# TEACHERS' JOB SATISFACTION

## BY

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# ABSTRACTS

This study examines the overall job satisfaction experienced by a group of Malaysian secondary school teachers. The main aim was to relate specific and selected variables of overall job satisfaction and see which of these variables contributed most to the general occupational contentment experienced by the teachers. The instrument used for the research methodology was adapted from the Minnesota Satisfaction Questionnaire (MSQ). The MSQ consists of items measuring the intrinsic and extrinsic aspects of an individual satisfaction of the job. The thirteen intrinsic factors of job satisfaction are ability, utilization, adjustment activity, authority, co-workers, creativity, independence, moral values, recognition, security, social service, and variety. Seven extrinsic factors of job satisfaction include advancement, organizational policies, policies and practices, compensation, supervision (human), working condition, and work staff.

Respondents of the MSQ replied to statements using a five point Likert scale. Data was analyzed using t-tests and analysis of variance (ANOVA). Evidence from the findings of the study, did not to show any significant relationship between the overall job satisfaction among secondary school teachers with respect to demographic characteristics.
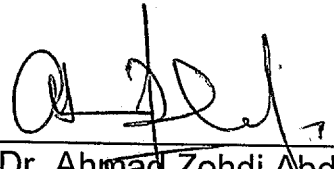
# APPROVAL PAGE

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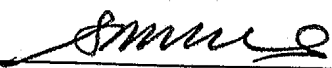NAME OF AUTHOR       :   SHARIZAN BT AHMAD KAMIL

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# DECLARATION

I hereby declare that this thesis is the result of my own investigations, except where otherwise stated. Other sources are acknowledged by giving explicit references and a bibliography is appended.

Date .....31/10/97.....

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# CHAPTER ONE

## 1.0   INTRODUCTION

The nineties has seen that the education approach has expanded its dimensions to fulfill the nation's aspirations. In the realization of the objectives of vision 2020, education would be of importance.   There is a widespread agreement that the development of a nation depends to a large extent on the development of its people (Psacharopoulous, 1987).  Education in turn is widely recognized as the most crucial element in developing the human resources in a country (Sing Buan, 1994).  Educational administrators should be more aware of the teachers role and responsibilities which are becoming more challenging as quoted by Cole and Hall (1966: page)

A teacher is next to a child's father and is most informative influence in his life.  Considering the fact that teachers are important in structuring our future generation, every concerned   party .should understand the limitations and triumphs of a teacher. As human beings they are not free from their needs and wants. If the needs and wants are not fulfilled, it affects their job satisfaction. Likert and Katzell (1967) suggested that,

... you cannot ensure a worker's satisfaction with the job and his continued participation in the organization, neither can you motivate him to be highly productive unless you can identify what he perceives as his needs and create opportunities for their attainment on the job.

This is vital because job satisfaction in any organization is related to highly motivated and dedicated individuals who has positive outlook towards their job responsibilities. If those needs and wants are not fulfilled again, it will definitely influence the individual behavior and outlook towards his or her career and organization.

## 1.1    PROBLEM STATEMENT

It is often heard about teachers complaining of too much work nowadays. Besides teaching, teachers are also burdened with non-teaching work such as clerical work as well as coordinating numerous co-curricular activities. This parallels to Lowwes' (1980: 159) statement that a teacher not only teaches but is also involved in

> ..... Preparation of work (teaching), marking assignments and co-curricular activities. Teacher's work many hours beyond their contact hours with pupils.....

This is also admitted in the Cabinet Committee Report on Education (1979). The society today places too much importance on students' academic excellence. If this is not achieved, teachers are often blamed. This has psychological effects on teachers. According to the press reports, in the New Straits Times (NST), dated 29th March 1988, there were 110 primary school

teachers having psychosis problems and 775 facing neurosis problems (mental problems). Rozita Harun (Berita Harian dated 3rd August 1988) reported that there were 145 teachers (both primary and secondary schools) or 0.08% of the teaching population are experiencing nervous breakdown. Edgerton (1977), Lyons (1980), Chamberlain (1981) and Regious (1982) showed that anxiety, stress and job dissatisfaction had led many teachers to leave the profession. This has been traced to be happening also in Malaysia. A source from the Ministry of Education stated that between 1984 to 1988, a total of 2858 (64.4%) had optionally resigned. From that number, 2747 (96.1%) were non-graduate teachers and 111 (3.9%) were graduates, as shown in the Table 1 below.

**Table 1: Teachers who opted for early retirement between 1984 –1988**

| Teachers/ Years | 1984 | 1985 | 1986 | 1987 | 1988 | Total |
|---|---|---|---|---|---|---|
| Non-graduates | 444 | 579 | 652 | 443 | 629 | 2747 |
| Graduates | 13 | 20 | 22 | 28 | 28 | 111 |
| Total | 457 | 599 | 674 | 471 | 657 | 2858 |

Source: Education Ministry Bulletin

The above table shows that more non-graduates teacher had resigned compared to graduates teaches. It is even shocking to note that the numbers are increasing over the years for both groups.

The Malaysian educational environment , indicated that a scientific and empirical study is needed to examine job satisfaction. The purpose of this research is to find the level of job satisfaction among secondary school teachers.

## 1.2    RESEARCH OBJECTIVE

The main objective of this study is to determine whether differences in job satisfaction exist among secondary school teachers with respect to demographic factors. The demographic characteristics that will be examined are gender, age, years of teaching experience, academic qualification, and ethnic.

## 1.3    IMPORTANCE OF THE STUDY

Job satisfaction plays a vital role in determining the performance and productivity of an organization (Sergiovanni, 1967). This understanding is important to both employer (principals) and employee (teachers). It is hoped that the findings from this study will help to upgrade the quality of the development or even the Education Ministry in restructuring their policies, taking into account seriously the physical and psychological needs of over 180,000 teacher in the country.

## 1.4    DEFINITION OF TERMS

### 1.4.1  Job Satisfaction

Job satisfaction is defined as having a satisfying career, which can generate a positive behavior outlook and responsibility. It is important aspect of motivation and affects the organization productivity as well as the individual's in that is usually the most competent employees who quit when they are dissatisfied, for it is relatively easy for them to obtain work elsewhere (Likert, 1967). In this study, this definition of job satisfaction will be used.

### 1.4.2  Stress

Uneasy emotional experience which is due to the 'turmoil' or disturbance in several aspects concerning job. (Webter's Dictionary)

### 1.4.3  Work Load

Extra work aside from routine work given by the administration. (Webster's Dictionary)

### 1.4.4 Non teaching task

Task related to administration of running of the school inclusive to the co-curricular activities. These tasks are not directly related to teaching. (Longman Dictionary of Contemporary English)

### 1.4.5 Non graduate teachers

Teachers who receive their formal training at teachers training colleges and awarded certificates upon completing it. Most of these teachers are attached to the primary schools or teaching lower secondary students (forms one to three) at the secondary schools. (Longman Dictionary of Contemporary of English)

### 1.4.6 Graduate teachers

Teachers teaching secondary students, with at least a minimum first degree qualification. (Longman Dictionary of Contemporary of English)

### 1.4.7 Early retirement

Leaving the profession (teaching) at the age of 45 for women teachers and 50 for the men teachers. (Webster's Dictionary)

### 1.4.8 Motivation

An individual's needs, desires and concepts that cause him or her to act in a particular manner. (Webster's Dictionary)

## 1.5 ORGANIZATION OF THE PROJECT PAPER

The study is organized into five chapters. Chapter 1 presents an introduction of the study, problem statement, research objective, importance of the study and the definition of terms. Chapter 2 covers the literature review of the study, which is divided into four main sections. The first section reviews some theories of job satisfaction, which include Maslow's. Need Hierarchy theory, Herzberg Two-factor theory, Locke's value theory and Porter and Lawler Expectancy Model. The second section addresses the characteristics of job satisfaction that are grouped into 3 factors that is, organizational, group and demographic factors. Section three provides the conceptual framework of this study and finally in the fourth section. Several hypotheses are proposed.

Chapter 3 presents the research methodology that was used in collecting and analyzing the data. It consists of two sections covering data collection method and statistical techniques that were used for hypothesis testing. Chapter 4 reports the results of the data collection and analyses. It comprises of two sections. The first section describes the demographic characteristics of respondents and the second section presents the results of the hypothesis testing.

Chapter 5 concludes the study by discussing its major findings, limitations and implications for other researchers and the management department of the Education Ministry the chapter ends with some recommendations for further research in this area.

## 2.0    LITERATURE REVIEW

This chapter in divided into four main sections. The first section reviews several theories of job satisfaction. The second section examines the characteristics of job satisfaction. This is followed by section three that presents the conceptual framework of this study that relates job satisfaction and demographic characteristics. Finally, in section four several research hypotheses are forwarded.

## 2.1    THEORIES OF JOB SATISFACTION

Job satisfaction varies greatly from individual to individual and from organizational to organization (Simpson,1976). Only when an individual considers his/her situation in relation to others can job satisfaction be determined (Cortis,1973). This 'referent others' is an important 'referent others' concept whereby individuals compare their rewards with others who have similar backgrounds abilities, and responsibilities. Some scholars have sought to develop comprehensive theories of job satisfaction, several of which are discussed below.

### 2.1.1 Maslow Need Hierarchy Theory

Abraham Maslow (1970) identified five basic needs he believed were common to all mentally healthy adults. These needs were physiological, safety (security), belongingness and love, esteem and self-actualization needs. He also conjectured that the basic needs were the same for all human beings and found that although different cultures satisfy these needs in different ways, the needs themselves remain the same. He also contended that these needs arranged them selves in a distinct order or hierarchy of importance and the appearance of one need usually rested on the prior satisfaction of other more 'propellant' needs.

Although the description of a hierarchy of needs is convenient, it is slightly misleading. One does not require full satisfaction before the next need of the hierarchy ladder, makes itself felt. The lower level needs such as safety needs is still needed when one is at the top most level that is self-actualization. Tamara (1991) studies of teachers needs found that the most satisfied need is social rather than security and the autonomy need is slightly more satisfied than the esteem needs.

## 2.1.2 Herzberg Two-factor Theory

Frederick Herzberg (1957) devised the two factor theory, suggesting that satisfaction and dissatisfaction stem from different group of variables (eventually renamed motivator and hygiene respectively). The theory added and additional dimension to motivation theory and fussed attention on motivation in the workplace. Hygiene factors (salary, status, security, supervision, work policies and administration, working conditions and interpersonal relationship) that is characteristic of the work environment are independent of motivators which includes achievement are, recognition, work itself, responsibility and advancement and growth. Hygiene factors can make a work dissatisfied but do not contribute significantly to his or her satisfaction with the job. One the other hand, motivators affect the individual's sense of intrinsic satisfaction but not dissatisfaction. Herzberg revealed that an individual, who becomes too dissatisfied with hygiene factors, generally would try to escape from work environment such as coming in late or not all and eventually quitting. In relation to teacher's job satisfaction, Basne (1972) asserted that many teachers left the teaching service to seek employment elsewhere because they were dissatisfied.

### 2.1.3 Locke Value Theory

Locke (1967) suggested that job satisfaction depends primarily on the match between the outcomes (such as rewards) of individual's value in their job and their perceptions about the availability will be. Locke's theory is the discrepancy between those aspects of the job one has, and those one wants; the greater the discrepancy, the less people are satisfied.

### 2.1.4 Porter and Lawler Expectancy Model

Porter and Lawler (1961) see motivation, satisfaction, and performance as separate variables and attempt to explain the complex relationship among them. In contrast to the human relations approach which tended to assume that job satisfaction leads to improved performance. Porter and Lawler also suggested that performance, which combines with effort, abilities, traits and role perception would lead to job satisfaction. Performance also results in two kinds of rewards. Intrinsic rewards are such tangible outcomes as pay and promotion. The individual judges the value of his or her performance to the organization and uses social comparison processes to form an impression of the equity the rewards received. If the rewards are regarded as equitable, the employee feels satisfied.

The above theory is so complex that is difficult to apply directly in the workplace especially in relation to teachers' satisfaction. When satisfaction follows receipt of a reward, it tends to influence the value of that reward. Also to the extend that performance results in reward, this intends to increase the effort-rewards relationship. The principal would need to ascertain the rewards each teacher wants and the value of those rewards to each teacher. When teachers feel that they are not being rewarded accordingly, they would feel unsatisfied. This will lead to job turnover or leaving the profession. (Reggins, 1982).

## 2.2    JOB SATISFACTION

Job satisfaction has remained a relatively elusive concept in the aspect of organizational behavior that is probably most widely studied. Studies range from Vroom's instrumentality – valence theory, Lawler's model of facet satisfaction. Herzberg's motivation – hygiene factors, Maslow's need fulfillment theory to Locke's job satisfaction theory. All theories try to describe, explain and predict the feeling of satisfaction on the job. Locke's (1967) defines job satisfaction as.

> ..... Pleasurable, emotional state resulting from the perception of one's job as fulfilling or allowing the fulfillment of one's important job values, providing these values are compatible with one's needs.