



الجامعة الإسلامية العالمية ماليزيا  
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA  
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

JOB SATISFACTION AMONG TEACHERS  
OF SELECTED SCHOOLS IN BATANG BERJUNTAI,  
SELANGOR DARUL EHSAN.

BY

WAN MOHD.TAHIR BIN WAN IBRAHIM

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

MANAGEMENT CENTER  
INTERNATIONAL ISLAMIC UNIVERSITY  
MALAYSIA

OCTOBER 1997

## **DECLARATION OF AUTHOR'S RIGHTS**

**The copyright of this thesis belongs to the author under the terms of the Copyright Act, 1987 (Act 332) Due acknowledgement must always be made of the use of any material contained in, or derived from this thesis.**

INTERNATIONAL ISLAMIC UNIVERSITY  
LIBRARY

Copy no. 556015

Date: 20/7/98 (9) 13

127

z

LB  
2840

M697J

1997

## ABSTRACT

The purpose of this study was to determine : a) the overall job satisfaction among teachers in Batang Berjuntai, Selangor Darul Ehsan, b) the factors perceived by the teachers to be important in explaining job satisfaction, c) the significant relationship between job satisfaction (overall and job satisfaction factors) and demographic variables along gender, age, teaching period, ethnicity, academic qualification, working experience, marital status, salary, school type, and school size, and d) the significant difference in job satisfaction ( overall and job satisfaction factors) based on the same demographic variables.

One of the instruments used in this study was the Minnesota Job Satisfaction Questionnaire (MSQ) developed by Weiss, Dawis, England, and Lofquist (1967), which was translated into the Malay language. This MSQ contains 20 items. The sample for this study consisted of 167 teachers from three primary and three secondary schools in Batang Berjuntai, Selangor Darul Ehsan.

The results of this study are shown as follows: a) the majority (83.57%) of the teachers in secondary and primary schools in Batang Berjuntai had low to moderate overall job satisfaction, b) The factor 'work itself', 'way of working', and 'supervision and working conditions' are the most important factors the teachers perceived to affect job satisfaction, c): (i) there were significant relationships between overall job satisfaction

and the demographic variables along gender and working experienced, (ii) there were no significant relationship between “work itself” and demographic variables, (iii) there were significant relationship between “way of working” and academic qualification, (iv) there were significant relationship between “supervision and working condition” and the demographic variables along salary and school type. d): (i) In overall job satisfaction, the demographic variables along gender, academic qualification and school type showed a significant difference between classes or sub-group. (ii) there is a significant difference in ‘work itself’ between graduate and non-graduate teachers. (iii) In ‘way of working’ there was a significant difference between male and female teachers. (v) In ‘supervision and working condition’ there was a significant difference between male and female teachers, and between graduate and non-graduate teachers.

APPROVAL PAGE

TITLE OF PROJECT PAPER: JOB SATISFACTION AMONG TEACHERS  
OF SELECTED SCHOOLS IN BATANG  
BERJUNTAI, SELANGOR DARUL EHSAN.

NAME OF AUTHOR: WAN MOHD.TAHIR BIN WAN IBRAHIM

---

The undersigned certify that the above candidate has fulfilled the condition of the project paper prepared in partial fulfillment for the degree of Master of Management.


**SUPERVISOR**


Signature:  \_\_\_\_\_

Name: En. Abdul Aziz bin Muhammad

Date: 31st October 1997

**ENDORSED BY:**

  
\_\_\_\_\_  
Assistant Professor Dr. Ahmad Zohdi Abdul Hamid  
Head, Master of Management Program  
Date: 31 st October 1997

  
\_\_\_\_\_  
Associate Professor Dr. Syed Abdul Hamid Al-Junid  
Executive Director, IIUM Management Center  
Date: 31 st October 1997

## DECLARATION

I hereby declare that this thesis is the result of my own study. Other sources are acknowledged by reference note and bibliography is appended.

Date 31st October 1997

Signature

A handwritten signature in black ink, appearing to be 'Wan Mohd. Tahir Wan Ibrahim', written over a horizontal line.

Name: WAN MOHD. TAHIR WAN IBRAHIM

© Copyright by Wan Mohd.Tahir bin Wan Ibrahim and  
International Islamic University Malaysia



## DEDICATION

I would like to dedicate this dissertation to my beloved wife Raja Rafidah Hanim Bt.Raja Abdul Aziz and five children Wan Putri Hidayah, Wan Mohd. Najmuddin, Wan Putri Aishah, Wan Putri Sakinah, and Wan Putri Nabilah for giving their constant support and understanding for what I am doing. Without their prayers this project paper would not have been possible.

## ACKNOWLEDGEMENT

First, I would like to give my sincere appreciation to my supervisor brother Abdul Aziz b. Muhammad for supervising my project paper. He gave me guidance, encouragement and support to finish this project.

I must especially thank all the lecturers and the staff at Management Center in IIUM, for giving me their help and knowledge to make this project paper possible. I also really appreciate all my colleagues in Master of Management (MoM) for their help and support in helping me get through this program. To the IAB officer (En Mohd. Said), I would like to express thanks for giving me the kind of caring in this program. For the director of IAB (Dr. Ibrahim Bajunid ), I would like to express my gratitude and may Allah reward him for his deeds. To the head of this program , Dr. Ahmad Zohdi Abdul Hamid and the executive director, IIUM Management Center (Associate Professor Dr.Syed Abdul Hamid Al-Junid), I would like to extend a special thank and will also hope they succeed in future cohorts.

A sincere thank you is extended to the teachers and the principals or headmasters who participated in the study, and to all those unmentioned who have helped in their own special ways to make this study possible.

Finally , my utmost thanks to Allah Subhanahu Wa Ta'ala for his Great Blessing me and my family. Ameen.

# TABLE OF CONTENTS

	page
ABSTRACT .....	2
APPROVAL PAGE .....	4
DECLARATION .....	5
COPYRIGHT .....	6
DEDICATION .....	7
ACKNOWLEDGEMENTS .....	8
TABLES OF CONTENTS .....	9
LIST OF TABLES .....	15
LIST OF FIGURE .....	20
CHAPTER	
1: INTRODUCTION .....	21
1.1. Background and Rational of The Study .....	21
1.2. Statement of the Problems .....	25
1.3. Purpose of the Study .....	26
1.4. Research Hypotheses .....	27
1.5. Overview of Methodology .....	37
1.5.1. Sample of Population .....	37
1.5.2. Research Instrument .....	37

1.5.3. Data Analysis .....	38
1.6. Limitations of the Study .....	39
1.7. Definition of the Terms .....	40
1.7.1. Job Satisfaction .....	40
1.7.2. School Teachers .....	41
1.8. Significance of the Study .....	41
1.8.1. Learning and Knowledge aspects .....	41
1.8.2. Application aspect .....	41
2. REVIEW OF THE LITERATURE .....	43
2.1. Introduction .....	43
2.1.1. Component Satisfaction .....	43
2.1.2. Overall Satisfaction .....	44
2.2. Theories of Job Satisfaction .....	45
2.2.1. Maslow Needs Hierarchy Theory .....	45
2.2.2. Alderfer's ERG(Existence, Relatedness, and Growth ) .....	46
2.2.3. Herzberg's Two-Factor Theory .....	46
2.2.4. Equity Theory .....	47
2.2.5. Locke's Value Theory .....	47
2.2.6. Kalleberg's Work Value or Job Reward .....	48
2.3. Summary of the Theory .....	48

2.4.	Measuring Job Satisfaction .....	49
2.4.1.	Job Descriptive Index (JDI) .....	50
2.4.2.	Minnesota Satisfaction Questionnaire (MSQ) .....	51
2.4.3.	Pay Satisfaction Questionnaire (PSQ) .....	52
2.4.4.	Demographic data .....	53
2.5	Research in Job Satisfaction .....	54
2.5.1.	Overall Job Satisfied Studies .....	54
2.5.2.	Variables of Job Satisfaction .....	56
2.5.3.	Teachers Job Satisfaction with Respect to Demographic Variables.....	62
2.5.3.1.	Genders and Job Satisfaction .....	62
2.5.3.2.	Age and Job Satisfaction .....	66
2.5.3.3.	Teaching Time and Job Satisfaction .....	68
2.5.3.4.	Ethnicity .....	68
2.5.3.5.	Academic Qualification and Job Satisfaction .....	69
2.5.3.6.	Working Experience and Job Satisfaction ...	70
2.5.3.7.	Marital Status and Job Satisfaction .....	71
2.5.3.8.	Salary and Job Satisfaction .....	71
2.5.3.9.	School Type and Job Satisfaction .....	72
2.5.3.10.	School Size and Job Satisfaction .....	73
3.	RESEARCH METHODOLOGY .....	74
3.1.	Data Collection Method .....	74

3.2.	Measurement .....	75
3.2.1.	Independent Variables ( Job Satisfaction ) .....	76
3.2.2.	Dependent Variables ( Demographic Data ) .....	76
3.2.3.	Reliability and Validity .....	79
3.3.	Sample Composition .....	79
3.4.	Survey Instrument .....	81
3.5.	Pretest of Survey Instrument .....	82
3.6.	Data Analysis .....	83
3.6.1.	Statistical Technique .....	83
3.6.1.1.	Chi-Square Test .....	84
3.6.1.2.	Spearman Correlation .....	84
3.6.1.3.	Compare Two-Means (T-Test and One-Way Anova) .....	84
4.	DATA ANALYSIS AND FINDINGS .....	86
4.1.	Introduction .....	86
4.2.	Analysis Respondents' .....	86
4.3.	Factor Analysis of Job Satisfaction .....	91
4.4.	Reliability Analysis .....	93
4.5.	Analysis Job Satisfaction .....	93
4.5.1.	Analysis Overall Job Satisfaction .....	94
4.5.2.	Analysis Overall Job Satisfaction of Factor 1 (Work itself) .....	96

4.5.3.	Analysis Overall Job Satisfaction of Factor 2 (Way of Working) .....	98
4.5.4.	Analysis Overall Job Satisfaction of Factor 3 (Supervision and Working Condition) .....	100
4.6.	Relationship Between Overall Job Satisfaction and each Factors .....	102
4.7.	Test Hypothesis .....	104
4.7.1.	Gender and Job Satisfaction .....	105
4.7.2.	Age and Job Satisfaction .....	110
4.7.3.	Teaching Time and Job Satisfaction .....	116
4.7.4.	Ethnicity and Job Satisfaction .....	123
4.7.5.	Academic Qualification and Job Satisfaction .....	128
4.7.6.	Working Experience and Job Satisfaction .....	134
4.7.7.	Marital Status and Job Satisfaction .....	139
4.7.8.	Salary and Job Satisfaction .....	144
4.7.9.	School Type and Job Satisfaction .....	149
4.7.10.	School Size/ Grade and Job Satisfaction .....	155
4.8.	Summary of Hypotheses .....	160
5.	CONCLUSIONS AND IMPLICATIONS .....	166
5.1.	Discussion of Major Findings .....	166
5.2.	Limitation .....	172
5.3.	Implications .....	173
5.3.1.	Implications for Academicians .....	173

5.3.2. Implications for Practitioners .....	175
5.3. Future Research Directions .....	177
BIBLIOGRAPHY .....	179
APPENDIX A : Cover letter and questionnaire .....	186



## LIST OF TABLES

Table	Page
2.4.1. Several Research that determine level of overall Job Satisfaction .....	57
2.4.2. Variables Summary of Overall Job Satisfaction by other researchers ..	63
2.4.3. Summary of research between Gender and Job Satisfaction .....	67
3.2.2a. A summary of the variables and their measures .....	80
3.3a. Teacher Respondents from the respective schools .....	81
4.2a. Teacher Samples from various school .....	97
4.2b. Gender Characteristics .....	88
4.2c. Age Characteristics .....	88
4.2d. Teaching Time Characteristics .....	88
4.2e. Ethnicity Characteristics .....	89
4.2f. Academic Qualification Characteristics .....	89
4.2g. Teachers Experience as a Teachers .....	89
4.2h. Marital Status Characteristics .....	90
4.2i. Salary Characteristics .....	90
4.2j. School Type Characteristics .....	90
4.2k. School Size/ Grade Characteristics.....	91
4.3a. Eigenvalue, Percentage of Variance and Cumulative Percentage of Variance in Factor Analysis .....	91
4.3b. Group of Factor Analysis .....	92
4.5.1b. Distribution of Overall Job Satisfaction .....	95

4.5.2b. Distribution Level Overall Job Satisfaction of Factor 1 (Work itself) .....	97
4.5.3b. Distribution Level Overall Job Satisfaction of Factor 2 (Way of working ) .....	99
4.5.4b. Distribution Level Overall Job Satisfaction of Factor 3 ( Supervision and Working Condition ) .....	101
4.6a. Relationship Between Overall and Factor 1 (Work itself) .....	102
4.6b Relationship Between Overall and Factor 2 (Way of Working ) .....	103
4.6c. Relationship Between Overall and Factor 3 (Supervision and Working Condition ) .....	103
4.7.1a. Correlation Between Gender and Overall Job Satisfaction .....	106
4.7.1b. Correlation Between Gender and Factor 1(Work itself ) .....	107
4.7.1c. Correlation Between Gender and Factor 2 (Way of Working ) .....	107
4.7.1d. Correlation Between Gender and Factor 3 (Supervision and Working Condition ) .....	108
4.7.1e(i) Compare mean in job satisfaction (between Male and Female ) .....	109
4.7.1e(ii) Group statistic male and female .....	110
4.7.2a. Correlation Between Age and Overall Job Satisfaction .....	112
4.7.2b. Correlation Between Age and Factor 1 (Work itself ) .....	112
4.7.2c. Correlation Between Age and Factor 2 (Way of Working ) .....	113
4.7.2d. Correlation Between Age and Factor 3 (Supervision and working condition ) .....	114
4.7.2e(i). Significant Difference in Job Satisfaction .....	114
4.7.2e(ii) Group statistic of age .....	115
4.7.3a. Correlation Between Teaching Time and Overall Job Satisfaction .....	117

4.7.3b. Correlation Between Teaching Time and Factor 1 (Work it Self ) ....	117
4.7.3c. Correlation Between Teaching Time Age and Factor 2 (Way of Work) .....	118
4.7.3d. Correlation Between Teaching Time and Factor 3 (Supervision and Working Condition) .....	119
4.7.3f. Compare mean Between Teaching Time in Overall Job Satisfaction .....	119
4.7.3g. Compare mean Between Teaching Time in Work itself .....	120
4.7.3h. Compare mean Between Teaching Time in Way of Working .....	121
4.7.3i. Compare mean between sub-group of teaching Time in Supervision and Working Condition. ....	122
4.7.4a. Correlation Between Ethnicity and Overall Job Satisfaction .....	124
4.7.4b. Correlation Between Ethnicity and Factor 1 (Work itself ) .....	125
4.7.4c. Correlation Between Ethnicity and Factor 2 (Way of Working ).....	126
4.7.4d. Correlation Between Ethnicity and Factor 3 (Supervision and Working Condition). ....	126
4.7.4e(i).Compare mean Between Malays and Non-Malays in Job Satisfaction .....	127
4.7.4e(ii) Groups statistic of ethnicity .....	128
4.7.5a. Correlation Between Academic Qualification and Overall Job Satisfaction .....	130
4.7.5b. Correlation Between Academic Qualification and Factor 1 ( work itself ) .....	130
4.7.5c. Correlation Between Academic Qualification and Factor 2 (Way of Working) .....	131

4.7.5d. Correlation Between Academic Qualification and Factor 3 (Supervision and Working Condition) .....	132
4.7.5e(i). Compare mean Between Graduates and Non-Graduates in Job Satisfaction .....	132
4.7.5e(ii) Group statistic of academic qualification .....	133
4.7.6a. Correlation Between Working Experience and Overall Job Satisfaction .....	135
4.7.6b. Correlation Between Working Experience and Factor 1 (Work itself ) .....	136
4.7.6c. Correlation Between Working Experience Factor 2 (Way of Working) .....	136
4.7.6d. Correlation Between Working Experience Factor 3 (Supervision and Working Condition ) .....	137
4.7.6e. Compare mean Between Sub-Group of Working Experience as A Teachers in Overall Job Satisfaction .....	138
4.7.7a. Correlation Between Marital Status in overall Job Satisfaction .....	140
4.7.7b. Correlation Between Marital Status and Factor 1 (work itself) .....	141
4.7.7c. Correlation Between Marital Status and Factor 2 (Way of Working).....	141
4.7.7d. Correlation Between Marital Status and factor 3 (Supervision and Working Condition) .....	142
4.7.7e(i). Compare mean Between Married and Single (Un-Married) Teachers .....	143
4.7.7e(ii). Group Statistic of Maritus Status .....	143
4.7.8a. Correlation Between Salary and Overall Job Satisfaction .....	145
4.7.8b. Correlation Between Salary and Factor 1 (Work itself ) .....	146
4.7.8c. Correlation Between Salary and Factor 2 (Way of Working) .....	146

4.7.8d. Correlation Between Salary and Factor 3 (Supervision and Working Condition ) .....	147
4.7.8e. Significant Difference Between Salary .....	148
4.7.9a. Correlation Between School Type and Overall Job Satisfaction .....	150
4.7.9b. Correlation Between School Type and Factor 1 (Work itself) .....	151
4.7.9c. Correlation Between School Type and Factor 2 (Way of Working) .....	151
4.7.9d. Correlation Between School Type and Factor 3 (Supervision and Working Condition ) .....	152
4.7.9e(i). Significant Difference in job satisfaction between primary School and secondary school .....	153
4.7.9e(ii). Groups statistic of school type .....	154
4.7.10a. Correlation Between School Size/ Grade and Overall Job Satisfaction .....	156
4.7.10b. Correlation Between School Size/ Grade and Factor 1 (Work itself) .....	156
4.7.10c. Correlation Between School Size/ Grade and Factor 2 (Way of Working) .....	157
4.7.10d. Correlation Between School Size/ Grade and Factor 3 (Supervision and Working Condition ) .....	158
4.7.10e(i). Compare mean Difference Between School Size/ Grade .....	159
4.7.10e(ii). Group Statistic of School size/Grade .....	159
4.8a. Summary Result of Hypothesis .....	160

## LIST OF FIGURES

Figure		Page
4.5.1a.	Overall Job Satisfaction .....	94
4.5.2a.	Overall Job Satisfaction of Factor 1 (Work itself) .....	96
4.5.3a.	Overall Job Satisfaction of Factor 2 ((Way of Working) .....	98
4.5.4a.	Overall Job Satisfaction of Factor 3 ( Supervision and Working Condition) .....	100

# CHAPTER 1

## INTRODUCTION

### 1.1. Background of the study

The continuous improvement or “Kaizen”, a concept adopted by the Education Ministry of Malaysia, is highly challenging to the teachers. In order to fulfill the aspiration of Vision 2020, many educational reforms must first taking place in Malaysia. As teachers play a major role in shaping the future generation for Vision 2020, it is of paramount importance that the overall effectiveness of teachers as educators is not undermined by the issue of job satisfaction.

Because of globalization, Malaysia needs to change with other countries in the world. If this is not done, this country will be left behind:: lack in development of our country and cannot cope with competition from other countries (Deputy Prime Minister of Malaysia, Dato` Sri Anuar Ibrahim.). Heading towards the realization of Vision 2020, and being in the era of information technology, many aspects of nation building must improve especially in human development. The attitudes and behaviors of the Malaysian people are very important elements of human development.

The Education Ministry has an important role to play in determining what type of people are going to produce for the future. The survival of our country, depends on the attitudes and behaviors of the Malaysian people towards the future. Based on Vision 2020, the attitudes or behaviors must be aligned with this vision and objective.

What is attitude? Attitude is stable clusters of feelings, beliefs, and behavioral tendencies toward some aspect of the external world. Attitudes of individuals is closely related to the individual performance equation. The equation views performance as the result of the personnel attributes of individuals, the work effort they put forth, and the organizational support they receive (Schermerhorn, Hunt, and Osborn p.106). Performances in term of quality product or services are very important to future development.

This country need people with good attitude to achieve Malaysian vision. The Malaysian people need to improve their knowledge especially in information technology. Knowledge in information technology must be adopted by all the people. To disseminate the knowledge, the government need the teachers. If the teachers show high performance (best quality services) in doing their job or profession, the government and the people in our country do not have to worry about the attitudes of the future generation. Teachers play an important role to ensure knowledge can be transferred to the students and the people. About 250,00 people are involved in the teaching profession. This is a very big and influential group and should be committed to their profession. The Government