TITLE: FACTORS INFLUENCING JOB SATISFACTION AND PERFORMANCE AMONG TEACHERS IN KUCHING AND SAMARAHAN DIVISIONS

OLUROTIMI ADEBAYO SHONUBI

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<td>Borneo Convention Centre Kuching</td>
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<td>HRM</td>
<td>Human Resource Management</td>
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<td>HRP</td>
<td>Human Resource Practices</td>
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<td>HSC</td>
<td>Higher School Certificate</td>
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<td>IT</td>
<td>Information Technology</td>
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<td>ITE</td>
<td>Institute of Teacher Education</td>
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<td>ILPKS</td>
<td>Industrial Training Institute</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>OD</td>
<td>Organizational Development</td>
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<td>STPM</td>
<td>Malaysian Higher School Certificate</td>
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<td>SPM</td>
<td>Certificate of Education (MCE equivalent)</td>
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<tr>
<td>SS</td>
<td>Secondary School</td>
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<td>UNIMAS</td>
<td>Universiti Malaysia Sarawak</td>
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<tr>
<td>UITM</td>
<td>Universiti Teknologi Mara</td>
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<td>UNDP</td>
<td>United Nations Development Program</td>
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ABSTRACT

The main purpose of this study is to examine various factors that influence job satisfaction and job performance among teachers in the public secondary schools in Kuching and Samarahan divisions. To find out the extent to which various factors affect their job satisfaction. The instrument used to obtain the primary data for this study was five likert questionnaires. Six public secondary schools in Kuching and Samarahan divisions of Sarawak. The fieldwork was carried out between February and June, 2012. This study distributed 350 questionnaires to Public Secondary Schools Teachers in the urban and rural public secondary schools in Kuching and Samarahan district in the state Sarawak. However, 270 questionnaires were returned and useable which represent 77% of the total respondents. Descriptive statistics, correlation coefficients, and Independent T-Test were used to answer the research questions.

Based on the objectives, several factors have been identified in influencing the job satisfaction of the teachers involved. The most prominent factors identified by teachers were skills and abilities, work relationship, job happiness, supervision, pay and salary, and promotion have stronger positive relationship with job satisfaction and job performance, compared to workload and work commitment, which depicts low positive relationship with job satisfaction and job performance. The findings also revealed that there is a significant difference between the level of job satisfaction of teachers in the rural and urban areas. This is probably because those in the rural areas receive more benefits compared to their counterparts in the urban areas.
ABSTRAK


Berdasarkan objektif, beberapa faktor telah dikenal pasti dalam mempengaruhi kepuasan kerja di kalangan guru-guru yang terlibat. Faktor-faktor yang paling menonjol yang dikenal pasti oleh guru kemahiran dan kebolehan, hubungan kerja, kebahagiaan kerja, pengawasan, dan membayar gaji, dan promosi mempunyai hubungan positif yang lebih kukuh dengan kepuasan kerja dan prestasi kerja, berbanding dengan beban kerja dan kerja komitmen, yang menggambarkan hubungan positif yang rendah dengan kepuasan kerja dan prestasi kerja.

Hasil kajian juga menunjukkan bahawa terdapat perbezaan yang signifikan di antara tahap kepuasan kerja guru-guru di kawasan luar bandar dan bandar. Ini mungkin kerana mereka yang berada di kawasan luar bandar menerima lebih banyak faedah berbanding dengan rakan-rakan mereka di kawasan Bandar.
CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Teachers are the governess of knowledge and they are sometimes considered the architect of creators of knowledge. Through the utilization of various pedagogies, teachers’ mode and educate both the world newest members and the older generation. Indeed, teachers can affect how students perceive course, dedication to knowledge or how they will turn out in the future. Studies have shown that teachers who showed enthusiasm towards teaching can affect a positive learning experience towards their students. Teachers in many instances transform students’ understanding of their environment and social realities. Therefore, dedication and commitment are essential tools in communicating and parting knowledge especially to the younger generation.

Indeed, studies have shown that teachers’ performance is among the most important concern in the educational sectors. According to (Zhang et al., 1999), teachers are very important in every society and their wellbeing should hold at a high esteem. This is because teaching profession can be over-demanding and stressful. Certainly, teachers are human and their performance and delivery of knowledge to who can equally be influenced by various socio-economic or political elements in their environments.
Thus, this study aims to examine and gain insight into the quality of public Secondary School Teachers in pursuit to exploring possible factors that influence teachers’ job satisfaction, personal development and growth. It also explores the factors that predict increase in the job satisfaction and job performance of teachers’ for high productivity and low turnover. Indeed, a popular saying holds, “happy employees make productive employees”. If employees were satisfied with their jobs, their satisfaction would be translated into high productivity (Robbins & Coulter, 1999). Besides, more studies have shown that teachers who are happy with their work produce diligent and intellectuals of the future (Raju and Srivastava 1994).

Raju and Srivastava (1994) stated that committed teachers helped to develop students’ intellectual and personality development. This was also supported by Chua (2005). The writer buttress that a committed teaching workforce is particularly important as it determines the extent to which teachers identify themselves with the goals of the teaching profession and their willingness to work hard to attain the overall educational mission. Hypothetically, teaching profession like many others is more likely to face problems; unhappy teachers are more likely to be uncommitted and unproductive and would not be performing at their best or capabilities (Abdullah et al., 2009). Which may contribute to decrease in the performance of teachers? Indeed, an unsatisfied working condition has always been associated with low productivity and stumpy output. Teachers being the cradle of instructors for children, teenagers and youth may end up parting half-baked knowledge if their working conditions are laced with unfavorable contradictions.
Education is an important aspect of human capital development and based on a conference paper delivered by Micheaux et al. (1997) on “The role of educational policy in overcoming ethnic divisions and building Malaysia’s nation” the authors stress that education played a symbolic role in integrating the Malaysian cultural identity, through common values and language to speak. This is clearly demonstrated in the role of education and teachings in entrenching in ‘The One Malaysia principle’.

Buttressing this further, Bloom et al. (2006) affirmed on their own study on Higher Education and Economic Development in Africa, that education plays a significant role in reducing poverty in Africa and faster economic growth. It is a universal practice that prepares and equips new and younger generation on societal norms, acceptable behaviours, how things work and to overcome or deal with human complexities. Formal or informal education has become an essential ingredient of human history and development. Education therefore is an uncompromised part and companion in everyone’s life, from the kindergarten, primary, secondary and to the level of university attainment. What is more, education is constantly transforming to enhance quality and productivity of both students and teachers alike. Indeed, Chua (2005) affirmed that the education system in Sarawak is undergoing structural transformation in response to the changes taking place in the global environment as a result of increasing globalization and liberalization and rapid advancement in information and communication technology (Ministry of Education 2002). Besides, it was also affirmed that Malaysia’s teachers are playing a crucial role in achieving the objectives Malaysia’s Vision 2020 (Abdullah et al., 2009). Thus, it is an undeniable fact that Malaysian teachers play a crucial role educating its citizens and ensuring the development of
Malaysia. Hence, the educational system are tailored and strategically planned in order to produce the best results for all concerned.

Educators, who may be termed as teachers, tutors, facilitators or lecturers are the catalyst for achieving sound and quality education. Regardless of the title, or the institutions where they work, the educators shoulder heavy responsibilities in educating the students. The subject on efficient and productive teachers is a broad topic covering a broad ontological and epistemological entity on different levels of education. It is a broad entity that will be hard dealt with in this study. Thus, the current study aims to focus on the secondary school teachers in Sarawak. Issues to be critically evaluated include numerous duties and responsibilities as listed in the table below:

![Diagram showing the relationship between Economic Developments, Human Development, Education (Society), and Teachers.](image-url)
1.1.1 Teachers’ roles inside the classroom

Teachers plan and prepare courses and lessons for teaching according to the educational needs of the pupils assigned to him/her, including the setting and marking of work to be carried out by the pupils in school and elsewhere. Assessing, recording and reporting on the development, progress and attainment of pupils are the common duties for the teachers.

1.1.2 Teachers’ roles outside the classroom

Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to them thus providing guidance, advice to pupils on educational and social matters. It also includes future careers including information about sources of more expert advice on specific questions, making relevant records and reports. Making records of and reports on the personal and social needs of pupils except in instances where to do so might be regarded as compromising a teacher’s own position. Communicating and consulting with the parents of pupils. Communicating and co-operating with such persons or bodies outside the school as may be approved by the employing authority and the Ministry of education participating in meetings arranged for any of the purposes described.

We do believe that one will deduce that the Malaysia’s teachers’ are instrumental in shaping the future career of the Malaysian student, the Malaysia secondary school teachers is obliged to guide, mentor, advice, counsel and also impart good knowledge. Student’s academic progress
depends heavily on the talent and skills of the teacher leading their classroom. Without the commitment and cooperation from teachers, the student can't perform well. Considering the important role teachers play in every society especially in Malaysia towards the 2020 vision objectives, we will assume that teachers’ need to be well motivated. Furthermore, this motivation will encourage teachers to perform better and be more truly committed in discharging to their primary duties. If teachers are not happy they will not be productive and function effectively and efficiently “teach properly”.

Ironically, a key issue to individual’s enhancement toward productivity is the belief in an obligation of reciprocity; employees believe they are owed something by their employers in return for certain behaviours (Robinson & Rousseau, 1994). For example, Solomon and Podgursky (2001) argued that when teaching is rewarded based on outcomes, and then it became easier for teachers to increase their performance and improve their quality of teaching as well. One of the main benefits reported by proponents of performance is an increase in the motivation of teachers may improve their level of efficiency. These proponents strongly argued that motivational package will increase teachers’ performances. This perspective links the attitude of teachers to students (Tomlinson 2000). According to Zhanget et al., (1999) argued that an antecedent can be described as what happen before the behaviour occurs; for a teacher to be more effective and committed the desires of individuals for growth and development should be considered (Harvey & Brown, 1988). This may lead to effective execution of tasks or job by teachers and useful contribution to the social work environment (Abramis, 1994).
1.2 Problem Statement

Abdullah et al (2009) stated that “Job Satisfaction among Secondary School teachers in Malaysia is dissatisfying and their general perception is that teachers in the Malaysian government schools are dissatisfied with their profession, they are said to be dissatisfied with teaching in the government schools. Ultimately and the perennial experience of job dissatisfaction wearies the workers to the point of abandoning their commitment to the profession (2009).

Abdullah et al. (2009) further explained that special plans are needed to improve the school working conditions in order to provide a better working environment for the teachers to perform better. Given the tone of earlier quotation it is understandable to argue that the low productivity among teachers has compelled concerned citizen to pose the above comments. This argument was supported by Chua (2005) and in his study titled “A Critical Review of Commitment Studies in Sarawak School Settings”, on 1365 secondary school teachers in Kuching. Chua reported that 73% of the teachers from these 1365 respondents exhibited a moderate to high level of intention to quit their jobs. Chua empirical observation appeared to be affirming a (1999) work by Mohammad Badrudin, this writer noted that teaching is one of the most stressful jobs. Badrudin (1999) argued that if stress is not addressed or managed well, it may in turn have negative effect on teachers’ performance. In sum, this writer affirmed that large number of secondary school teachers in Malaysia is opting for early retirement due to many factors but more importantly in relation to stressfulness of teaching job.
Studies outside Malaysia, especially the USA, Australia and elsewhere appeared to be in agreement with the above conclusions. For instance, empirical evidence from past studies by Faber (1984) in its survey on the USA teachers’ stress and burnout, reported that 21 percent indicated that they would not become teachers if they were to start their career again. Solman and Feld (1989) also states that the sample of primary and secondary school teachers in catholic school in Australia, indicated 27 percent very or fairly unlikely that they would remain in teaching. This was further buttress by Malakolunthu et al (2009).

Based on their study conducted on teachers’ professional experience and performance, they found out that teachers in their daily lives have to deal with multiple tasks. They argued that besides the instructional accountability and students’ misbehaviour, teachers have to contained with students’ lack of motivation to learning and job intensification (see also Hargreaves 1994; Dworkin and Saha 2003). What is more, in recent years, teachers’ work life has been intensified, besides the regular teaching routines, with increasing administrative workload, attending numerous meetings, getting involved with nonteaching duties, and meeting external/public expectations.

In some cases, teachers have to deal with a number of space and environmental difficulties such as inadequate resources, difficult work assignments, large class sizes, health and safety hazards, and teaching subjects outside of their field or major (Ingersoll 2002; Achinstein et al. 2004). Potentially, there are numerous factors that underlie the teachers’ work environment and general welfare. These studies concluded that there is a direct and negative connection between job
dissatisfaction and commitment of workers (Clugston, 2000; Kim, 1999; Shann, 1998; Singh & Billingsley, 1996; Littrell & Billingsley, 1994; Billingsley & Cross, 1992). These researchers maintained that job dissatisfaction is a deterrent to workers’ commitment. Since past studies have consistently reported that teachers were experiencing job dissatisfaction, it implies that their commitment would be greatly affected too. Unless steps are taken to overcome their dissatisfaction, commitment of teachers will continue to remain an issue. Considering the entire arguments above, one will deduce that the problem does not exist within the Malaysia teachers or educational system alone but a general phenomenon across the globe.

Additionally, in the past or to be more upfront during the colonial era, teaching was considered by almost all sections of the societies as a highly respected profession. Teachers in deed played key leadership roles in local communities, acted as role model, and above all, they were said to be more committed to their profession. In fact, teaching workforce is particularly crucial as it determines the extent to which teachers identify themselves with the goals of the teaching profession and their willingness to work hard to attain the overall educational mission (Raju and Srivastava, 1994). The fact remains that committed teachers’ works to develop students’ intellectual and personality development.

Unfortunately, according to writers like Badrudin (1999), Chua (2005), Abdullah et al. (2009), Zhang (1999) Malakolunthu (2009), and outcome of an earlier pilot study for this study established that the willingness and determination to work hard has significantly diminished.
Shown that school teachers’ these days are not much dedicated and committed like their predecessors of early independent days.

Base on the pilot study conducted amongst twenty teachers in public secondary schools in Kuching district. The following problems were highlighted and echoed by my informants. These include: workload, students’ attitude or indifferent to study and teachers, superior’s discriminative or unsupportive attitude toward teachers, poor remuneration, lack of vision by authority etc. These factors pointed out by these informants may remain an important element that may influence secondary school’s teachers’ performance and productivity if neglected.

The responses from the pilot study and various sources quoted above apparently echoes’ potential social issues within the secondary institution. Therefore, what are the roots of the teachers’ dissatisfaction given their importance to children development and the future of the national potentials? Consequently, it is necessary to probe into the factors that contribute towards teachers’ contentment. Hence, studies have shown that such contentment would augment the outcome of their primary role of assignment, putting some job variables into consideration, Raju and Srivastava, (1994). Like many others and writers that have reprimanded teachers in their work, often such social issues are directed to individual(s) and thereby excluding the society that breeds the predicament. Teacher performance is the most important when it comes to student learning and achievement (Education Trust, 1998). Yet there is no denial that productivity