



JOB SATISFACTION AND IGRATION AMONG
TEACHERS IN SELECTED ISLAMIC PRIVATE
SCHOOLS IN SATUN, SOUTH THAILAND

BY

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A dissertation submitted in fulfilment of the requirement
for the degree of Master of Education (Educational
Administration)

Kulliyyah of Education
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MAY 2015

ABSTRACT

The purpose of this study is to investigate the level of teacher job satisfaction and its relationship with teacher migration in selected Islamic private schools in Satun, Southern Thailand. This is a quantitative study using existing instruments: Teacher Job Satisfaction, and The Anticipated Turnover Scale (ATS). A questionnaire was administered to 120 teachers in selected Islamic private schools in Satun, South Thailand. The data were analyzed quantitatively using descriptive statistics, t- test, one way ANOVA, multiple regression and correlation. The result of this study revealed that teachers in selected Islamic private schools in Satun, Southern Thailand were moderately satisfied with their job and all sub factors of school factor were contributed to job satisfaction. The result also shows that the relationship between demographic variables (gender, age and working experience) and job satisfaction only found in gender where the male teacher are more satisfied than female teachers in their job. There is no relationship between job satisfaction and migration among teachers in selected Islamic private schools in Satun, Southern Thailand. The finding of the study provides future insight which school administrators can benefit from it, especially in area of human resource management. Based on the finding, it is recommitted that similar study should be conducted in different province in Southern Thailand.

ملخص البحث

تهدف هذه الدراسة إلى استقصاء مستوى الرضى الوظيفي للمعلمين وعلاقته مع هجرة المعلمين في المدارس الإسلامية الخاصة المختارة في ساتون، جنوب تايلاند. المنهج المتبع في هذه الدراسة هو المنهج الكمي الذي يستخدم الأدوات المتاحة: استبيان رضى المعلم الوظيفي ومقياس الدوران المتوقعة. شملت عينة الدراسة 120 معلما من تلك المدارس. وقد تم تحليل البيانات كميًا باستخدام الإحصاء الوصفي، وعينات مستقلة في الاختبارات، وتحليل التباين الأحادي، وتحليل الانحدار الخطي المتعدد، وتحليل الارتباط. وقد كشفت نتيجة الدراسة أن المعلمين في المدارس الإسلامية الخاصة المختارة في ساتون، جنوب تايلاند كانوا راضين عن وظائفهم التي يقومون بها بشكل معتدل. وكذلك، وجدت هذه الدراسة أن كل العوامل الفرعية من عامل المدرسة أسهمت في رضى المعلم الوظيفي. واتضح من خلال الدراسة أيضا عدم وجود علاقة بين المتغيرات الديموغرافية (الجنس والعمر والخبرة العملية) والرضى الوظيفي إلا في الجنس. وأن المعلمين أكثر رضا من المعلمات في وظائفهم. وكذلك، توصلت الدراسة إلى عدم وجود علاقة بين الرضى الوظيفي والهجرة بين المعلمين في المدارس الإسلامية الخاصة المختارة في ساتون وجنوب تايلاند. بالإضافة إلى ذلك، هذه الدراسة تقدم الرؤية المستقبلية التي يمكن أن يستفيد منها مديرو المدارس الإسلامية الخاصة، خصوصا في مجال إدارة الموارد البشرية. واستنادا إلى النتيجة التي توصلت إليها، فإن الباحث يقترح إجراء دراسات مماثلة في المناطق المختلفة في جنوب تايلاند.

APPROVAL PAGE

I certify that I have supervised and read this study and that in my opinion it conformed to acceptable standard of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Master of Education (Educational Administration).

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DECLARATION

I hereby declare that this dissertation is the result of my own investigations, except where otherwise stated. I also declare that it has not been previously or concurrently submitted as a whole for any other degree at IIUM or any other institutions.

Lan Zhi Jun

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INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

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SELECTED ISLAMIC PRIVATE SCHOOLS IN SATUN, SOUTH
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This dissertation is dedicated to my respected parents for their continuous supports and encouragements and to my beloved wife for her patience and understanding.

ACKNOWLEDGEMENTS

Thanks be to Almighty Allah for giving me health, patience, strength and concentration in completing this research successfully. With out His willing, none of this would be accomplished.

I would like to express my gratitude and appreciation to my supervisor Dr. Mohd Burhan bin Ibrahim for his guidance, valuable time and knowledge to complete this research. I would like aslo to give my appreciation to my examiner Associate Professor Dr. Hairuddin bin Mohd Ali who spends precious time for compleing this research. I also would like to express my appreciation and respect to Professor Dr.Mohamad Sahari Nordin for his explanation and instruction

My deepest gratitude also goes to my perents, Mrs. Ma Zhen Jin and Mr. Lan Zhan You, and my elder brother Mr. Lan Zhi Guo and his family for their support, encouragement. I am enormously thankful to my wife Pornthep Chaithep for her patience and understanding. I am also grateful to everyone directly or indirectly for their contribution in my journey of seeking knowledge. May allah reward and bless them.

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CHAPTER ONE

INTRODUCTION

BACKGROUND OF THE STUDY

The objective of this study is to examine the level of teachers' job satisfaction and its relationship with teacher migration in selected Islamic private schools in Satun, South Thailand as it may have a direct effect on school management.

Private education has played an important role in shaping the formal school system of Thailand and continues to be responsible for a considerable share of education delivery at all levels. During the last decade, private school enrolment rose 13 percent in 1995 to 16 percent in 2004 (Kannikar et al., 2007).

The present education system in Thailand consists of twelve years; six years of primary school, three years of lower secondary education and three years of upper secondary education. All secondary schools, whether public or private, have their own entrance exams in addition to the examinations that students must take at the end of grade six. All private schools are strictly supervised by the government through the Office of the Private Education Commission (Emmanuel & Marlaine, 1995).

Kannikar (2007) pointed out that in accordance with section 15 of the Private School Act of 1982, private schools have been grouped into the following three categories:

First category: private schools that offer formal education programmes approved by the Ministry of Education can be divided into the following:

(1) General education schools

General education schools are those schools that provide per-primary level education, primary level education (6 years), lower secondary level education (3 years), and upper secondary level education (3 years).

(2) Vocational education schools

Vocational education schools are those schools that offered certificate level education and higher technical or professional level, and diploma education.

Second category: private schools providing non-formal education programmes approved by the Ministry of Education can be divided into the following:

(1) Schools that follow the national programme include non-formal education schools and vocational education schools.

(2) Schools that follow programmes approved by the Ministry of Education include schools offering short or part-time programmes, religious schools, art schools, schools offering distance learning programmes, schools providing specific subjects within the Ministry of Education's regular programmes, and vocational schools.

Third category: Special education schools offering programmes suitable for people with special needs including physical or mental disabilities and/or intellectual impairment. Some schools are specially intended for the poor and other educationally disadvantaged groups and offer so-called welfare education.

In 1970, Thailand's Ministry of Education implemented a policy for improving Islamic private schools. The primary objectives of this policy were to align the education of *pondoks* with national standard education, and to create a better understanding between the government and the people. To this end, the Ministry of Education pursued the following initiatives (Hasan, 2009):

- (1) Encouraging the *pondoks* to officially register as legally recognized *pondoks*;
- (2) Encouraging the already registered *pondoks* to transform themselves into Islamic private schools;
- (3) Not allowing new *pondoks* to be established outside the regional school system.

As a result of the policy there are now 487 registered *pondoks*, out of which 426 have become Islamic private schools and 61 have ceased to function. The result has been a radical change in Islamic education among Thailand's southern Muslims (Hasan, 2009).

Islamic private education plays a pivotal role in contributing to the Muslim society in Thailand as it provides not only the academic aspects of education but also spiritual aspects which cover the inculcation of Islamic morals, ethics, and social environment. 70 percent of the population of Satun are Muslims who prefer sending their children to Islamic private schools (*Madrasah*) which adopt an integrated educational system wherein they teach both religious sciences in the morning and other sciences in the afternoon.

Among the main reasons for reform is that the social status and welfare of teachers in Islamic private schools is much lower than those employed with government schools. Government teachers have salaries that increase yearly, whereas, teachers who work in Islamic private schools do not share this benefit. Perhaps it is for this reason that there has been a trend for teachers in Islamic private schools to migrate to the government system. Based on this, the researcher seeks to determine the reasons for this migration.

According to the best knowledge of the researcher, the issue of job satisfaction and migration among teachers in Islamic private schools has not yet been studied in Satun, South Thailand.

STATEMENT OF THE PROBLEM

Job satisfaction of teachers is crucial because it plays a significant role in achieving school objectives. Dissatisfied teachers are not likely to be productive and perform their best. Only satisfied teachers can perform well in the classrooms and their quality of teaching improves (Ali et al, 2011). Therefore, researching teacher job satisfaction is not only useful for learning outcomes, teaching performance, achieving school effectiveness, and improving school management but useful for knowing the reason of teacher migration. Teacher migration is a crucial issue in educational organizations, because high levels of teacher migration has a direct negative effect on student performance and achievement, and an indirect negative effect on school effectiveness and school resources.

Currently, migration among teachers has become a serious issue in South Thailand. Statistics show that teachers' migration has increased significantly. The Newspaper Thairath reported an increase in migration among teachers in private schools in South Thailand as much as 2.3 per cent between 2012 and 2013. According to statistics of The Office of Private Education Satun (2013) 158 private school teachers moved or left between 2010 and 2013.

There are many studies on teacher job satisfaction, but upon reviewing various literatures, the researcher found that studies on job satisfaction of teachers in South Thailand are limited. In addition, most researchers focus solely on job satisfaction, but

few have linked job satisfaction with teacher migration, and fewer still have related this relationship to Islamic private schools, especially teachers in South Thailand.

A number of studies (Ingersoll, 2001; Mbah & Ikemefuna, 2012; Marlow et al. 1996) indicate that the main reason for teacher migration is job satisfaction. Stockard & Lehman (2004) pointed out that job satisfaction is the most important factor on teacher retention and migration. Thus, this study aims to investigate the level of teacher job satisfaction and its relationship with teacher migration in selected Islamic private schools in Satun, South Thailand while trying to discover whether there is a relationship between job satisfaction and migration. If this area of research is neglected, the researcher asserts that an important factor for teacher migration will remain unresolved.

OBJECTIVES OF THE STUDY

The objective of current study is to investigate the level of teacher job satisfaction and its relationship with teacher migration in selected Islamic private schools in Satun, South Thailand

Specifically, the study aims to:

- I. Explore the level of job satisfaction among teachers in selected Islamic private schools in Satun, South Thailand.
- II. Examine the extent to which school factors contribute towards job satisfaction among teachers in selected Islamic private schools in Satun, South Thailand.
- III. Examine the relationship between selected demographic variable (gender, age, and working experience) and job satisfaction among teachers in selected Islamic private schools in Satun, South Thailand.

- IV. Determine the relationship between job satisfaction and migration among teachers in selected Islamic private schools in Satun, South Thailand.

RESEARCH QUESTIONS

The present study intends to answer the following research questions:

- I. What is the level of job satisfaction of teachers in selected Islamic private schools in Satun, South Thailand?
- II. Which school factors are significant in explaining the variations in the job satisfaction among teachers in selected Islamic private schools in Satun, South Thailand?
- III. Is there any relationship between selected demographic variables (gender, age, and working experience) and job satisfaction among teachers in selected Islamic private schools in Satun, South Thailand?
- IV. Is there any relationship between job satisfaction and migration among teachers in selected Islamic private schools in Satun, South Thailand?

HYPOTHESIS

H₀1: There will be no statistically significant relationship between selected demographic variables (gender, age, and working experience) and job satisfaction among teachers in selected Islamic private schools in Satun, South Thailand.

H₀2: Null of school factors will be statistically significant in explaining the variations in the job satisfaction among teachers in selected Islamic private schools in Satun, South Thailand.

H₀₃: There will be no statistically significant relationship between job satisfaction and migration among teachers in selected Islamic private schools in Satun, South Thailand.

SIGNIFICANCE OF THE STUDY

This humble study is significant because the results of this study would provide school administrators in selected Islamic private schools additional knowledge that might be helpful in motivating their teachers for better performance as well as foster greater teacher retention through the drafting of proper strategies. Additionally, the findings would inspire the school administrators to enhance their leadership and management to achieve school effectiveness.

It is believed that the identification of the status of teachers' satisfaction and knowing the reasons for teacher retention and migration in selected Islamic private schools in Satun, South Thailand will help the management to take effective action and suggest the solutions.

DELIMITATION OF THE STUDY

The research is conducted in Satun, South Thailand. The teachers, male and female, selected for this research constitute a sample of the teachers from the following selected Islamic private schools, (a) *Darululum school*, (b) *Jariyatam Islam Foundation school*, (c) *Phattanakan Sueksa Foundation school*, (d) *Santisart Sueksa school*, (e) *Seangprateep school*.

CONCETUAL FRAMEWORK

This study analyses demographic characteristics (age, gender and working experience) that potentially influence job satisfaction. The independent variable is consisted of demographic characteristics (age, gender and working experience) and the dependent variable is consisted of job satisfaction which includes school factor, community factor, and life factor. Beside this, it also examines the relationship between job satisfaction and migration. The independent variable are consisted of job satisfaction which include school factor, community factor, and life factor, and the dependent variable are consisted of migration, as detailed in the following figure (Figure 1).

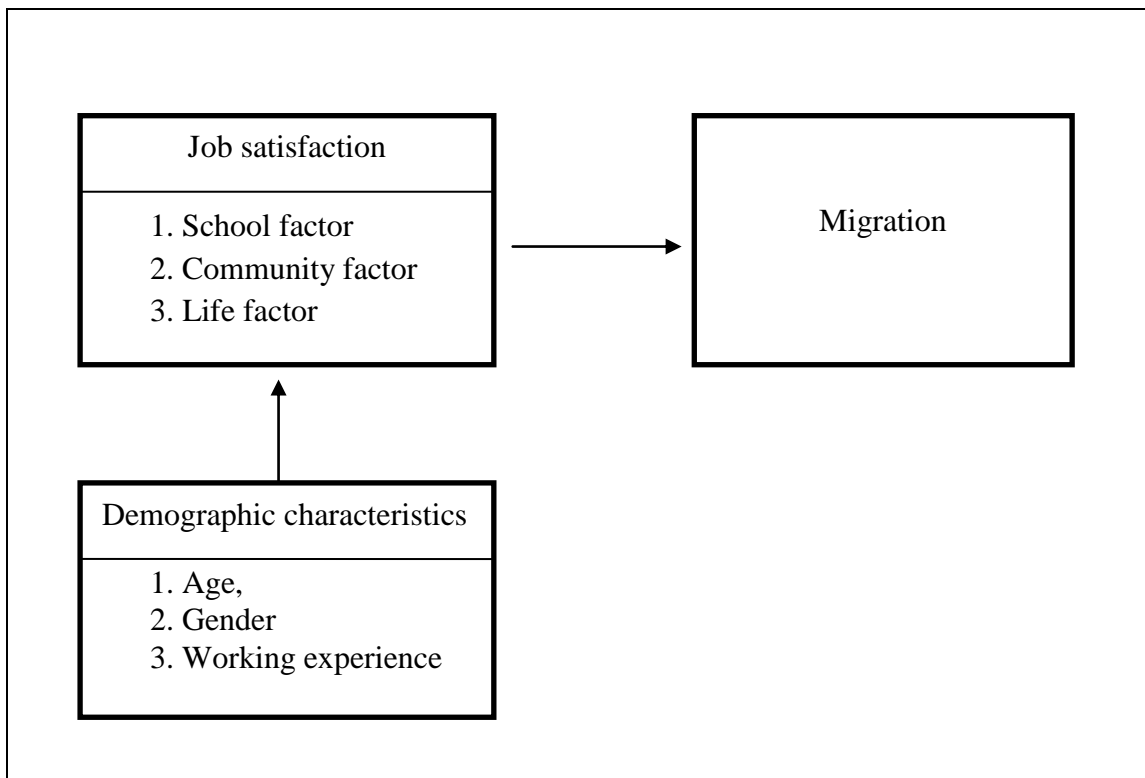


Figure 1.1: Conceptual framework of the study

DEFINITION OF TERMS

Age:

Age is the length of time that a person has lived or a thing has existed or it is a particular stage in one's life. For the purpose of this study these age groups are: (1) < 30 (2) 30-39 (3) 40-49 (5) ≥ 50

Gender:

Gender in this study refers to the male and female teachers from selected Islamic private schools in Satun, South Thailand.

Islamic private schools

Islamic private schools are private schools provide the academic aspects of education and spiritual aspects which cover the inculcation of Islamic morals, ethics, and social environment.

Job satisfaction:

Job satisfaction has been defined by Furnham (1997) as positive attitudes or emotional dispositions people may gain from work or through aspects of work.

Teacher migration:

Teacher migration in this study refers to teachers who have left their teaching position during the teaching period or who have transferred to other educational organizations.

Working experience

Work experience refers to the period for which a teacher has been active in the profession. In this study, work experience is classified based on the following categories (1) < 3 (2) 3-6 (3) 7-9 (5) ≥ 9 years.

SUMMARY

Although many studies have addressed teacher job satisfaction, upon further review of existing literatures, the researcher found that studies on teacher job satisfaction in the context of South Thailand is limited. In addition, most researchers have focused on job satisfaction. Few have linked job satisfaction to teacher migration in school, and fewer still have related this relationship to Islamic private school, especially concerning teachers in southern Thailand. Thus, this is a significant area of research which can contribute to the body of knowledge. Furthermore, it may inspire school administrators to enhance their leadership and management to achieve greater school effectiveness.

CHAPTER TWO

LITERATURE REVIEW

INTRODUCTION

This chapter reviews the relevant literature. The literature review consists of six elements: (1) concept and definition of job satisfaction, (2) major theories of job satisfaction, (3) factors related to job satisfaction, (4) teacher job satisfaction, (5) teachers' job satisfaction and migration, and (6) job satisfaction from Islamic perspective.

CONCEPTS AND DEFINITION OF JOB SATISFACTION

Upon reviewing previous studies, the following definitions are identified:

Locke (1968) defined it as being an emotional response that results from the employee's perceived fulfillment of their needs and what they believe the company to have offered.

Smith et al. (1969) defined job satisfaction as the feeling an individual has about his or her job.

Vroom (1982) defined job satisfaction as workers' emotional orientation toward their current job roles.

Brief (1998) asserted that job satisfaction is an internal state that is expressed by effectively and/ or cognitively evaluating an experienced job with some degree of favour or disfavour.

Weiss (2002) maintained that job satisfaction is a positive (or negative) evaluative judgment one makes about one's job or job satisfaction.