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JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT AMONG LECTURERS IN MAKTAB PERGURUAN ISLAM, BANGI

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

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ABSTRACT

This research attempts to identify the job satisfaction of lecturers in Maktab Perguruan Islam (MPI), Bangi and its relationship with the organizational commitment and demographic factors.

The instrument used for the research methodology was adapted from the Minnesota Satisfaction Questionnaire (MSQ) and Buchanan's items.

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, working condition and work staff. The three component items of Buchanan's organizational commitment are identification, job involvement and loyalty.

The questionnaire used to collect data in the research consists of three sections i.e. demography, job satisfaction and organizational commitment. Both of job satisfaction and organizational commitment are dependent variables while demography is independent variable. The survey was distributed to the 143 lecturers in MPI. The response rate was 71 or 49.65%.

Respondents of the MSQ replied to statements using a five points Likert scale. Data

was analyzed using a t-test, analysis of variance (ANOVA), descriptive statistics and

Pearson Correlation Analysis.

Two out of the twelve hypotheses are accepted. The author provides suggestions for

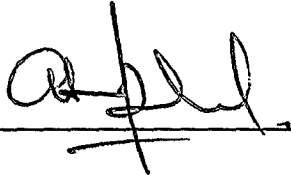further research at the end of the study.

APPROVAL PAGE

TITLE OF PROJECT PAPER : JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT AMONG LECTURERS AT MAKTAB PERGURUAN ISLAM, BANGI

NAME OF AUTHOR : TENGKU REIHANAH BINTI TUAN ABDULLAH

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.
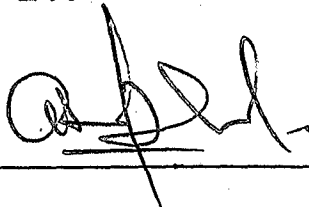
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Date: 28th February 1998

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Associate Professor Dr. Syed Abdul Hamid Al-Junid
Executive Director, IIUM Management Center
Date: 28th February 1998

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: 28th February 1998   Signature : ....

Name   :   TENGKU REIHANAH
               BINTI TUAN ABDULLAH

To my loving and caring husband and wonderful children,
In Great Appreciation of Your Unfailing Love, Support and Care,
And for being there whenever I needed you most.

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It should be recognized that the success of this project paper was through the co-operation and support of the principals and teachers who participated in this study.

I am thankful to my most wonderful father and mother who had always prayed for me and also taught me the value of education. Special thanks are due to my lovely husband, *Muhamad Khairul*, my

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CHAPTER 1

INTRODUCTION

One of the important components in educational system is academician who is working at educational institution. In schools, they are considered as "teachers" and at Teaching Training College or Higher Learning Institutions as "lecturers". They are the main element that perform the role of a change agent in bringing up social and cultural change in the society.

Lecturers in Teacher Training College play a major role in implementing teaching educational system in the country. They are the trainers of schoolteachers who will implement the nation's educational objective and requirement. As trainers, they will give lectures and counsel the trainee teachers who are under going advance courses in "Kursus Dalam Pendidikan" (KDP) and "Kursus Dalam Cuti" (KDC) for non-graduates teachers and also "Kursus Pendidikan Lepasan Ijazah" (KPLI) for graduate teachers. They are given opportunities to enhance and develop their skill in other aspects. For example, they are encouraged to further their studies at Masters and Doctorate level. Short and long term courses are also offered.

Lecturers are playing important roles in providing teaching and knowledge to the trainee teachers. Connel (1967) indicated that lecturers are facilitators for the

teachers to learn how to apply the most effective ways to achieve their education's objective. According to him, educator or facilitator is the most knowledgeable group of people and will be the role model to their trainees teachers. So unhappiness and dissatisfaction in their job will affect the process of training the teachers. This will lead to low productivity, high turnover, absenteeism and also negative attitude towards the job and their peers (Schultz, 1982). Thus, their success in these roles is influenced by their emotional well being towards their jobs.

1.1 PROBLEM STATEMENT

The teaching system needs to be effective if the objective of creating a more conducive atmosphere for the teachers and students to interact better is to be achieved. The majority of teachers are committed to their job if improvements are made to the overall teaching system. The job of teaching has become even more complex and demanding. Lecturers of Teachers Training College are always exposed to the challenge and rapid development. Thus, this study attempts to examine the well being of lecturers in Teachers Training College.

1.2 OBJECTIVES OF THE STUDY

The main objective of this study is to examine job satisfaction among lecturers. More specifically, this study attempts to:

1) Determine job satisfaction level among lecturers in Maktab Perguruan Islam, Bangi

2) Determine whether differences in job satisfaction exist among lecturers with different demographic characters.

3) Determine the relationship between job satisfaction and commitment among lecturers.

1.3 HYPOTHESES

The objective of the present study is to examine the relationship between job satisfaction, and organizational commitment. The specific hypotheses, which the present study is designed to investigate, are as follows:

H1 : There is differences in the level of job satisfaction among lecturers from different ethnic group

H2 : There is difference in job satisfaction level among lecturers between male and female

H3 : There is difference in the level of job satisfaction among married and unmarried lecturers

H4 : There is significant relation between the level of job satisfaction and qualification.

H5 : There is significant relation between the level of job satisfaction and experience.

H6 : There is no significant relation between the level of job satisfaction and salary.

H7 : There is difference in organizational commitment level among lecturers from different ethnic group

H8 : There is difference in organizational commitment level among lecturers between male and female.

H9 : There is significant relation between the level of organizational commitment and qualification.

H10 : There is significant relation between the level of organizational commitment and experience.

H11 : There is significant relation between the level of organizational commitment and salary.

H12 : There is significant relation between job satisfaction and organizational commitment.

1.4 THE NEED OF STUDY

The importance of this research can be identified from 3 areas. First, the result of the findings can be used as a basis for other research on job satisfaction. Second, the result of the findings can be very useful to the Ministry of Education, for the purpose of improving the administration of Maktab Perguruan Islam, Bangi and to determine the factors that can enhance job satisfaction. Third, the findings can also be used as a guideline to study job satisfaction by other researchers in the future.

1.5 DEFINITION OF TERMS

1.5.1 Job Satisfaction

Locke (1976), whose multifaceted concept of job satisfaction has gained wide support, defined job satisfaction as the " pleasurable emotional state resulting

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from the perceptions of one's job as fulfilling or allowing the fulfilment of one's important job values, providing these values are compatible with one's needs" (pg. 1342). Underlying Locke's theory, which is the theoretical framework of the study, job satisfaction is viewed as being the outcome of the interaction of one's values and one's perceptions of the job and the environment. Locke's definition of job satisfaction underlies the "fit" hypotheses or person-environment congruence which emphasizes the compatibility of external work features and internal attributes that individual brings to the work place.

1.5.2 Professional Needs

These are educational needs of the lecturers/staffs as perceived by the lecturers/staffs themselves that enable them to grow professionally. The emphasis is on continuing education.

1.5.3 Job Satisfaction of Adults

Job satisfaction explains what makes people want to come to work. What makes them happy about the job or decide not to quit. Job satisfaction does not necessarily mean job productivity although it affects then latter.

This subject is important to employees because an organization does not like to lose staff, and emphasis on job satisfaction may help to work more productive workers.

1.5.4 Lecturers

MPI personnel who are responsible for teaching, training and developing the students as well as office administration.

1.5.5 Working Conditions

This refers to office and/or working environment and also physical factors.

1.5.6 Peers

This term refers to office colleagues who are working in the same environment and physical elements including the Principal of MPI, Deputy Principal, Academician and administration personnel.

1.6   ORGANIZATION OF THE STUDY

This project paper is organized into five chapters. Chapter 1 provides the general overview of the study. Chapter 2 covers the literature review on job satisfaction and commitment. Chapter 3 describes the methodology. Chapter 4 on data analysis and Chapter 5 concludes the conclusion and implications of the study.

CHAPTER 2

REVIEW OF LITERATURE

2.1 THE IMPORTANCE OF JOB SATISFACTION

Job satisfaction explains what makes people want to come to work, what makes them happy about their jobs and/or decides to remain in their positions. It is attributed to not one, but many factors such as salary, advancement, working conditions and supervisions. Job satisfaction is defined as having a satisfying career, which can generate a positive behaviour outlook and responsibility. It is important aspect of motivation and affects the organization productivity (Noor Azizah Mohd Salleh, 1990).

In classic review of the literature, Vroom (1964) concluded that employee's job satisfaction "is directly related to the extent to which their jobs provide them with such rewarding outcomes as pay, variety, consideration from their supervisor, a hog probability of promotions, close interaction with co-workers, an opportunity to influence decisions which have future effects on them, and control over their pace of work".

According to Patricia Cain Smith (1969), job satisfaction is an affective response of the worker to his job. It is viewed as a result or consequences of worker's

experience on the job in relation to his own values, that is to what he wants or expects from it. Satisfaction can be viewed as similar in meaning to pleasure.

Locke (1976) defined job satisfaction "is the pleasurable emotional states resulting from the perception of one's job as fulfilling or allowing the fulfilment of one's important job values, providing these values are compatible with one's need".

All definitions we use must be distinguishable from the concept of moral. Moral does refer to positive emotional state that may be experienced by employees. Hackman and Oldhan (1980) have presented yet a different view of the determinants of job satisfaction in their job characteristic model. They suggest that one's satisfaction with the work, per se, be determined by one's critical psychological states, which in turn is caused by five core job characteristic dimensions. These are task variety, task identity, task significance, task autonomy and feedback.

Bullock (1952), as cited by Surya Kumar Srivastava (1990), considers job satisfaction as "an attitude, which results from a balancing and summation of many, likes and dislikes experienced in connection with the job. This attitude manifests itself in evaluations of the job and of the employing organization. These evaluations may rest largely upon one's own success or failure in the achievement

of personal objectives and upon the perceived contribution of the job and company toward these ends. Thus a worker may like certain aspects of his work yet thoroughly dislike others".

Blum (1952), as cited by Surya Kumar Srivastava (1990), has suggested that the term job satisfaction is a "general attitude which is the result of many specifics attitudes in three areas: specific job factors such as wages, supervision and steadiness of work, individual characteristics such as the employees, age, health, temperament, desires and level of aspiration, and group relationship outside the job, such as his family relationship, social status, recreational outlets and his activity in the organisations like labour, political or purely social". In other words, job satisfaction may be defined as favourable feeling of psychological conditions of a person towards his job satisfaction.

Wool (in Corsini, 1987) stated that since decades ago, more than 2,000 research about job satisfaction have been done. He concluded that only a few employees were really satisfied with their job. Many of them were categorised as dissatisfied. He also explained that research on job satisfaction has increased and absorbed in corporate and public sector, especially in 1980.

Increase in job satisfaction could lead to more effective performance (Bass and Barret 1981) and employees are less likely to leave the organization (Mobley,