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**JOB SATISFACTION AMONG SECONDARY  
SCHOOL TEACHERS AND ITS RELATIONSHIP  
WITH BACKGROUND, AND CURRICULAR  
MANAGEMENT AND TEACHING**

DEPARTMENT OF THE DEPT. OF  
INTERNATIONAL ISLAMIC UNIVERSITY  
BY

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*Management Center*  
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**A PROJECT PAPER SUBMITTED IN PARTIAL  
FULFILLMENT OF THE REQUIREMENT FOR THE  
DEGREE OF MASTER OF MANAGEMENT**

**MANAGEMENT CENTER  
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## ABSTRACT

*The purpose of this research was to investigate the relationship between curricular management and teaching, demographic (background) variables and job satisfaction of selected secondary school teachers in Kota Bharu.*

*A random sample selection of 200 teachers was carried out and 138 (69.0%) responded. The instrument used for the research methodology was adapted from the Minnesota Satisfaction Questionnaire (MSQ) and Asean Classroom Observation Rating Scales (ACORS).*

*The MSQ consists of items measuring 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, responsibility, 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. The five components aspect of the ACORS are teachers' adapting and identifying curricular materials, teachers' skill in the use of appropriate teaching methods, teachers' communication skills, teachers' skill in detecting and diagnosing students' need, and teachers' skill in classroom handling.*

*The questionnaire used to collect data in the research consists of three (3) sections i.e. general background information, teachers' job satisfaction, and curricular management and teaching. Teachers' job satisfaction is dependent variables, whereas background information (demographic), and curricular management and teaching are independent variables.*

*Respondents of the MSQ replied to the statements using a five-point Likert-type scale. Data were analyzed using T-Test, ANOVA, and Pearson Correlation Analysis. Six out of the eleven (11) hypotheses were accepted. Suggestions for further research were also provided.*

## APPROVAL PAGE

TITLE OF PROJECT PAPER: JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS AND ITS RELATIONSHIP WITH BACKGROUND, AND CURRICULAR MANAGEMENT AND TEACHING

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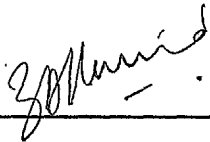
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## DECLARATION

I hereby declare that this project paper is the result of my own investigation, except where otherwise stated. Other sources are acknowledged by footnotes as well as reference notes and a bibliography is appended.

Date: 19<sup>th</sup> December 1998

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Name : ROZMI BIN AB. RAHIM



## DEDICATION

*To my loving wife and wonderful children, who have spent half a lifetime teaching me  
much about kindness, compassion, and love ...  
And for being there whenever I needed you most.*

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# TABLE OF CONTENTS

	Page
Abstract .....	2
Approval Page .....	3
Declaration .....	4
Copyright Page .....	5
Dedication .....	6
Acknowledgements .....	7
Table of Contents .....	8
List of Tables .....	10

## CHAPTER 1: INTRODUCTION

1.1 Introduction .....	11
1.2 Problem Statements .....	13
1.3 Research Objectives .....	14
1.4 Research Questions .....	15
1.5 Research Hypotheses .....	16
1.6 Significance of the Research .....	18
1.7 Research Limitation .....	19
1.8 Definition of Terms .....	19

## CHAPTER 2: LITERATURE REVIEW

2.1 Introduction .....	22
2.2 Job Satisfaction .....	22
2.3 Related Theories on Job Satisfaction .....	26
2.3.1 Maslow's Need Hierarchy Theory .....	27
2.3.2 Alderfer's ERG Theory .....	29
2.3.3 Herzberg Two-Factor Theory .....	30
2.3.4 Vroom's Valency Model .....	31
2.3.5 Locke Value Theory .....	33
2.3.6 Porter and Lawler Expectancy Model .....	35
2.4 Factors Affecting Job Satisfaction .....	38
2.5 Methods to Study Job Satisfaction .....	41
2.6 Research on Job Satisfaction .....	42

	Page
<b>CHAPTER 3: METHODOLOGY</b>	
3.1 Research Methodology .....	47
3.2 Target Population and Sample .....	48
3.3 Data Collection Procedure .....	48
3.4 Instrumentation .....	50
3.5 Statistical Techniques .....	51
 <b>CHAPTER 4: DATA ANALYSIS</b>	
4.1 Analysis of the Respondents' Demographic .....	56
4.2 Reliability of the Instrument .....	57
4.3 Hypotheses Testing .....	61
4.4 Summary of the Findings .....	72
 <b>CHAPTER 5: CONCLUSION AND IMPLICATIONS</b>	
5.1 Introduction .....	73
5.2 Discussion of Major Findings .....	73
5.3 Implications .....	76
5.4 Recommendations for Further Research .....	80
 <b>BIBLIOGRAPHY .....</b>	 82
 <b>APPENDICES .....</b>	 90

## LIST OF TABLES

	Page
Table 1 : Summary of Hypotheses and Analytical Techniques .....	54
Table 2 : Variables Coding .....	55
Table 3 : Respondents' Demographic Characteristics .....	58
Table 4 : Reliability Analysis-Scale (Alpha) for Level of Job Satisfaction (Section B) .....	59
Table 5 : Reliability Analysis-Scale (Alpha) for Curricular Management and Teaching (Section C) .....	60
Table 6 : T-Test for Hypothesis 1 .....	61
Table 7 : T-Test for Hypothesis 2 .....	62
Table 8 : T-Test for Hypothesis 3 .....	63
Table 9 : T-Test for Hypothesis 4 .....	64
Table 10: T-Test for Hypothesis 5 .....	65
Table 11: One-way ANOVA for Hypothesis 6 Testing .....	66
Table 12: Pearson Correlation for Hypothesis 7 Testing .....	67
Table 13: Pearson Correlation for Hypothesis 8 Testing .....	68
Table 14: Pearson Correlation for Hypothesis 9 Testing .....	69
Table 15: Pearson Correlation for Hypothesis 10 Testing .....	70
Table 16: Pearson Correlation for Hypothesis 11 Testing .....	71
Table 17: Summary of the Result Hypotheses Testing .....	72

# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

The teaching profession is faced with a difficult challenge. National reports have indicated that teacher shortages are surfacing across the nation, especially in the last decade (Mooney, 1989). This decline may be associated with college students who have not expressed interest in teaching because they are aware of the enormous stress and unsatisfying nature of teaching as a service profession (Brissie, Hoover-Dempsey, & Bassler, 1988). Incentives are being established to attract individuals to teaching. This call, however, has largely gone unanswered (Mooney, 1989). In order to respond to this apparent lack of interest, we must find ways to make teaching a rewarding experience.

The topic of teacher job satisfaction has become a major concern of teachers, administrators and colleges of education recruiters. According to a study published in Parade Magazine (Peterson, 1985), the majority of active teachers are dissatisfied with their jobs while the majority of other workers are satisfied with their jobs. At the secondary level, Jarrat (1983) found that the number of years of teaching did not affect job satisfaction. However, Mitchell (1983) found that teachers' job satisfaction was higher in teachers who had less than five years of teaching experience. What has happened to make teaching so unattractive?

In order for the teacher to function effectively in a school system, it is important that teachers need to seek satisfaction not only to the intrinsic aspects of teaching but also in other dimension related to the teacher work experience in the wider social environment. The question may arise as to why these teachers leave their job or how the intentions of leaving the teaching profession arise. According to Mattox (1974) and Gruneberg (1976) there is a definite and consistent relationship between turnover and job satisfaction of workers.

The educational system is administered by the central government through the Ministry of Education, which is responsible for maintenance, development and progress of education in the country from kindergarten to post secondary. Beginning from 1996, numerous schools in Malaysia were targeted for the implementation of one session schools i.e. one learning session starting from 7.30 a.m. until 4.00 p.m. This implementation had somehow given some effects on the teachers in terms of their teaching. They are to understand as well as to perform their duties so as to be in line with the objectives set by the Teachers Education Division of the Ministry of Education. If their problems and their needs within the scope of job completion are not being taken into thorough consideration, it is probable that this task will face complicated problems.

The role of secondary school physical educators is often quite different from those of other secondary school teachers. Most serve as both classroom teachers and coaches. Some work nights and weekends. For many, the job is tough both mentally and physically. Perhaps the findings based on subjects drawn from the pool of secondary

school teachers from different disciplines might differ from subject area to subject area, whereas secondary school physical education teacher duties and responsibilities differs both in level and discipline (Reese and Johnson, 1988).

## 1.2 Problem Statements

Liking colleagues, the administrators (principals), the school, the district, and teaching environment in the work place are key elements of job satisfaction. Love of teaching and working with young people, the particular grade/age level, and even contact with parents, also are noted by many teachers as sources of job satisfaction. In addition, other aspects of the working conditions (such as the autonomy and flexibility of the job) are mentioned as sources of positive feelings for those who are satisfied.

Rapid changes in environment and technological advancement have shaped the thinking and aspiration of the teachers. Their participation and contribution has been very well understood and should not be denied, so they can enjoy the fruits of their contribution in the form of satisfaction on the job. Thus, the higher level people in the education organization need to identify and discover the attitudes of teachers toward factors related to job satisfaction. Job satisfaction is much associated to the attitude a person holds toward his or her job. Attitude then is related to job satisfaction and concerned with specific factors such as supervision, condition of work, advancement opportunity, fair evaluation of work, social relation the job, fair treatment by employers as well as other aspects.

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. The Malaysian educational environment indicates that a scientific and empirical study is needed to examine job satisfaction among their staff as an effort to enhance staff's performance. As a result, the objectives and vision of the Ministry of Education could be achieved in order to fulfill the aspirations of Vision 2020.

The purpose of the study is to identify the relationship of background, curricular management and teaching with job satisfaction of teachers in secondary schools in Kota Bharu, Kelantan. This study was conducted in Kelantan because there are only a few researches done on teachers' job satisfaction in that state. This research also discussed the result of findings and gave suggestions and recommendations on how to deal with job satisfaction.

### **1.3 Research Objectives**

The objective of this research paper is to identify the teachers' background factors, the environment in the management of curricular assignments and the teaching that affect and influence job satisfaction as a whole. This research is also to discover the implications of various factors such as teachers' teaching needs, the environment of curricular management and teachers' backgrounds in relation to job satisfaction in school.

The relationship between the level of job satisfaction based on background (demographic factors); such as gender, age, marital status, level of academic qualification, ethnic, and years of teaching experience, and the relationship between job satisfaction and curricular management problems and teaching will be compared to identify the factors that influence job satisfaction among secondary school teachers in selected schools.

The *mean* for teachers' background based on gender, age, marital status, level of academic qualification, ethnic and years of teaching experience, and the *mean* for job satisfaction which give different evaluation to the problems in curricular management and teaching are compared to detect the factors for job satisfaction.

Lastly, this paper will also analyze the reaction effects of demographic factors, curricular management factors and teaching, together with teachers' work load and the need for teachers to identify the main factors affecting their work as a whole.

#### **1.4 Research Questions**

This project paper looked at the following questions:

- (a) What are the differences that exist in terms of demographic; gender, age, marital status, level of academic qualification, ethnic, and year of teaching experience?



(b) Do the factors such as curricular management and teaching; skills to adapt and identify curriculum materials, skills in using appropriate teaching methods, communication skills, skills in detecting and diagnosing students' need, and skills in classroom handling have an influence on job satisfaction among teachers?

(c) Which factors relating to the teachers' background and the management of curricular and teaching have more effect on job satisfaction?

### **1.5 Research Hypotheses**

The following hypotheses were developed to guide the researcher:

H1: There is a significant difference in the level of job satisfaction between male and female teachers.

H2: There is a significant difference in the level of job satisfaction between older and younger teachers.

H3: There is a significant difference in the level of job satisfaction between married and single teachers.

- H4: There is a significant difference in the level of job satisfaction between graduate and non-graduate teachers.
- H5: There is a significant difference in the level of job satisfaction between teachers with more years of teaching experience and teachers with less years of teaching experience.
- H6: There is a significant difference in the level of job satisfaction among different ethnic groups of teachers.
- H7: There is a significant relationship among teachers adapting and identifying curricular materials with overall job satisfaction.
- H8: There is a significant relationship among teachers having skills in the use of appropriate teaching methods with overall job satisfaction.
- H9: There is a significant relationship among teachers having communication skills with overall job satisfaction.
- H10: There is a significant relationship among teachers having skills in detecting and diagnosing students' need with overall job satisfaction.

H11: There is a significant relationship among teachers having skills in classroom handling with overall job satisfaction.

## **1.6 Significance of the Research**

It is very important to have this research conducted because of several essential reasons that need to be considered for the sake of the improvement in the world class educational system in Malaysia. Furthermore, the school principals can also utilize the findings of the research as a guideline to plan their strategic management of their administration as well as to find necessary steps to increase job satisfaction among teachers.

The researcher also determines job satisfaction in certain secondary schools experienced by teachers in Kelantan. Besides that, it also determined whether gender, age, marital status, level of academic qualification, ethnic, and years of teaching experience have a significant influence on job satisfaction or not.

As for the Teachers Education Division and the Ministry of Education, the outcomes from the research can be used as key factors to plan extensive programmes to further increase the educational quality and also as the basis for choosing new teachers.

## **1.7 Research Limitation**

This research however is not comprehensive. It is conducted on only secondary school teachers in the district of Kota Bharu teaching at selected schools; Sekolah Menengah Kebangsaan (A) Naim Lilbanat, Sekolah Menengah Kebangsaan (A) Falahiah, Sekolah Menengah Tanjung Mas, and Sekolah Menengah Pengkalan Chepa. Fifty (50) teachers were chosen randomly from each school. This research was also limited to those teachers teaching form one to form five subjects. School administrators and Head of Departments such as department of Mathematics and Science, Social Science, Language and so on were not involved in this research due to the reason that this research does not control any work load uniformity. Meaning that those involved have different workloads.

## **1.8 Definition of Terms**

### **Teacher**

In the public school context, the teacher is an individual or an instructor who has completed a professional curriculum, is certified to teach, and whose principal duties involve the directing of students' learning experiences. With the exception of some state requirements calling for certification of community college instructors, certification is not required of teachers working at the higher education level (Kapel, Gifford, and Kapel, 1991).

### **Job Satisfaction**

A psychological state, or to a consensus of worker feelings and attitudes involving the job. It may or may not, as we have just seen, translate into performance. In other words, job satisfaction is an attitude a person holds toward his or her job (Hulin, 1991).

### **Teacher Stress**

Teacher stress may be defined as the experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger and depression, resulting from aspects of his or her work as a teacher (Kyriacou, 1987).

### **School**

A building or an institution for educating children and young people or for giving an instruction (The Oxford Senior Dictionary, 1992).

### **Secondary Schools**

Secondary schools refer to public schools that are attended by students whose ages range from 13 to 17 years. This secondary school for people who have received primary education but have not yet proceeded to a university or occupation (The Oxford Senior Dictionary, 1992).

### **Work Load**

Extra work aside from routine work given by the administration (Webster's Dictionary, 1994).

### **Work Motivation**

The tendency to expend energy and effort on one's job or on a specific task (Locke and Latham, 1990).

### **Non Graduate Teachers (DG 6/DG 5 categorized)**

Teachers who have received 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 (form one to three) (Longman Dictionary of Contemporary of English, 1990).

### **Graduate Teachers (DG 3/DG 2 categorized)**

Teachers teach secondary students, with at least a minimum first-degree qualification (Longman Dictionary of Contemporary of English, 1990).

### **Dependent Variable**

The variable that is measured in an experiment (Baron, 1989).

### **Independent Variable**

The variable that is systematically changed in an experiment (Baron, 1989).

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

This section of the paper has been organized to give a historical overview of the study of job satisfaction, theories and elements affecting the characteristics of job satisfaction. Furthermore, this project paper will also review and discuss specific outcomes connected to job satisfaction in relation to working environments.

All these will be further elaborated according to the following sub-topics:

- A brief explanation on job satisfaction.
- The theories related to job satisfaction.
- The elements affecting job satisfaction.
- Methods in studying job satisfaction.
- Job satisfaction research conducted by local and foreign researchers.

#### 2.2 Job Satisfaction

The term job satisfaction refers to an individual's general attitude towards his or her job.

A person with a high level of job satisfaction holds positive attitudes toward the job,

while a person who is dissatisfied with their job holds negative attitudes about the job. When people speak of employee attitudes, more often than not they mean job satisfaction. In fact, the two terms are frequently used interchangeably. Job satisfaction also explains what makes them happy about their jobs and/or decides to remain in their position. It is attributed to not one, but many other factors such as salary, advancement, working conditions and supervision. It means that having a satisfying career can generate a positive behavior outlook and responsibility. Employee attitude is an important aspect of motivation and affects the organization productivity.

Employees' job satisfaction remains an area of concern for the authority and has received a great attention among researchers. A number of different definitions both conceptual and operational have been offered for this concept. Schneider and Snyder (1975) have conceptualized job satisfaction as an effective response of individuals which is reflected in the evaluation employees make of all the individually salient aspects of their job and the organization for which they work.

Rowntree (1981) in his book called "Dictionary of Education" described job satisfaction as the extent of satisfaction an individual wants to achieve within the process and the work itself. It is explained that the organizations that maximize job satisfaction are those organizations, which practices strategic management in a modern organization.

In classic review of the literature, Vroom (1964) concluded that employee's job satisfaction is directly related to the extent to which their job provide them with such