



UNIVERSITI PUTRA MALAYSIA

**FACTORS RELATING TO JOB SATISFACTION OF SECONDARY
SCHOOL TEACHERS IN THE DISTRICT OF BALAKONG**

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OF SECONDARY SCHOOL TEACHERS IN THE
DISTRICT OF BALAKONG**

By

AMARANATHAN A/L K.P. SAMU

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ABSTRACT

Abstract of project presented to the Faculty of Educational Studies,
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FACTORS RELATING TO JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN THE DISTRICT OF BALAKONG

By

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Supervisor: Assoc. Prof. Dr. Zakaria Kasa

Faculty: Educational Studies

The aim of the study was to determine factors related to job satisfaction among secondary school teachers in Balakong. Two secondary schools in Balakong area were involved in the study. They were Sekolah Menengah Cheras Perdana and Sekolah Menengah Perimbun. Respondents consists of two hundred and twenty-seven teachers. A modified version of the Job Descriptive Index questionnaire was used in the study. The questionnaire is divided into two parts. Part one of the questionnaire determined the biodata of the respondents. Part two of the questionnaire dealt with job satisfaction level. The aspect of job were divided into twelve elements. The data collected were analysed using SPSS programme (Statistical Package for Social Services). Frequencies, percentages, means, standard deviation, Eta and Point biserial (r_{pb}) were obtained. The study showed that teachers in the Balakong area were dissatisfied with

their job. They were dissatisfied in eleven of the elements related to job satisfaction. However they were satisfied with security provided by the job (mean = 3.2). There was a significant and strong relationship between personal life with working experience (Eta = .51, $p < .01$), age (Eta = .42, $p < .01$), sex ($r_{pb} = .43$, $p < .01$) and salary (Eta = .31, $p < .01$). Among the elements of intrinsic factors, work itself showed the highest mean (mean = 2.5). The lowest mean was shown by promotion (mean = 1.9). In the hygiene factors job security showed the highest mean (mean = 3.2) and co-worker showed the lowest mean (mean = 1.9). The study did not support Herzberg's view that job satisfaction was influenced by intrinsic factors and dissatisfaction by Hygiene factors. The study showed that both the factors did not influence the respondents job satisfaction level.

ABSTRAK

Abstrak projek yang dikemukakan kepada Fakulti Pengajian Pendidikan,
Universiti Putra Malaysia sebagai memenuhi sebahagian syarat
bagi mendapatkan ijazah Master Sains

FAKTOR-FAKTOR YANG BERKAITAN DENGAN KEPUASAN KERJA GURU-GURU SEKOLAH MENENGAH DI KAWASAN BALAKONG

Oleh

AMARANATHAN A/L K.P. SAMU

SEPTEMBER 1998

Penyelia: Prof. Madya Dr. Zakaria Kasa

Fakulti: Pengajian Pendidikan

Tujuan kajian ini ialah untuk mengenal pasti faktor-faktor yang terlibat dalam kepuasan kerja guru-guru sekolah menengah kawasan Balakong. Responden terdiri daripada 227 orang guru dari dua sekolah menengah di kawasan Balakong. Sekolah-sekolah yang terlibat dalam kajian ini ialah sekolah Menengah Cheras Perdana dan Sekolah Menengah Perimbun. Kajian ini dijalankan melalui soal selidik JDI (Job Descriptive Index) yang diubahsuai untuk kajian ini. Soal selidik tersebut dibahagikan kepada latar belakang dan aspek-aspek kerja yang mempunyai kaitan dengan profesion mereka. Aspek-aspek kerja dibahagikan kepada dua belas elemen. Data kajian dianalisis melalui program SPSS (Statistical Package for Social Sciences) untuk mendapat kekerapan, peratus, min, sisihan piawai, Eta dan Point biserial (rpb). Keputusan kajian menunjukkan daripada dua belas elemen kepuasan kerja yang dikaji, sebelas daripadanya berada di bawah paras kepuasan. Hanya satu elemen iaitu jaminan

kerja berada pada tahap puas ($\text{min} = 3.2$). Terdapat hubungan yang signifikan antara kehidupan peribadi dengan pengalaman kerja ($\text{Eta} = .51, p < .01$), umur ($\text{Eta} = .42, p < .01$), jantina ($r_{pb} = .43, p < .01$) dan gaji ($\text{Eta} = .31, p < .01$). Bagi elemen intrinsik pula pekerjaan itu sendiri menunjukkan min yang tertinggi ($\text{min} = 2.5$). Min yang terendah bagi faktor-faktor intrinsik ($\text{min} = 1.9$) ialah peningkatan kerja. Bagi faktor-faktor higien, kehidupan peribadi menunjukkan min yang tertinggi ($\text{min} = 2.7$) dan rakan sekerja menunjukkan min yang terendah ($\text{min} = 1.9$). Kajian ini juga tidak menyokong pendapat Herzberg yang mengatakan kepuasan kerja dipengaruhi oleh faktor pendorong, sementara ketidakpuasan kerja dipengaruhi oleh faktor higien. Kajian ini menunjukkan kedua-dua faktor tersebut tidak mempengaruhi kerja mereka.

CHAPTER 1

INTRODUCTION

Background Setting

Rapid changes are taking place in the educational field. The number of students attending schools at primary and secondary levels have increased tremendously. With the advent of internet, students have easy access to latest information.

The government on the other hand is bringing changes by introducing smart schools and IT schools. These changes are progressive in nature. But the success and failure of these changes mainly depend on the teachers. Teachers too must keep up with the phase of the changes to ensure the success of the new concepts of education.

Changes can easily be brought about if teachers are satisfied with what they are doing. Job satisfaction according to Cranny C.J. (1992) is an effective reaction to a job, that results from the incumbent comparison of actual outcome with those that are desired. The best can be given to the students when teachers are happy doing the job entrusted to them. Students of high calibre can be produced if every section of the school works smoothly.

With the introduction of computer as a subject another extra load has been added to the teachers. Teachers are also expected to be computer literate. A lot of time

is spend in training teachers in this field. It is not possible for the government to train all the teachers. Only selected teachers are trained and the rest have to take up computer lessons privately. This incurs extra expenses and time for them. Teachers who are at retirement age may have to up-date their knowledge to suit the present generation of students.

The role of teachers has also changed from being a teacher, to being a facilitator to students. The focus now is on student centered learning. School facilities play a vital role when teacher centered education is changed to student centered learning.

Teachers are finding it difficult to discipline students. The student population is increasing year by year. Teacher student ratio is also increasing. This makes it very difficult for the teachers to interact with every student. There is an upsurge of discipline problems at the moment. Teachers are afraid to take disciplinary measures against students who create problems in schools. This is because teachers themselves are victimized when disciplinary actions are taken. The co-operation of the parent, is vital. On the other hand, parents who are aware of the legal implication of disciplinary measures taken by the teachers, are not cooperating well to curb the problem. Teachers seem to have lost the autonomy to discipline students accordingly. Whatever action taken must conform to the rules and regulations of the Ministry of Education

Leadership management which used to be autocratic in nature is slowly changing to consultative and participative kind of management. This change has both advantage and disadvantage to teachers.



While changes are taking place at a rapid phase, intrinsic in the changes are other long standing problems creating dissatisfaction among teachers. There has always been a call to change the present promotion scheme of teachers, to one that motivates them to work harder. Limited promotion prospects and long waited promotion are other aspects that may have led the teachers to be dissatisfied with their teaching profession..

Salary scheme of teachers are not lucrative either. Compared to other professions, teachers' salary is comparatively low. This has created an impression in the society that the cream of the nation does not want to become teachers. Teachers are not considered as important persons in society anymore.

While teachers have to grapple with this kind of notion from the society, their working environment is not creating a moral booster either. Some schools are not well equipped with teaching aids and facilities for teachers. Teachers have to manage with floating classes and in certain schools subject like Kemahiran Hidup is held under the trees due to lack of workshops or labs.

Unlike other profession, teachers have to share a common staffroom. A congested staffroom which has to be shared by morning and afternoon session teachers can create misunderstandings among them.

Misunderstandings of this nature creates a poor interpersonal relationship among teachers and this is not healthy for professional growth. This can lead to a negative educational environment in the school.

All this handicaps can be overcome, if the Principal has foresight to handle them. Most of the time the contrary happens. The Principal would be either new to that school or one who is waiting to be retired. When close supervision is not provided by the principal, the teachers tend to take their work for granted.

The morale of the teachers will also be low if the principal does not allot duties in a fair manner. Favouritism by the principal can create job dissatisfaction among teachers in that school.

Statement of Problem

All the issues mentioned above is promoting us to find out what is the actual situation of teachers in schools. Has the dedication of teachers to their job been diluted due to the issues? Have the issues brought down the morale of the teachers? Will the teachers be the agent of change in the society through the students they are teaching or will they be mere robots performing their work for the sake of earning a living.

Objectives

The specific objectives of this study are:

1. to determine the socio-demographic factors of the teachers in Balakong.
2. to assess various factors related to job satisfaction of secondary school teachers in Balakong.
3. to determine the satisfaction level of intrinsic factors of teachers in Balakong.
4. to determine the satisfaction level of hygiene factors of teachers in Balakong.
5. to determine the relationship between socio-demographic factors and job satisfaction of the teachers in Balakong.

Importance of the Study

This research will be very useful for the principals of the schools in which this research is done. It will give the principals an idea as to whether their staffs are happy working in their schools. By knowing the various factors that lead to job satisfaction, the principals can assess for themselves whether they are a contributing factor to the problems in their schools. If they aren't then they can find ways to rectify the situation by creating a conducive environment. But if it is beyond their control to remedy the situation, they may recommend to their State Education Department to assist them to create a conducive working environment.

The research can also be useful for the State Education Department. They can have an idea of whether teachers are satisfied or not satisfied working in these schools.

They can bring about changes by looking at the various factors that are contributing to the dissatisfaction level among teachers.

Through this research teachers too can assess for themselves the causes of their job dissatisfaction. They can make the necessary changes to adapt themselves to changes brought about in the educational arena.

The research can be useful for future researchers who want to look at specific factors that may have relationship with job satisfaction of teachers.

Limitation of the Study

This research is done on secondary schools in Balakong area. Since there are only two secondary schools, the result of this research cannot be generalized to all secondary schools in Malaysia.

Definition of terms

Job satisfaction - A pleasurable or positive emotional state resulting from the appraisal of one job or job experience

(Locke and Henne 1986)

Job satisfaction is categorized into twelve facets of work.

Intrinsic - An extremely important or basic characteristic of a person or thing.

(Hornby A.S. 1987)

Intrinsic characteristics have been categorized into six factors (achievement, opportunity, status, trust, work and promotion).

Hygiene factor - External factors that may influence job dissatisfaction.

(Gruneberg M.M. 1979).

The job dissatisfaction factors include, company policy, interpersonal relationship, working condition and job security.

CHAPTER 2

LITERATURE REVIEW

Introduction

Loquist and Davis (1969) mentioned that satisfaction is a function of the correspondence between the reinforcer system of work environment and the individuals needs. Locke (1976) stated that job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Locke and Hene (1986) wrote that the achievement of one's job values in the work situation results in the pleasurable emotional state known as job satisfaction. Porter, Lawler et al (1975) characterized satisfaction as a feeling about a job that is determined by the differences between the amount of some valued outcome that a person received and the amount of the outcome he felt he should receive. Cain P.A (1942) argues that job satisfaction is a critical determinant of a number of important outcomes, one of which is the way workers respond to management-backed changes in jobs or other features of the work environment.

Organizations measure job satisfaction primarily because of its presumed direct relationship to the short-term goals of cost reduction through increased individual productivity and reduced absences, errors and turnover. However if due consideration is given to individual needs and emotional state than the possibility of increasing productivity, efficiency and the reduction of stress is possible.



Theories Related to Job Satisfaction

Person – Environment Theory or P-E Theory

Two schools of thoughts exist regarding this theory. The personologist school espouses the formula $B = f(P)$ and the environmentalist school espouses the formula $B = f(E)$, where B stands for behaviour, P for person and E for environment. Lewin's Field theory is one of the best of the early P-E interaction theory where reciprocal dependence of P and E on each other is one of the basic feature. The personologist gives importance to human factors whereas the environmentalist gives important to hygiene factors. Later researchers on job satisfaction show that both human factor and hygiene factors are important variables.

Cognitive Theory of Affects

Raznowski and Hulin (1985) mentioned that the choice of behaviour depended on the present affect of a situation and the learned understanding of what can be expected to result from a certain behaviour.

Expectation and Equity Theory

This theory argues that we have a concept of what is just reward for our efforts. According to this theory there is a psychological contract between employer and employee, that for a given amount of effort there should be a given amount of reward.

This is established by the individual comparing the efforts and rewards he receives with those of others. When rewards received is deemed reasonable, only then job satisfaction is experienced. This theory may be true to certain extent only because satisfaction due to reward is momentary. It changes the moment other interfering variable comes into effect.

Reference Group Theory

A study by Klein and Maher (1966) suggested the importance of reference groups. In the study they found that college-educated managers were less satisfied with their pay compared to non-college educated managers.

Korman (1977) feels that reference group theory leaves many unanswered question. For example do individuals choose which reference group to relate to? What constitute a reference?

Needs/Value Fulfillment Theories

Individuals differ in what they value in a job and this too is likely to affect the degree to which they are satisfied (Kuhlin 1965).

Vroom (1964) had examined two forms of need fulfillment model. The first, the subtractive model, argued that job satisfaction was negatively related to the degree of discrepancy between what the individual needed and the extent to which the job



supplies these needs. One problem with this theory is that it ignores the importance of a particular need.

The second model takes into account need importance by multiplying the perceived amount of need fulfillment offered by the job, by the importance to the individual of that need.

Maslow's Need Hierarchy Theory

Maslow's need theory (1943) postulated a need hierarchy. Needs were divided into lower order and higher order. These were

1. basic physiological needs
2. safety and security need
3. social needs
4. esteem needs
5. self-actualisation needs

Maslow argued that only after the lower needs were satisfied is the man capable of being concerned with fulfilling higher order needs.

Process Theory

Theorist sees job satisfaction as being determined not only by the nature of the job and its context but the needs, values and expectations that the individuals have in relationship to their job.

Motivation – Hygiene Theory

Man has two sets of needs:

His needs as an animal to avoid pain and his need as a human to grow psychologically.

According to this theory five factors stands out as strong determinants of job satisfaction ie achievement, recognition, work itself, responsibility and advancement (Herzberg F. Mausner et al, 1959).

On the other hand job dissatisfaction was caused by company policy and administration, supervision, salary, interpersonal relations and working condition. These factors which caused job dissatisfaction essentially described environment and have been named hygiene factors. The satisfiers factors were named motivators.

A hygiene environment prevents discontent with a job, but such environment alone cannot lead an individual to job satisfaction.