). Apart from workload, personality was found in this study to be the second highest percentage of factors influencing job satisfaction, but with a moderate effect. This is in line with the study done by Judge, T.A; Heller, D and Mount, K. M. (2002) in which they indicate in their study that, in particular, the traits of Neuroticism, Extraversion and Conscientiousness (the factors in personality) displayed moderate correlations with job satisfaction. Meanwhile, administrative leadership and supervision also has a significant effect on job satisfaction based on the findings. This has proved the two-factor theory by Herzberg (1968) as relevant in proving that supervision has a significant role in influencing job satisfaction. Later, the findings of this study revealed that variables such as promotion and gender do have some significant effects on job satisfaction. On the contrary, factors such as age and working experience have negative effects on job satisfaction. In other words, the level of satisfaction declines by age and their working experience, as being suggested

in the study by Hickson, J and Oshagbemi (1999), who investigated job satisfaction among academics in the UK, and found that job satisfaction among teaching academics is that job satisfaction among teachers was decreasing with age, but found that it was at a decreasing rate. In general, the study has provided some exploratory information to understand the factors that influence job satisfaction. It has provided some insight for further research and the area or factors that need to be emphasized in order to have effective future research. Practically, the findings may contribute in assisting the policy-makers i.e. the Ministry of Education or other concerned parties in formulating effective policy, thus making education in Malaysia better and in a way benefitting the teachers, the students and the nation as a whole through the development of human capital.

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# APPENDIX

**APPENDIX 1**  
**QUESTIONNAIRE**  
**(ENGLISH VERSION)**

APPENDIX 2  
QUESTIONNAIRE  
(MALAY VERSION)

# APPENDIX 3

## DATA OUTPUT

Dear Respondent,

I am an Msc Management student from Universiti Utara Malaysia. It would be appreciated if you could complete this survey.

This survey is conducted to fulfill the Degree of Master of Science Management requirements undertaken by the researcher in which focusing on the teachers' job satisfaction. This survey is designed to obtain information regarding teachers' opinion towards job satisfaction as well as certain aspects involved.

There are six sections altogether in this survey and consists of section A, B ,C, D, E and F. You are required to spend 10 – 15 minutes only in completing the survey. **Bear in mind that there is no correct answer or wrong answer for this survey.** Therefore, you are free to complete the survey as honest as possible.

All the informations obtained are strictly confidential and will only be used **FOR THE PURPOSED OF THE STUDY ONLY.**

It is hoped that once the survey is complete, it will be handed back to the representative appointed.

For further enquiries or information, contact me or my supervisor Associate Professor Dr. Husna (Senior Lecturer) at College of Business, Universiti Utara Malaysia (012-4893646).

I would like to take this opportunity to express my thanks for your cooperation in completing this questionnaire and i believe it will contribute well for the research.

Yours sincerely,

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**SECTION C**

	<b>(SDA)</b>	<b>(DA)</b>	<b>(N)</b>	<b>(A)</b>	<b>(SA)</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1</b> My working hour is loading	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2</b> Administrative work exceeds teaching work	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>3</b> I always feel of insufficient time	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>4</b> Workload affects my creativity	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5</b> I always assigned to work during holiday	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b> There is too much of work at one time	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>7</b> Unfair job distribution	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>8</b> The students enrolment is too big	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>9</b> Lack of time	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>10</b> My job is tiring me	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>11</b> I need to bring my job home	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**SECTION D**

		<b>(SDA)</b> <b>1</b>	<b>(DA)</b> <b>2</b>	<b>(N)</b> <b>3</b>	<b>(A)</b> <b>4</b>	<b>(SA)</b> <b>5</b>
<b>1</b>	My superior always asks for my opinion	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2</b>	My superior is an efficient decision maker	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>3</b>	My superior is impolite sometime	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>4</b>	My superior always praises good job i have done	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5</b>	My superior is tactful when supervising	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	My superior is an influential person	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>7</b>	My superior is up-to-date when leading	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>8</b>	My superior is bias	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>9</b>	My superior tells me where I stand	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>10</b>	My superior is a stubborn person even though he/she is proven wrong	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>11</b>	My superior knows his job well	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>12</b>	My superior is a poor planner	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>13</b>	My superior is always around when needed	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>14</b>	My superior is lazy	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**SECTION E**

	<b>(SDA)</b>	<b>(DA)</b>	<b>(N)</b>	<b>(A)</b>	<b>(SA)</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1</b> Good opportunity for promotion	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2</b> Limited opportunity for promotion	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>3</b> Merit based promotion	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>4</b> No promotion at all	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5</b> Unfair promotion policy	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b> Promotion affects seniority	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>7</b> Regular promotion	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>8</b> Courses help in career development	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>9</b> Opportunity in furthering study	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**SECTION F**

		(SDA)	(DA)	(N)	(A)	(SA)
		1	2	3	4	5
1	I am passionate in the thing I do	1	2	3	4	5
2	I plan something and stick to it	1	2	3	4	5
3	I do a thorough job	1	2	3	4	5
4	I am composed under pressure	1	2	3	4	5
5	I like new ideas	1	2	3	4	5
6	I have brilliant ideas	1	2	3	4	5
7	I like to change methods	1	2	3	4	5
8	I appreciate others opinions and experiences	1	2	3	4	5
9	I feel demotivated due to my students' poor achievement	1	2	3	4	5
10	I feel demoralized when my superior comments/remarks me	1	2	3	4	5
11	I am emotionally stable	1	2	3	4	5
12	I am easily get mad	1	2	3	4	5
13	I love being alone	1	2	3	4	5
14	I like to co-operate while working	1	2	3	4	5
15	I like to do the job that is routine	1	2	3	4	5
16	I love to socialize	1	2	3	4	5
17	I am a symphatizer	1	2	3	4	5
18	I am forgiving person	1	2	3	4	5
19	I like to find others' faults	1	2	3	4	5
20	I am a selfish person	1	2	3	4	5

**Thank you  
FOR YOUR CO-OPERATION**



Kepada Responden,

Saya merupakan pelajar Sarjana Sains Pengurusan (Msc. Management) di Universiti Utara Malaysia. Saya amat menghargai sekiranya anda dapat melengkapkan soal selidik ini.

Soal selidik ini merupakan sebahagian untuk memperlengkapkan penyelidikan sarjana saya yang memfokus kepada kepuasan kerja guru. Tujuan soal selidik ini direkabentuk adalah untuk mengumpul maklumat bagi mengenalpasti pandangan para guru terhadap kepuasan kerja dan beberapa aspek tertentu.

Soal selidik ini mengandungi enam bahagian iaitu bahagian A, B, C, D, E dan F akan mengambil masa kira-kira 15 minit sahaja. **Tiada jawapan yang betul atau salah dalam soal selidik ini.** Oleh hal yang demikian, saudara saudari bebas menjawab pernyataan mengikut pendapat saudara saudari dengan jujur dan ikhlas.

Segala maklumat yang diberikan adalah dianggap sulit dan hanya digunakan untuk **TUJUAN PENYELIDIKAN SEMATA-MATA.**

Soal selidik yang lengkap diisi diharap dapat dikembalikan kepada pihak berkenaan.

Sebarang pertanyaan, sila hubungi saya atau penyelia saya Profesor Madya Dr. Husna (Pensyarah Kanan) di Kolej Perniagaan, Universiti Utara Malaysia di talian 012-4893646.

Kerjasama yang diberikan amat saya hargai dan pasti akan memberi sumbangan yang bermakna dalam penyelidikan ini.

Sekian, terima kasih.

Badril Anuar bin Su @ Busu  
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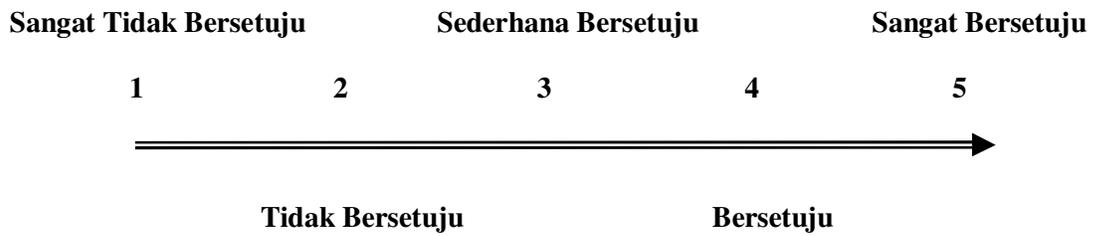
# Borang soal selidik Kepuasan Kerja

## BAHAGIAN A: DATA DEMOGRAFIK

Sila tandakan (/) pada ruangan yang disediakan.

- |                                      |                        |     |               |     |
|--------------------------------------|------------------------|-----|---------------|-----|
| 1. Umur:                             | <25 tahun              | ( ) | 41 – 45 tahun | ( ) |
|                                      | 26 - 30 tahun          | ( ) | 46 – 50 tahun | ( ) |
|                                      | 31 – 35 tahun          | ( ) | 51 – 55 tahun | ( ) |
|                                      | 36 – 40 tahun          | ( ) |               |     |
| 2. Jantina                           | Lelaki                 | ( ) |               |     |
|                                      | Perempuan              | ( ) |               |     |
| 3. Tempoh perkhidmatan               | 1 – 5 tahun            | ( ) | 11 – 15 tahun | ( ) |
|                                      | 6 – 10 tahun           | ( ) | 16 – 20 tahun | ( ) |
|                                      |                        |     | >20 tahun     | ( ) |
| 4. Bilangan waktu mengajar seminggu: | <10 waktu seminggu     | ( ) |               |     |
|                                      | 11 – 15 waktu seminggu | ( ) |               |     |
|                                      | 16 – 20 waktu seminggu | ( ) |               |     |
|                                      | 21 – 25 waktu seminggu | ( ) |               |     |
|                                      | 26 – 30 waktu seminggu | ( ) |               |     |
|                                      | 30 – 35 waktu seminggu | ( ) |               |     |
| 5. Tempoh jam anda bekerja:          | <35 jam seminggu       | ( ) |               |     |
|                                      | 36 – 40 jam seminggu   | ( ) |               |     |
|                                      | 41 – 45 jam seminggu   | ( ) |               |     |
|                                      | 46 – 50 jam seminggu   | ( ) |               |     |
|                                      | 51 – 55 jam seminggu   | ( ) |               |     |
|                                      | >55 jam seminggu       | ( ) |               |     |

## BAHAGIAN B



		(ST B) 1	(TB) 2	(SB) 3	(B) 4	(SB) 5
<b>1</b>	Kerja saya menarik	1	2	3	4	5
<b>2</b>	Kerja saya berfaedah	1	2	3	4	5
<b>3</b>	Tahap profesionalisma yang lebih rendah dari profesion lain	1	2	3	4	5
<b>4</b>	Lebih baik daripada kebanyakan pekerjaan lain	1	2	3	4	5
<b>5</b>	Bertentangan dengan kemahuan diri	1	2	3	4	5
<b>6</b>	Membuat saya berpuashati	1	2	3	4	5
<b>7</b>	Cemerlang					
<b>8</b>	Masih di takuk lama dalam pelbagai aspek	1	2	3	4	5
<b>9</b>	Menyeronokkan	1	2	3	4	5
<b>10</b>	Tidak membangunkan minda	1	2	3	4	5
<b>11</b>	Mencabar	1	2	3	4	5
<b>12</b>	Terlalu banyak kerja	1	2	3	4	5
<b>13</b>	Mampu menjadikan saya kreatif	1	2	3	4	5
<b>14</b>	Mengecewakan	1	2	3	4	5
<b>15</b>	Memberi rasa satu pencapaian	1	2	3	4	5

## BAHAGIAN C

	(STB) 1	(TB) 2	(SB) 3	(B) 4	(SB) 5
1 Waktu bekerja saya bertambah	1	2	3	4	5
2 Kerja pentadbiran melebihi kerja mengajar	1	2	3	4	5
3 Saya sering merasa ketidakcukupan masa	1	2	3	4	5
4 Bebanan kerja menghalang kreativiti pengajaran saya	1	2	3	4	5
5 Saya sering diarah bertugas semasa cuti	1	2	3	4	5
6 Terlalu banyak tugas dalam satu masa	1	2	3	4	5
7 Tugas tidak diagihkan dengan baik di kalangan guru	1	2	3	4	5
8 Murid yang diajar terlalu ramai	1	2	3	4	5
9 Tidak Cukup Masa	1	2	3	4	5
10 Meletihkan	1	2	3	4	5
11 Memerlukan kerja dibuat di rumah	1	2	3	4	5

## BAHAGIAN D

		(STB) 1	(TB) 2	(SB) 3	(B) 4	(SB) 5
1	Mohon pandangan daripada saya	1	2	3	4	5
2	Cekap dalam membuat keputusan	1	2	3	4	5
3	Kurang sopan	1	2	3	4	5
4	Memuji kerja yang baik	1	2	3	4	5
5	Berhemah dalam penyeliaan	1	2	3	4	5
6	Berpengaruh	1	2	3	4	5
7	Kemaskini dalam sentiasa arahan yang diberi	1	2	3	4	5
8	Pilih kasih	1	2	3	4	5
9	Berterus-terang	1	2	3	4	5
10	Degil dengan keputusan walaupun ternyata salah	1	2	3	4	5
11	Arif tentang pekerjaannya	1	2	3	4	5
12	Perancang yang kurang cekap	1	2	3	4	5
13	Sentiasa ada bila diperlukan	1	2	3	4	5
14	Malas	1	2	3	4	5

**BAHAGIAN E:**

	(STB) 1	(TB) 2	(SB) 3	(B) 4	(SB) 5
1	1	2	3	4	5
2	1	2	3	4	5
3	1	2	3	4	5
4	1	2	3	4	5
5	1	2	3	4	5
6	1	2	3	4	5
7	1	2	3	4	5
8	1	2	3	4	5
9	1	2	3	4	5

## BAHAGIAN F

		(STB)	(TB)	(SB)	(B)	(SB)
		1	2	3	4	5
1	Penuh minat dan kesungguhan di dalam sesuatu	1	2	3	4	5
2	Saya membuat perancangan dan mengikutnya	1	2	3	4	5
3	Membuat kerja secara menyeluruh	1	2	3	4	5
4	Tenang dan menghadapi tekanan dengan baik	1	2	3	4	5
5	Suka dengan idea-idea baru	1	2	3	4	5
6	Saya mempunyai idea yang bernas	1	2	3	4	5
7	Suka bertukar-tukar pendekatan	1	2	3	4	5
8	Menghargai pandangan dan pengalaman orang lain	1	2	3	4	5
9	Kelemahan pencapaian murid melemahkan motivasi	1	2	3	4	5
10	Teguran pihak atasan melemahkan saya	1	2	3	4	5
11	Mempunyai emosi yang agak stabil	1	2	3	4	5
12	Mudah melenting	1	2	3	4	5
13	Suka bersendiria	1	2	3	4	5
14	Saya suka bekerja bersendirian	1	2	3	4	5
15	Suka membuat kerja yang rutin	1	2	3	4	5
16	Suka bersosial	1	2	3	4	5
17	Mudah bersimpati dengan orang lain	1	2	3	4	5
18	Mudah memaafkan kesalahan orang lain	1	2	3	4	5
19	Suka mencari kesalahan orang lain	1	2	3	4	5
20	Mementingkan diri	1	2	3	4	5

TERIMA KASIH  
DI ATAS KERJASAMA YANG DIBERIKAN DALAM PENYELIDIKAN INI

