



UNIVERSITI PUTRA MALAYSIA

**FACTORS INFLUENCING JOB SATISFACTION OF
GOVERNMENT SECONDARY SCHOOL TEACHERS IN THE
DISTRICT OF PETALING, SELANGOR**

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**FACTORS INFLUENCING JOB SATISFACTION OF
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DISTRICT OF PETALING, SELANGOR**

By

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Education, Faculty of Educational Studies.

The main objective of this study was to verify the external and internal conditions influencing job satisfaction among teachers in the district of Petaling, Selangor, by using Herzberg's Two-Factor Motivation Theory. The Minnesota Satisfaction Questionnaire was employed to assess the overall level of satisfaction among the teachers, and the teachers' level of satisfaction with the external and internal conditions of the job. The results revealed that both the internal conditions (motivational factors) and external conditions (hygiene factors) of the job influenced the teachers' job satisfaction. Comparatively, the internal conditions of the job had a slightly stronger influence over job satisfaction than the external conditions (hygiene factors). The motivational factors verified to be related to job satisfaction were the work itself, achievement, recognition, the possibility for growth, and responsibility. For the hygiene factors, status, relationship

with the principal, relationship with the colleagues, quality of supervision of the principal, school policy and administration, job security and working conditions were found to be related to job satisfaction. Pay and advancement were found to have little influence on job satisfaction. In general, Herzberg's theory was found to be useful in explaining factors that influenced teachers' job satisfaction.

It is suggested that equal attention should be given to both the external and internal environments of the teaching profession to enhance and sustain job satisfaction of teachers. Factors such as school policy and administration, quality of supervision of the principal, and relationship of teachers with the principals are important external environments ensuring job satisfaction of teachers while the possibility to grow in one's career, one's achievement and recognition for one's achievement are important internal environments. Policy makers and administrators should improve teachers' level of satisfaction with these factors to enhance the level of overall job satisfaction of teachers as a whole.

For further research, a wider coverage of the number of schools in the state should be done to get a more comprehensive result. A comparative study between teachers' job satisfaction in urban schools and rural schools is also recommended.

Abstrak Projek Penyelidikan yang dikemukakan kepada Jabatan Pendidikan Pengembangan,
untuk memenuhi sebahagian syarat untuk ijazah Master Sains
(Pembangunan Sumber Manusia).

**FAKTOR-FAKTOR YANG MEMPENGARUHI
KEPUASAN KERJA DI KALANGAN GURU-GURU
SEKOLAH MENENGAH DI DAERAH
PETALING, SELANGOR**

Oleh

Su Chooi Hong

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Penyelia:

Fakulti :
Fakulti Pengajian Pendidikan

Tujuan utama kajian ini ialah untuk mengenalpastikan faktor-faktor luaran (hygiene) dan dalaman (motivasi) kerja yang mempengaruhi kepuasan kerja di kalangan guru-guru sekolah menengah di daerah Petaling, kajian ini. Untuk mengukur tahap kepuasan kerja guru dan kepuasan guru terhadap faktor-faktor luaran dan dalaman kerja, Soal-selidik Kepuasan Minnesota telah dipakai. Keputusan kajian ini telah menunjukkan bahawa faktor-faktor luaran dan dalaman bersama-sama mempengaruhi kepuasan kerja guru. Walau bagaimanapun, mempunyai pengaruh yang lebih kuat daripada faktor luaran. Faktor-faktor

dalam kerja guru telah dikenalpasti sebagai kerja itu sendiri, pencapaian guru, pengiktirafan terhadap pencapaian guru, kemungkinan untuk memajukan diri dalam profesyen perguruan, dan tanggungjawab guru. Faktor-faktor luaran yang telah menyumbangkan pengaruh terhadap kepuasan kerja ialah status, perhubungan dengan pengetua dan rakan sekerja, mutu penyeliaan pengetua, polisi dan pentadbiran sekolah, jaminan kerja, dan keadaan kerja. Gaji dan prospek profesyen perguruan didapati mempunyai pengaruh yang sangat kecil terhadap kepuasan kerja guru. Pada keseluruhannya, teori Herzberg boleh dikatakan bersesuaian dipakai dan berguna untuk menerangkan faktor-faktor yang mempengaruhi kepuasan kerja guru.

Dicadangkan bahawa tumpuan yang sama harus diberikan kepada faktor-faktor luaran dan dalaman profesyen perguruan. Faktor-faktor seperti polisi dan pentadbiran sekolah, mutu penyeliaan pengetua, perhubungan dengan pengetua adalah faktor luaran yang penting manakala kemungkinan untuk guru memajukan diri, pengiktirafan terhadap pencapaian guru dan pencapaian guru adalah faktor-faktor dalaman yang telah menunjukkan pengaruh yang lebih kuat terhadap kepuasan kerja guru dalam kajian ini.

Kajian yang lebih menyeluruh yang merangkumi bilangan sekolah yang lebih besar di negeri Selangor harus dijalankan untuk mendapatkan keputusan yang lebih berkebolehpercayaan.

CHAPTER I

BACKGROUND OF THE STUDY

Job satisfaction has been a key issue in determining organizational effectiveness. It is defined as feelings an individual has towards work (Locke, It is a key issue concerning both the individual as well as the organization. A person's job satisfaction can have an impact on his or her emotions, performance. A highly satisfied employee is often able to perform better in some situations than a person who is not satisfied. Individuals having high job satisfaction tend to be more positive, Chiu and Federik A. Kosinski 1997) .

The importance of job satisfaction is to help organizational members to engage in a kind of behavior that motivate them to effective performance and productive work,

As educators, generation. As the new millennium approaches the world's 57 million teachers are grappling with changing roles and functions as well as the rising concern about the quality of teaching (World Education Report 1998).

" A teacher's role goes far beyond curricular instruction. No longer are they merely transmitters of knowledge. They now need to guide,
" (P. Ramanathan,

A brochure, "The Quiet Peacemaker" was published by Unesco and Education International (EI) to mark World Teachers' Day on October 5th 1998. Colin N. Power, Unesco's Assistant Director-General for Education introduced the brochure by calling on all concerned "to recognize the primordial role teachers play in providing education and in building peace. According to the brochure, society reserves little recognition for the "quiet peacemakers"-the 57 million teachers worldwide who devoted their energy to building and restoring peace through their work in the classroom. Teachers increasingly have to resolve conflicts, discourage bullying and respond to symptoms of trauma. Whether through dialogue, special projects or- most of all-personal example; it falls to them to promote the universal values of peace and tolerance. However, teachers lack the resources and support they need to work effectively. Despite growing recognition of the crucial role of education in national development, restrictive budgets in most countries are taking their toll on the quality of education. Pressure put on teachers to help improve students' results or learning outcomes" has increased, while teachers' incomes and status have stagnated or even declined in most countries (The Quiet Peace Maker, 1998)

Marlow et.al (1996) studied the reasons for teachers considering leaving the teaching profession. The study found that forty-four percent of the teachers occasionally considered leaving the profession. Reason cited included students' discipline, students' lack of motivation, and poor attitudes; emotional factors such as lack of fulfillment, boredom with the daily routine, stress, frustration, lack of respect from community, parents, administrators, and/or students; difficult working conditions; and low salaries.

The success of the nation's vision depends greatly upon the dedication and contribution of teachers. Therefore teachers need to be satisfied with their teaching job. Presumably, one of the best ways to strengthen the teaching profession would be to make teaching a more satisfying career.

Statement of Problem

As the Unesco's World Education Report (1998) states "what society expect of teachers is out of proportion to the rewards it is prepared to accord them for their efforts." In the Malaysian context, there is also a generally accepted fact that teachers are unhappy, as they believe that they are underpaid and overworked. The teaching profession in government schools is considered a lowly paid profession compared to other professions in the government sector with the same academic qualifications. The fringe benefit and incentives, and promotion for teachers are very limited. According to the National Union of Teaching Profession, there are about two thousand veteran teachers opting for early retirement annually and there is an acute shortage of about three thousand secondary school teachers for the subjects of English, Mathematics and Science as of July 1998. This decline may be associated with young college students and graduates who have not expressed interest in teaching because they are aware of the pay system, enormous stress and unsatisfying nature of teaching as a service profession.

Kamarudin (1989), cited in Muhamad Madi (1998), indicated the difficulty of teachers' role nowadays not only due to the changing social aspects of the community but also due to the changes happening in the national education system. For examples,

the increase in class size, the increase in the role and school functions, the high expectation of parents placed upon their children's success, the increase in the number of emotional students, the increase in students' disciplinary problems, and the influence of permissive community. All these demand are expanded roles to be played by teachers.

Job dissatisfaction among teachers and the loss of interest in the teaching profession, if not addressed seriously, will affect the education of the young generation adversely. The impact could be disastrous to the teaching profession as well as to the development of the Malaysian education system as a whole. The best and most modern school, smart or otherwise, can be built but ultimately the difference between producing a knowledgeable group of school-leavers will hinge on quality teaching.

Why are teachers generally not satisfied in their job? What factors might influence this phenomenon? To answer these questions, the Herzberg's Two-Factor Motivational Theory was used as a model for the analysis of teachers' job satisfaction. Hopefully, this model would help to explain the relationships between the hygiene and the motivational factors and job satisfaction would enhance our understanding what motivate individuals to perform better.

Herzberg classified two major factors, the hygiene and the motivator factors. The hygiene factors are conditions of a job that operate primarily to dissatisfy workers when they are not present. The motivator factors, on the other hand are job conditions that build high levels of motivation and job satisfaction.

Objectives of the Study

The general objective of the study was to verify the variables influencing job satisfaction of government secondary school teachers as postulated by Herzberg's Two-Factor Motivation Theory Specifically, the study attempted to:

- (a) Assess the level of job satisfaction among secondary school teachers in the district of Petaling, Selangor.
- (b) Determine the relationships between the hygiene and motivational factors and job satisfaction
- (c) Determine whether the hygiene or motivational factors have stronger influence on teachers' job satisfaction
- (d) Suggest strategies based on the findings of the study, to improve job satisfaction among teachers.

Significance of the Study

This study provided an insight on factors influencing job satisfaction of government secondary school teachers. The findings might help the policy makers to review educational policies and strategies based on the feedback from the teachers. Positive measures could be taken to minimize the dissatisfaction of teachers as well as to enhance the quality of the teaching service. Not only would these encourage experienced teachers to stay in the profession, it would also encourage bright prospects to become teachers. The effectiveness of the whole education system would be enhanced through higher school performance and efficiency.

prospects to become teachers. The effectiveness of the whole education system would be enhanced through higher school performance and efficiency.

This study could also test the generalizability of Herzberg's theory in explaining and predicting teachers' behaviour and behavioral outcomes in the Malaysian context.

Limitations

The study was confined to three secondary schools in the district of Petaling, Selangor. Thus, the findings from this study will not necessarily reflect the job satisfaction of all secondary school teachers throughout Malaysia. However, the findings from this study could be generalized to other secondary schools where the situations and conditions of the schools are similar to the three selected schools.

Chapter II

REVIEW OF LITERATURE

Job satisfaction is explained in many ways but the ideas are essentially similar and complementary. The consensus is that job satisfaction is an affective response to work (Bullock, 1984, in Khalid, 1998). Often job satisfaction is associated with extrinsic and intrinsic rewards. Extrinsic satisfaction comes from the rewards dispensed by the organization, such as salary and benefits, status, a safe environment, and job security. Intrinsic sources of satisfaction reside within the individual and connected with performance (Lawler and Porter 1967).

According to Trist (1977), in Taylor (1995), features of work itself can lead to feelings of intrinsic satisfaction and include the opportunity to contribute to the social welfare, involvement in challenging work with a variety of tasks, and autonomy and discretion in job tasks.

Pardee (1990), cited that motivation is psychologically complex; no general and comprehensive theory exists. The beginnings of such a theory, however, have taken shape from the writings of influential theorists such as (1) Maslow's Hierarchy of Needs (1970); (2) Herzberg's Motivation-Hygiene (Two-Factor) Theory (1964); (3) McGregor's XY Theories (1967); and (4) McClelland's Need for Assessment theory (1961).

Maslow (1970) states that people are motivated by unmet needs which are in hierarchical order that prevent people from being motivated by a need area unless all lower level needs have been met. There is much similarity between Herzberg's and Maslow's models. Herzberg's model complements Maslow's model because it breaks down Maslow's five need levels into two job-oriented categories: maintenance (hygiene) and motivational. Herzberg states that satisfaction and dissatisfaction is not on the same continuum and is therefore not opposites. He further states that the motivational factors can cause satisfaction or no satisfaction while the hygiene factors cause dissatisfaction when absent and no dissatisfaction when present, both having magnitudes of strength. McClelland's need for achievement underlies Maslow's self-actualization. People at work take responsibility for solving problems and tend to set moderately difficult goals for self and take risks. McGregor's Theory Y matches much of Maslow's self-actualization level of motivation. It is based on the assumption that self-direction, self control, and maturity control motivation. Reward systems must correspond to intrinsic factors if employees are to be motivated. Satisfying extrinsic factors in an all too commonly attempted method cannot lead to motivated workers.

Herzberg's response to motivation problems is an important one. Traditionally, managers would respond to motivation problems with more money, increase fringe benefits, and improved working conditions. Often, the results of such actions were still no extra effort to work harder. Herzberg's theory offers an explanation for this phenomenon. If managers focus only on maintenance factors, motivation will not occur. The motivators must be built into the job to improve motivation. Herzberg has drawn attention to the critical importance, in work motivation, of job-centered factors

previously given little attention by behavioral scientists. This insight has resulted in increased interest in job enrichment, an effort to increase worker satisfaction.

Since his original work, Herzberg has cited numerous replications of the original study that support his position. These subsequent studies were conducted on professional women, hospital maintenance personnel, agricultural administrators, nurses, food handlers, manufacturing supervisors, engineers, scientists, military officers, managers ready for retirement, teachers, technicians, and assemblers. And some were conducted in other cultural settings such as Finland, Hungary, Russia, and Yugoslavia. However, some researchers have used the same research methods employed by Herzberg and obtained results different from what his theory would predict.

Researchers such as Kaufman (1984), Ellis (1984), Barkdoll (1991), Dilworth (1991), Saad et.al.(1992), and Ruhl-Smith et.al.(1993) have shown that, job satisfaction for teachers, was related more to intrinsic rewards than to the external conditions of their employment.

Kaufman (1984) studied on the relationship between teacher motivation and commitment to the profession using Herzberg's Motivation-Hygiene theory to identify groups of teachers as motivation seekers. The theory distinguishes individuals by their personal needs, that is, "hygiene needs", such as working conditions, salary, class size, supervision, policy, and benefits; and "motivation needs", such as recognition, achievement, responsibility, and intrinsic rewards of the job.

The study concluded that Herzberg's Motivation-Hygiene theory could be used in educational settings to distinguish motivation seekers and hygiene seekers. Based

on criteria established for this study, motivation seekers were more committed to the teaching profession than were non-motivation seekers. Demographic variables had no bearing on the respondents' degree of motivation.

In a study on the relationship between Principal's leadership style and teachers' job satisfaction in Islamic secondary schools in Selangor, Malaysia, Herzberg's theory was modified and employed to measure the levels of job satisfaction among the teachers. The aspects of measurement for the teachers' job satisfaction were responsibility, religious background, age, gender, interpersonal relationship with the principal and the colleagues, and the principal's leadership style. Abdul Ghani (1994) found that there was no relationship between principal's leadership style and teachers' job satisfaction while interpersonal relationship among the colleagues was the main cause of job dissatisfaction. In general, the hygiene factors were the main cause of teachers' job dissatisfaction. The results supported Herzberg's theory that motivational factors were the main contributors to job satisfaction.

However, Herzberg's paradigm which postulated that pay / salary is a maintenance factor that should not contribute significantly to workers' motivation, faced challenges. Murnane and Oslen (1988), surveyed on the effects of salaries and opportunities costs on length of stay in teaching. The findings showed that teachers who were paid more stay longer in teaching, that teachers with high opportunity costs as measured by test scores and subject specialties stayed in teaching less longer than other teachers did, and salaries influenced duration less for teachers with high test scores than for teachers with lower scores.

Bellott (1990), Ninomiyo and Okato (1990), Hamzah (1994), and Muhammad Madi (1998) found that teachers with higher pay were more satisfied than teachers with lower pay. Abu Bakar (1985), and Nor Azizah (1988) cited that pay and promotions became an important issue to teachers, as most teachers were not satisfied with their pay and promotions. Challenges to the specific area of salary in Herzberg's paradigm may begin to explain to administrators why they are losing good teachers to other higher paying jobs. Moses (1997) cited that the more dissatisfied employees are with their pay, the more likely they are to be absent and to quit.

In 1995, Clarke et.al. developed a teacher job satisfaction instrument from a brainstorming session in Pennsylvania with 81 teachers representing five school districts from urban, suburban, and rural schools. The study goal was not to generate a numerical comparison score, but rather to expose areas of concern for individuals and the work situations. Findings revealed that pay did not appear to be a satisfier or dissatisfier, that interaction with students was the most satisfying factor, and that the majority of subjects would approve of their children following in the profession. Lack of administrative support was chosen as the most dissatisfying factor.

Engelking (1986), identified critical incidents of job satisfaction and dissatisfaction from a sample of 442 teachers. Significant satisfaction factors were recognition and achievement while dissatisfaction factors were relations with students and parents, lack of achievement by students or teachers, district policy and its administration, and communication with administrators.

Borg and Riding (1991) studied job satisfaction of secondary school teachers in Malta. The findings revealed that work load was the main factor that caused job

dissatisfaction. Teachers who were responsible solely for teaching found to be more satisfied than teachers who were assigned additional workload such as head of department, and counselors.

The findings of Saad (1993), showed that two most significant job satisfaction factors among 373 elementary teachers in Bedouin schools in Southern Israel were teachers' satisfaction with the work itself and teachers' satisfaction with social needs.

However, Ruhl-Smith et. al's (1993) and Klecker et. al's (1996) findings differed from the above findings. They found that teachers' involvement in school governance was one of the main contributing factors of teachers' job satisfaction.

Hamzah (1994) studied secondary school teachers and agricultural institute lecturers in Peninsular Malaysia. Results showed that the majority of the teachers were satisfied with their overall job satisfaction, present job, co-workers and supervision. However, they were not satisfied with promotion and pay aspects of the job. The results also indicated that there were no significant differences in job satisfaction based on professional qualification, teaching experience, sex, age, marital status and school location. It was recommended that the wage structure and promotional opportunities be appraised for their benefits and satisfaction. It was also necessary for the principals to improve their method of supervision in order to increase the level of satisfaction of the teachers and at the same time to motivate teachers to be more committed to their profession.

Muhammad Madi (1998) assessed the level of job satisfaction among secondary teachers in Sabah, East Malaysia, and identified the work dimension factors that affect the job satisfaction as pay, working conditions, co-workers, promotion,

work itself and supervision. Recommendations were forwarded that school management need to provide better teaching-learning environment, and the government should plan a more attractive promotion package and salary scheme for the teachers.

Khalid (1998), cited that when teachers are not motivated to do their best in the classroom, and that when teacher are not satisfied with their working conditions, they are more likely to change schools or to leave the profession altogether.

For many years, researchers have sought to account for the variance in teacher job satisfaction by investigating demographic characteristics, psychological variables, or organizational structures. These studies have been conducted because it is believed that satisfied teachers will increase their productivity, will have an improved quality of work life, or will improve organizational effectiveness (Hoy and Miskel, 1991).

Herzberg's Motivation-Hygiene Theory was employed in this study because of its reliability and flexibility. The reliability of the theory is high from the evident that it has been tested in numerous countries and in different cultural settings and most of the results supported Herzberg's findings. The flexibility of the theory is commendable as it can be used for employees ranging from professionals to ordinary workers. The usefulness of the theory is an important tool to organizations in understanding and motivating employees.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the procedures for carrying out the research. The procedures are described in relation to the following aspects: (a) conceptual framework of the study (b) instrument development, (c) the subjects and location, (d) pre-testing and data collection, and (e) data analysis.

Conceptual Framework of The Study

Herzberg's Two-Factor Motivation Theory is adopted and adapted to provide a theoretical foundation of the study of factors influencing job satisfaction of government secondary school teachers. The reason for adopting Herzberg's model is because the theory provides a comprehensive classification of the variables of a job that would normally influence job satisfaction.

Herzberg presents two sets of job conditions: maintenance (hygiene) and motivational. The maintenance (hygiene) factors are external to the job and caused dissatisfaction when they are not present. The motivational factors are job centered and tend to motivate individuals. These two groups of factors would influence the overall job satisfaction of teachers. The research framework is shown in figure 1.