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**JOB SATISFACTION AND MOTIVATION AMONG
SELECTED SECONDARY SCHOOL TEACHERS IN
KUANTAN DISTRICT**

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**A RESEARCH PROJECT PAPER SUBMITTED IN
PARTIAL FULFILMENT OF THE REQUIREMENT FOR
THE DEGREE OF MASTERS OF MANAGEMENT**

**MANAGEMENT CENTER
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ABSTRACT

The main aim of this study is to find out the level of job satisfaction among a group of secondary school teachers in the Kuantan district. One part of the study looks into the relationship between job satisfaction and motivation among the teachers. For this purpose, school teachers from three secondary schools in Kuantan were selected. The sample comprises 104 teachers who had completed a questionnaire which is adapted from the Minnesota Satisfaction Questionnaire (MSQ). The MSQ consists of items measuring the intrinsic and extrinsic aspects of an individual's satisfaction of the job. The motivational factors consist of teaching tasks, school supervision, co-workers, payment and promotion. The results showed that demographic characteristics, age, race and years of teaching experience display no significant influence on the job satisfaction. On the other hand, there is significant correlation between motivational factors and job satisfaction. The study is valuable for academicians and school managers as special attention should be paid to school teachers in an effort to increase the level of teaching commitment among them.

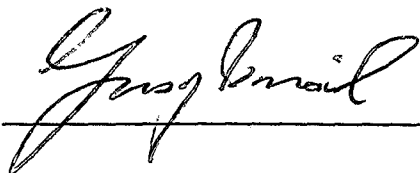
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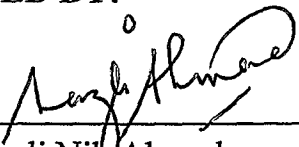
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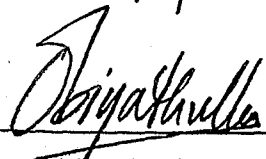
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DECLARATION

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

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CHAPTER ONE

INTRODUCTION

In compliance with the fast pace of development and Vision 2020, there is a need to upgrade the standard of education to world-class standards. In the process of achieving a world-class education system, teachers have to enhance their skills in order to provide excellent education. Entering the 21st century, teachers skills have to be extended to include being creative and innovative in using technology in the classroom.

The Malaysian Government is hoping that teachers would change from being mere imparters of knowledge to become facilitators of the learning process. Will teachers accept the changes if most of them are still dissatisfied with the teaching profession? Educational system has gone through several reformations and yet the status of the teaching profession is on decline.

More than twenty years ago, teaching was considered a sacred task. Teachers were respected by the society especially in rural areas, as they were leaders of the community. The situation is different now. Society still respects good teachers but the situation is not the same as it was in the past where almost everybody wanted to be a teacher. Most school leavers consider the teaching profession as the last choice after facing difficulties in finding other jobs. It seems that the social status of the teaching

profession is declining. Year by year, we see more and more teachers applying for optional retirement and many have left the service.

Teaching has become even more complex and demanding; but despite general recognition of the importance of teaching, few concrete measures are being taken to improve teachers' social standing. Considering the decline in the status of the teaching profession, UNESCO has declared and celebrated 5th October 1994 as International Teachers' Day for the first time (The Star, August 1997). On that day, the Director-General of the Organisation stressed that "teachers are often under-estimated" and that educational reform should go hand in hand with improving their status.

Frustration occurs in teaching as most people do not respect teachers and appreciate the teaching profession. There is much pressure from today's society in order to achieve good results in examination. Society expects more from teachers. Some parents just send their children to school and expect teachers to teach the children everything they need to know. When the children do not perform well in school and get involved in social problems, almost everyone blames and questions the teachers. Parents complain about teachers and schools if their children get involved in disciplinary problems. To make the situation worse, some will report directly to the Education Department or Ministry of Education instead of consulting the teachers to solve the problems. Some parents are more influenced by their children's report and straight away attack and literally abuse teachers.

News and issues on teachers' weaknesses in handling students' disciplinary problems are published in detail through the media. This situation causes the society to think that teachers are not playing their roles well in educating students. To teachers, going to work everyday is like an endless battle. There are too many unseen enemies and very few allies. There are too many rules and regulations, and too many contradictions that are holding them back from doing what they are trained to do - to educate.

Apart from accusing and blaming the teachers' weaknesses in handling disciplinary problems, people still keep on saying that teachers have an easy job. They just spend half a day at school and have more free time at home. Nevertheless, society fails to realize that teachers have to bring their work home. They also have to attend co-curricular activities after school hours. Teachers' role has changed a lot and is more challenging than it used to be. The role of a teacher can be listed as follows:

Table 1.1: Role of Teachers

TEACHING AND LEARNING	MANAGEMENT	PUBLIC RELATIONSHIP
Teaching Preparing test/examination Assessment Remedial/Rehabilitation Facilitating	Keeping students' record Taking students attendance Collecting fees from students Writing letters to parents Distributing circulars to parents Handling disciplinary problems Beautifying the schools Managing text books Subject Panel	Front liner who deal with parents Involvement with community's leaders Involvement with government and private agent Change agent in society

The burden of work and high expectations from society has put teachers in a dilemma. Apart from teaching, teachers are burdened with administrative duties, which could affect their efficiency. The National Union of the Teaching Profession (NUTP), Secretary-General N.Siva Subramaniam feels certain aspects of the teaching system need to be improved for them to do a better job (The New Straits Times, 16th May 1994). The Union has insisted that the Ministry find solutions to enable teachers to have more time to deliver lessons to the class and give more attention to students. NUTP also feels that college trained teachers are underpaid and this is one of the reasons why the teaching profession is declining in its status. Teachers' salaries are in fact low compared to those paid in other sectors requiring similar qualifications. This is depressing for teachers, doing little to instill a feeling that they are members of an important professional group. Cases of teachers moonlighting by giving tuition are common phenomena but what is disturbing is that there have been cases of some teachers taking to running stalls at *pasar malam* (night market) to supplement their income.

Teachers are important assets to the nation. If their needs are fulfilled, they will be happy and thus perform better. Senior teachers lacking motivation will tend to leave the profession earlier. This will be a great loss to the country that is aspiring to achieve a world class education system. To make teachers satisfied with their profession, the government should improve the education system and provide more incentives to upgrade the declining status of this profession.

1.1 Problem Statement

Education is an important aspect in developed countries. The Malaysian Government has invested a large sum of money to make the country the centre of education excellence.

With regards to this, teachers play an important role in imparting the knowledge and skills to students. Now teaching is not an easy task compared to its status in previous years. Teachers have to face more challenges and greater responsibilities in school. They have loads of work to do and spend more time at school. Besides educating, teachers have to solve students' disciplinary problems which involve a lot of interactions with parents.

Apart from that, they have to bear pressure from society which expects them to produce excellent students through examinations. Teachers have to work hard and face the pressures from stressful school management, non-conducive environment, and limited chances to get promoted.

The situation makes most teachers feel frustrated about the teaching profession and think of leaving the service sooner. According to Hayon (1987), high expectation from the society and low payment make most teachers dissatisfied with their job. In recent years, there is growing indication that dedication to the teaching profession is declining. Newspapers report frustration of teachers who are burdened

with heavy workload and low salary. Studies carried out in the United States of America by Edgerton (1977), Lyons (1980), Chamberlain (1981) and Reggins (1982) show that stress and job satisfaction have made a large number of teachers leave the service. The New Straits Times, 29th March 1980, reports that 110 primary school teachers were suffering from psychosis and 775 were suffering from neurosis. *Berita Harian* (August 3, 1988) also reported that 145 teachers (primary and secondary) were under stress.

Job satisfaction will increase if teachers' needs are fulfilled and the profession is appreciated by society. Good relationship with the school staff and concern shown by the school principal will further boost teachers' morale to perform well. Good response and relationship with parents will minimize the burden and pressure. This situation will improve the process of teaching and learning in the class and thus enable the students to concentrate more on studies. The Government's sensitivity to the teachers' salary will enhance the status of the teaching profession.

1.2 Research Objective

The main objective of the research is to determine the level of job satisfaction and motivation among selected secondary school teachers in the Kuantan District.

1.3 Specific Objectives

1. To study the level of job satisfaction based on demographic characteristics.
2. To determine the motivational factors that influence teachers' satisfaction.
3. To determine the relationship between motivational factors and job satisfaction.

1.4 Significance of the Study

The significance of the study is to make the Ministry of Education aware of teachers' grievances. Secondly, to give insight to parties' concerned on how best to improve the situation. Finally, to eliminate these negative feelings of others towards the teaching profession.

1.5 Hypotheses

Ten hypotheses will be tested in the study. They are listed below:

Hypothesis 1: Women teachers are more satisfied than men teachers.

Hypothesis 2: Older teachers are more satisfied than younger teachers.

Hypothesis 3: Teachers with more teaching experience are more satisfied than teachers who have less.

Hypothesis 4: Malay teachers are more satisfied than non-Malay teachers.

Hypothesis 5: Non-graduate teachers are more satisfied than graduate teachers.

Hypothesis 6: There is a relationship between teachers' satisfaction and the teaching task.

Hypothesis 7: There is a relationship between teachers' satisfaction and supervision.

Hypothesis 8: There is a relationship between teachers' satisfaction and co-workers.

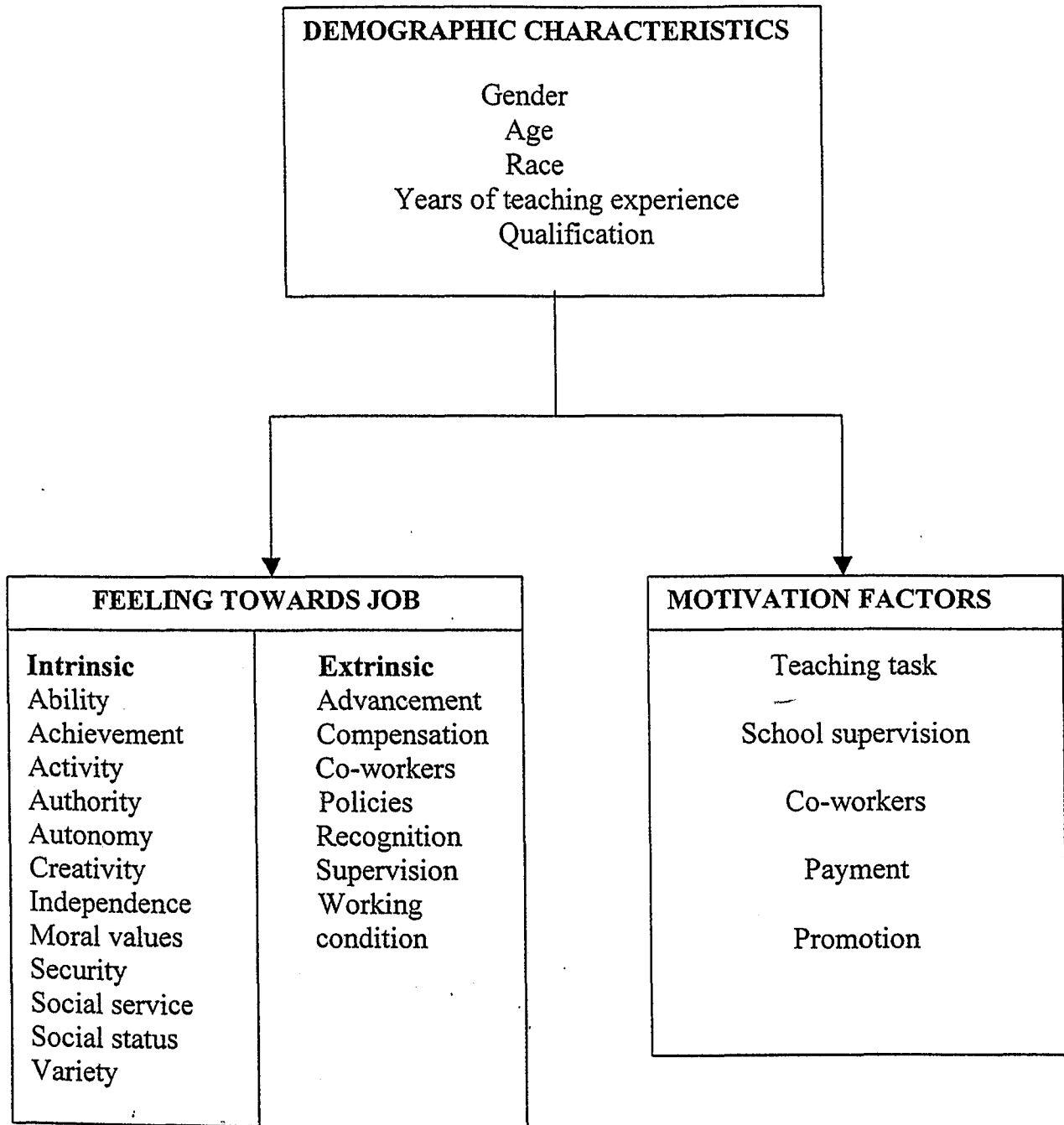
Hypothesis 9: There is a relationship between teachers' satisfaction and payment.

Hypothesis 10: There is a relationship between teachers' satisfaction and promotional dimension.

1.6 The Conceptual Framework of the Study

Based on Figure 1, this study attempts to look at demographic characteristics which will influence job satisfaction. This study also will look into the linkage between job satisfaction and motivation factors.

Figure 1: Conceptual Framework of the Study



1.7 Definition of Terms

Here is the list of definition of terms as used in the context of this study:

1.7.1 Job Satisfaction

According to Locke (1976), job satisfaction is "a pleasurable or positive emotional state resulting from the appraisal of one's job or experience".

1.7.2 School Teachers

Persons doing full time teaching in public schools who have undergone special training to be teachers and are registered under the Education Ministry of Malaysia.

1.7.3 Motivation

A human psychological characteristic that contributes to a person's degree of commitment.

1.7.4 Secondary schools

Public schools that are attended by students between 13 to 19 years.

1.7.5 Vision 2020

A Malaysian Dream, which symbolises the hopes and aspirations of millions of Malaysians. It represents the unflinching commitment, selfless sacrifice, and active participation of every Malaysian towards the realization of the national goal; that of becoming a fully-fledged developed nation by the 2020.

CHAPTER TWO

LITERATURE REVIEW

Job satisfaction has been a subject of concern for many researchers in business, industry and schools. For the past 50 years, studies related to job satisfaction, morale-climate and job attitude have been the targets of research for educational researchers and psychologists. The study of job satisfaction on educational settings is important as education keeps changing. In fact, educational issues are major concerns in any developed country.

2.1 Definition of Job Satisfaction

There are many definitions which are related to job satisfaction. Locke (1976) defined job satisfaction "as the pleasurable emotional state resulting from the perception of one's important job values, providing these values are compatible with one's need". Good (1973) defines job satisfaction as quality, status or satisfaction level which exist from interest and attitude towards job.

Teachers will feel fully satisfied and strongly motivated to produce good quality work if their needs are fulfilled (Chapman, 1984). Instead, they will express dissatisfaction if their needs are not met. These needs refer to salary, work place,