Job Satisfaction Among Life Skills Teachers In Secondary Schools Of Kluang District, Johore

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Abstract

The primary purpose of this study is to find out about job satisfaction among life skills teachers in Secondary Schools of Kluang, Johore. There were about eighty four sets of questionnaires which consisted of 30 items on job satisfaction were distributed to respondents who were teaching life skills at Secondary Schools in Kluang, Johore. The scope of this study was focused on the factors of job satisfaction in terms of salaries, length of service and work. Data was analyzed by using Statistical Packages For Social Science (SPSS) version 20.0 in order to convert study outcome in the form of percentages and frequencies. The analysis results revealed that the salaries and workload factors were at a high level in influencing the job satisfaction among the respondents. Meanwhile, the length of service factor was at an average level.

Keyword: teachers of Life Skills, work satisfaction

1. Introduction

Education is one of the drives for transforming Malaysia from a country with medium income to a country with high income. Consequently, education transformation is carried out as the main catalyst to contribute to the success of students. According to Deputy Prime Minister who is also the Minister of Education, in his initial Malaysian Educational Development Plan Report, His Excellency Tan Sri Dato’ Hj Muhyiddin Hj Mohd Yassin, the educational transformation is aimed at complementing each student in this country with new skills that are needed to grab opportunities in addressing challenges of 21st century. Such implementation process of educational transformation also requires new approach and strategy in order to produce competent students and able to master all necessary skills in their lives later. This is the overview of Malaysian education in years to come.

This education transformation is a continuation from Razak Report (1956), Education Act 1961 and Education Act 1996 and the recent Master Development Plan (2006-2010). Students who are generated from this education transformation will have knowledge, thinking skills, leadership skills, bilingual skills, spiritual ethics and possess national identity in line with the National Education Philosophy which dictates:

“Education in Malaysia is a continuous effort towards developing individual’s potential in comprehensive and integrated way to create a balanced and harmonious human being in terms of intellectual, spiritual, emotional and physical. Such efforts is to generate Malaysian citizens who are knowledgeable, honourable, competent and have ability to achieve personal well-being. They can also contribute towards the harmonious and prosperity of family, society and country”.
In order to ensure the success of the education transformation in this country, the Education Ministry must collaborate with teachers so that the main transformational objectives be achieved while being attentive to the teachers’ welfare. Therefore, the education transformation is expected to run successfully in uplifting the education arena and teaching professionalism in the world stage.

2. Problem Statement

Job satisfaction is something subjective to imagine. This is because job satisfaction for each individual is different. Furthermore, job satisfaction depends on the level of one’s productivity. If one enjoys doing a job, thus the productivity increases and likewise if one does not enjoy it, therefore productivity drops. The job satisfaction is also associated with teachers’ commitment in their tasks. Heavy workload forces teachers sidelined their core job which is teaching. The impact of this heavy workload makes a lot of grievances heard from teachers.

According to Azarudin (2004), most teachers who are involved in workshop management have workload like other teachers, for example holding positions as form teacher, panitia for subjects, co-curricular advisors and so on in schools. Apart from the workload in daily teaching, the workshop teachers now are confronted with the burden in managing the workshop. All equipments, inventories and storing of materials, in fact the cleanliness of workshop are made as the teachers’ responsibilities. Indirectly, the workload that one has to shoulder will provide effects on one’s job satisfaction.

Therefore, teachers need to be aware the causes and reasons that can improve the level of their job satisfaction so that they will feel happy with their work. Hence this study is conducted to answer any questions related to job satisfaction. Nevertheless, the study is conducted among teachers teaching Life Skills because there are not many studies that have been done to research teachers of Life Skills. their job satisfaction.

3. Research Objectives

The research is intended to:

i. Know the extent of the level of relationship factor in influencing job satisfaction among Life Skills teachers in Kluang, Johore
ii. Know the extent of the level of service duration factor in influencing job satisfaction among Life Skills teachers in Kluang, Johore
iii. Know the extent of the level of workload factor in influencing job satisfaction among Life Skills teachers in Kluang, Johore
4. The Significance of the Research

This research is intended to give an overview of the current situation of teaching profession. Other than that, it is also intended to assist Life Skills teachers identify the determinant factors of their job satisfaction level for a successful improvement of productivity. For Malaysian Ministry of Education and the school administration, it is hoped that they are able to make better evaluation and planning so that teaching environment provides better job satisfaction to all Life Skills teachers. Apart from that, researcher hopes that the research will provide an impact to the schools’ administration for better understanding of teachers’ challenges and responsibilities to uphold the dignity of education in Malaysia.

5. Research Limitations

Researcher limits the research so as it will not be too extensive. Furthermore, it will make the analyzing processes easier to handle. This research focuses on only Life Skills teachers who are teaching in Secondary schools in Kluang district, Johore. The research is also intended to identify the level of job satisfaction among Secondary Schools’ Life Skills teachers in Kluang, Johor.

6. Review Of The Literature

6.1 Job Satisfaction

Level of job satisfaction among teachers is considered an important issue in education research. This is because teachers’ job satisfaction provides effective impact in their teaching. It is also aimed to contribute to the success of quality teachers. This literature review will see conclusions derived from previous researchers related to the level of teacher’s job satisfaction.

Job satisfaction is one of the specific elements and important in one individual’s attitude aspect towards one’s career (Mansor & Ahmad, 2009). From attitude, it will reflect the level of job satisfaction. One’s attitude that is always positive and cheerful will increase an individual’s confidence towards one’s career. This is also confirmed by Ishak (2004) who states that job satisfaction is one emotional reaction or, feelings of preferences or dislikes an employee have towards a job. Whenever an employee likes doing his work, therefore the outcome of his work will be satisfying many others, hence produces a job satisfaction.

In addition, Robbins (2000) stated that job satisfaction can be defined as an individual who is happy or satisfied with the existing work environment. Job satisfaction refers to the attitudes and behaviors that positively or negatively to the job he is doing. Similarly, teachers' satisfaction in the workplace. The level of job satisfaction is a very important issue in the study of education. This is due to teachers' job satisfaction a
positive impact on teaching. It also aims to contribute to the production of quality teachers. This literature review will look at a summary of previous researchers associated with the level of job satisfaction. According to Stone (2001), factors that influence the work is the presence and absence of the factors that cause job dissatisfaction. Review Riggio (2000) found that job satisfaction is a feeling and behavior whether positive or negative of the work done while Huang (2004), an organization should strive to find the source of that influence job satisfaction and understand the level of satisfaction of work to do in the organization to improve performance.

Lack of qualified teachers is a critical challenge in most countries (Ingersoll, 2001). This challenge is increasing because teachers spend most of their time for non-teaching tasks in classrooms. For example, it is reported that twenty five percent of teachers in America leaves teaching profession before their third year of teaching and nearly forty percent leaves the profession in their first five years of their service (Chang, 2009). Moreover, majority of teachers leave the profession before they even reach retirement age (McDonald, 1999). This situation is not only happening in United States of America, but also in other countries in the world regardless of their education system, for example in China, Australia and England (Hong, 2010). However, in Malaysia, Lim, N.C (2006) found there is a significant negative correlation between the tendency of wanting to resign and all aspects of job satisfaction and also in general.

6.2 Duration Of Service And Level Of Teacher’s Job Satisfaction
Jaime X et al, (1999) in his research on level of job satisfaction among agriculture teachers in Ohio found that there was no significant differences between the level of job satisfaction with one’s duration of service. In another research conducted by Tugimin, A.J. (2009) has proven that there was a positive but weak correlation, nonetheless it was not significant, between job satisfaction and duration of service factor among Academic Senior Assistant and Students’ Affairs Senior Assistant in Melaka.

Robert & Ming (2010) have revealed that there was a linear correlation between teacher self-effectiveness towards the level of job satisfaction with the duration of one’s service. It was influenced by three factors which are those teachers who are new in service, teachers who are in their middle of service and later in service. Teaching effectiveness increases in their early and middle of their service while soon decreases in their final service. This symptom often occurs among teachers in schools. For Abdullah, M.M., Uli, J., Parasuraman, B. (2009) teachers who are in service more than 21 years are more satisfied compared with teachers who are new in service. This is because most of them are satisfied with the outcome products which are the students who are growing, successful and finally manage to have good jobs. Therefore, indirectly it provides immense satisfaction to those teachers who have served for a long time.
6.3 Workload And Job Satisfaction

Teachers are change agents who are important in education system. Recently, teachers are considered as not giving full commitment to their main task which is teaching in classrooms. Duties which are outside their main tasks need to be managed by them to ensure smooth education processes in schools. Datuk Seri Hishammuddin Tun Hussein, as the Malaysian Ministry of Education, has revealed that teachers in Selangor, Johore, Melaka and Kuala Lumpur are categorised as “overloaded teachers” because they have to take 74 hours a week to carry out their duties inclusive of 50.4 hours or 68 percnt related to curriculum (Utusan Malaysia, 7 July 2005).

Meanwhile, National Union of the Teaching Profession (NUTP), Ismail Nihat also claimed that stress level among teachers in this country has increasingly worrying due to increasing workload (Abdul Muin Sapidin, 2005). According to him, teachers now have to face with many changes that often occurs in education which created enormous workload. He added that there are three factors that caused stress among teachers, that is great expectations from parents because they want the students to achieve the best, students discipline problem that is beyond control and students who are getting smarter compared to teachers (Abdul Muin Sapidin, 2005).

According to Hashim Adnan, President of NUTP (2009), to date 380,000 teachers are considered as not able to focus on their teaching in classes because they are forced to doing duties outside their work which is regarded as additional burden. Teachers do not have to think about ‘side job’ and can focus on teaching in classes and there is no need to spend a lot of time doing duties outside their work. Apart from that, NUTP Secretary, Lok Yim Pheng, indicated that she is concerned when she discovers nearly 60 percent of teachers duties now involve administrative tasks. Teachers workload challenges have always been continuously demanding. Even though there have been various online applications that are created by Ministry of Education with the intention to help simplify teachers’ jobs, still there are many complaints received from teachers. This can be seen from reports in Berita Harian on 21 September 2011 entitled ‘Teachers Complaints on SAPS Program which is more difficult than manual.

7. Methodology

7.1 Research Area

This research is carried out in Kluang district of Johore. The area is chosen because it is suitable with the challenges that need to be studied. Moreover, this area is selected because researcher lives near the area which makes it more convenient for any arrangements and saves cost.
7.2 Sample
Sampling is taking some samples from a population. It is a good methodology to reduce cost and reflect the whole population. As known, sampling is a source of obtaining data. It is referred to small amount of unit that was taken from a population. In this research, samples are chosen from among Life Skills teachers who are teaching in Secondary Schools in the district of Kluang, Johore. The total number of all Secondary Schools in Kluang District is 28 schools. In this research, researcher uses the total population of Life Skills teachers which is 84 of them.

7.3 Research Instruments
Various intruments are used to obtain and collect information. In this research, questionnaire forms are adopted. The questionnaire generally is the measurement tool which is most practical and effective for research review, especially if it involves big population and if sampling position or subject is far from each other (Idris, 2010). Furthermore, Mohd Najib (1999) also believes that questionnaire is one of the easiest ways to obtain information. Researchers use questionnaires because:

i. It saves money and time

ii. It is easier to get cooperation from respondents. They are free to choose answers without fear because there is no direct correlation and information is confidential.

iii. This methodology enables the researcher obtain information from as many respondents as possible and it will indirectly increase the reliability of the research.

In this research, the researcher has used questionnaires that are based on likert scale with Five Scale Point. The Five scale point was adopted for the following reasons:-

i. The questionnaire is easier to administer when it is constructed well.

ii. It is easier to obtain data in a big volume

iii. Information obtained from respondents are easier to analyse

iv. Questionnaire saves more time, energy and cost

v. Respondents are easier and more brave to give reaction towards aspects studied.

The questionnaire consists of two sections which are A and B. Section A is questions related to respondent’s background meanwhile Section B, is questions related to influencing factors of job satisfaction level among teachers of Life Skills in Secondary Schools in Kluang district, Johore. The Scale which is used to measure scores of Section B in this research is using the Likert five scale point methodology.
7.4 Pilot Study

Researcher has conducted a pilot study on 10 samples that are chosen at random. The samples for this pilot study are among the Diploma in Teaching for Postgraduates teachers (DPLI) who are taking Life Skills courses at Universiti Tun Hussein Onn Malaysia (UTHM). The reliability for this research is tested using Cronbach Alpha methodology. This Cronback Alpha is one way to measure validity of the questionnaire on one test (Azizi et.al, 2006). The outcome of this pilot study discovered that alpha value obtained was 0.84. The value of Cronbach Alpha obtained is as follows:

Table 1: Alpha Value for Pilot Study

<table>
<thead>
<tr>
<th>No.</th>
<th>Research Questionnaires</th>
<th>Alpha Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Is remuneration a factor influencing job satisfaction level for teachers of Life Skills?</td>
<td>0.82</td>
</tr>
<tr>
<td>2.</td>
<td>Is duration of service a factor influencing a job satisfaction level for teachers of Life Skills?</td>
<td>0.84</td>
</tr>
<tr>
<td>3.</td>
<td>Is workload a factor influencing job satisfaction level for teachers of Life Skills?</td>
<td>0.86</td>
</tr>
</tbody>
</table>

According to Yahya (2007), alpha value from 0.70 to 0.90 is an acceptable range which enables instrument to be used in the research. Based on such statement, overall value of research instrument is more than 0.70 alpha values and this research instrument has high reliability.

8. Results

Researcher has conducted data analysis process and data results are as in Table 2.

Table 2: Overall Results for Each Research Aspect in Average Percentage

<table>
<thead>
<tr>
<th>Research Questionnaires</th>
<th>Research Question</th>
<th>Average Percentage (%)</th>
<th>Mean</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aspect</td>
<td>STS</td>
<td>TS</td>
<td>TP</td>
</tr>
<tr>
<td>1</td>
<td>Salaries</td>
<td>12.3</td>
<td>26.5</td>
<td>14.4</td>
</tr>
<tr>
<td>2</td>
<td>Duration of Service</td>
<td>8.3</td>
<td>14.7</td>
<td>27.2</td>
</tr>
<tr>
<td>3</td>
<td>Workload</td>
<td>6.9</td>
<td>13.8</td>
<td>12</td>
</tr>
</tbody>
</table>

For the first research question, respondents who have agreed that job satisfaction of teachers are based on gender is at a high level. Based on the total percentage for the first research question, 12.3% respondents strongly disagree with the gender factor influencing teachers job satisfaction meanwhile 26.5% respondents
disagree with the factor. For 14.4% respondents stated that they were not sure with the factor. 30.2% respondents stated they agreed with the gender factor while 16.6% respondents strongly agreed with the gender factor as the factor that influencing teachers’ job satisfaction.

Meanwhile for duration of service aspect, respondents who agreed with teachers job satisfaction, based on the duration of service is at a medium level. About 8.3% respondents strongly disagreed with the factor followed by 14.7% respondents who disagreed. Meanwhile for average percentage 27.2% represented by respondents who were not sure if duration of service is an influencing factor. 21.8 % and 28 % respondents represented agreed and strongly agreed on the duration of service factor.

For workload questions, respondents who agreed on the job satisfaction based on workload factor is at a high level. About 6.9 % of respondents strongly didn’t agree with the factor meanwhile 13.8% of respondents didn’t agree on the workload factor towards the teachers’ level of job satisfaction. 12% of respondents were not sure with the factor while 36.9% of respondents agreed with the workload is a factor influencing teachers job satisfaction and 30.4 % of respondents strongly agreed with the workload factor.

9. Discussion

9.1 Salary Factor in Influencing Job Satisfaction Among Teachers of Life Skills

In this research, salary factor is the main factor researcher is studying. There are 13 items in the questionnaire which is related to salaries among teachers of Life Skills. In general, respondents expressed that they agreed on remuneration factor influencing level of job satisfaction. Based on percentage average of first question, about 12.3% of respondents stated strongly disagreed, 26.5% disagreed, 14.4% not sure, 30.2% agreed and 16.6 % strongly agreed. For mean value of the first question is 3.78 which is at a high level. From the overall item presented, it was found that the highest mean value is in item 7 which is 4.12 where respondents agreed with the statement of special allowance for teachers teaching Life Skills. From this item, about 41.7% of respondents agreed, 45.6% didn’t agree and only 13 % who agreed. Therefore, most teachers agreed that teachers of Life Skills be given special allowances to teach Life Skills. Most respondents agreed that recently the Ministry is only focusing on giving allowance to teachers who are teaching science, whereas teachers who are teaching Life Skills also need to manage workshops and their workload is the same as Science teachers. The statement is further strengthened by Abdullah and Ainon’s (2008) view that earnings is seen as a reward received by an employee for his work, is one way to encourage the employees to continue doing until it inspires the interest and pleasure in themselves. Apart from that, it is also supported by researches conducted by Ahmad Jawahir (2000) that showed that there was a weak positive correlation between job satisfaction and income factor. This means that job satisfaction level will increase when income value or remuneration also
increases. This is a common phenomenal and it is very ordinary. Based on the evaluation rate on the respondents through percentage and mean, the mean value obtained is at a high level. Nonetheless, there are items that acquired percentage scores have achieved high level which is item 5 which is 70.9%.

9.2 Duration of Service Factor in Influencing Job Satisfaction Among Life Skills Teachers

In this research, the researcher intends to study duration of service factors in influencing job satisfaction. Through this research questions, researcher has produced 9 items in the questionnaires that are related to duration of service influencing job satisfaction of Life Skills teachers. It was discovered that overall percentage of respondents agreed with the factor in influencing working satisfaction is 28% stated strongly agreed, while 21.8% stated agreed, 27.2% was not sure, 14.7% didn’t agree and 8.3% strongly didn’t agree. Based on Table 2, it was found that mean value is 3.67 which is at medium level.

There are three items in this research questions that recorded percentages and high mean value. The three items referred to item 15, item 16 and item 17. Percentage recorded by the three items was more than 80%. As for information, the items are related to duration of service. More accurately, it is focused on new teachers and old teachers who have long in service. Teaching effectiveness increased at initial stage and middle of their service, meanwhile it decreases towards the end of their service. This symptom occurs often among teachers in schools. For Muhammad et al (2009) teachers who are in service for more than 21 years are more satisfied compare to the teachers are newly in service. This is because most of them are satisfied with the product that was produced by students who are growing, successful, and finally obtained a good job. Therefore, indirectly it will provide high satisfaction to the old teachers who have long served. The results form this overall research findings, it is timely with the research conducted by Robert & Ming (2010) which is there is linear relationship between the effectiveness of teachers toward the level of job satisfaction towards the job satisfaction with duration of service of teachers.

9.3 Workload Factors Affecting Job Satisfaction Among Life Skills Teachers

One of the factors that contribute to the work dissatisfaction among the respondents are related to the workload. In the third problem study as stated in Table 2, it was found that 30.1% respondents strongly agreed and 36.9% respondents agreed that wages is an accepted factor now that influencing job satisfaction, while 12% was not sure and 13.8% didn’t agree and 6.9% strongly didn’t agree.

From the entire items presented, it was found that the lowest mean value was in item 5 which is 2.95 where respondents agreed with the statement that time was not enough to complete the daily teaching plan record.
From this item, about 41.7% respondents agreed, 45.6% didn’t agree and only 13% agreed. Therefore, most teachers who have time to complete their teaching record and didn’t feel it was a big burden.

Based on the evaluation rate on the respondents through percentages and mean, the mean value that was obtained was only at the medium level. However, there were items that obtained a high level of score percentages which was item 7 that is 70.9%. In addition, there were items that were close to achieving high level as in item 3 and item 4. According to Ee Ah Meng (1997), most professional jobs require clerical duties. Likewise the teaching profession makes a teacher has to do clerical duties for example complete students’ development report card, complete text book loan form and students school record.

From the study conducted, it was found that more that half of the respondents stated that clerical duties will give more burden to their jobs. This can be seen in the first item and item 2. In both items, the percentage received is about 57.3% and 59.2%. The core job of a teacher is teaching and educating students. However, there are some teachers who have to neglect their teaching duties in the classrooms as a result from being assigned to an important position in schools. In items 10 and 11, it was found more than half of the respondents indicated that the positions they have to carry out burden their duty as a teacher. If teachers are given additional duties other than their official duties which is teaching, it will influence their job satisfaction.

10. Conclusion

Job satisfaction is crucial in an employee’s life, no matter in any areas of expertise. Such job satisfaction is often related to one’s motivation to carry out their given responsibilities. From the discussion, researcher concludes that workload is one of the factors that will affect job satisfaction among teachers of Life Skills. Responsibility as a teacher of Life Skills not only involving teaching and learning activities in the classrooms only, but it extends further to the use of workshop, tools and machines that need high level of monitoring in safety. Furthermore, preparation for teaching in workshops cannot be done lightly. If it is done half-heartedly, there is a concern that teaching objectives may not be achieved or comprehensive to all students.

Therefore, a Life Skills teacher who is involved in using workshop for their teaching session will have to do necessary preparations, whereas these Life Skills teachers are not given any laboratory assistants unlike teachers teaching science subjects. Hence we can see how tough and great a role of a Life Skills teacher in his efforts to nurture human capital. This does not include other duties that they have to do by a technical teacher that will add to the existing workload.
11. References


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