

**THE RELATIONSHIP BETWEEN HUMAN RESOURCE PRACTICES AND TEACHERS'
JOB SATISFACTION**

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ABSTRACT

The purpose of this study was to determine the relationship between Human Resource (HR) practices (training, career development, compensation and performance appraisal) and teachers' job satisfaction. Correlational method was used and data were collected by using questionnaires from teachers pursuing their studies in one of the public universities in Malaysia. Simple random sampling technique was utilized and 148 teachers were selected as the research sample. The value of Cronbach's Alpha obtained was 0.923 meaning that the research instrument was reliable. Data were analyzed by using Pearson correlation and regression analysis. Results showed that training ($r = 0.52$, $p < 0.00$), career development ($r = 0.52$, $p < 0.00$) and performance appraisal ($r = 0.47$, $p < 0.00$) were moderately correlated with the teachers' job satisfaction. Only two variables have significant impact towards teachers' job satisfaction namely training ($\beta = 0.32$, $p < 0.05$) and performance appraisal ($\beta = 0.25$, $p < 0.05$). In conclusion, the empirical data confirmed that training and performance appraisal influence teachers' job satisfaction. The implication of this study shows that the use of HR practices can enhance teachers' job satisfaction.



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HUBUNGAN ANTARA AMALAN SUMBER MANUSIA DAN KEPUASAN KERJA GURU

ABSTRAK

Tujuan kajian ini adalah untuk menentukan hubungan antara amalan Sumber Manusia (SM) (latihan, pembangunan kerjaya, ganjaran dan penilaian prestasi) dan kepuasan kerja guru. Kaedah korelasi digunakan dan data dikumpulkan dengan menggunakan borang soal selidik daripada guru-guru yang melanjutkan pengajian mereka di salah satu universiti awam di Malaysia. Teknik pensampelan rawak mudah digunakan dan 148 guru dipilih sebagai sampel kajian. Nilai Cronbach's Alpha yang diperolehi ialah 0.923 bermaksud bahawa instrumen kajian boleh dipercayai. Data dianalisis menggunakan korelasi Pearson dan analisis regresi. Keputusan menunjukkan bahawa latihan ($r = 0.52$, $p < 0.00$), pembangunan kerjaya ($r = 0.52$, $p < 0.00$) dan penilaian prestasi ($r = 0.47$, $p < 0.00$) berkorelasi sederhana dengan kepuasan kerja guru. Hanya dua pembolehubah mempunyai kesan yang signifikan terhadap kepuasan kerja guru iaitu latihan ($\beta = 0.32$, $p < 0.05$) dan penilaian prestasi ($\beta = 0.25$, $p < 0.05$). Kesimpulannya, data empirikal mengesahkan bahawa latihan dan penilaian prestasi mempengaruhi kepuasan kerja guru. Implikasi kajian ini menunjukkan bahawa penggunaan amalan SM dapat meningkatkan kepuasan kerja guru.

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LIST OF ABBREVIATIONS

HR	Human Resources
INSET	In Service Education and Training
CPD	Continuing Professional Development
TBBK	Time based on Excellence
MOE	Ministry of Education
SPSS	Statistical Packages for Social Science
SHRM	Society for Human Resource Management



CHAPTER 1

INTRODUCTION AND RESEARCH BACKGROUND

1.1 Introduction

The study aims to reflect the impact of performance appraisal, training, career development and compensation on teachers' job satisfaction in school. The research tends to prove the significant impact of these four variables to teacher satisfaction through the distribution of survey among teachers' enrolled in postgraduate program in one of the public universities in Malaysia and formulating empirical statistical result to strengthen the arguments. This chapter shows an overview of the research background. It includes the problem statement and existing gap, research objectives, research questions, hypothesis of study and significance of the study of this topic, which is related to independent variable (human resource practices) and dependent variable (teachers' job satisfaction). The elements that included in human resource (HR) practices are training, career development, performance appraisal and compensation.



Teaching has been identified as a stressful profession among others and although teachers are committed to their ideological positions (Syahir, 2010). Individuals involving themselves formally or informally to convey knowledge or intelligence to individuals or individual groups held as teachers (Sahandri, 2005). Social scientists label teachers as educators, teachers, careers, and mentors that are responsible to show a good example to students. The important task of teachers is implementing process and teaching pedagogy that enables learning occur according to the goals and quality of teachers. The teaching profession is not an easy thing to do with wide and challenging responsibilities to produce competent students and highly skilled in educating world-class education (Fatimah, 2014).

The Malaysian education system is undergoing a transformation process to cater the economic and social changes, which is so dependent on today's global trend of producing highly skilled and high performance individuals (The Malaysian Education Blueprint, 2011). With that transformation, the demand for quality teachers in the classroom was highlighted in the blueprint. A teacher has a great role in an educational system as the coordinator of educational processes and interpersonal relationships (Christie, 2016). To ensure quality teachers to be in the system, a selection criterion to capture the right candidate to be identified as a teacher to bring out quality students also need to be amended.

Over the past few decades, academic researchers are focusing on work related behavior which is more critical for job as well organizational success like job satisfaction. Job satisfaction can be best describes as positive feelings about job. Theoretically, job satisfaction is best predictor of positive work related outcome such as increased performance. If employees are satisfied with their job, organization productivities and performance of employees will be increased and turnover of employees and absenteeism will be decreased. Armstrong (2006) defines job satisfaction as the attitudes and feelings people have about their work. Positive and favorable attitude towards the job indicate job satisfaction, negative and unfavorable attitude indicate dissatisfaction.

Teachers play a very crucial role in achieving the objectives of Malaysia's Vision 2020. The success of our Malaysian educational system depends to a large extent on the teachers, teachers play a great role in the educational system and certainly the quality of a system will not exceed the quality of its teachers. Disgruntled teachers who are not satisfied with their job could not be committed and productive and would not be performing at the best of their capabilities. Teaching profession is facing problems related to teachers' job satisfaction (Azharuddin et al., 2016). The general perception is that teachers in the government school are dissatisfied with their profession. If teachers are satisfied with their jobs consequently they will show good interest in teaching and provide quality education. If teachers are diligent in their teaching, their students will show competencies in many practical fields (Fatimah, 2014). Highly satisfied teachers are less likely to change schools or to leave the teaching profession altogether than those who are dissatisfied with

many areas of their work life. Teachers are key players in supporting learning institutions to achieve their goals and objectives of molding students to develop their capabilities and eventually succeed in life. Teachers therefore need motivation to enhance their level of job satisfaction in order to undertake their duty effectively and efficiently.

In view of the teachers' problems depicted above, therefore, it is important for the government to look into this matter very seriously and urgently. Although it is the responsibility of Education Ministry to continue its effort to create a harmonious and conducive teaching and learning environment for teachers as well as pupils in schools, it is timely that a study is carried out to investigate the disgruntled teachers who are dissatisfied with their jobs, uncommitted and unproductive (Christie, 2016). This study seek to investigate who are the dissatisfied teachers, sought to determine the factors of HR practices that influencing teachers job satisfaction among teachers in one of the public universities in Malaysia and recommend ways to increase the morale of teachers to a higher level.

HR practices are the integration and coordination of resources people to move effectively towards the desired goal in an organization (Zaidatol & Foo Say Fooi, 2007). Into plan the effectiveness of management at the school, Blandford (2009) emphasizes on making a school as an effective school is an important to resource management carefully designed. According to Yahaya and Hair (2008), through learning persistent, employees can improve their knowledge, skills working as well as adapting new situations. The impact is

individual work to improve work quality, improve work spirit group and consequently contribute to quality improvement product and organizational performance. Hence, training is ongoing enabling employees to achieve excellent work achievement and reduce dissatisfaction, grievances, absences and schedules employee replacement.

HR in an organization is the necessary assets systematically administered to provide organization with efficient workforce. Therefore, HR management at generally carrying out functions such as organizational analysis, development and organization development, personnel planning, human resource development and training, wages and payments salary, industrial relations, employee welfare, internal communication organization, discipline and information system and personnel records (Azharuddin, et al., 2016).

Satisfaction stimulate employees to donate the best services generate satisfaction and will eventually give positive impact on organizational achievement (Hooi Lai Wan, 2008).

Every organization, whether it is public, private or an NGO, must operate through and with people. HR as being the key differential resource needs to be properly facilitated to gain a competitive advantage not only in the manufacturing sector but also in the services sector and particularly in the field of education as being the backbone of any emerging economy. Since the trend of using conventional sources to be competitive has declined, HR has emerged as one of the vital sources of gaining and sustaining the competitive edge over competitors (Bishay, 1996). HR practices are the source of improved

productivity of both organizations and individuals (Becker & Gerhart, 1996).

Every organization has set its goals and to attain it job satisfaction is an effective tool. Many researchers in the field of employee-employer relationship and environment studies have shown this significance of job satisfaction. For example Anis Safwanah (2015) showed a significant of the HR practice (compensation, benefit & training and performance appraisal) on the job satisfaction. Besides that Abbasi (2011) showed an employee relations and performance appraisals have a significant relationship with job satisfaction.

This study will investigate and discuss the relationship between HR practices and teachers' job satisfaction. A satisfied workforce can lead to increased production, teaching skills, innovation in work and good performance (Saks, 2006). Syahir (2010) believed that the practices in HR are able to train and develop the work satisfaction among employees, including teacher. The benefits of undertaking HR practice include a greater satisfaction of employees, greater in work innovation as employee or teacher feel valued and potential in organization.

On February 2010, the Deputy Prime Minister, Tan Sri Muhyiddin Yassin launched the Malaysian Teachers Standards (Standard Guru Malaysia or SGM) documents as part of a continuous effort to place the nation's education system to be a part with global standards and produce first class HR among Malaysians (Utusan, 2010). Based on the document, all teachers are required to have three valued aspects of practices namely teaching

professionalism, knowledge and high teaching, and learning skills that must be achieved by every teacher in this country (The Development of Education National report of Malaysia, 2004). The Malaysian Ministry of Education was already developing several initiatives by making some improvement in relation to the HR practices for teachers in Malaysia, for examples converting teacher training institutes into degree awarding colleges, increasing for time based grade according to experience from DG32 to DG41 and launched the fund for teacher to further their study in higher degree. These initiatives were aimed at ensuring the best are recruited for profession, upgrading the status of teachers, strengthening teacher's education, enhancing teaching excellence and supporting teachers working in challenging contexts.

In this study, the relationship between HR practices and teachers satisfaction were studied. This is due to the fact that many teachers are not satisfied with the work due to the management of the school organization. Currently, teachers often face various problems such as problems in their work environment (Syahir, 2010, Fatimah, 2014). For example, teaching professions are increasingly challenging, such as the increase in daily tasks, the attitude of the teachers themselves is not motivated, there are teachers who do not understand their tasks in detail, the performance of their work, rewards and dissatisfaction with the administrator. If these factors are not given proper attention, surely teachers will be more depressed and dissatisfied with their own career. This research will assist the school in addressing any issues arising from teacher's dissatisfaction and may also improve the effectiveness

of schools as the best educational institution.



1.3 Problem Statement

This study focus on HR practices and their outcomes as well as the impact of HR practices on teaching profession in teacher's job satisfaction. Relatively, there is little published research on HR practices and their outcomes (Siti Aslidah, 2006; Christie, 2016). In addition, only few studies have addressed job satisfaction in teaching profession. However, there is a limited literature about teacher's job satisfaction using HR practices in particular. On the other hand, the impact of HR practices on teacher's performance has emerged as the research issue in the HR field. Therefore, a research gap has existed.

Education is most important for the development of students as well as whole society. A teacher plays the most important role in transferring knowledge to students which eventually prepare them for shouldering the responsibilities and development of the nations. Being directly related to the progress and prosperity of the nations, teachers need to be respected and an environment suitable for their job need to be provided.

Job satisfactions are important aspect for all organizations including schools in any country and there have been several studies about the effect of low job satisfaction on teachers' absenteeism, lateness and lack of commitment to their work (Bennell & Akyeampong, 2007).Teacher absenteeism is one of the issues that gains increasing attention from many scholars as the number of reported cases also showed an increase. In 2010, The Malaysian Education Ministry's reported that a total of 117 teachers from



11 schools absent from duty on 2011. Another report in 2008, commented that the Ministry of Education took strict action against teachers truancy. A teacher in Tamil School was charged for absenteeism and holiday without reasonable excuses.

According to Utara Malaysia News (2017), many civil servants including teachers took the opportunity to obtain a sick leave certificate while they were not ill. This is often done by employees because they want to get paid leave. A teacher and clerk of a primary school in Shah Alam faced at a separate Magistrate Court, on two accounts of tricking the school's headmistress by handing a false certificate of sick leave (Smasa News, 2016). The Malaysian Ministry of Education's aspiration of maintaining a KPI of 90% of teacher's attendance in the classroom is also highlighted. This transformation is spelled out in the Malaysia Education Blueprint 2013 – 2025, focusing on the District Transformation Programmed that emphasized on access, quality, and equity.

Satisfaction with teaching as a career is an important policy issue since it is associated with teacher effectiveness which ultimately affects student achievement, understanding factors that contribute to teacher satisfaction is essential in improving the information needed to support a successful educational system (Siti Aslidah, 2006). According to Cob (2004), unsatisfied work were also likely to be absent from their job and dissatisfied workers would be absent more if their work dissatisfaction was symptomatic of being in a punishing situation. Research has revealed that people develop overall feelings about their jobs as well as about selected dimensions or facets of their

jobs, such as their training, pay, compensation and career development (Zool, 2012; Yong, 2011; Syahir, 2010).

This study suggests that HR practices related to job satisfaction of teachers all need to be looked into in order to improve the quality of education. The employees with particular knowledge, skills, and abilities are more likely to enjoy their work to a greater degree and good at it. Satisfied and committed educators are likely to possess some attribute that promote their actualized success, resiliency, satisfaction and commitment. Particularly HR practices are the most important component of work condition that influences job satisfaction of teachers (Sesanga & Garrett, 2005). The research rests on the premise that management practices including training, career development, compensation and career development have much impact on teachers' satisfaction in exercising their job.

Moreover, high employee turnover is also one of the critical problems to an organization in term of losing productive employees and additional cost for recruitment and training process. The problem of low standard of performance and high employee turnover rate is mainly come from low job satisfaction from the employees (Joseph, 2014). High teacher turnover rates lead to decreased performance and decreased consistency across a variety of indicators, including student achievement (Surbhi, 2013). High teacher's turnover can give negative impact to the students especially an achievement. It is not a good thing for students to keep changing their teachers. If these impacts keep happening without knowing the contributing factors, it can cause

a big problem to the institution to run their operation. According to Owence et al. (2014) the cause of turnover is low job satisfaction, job security, salary and which occurred due to low working condition.

This study will examine and identify the factors that contribute to job satisfaction among teachers by using HR practices model. In addition, HR is closely related with job satisfaction (Ting, 1997). Based on Appelbaum et al. (2000), scholars and practitioners believe that good HR practices will result in higher level of job satisfaction which would eventually improve organizational performance. Moreover, job satisfaction is related to other factors such as turnover (Carsten & Spector, 1987), absenteeism (Hackett & Guion, 1985), organizational commitment and happiness (Boehm & Lyubomirsky, 2009).

For the first element of HR practices that included in this study is training. In 2010, the Ministry of Education has decided that candidates for the “Kursus Perguruan Lepas Ijazah” (KPLI) need to have a longer period of training at the teaching institution. This decision was made because the younger teachers were found to be less effective compared to senior teachers. The initiatives to implement inclusive education in Malaysia by the Ministry of Education were conducted through seminars, workshops and field works to upgraded their knowledge and skills, know about recent technologies, updated issues and skills in teaching. According to Rozana (2010), there a some teacher that faces a lot of problems in teaching profession compared to the senior teachers. The researcher identified that, these groups of teachers cannot tackle their student efficiently and it is also difficult for them to adjust

themselves in school and teaching environment. Therefore, comprehensive training and self-management training is appropriate to cope these group of teachers and leads to teachers job satisfaction. The purpose of this study is to look either training will effect teacher's job satisfaction?

Pertaining to the second elements of HR practice, performance appraisal, The Organization for Economic Cooperation Development (2009) report, that only 3% of teacher in Malaysia had not received feedback on appraisal in their school and there still have 2% of teachers are in schools that had no evaluation, external or self-evaluation in the last 5 years. The problems in performance appraisal that haunting Malaysian teachers is unfair evaluation on their performance (Christie, 2016). In reality, some of the evaluator (principle) evaluates base on emotion. If teacher always against them, that teacher will be evaluated lower and this directly will lead to unsatisfied teachers in their work (Nordina, 2016). The unprofessional attitudes of evaluator become a bind in teacher performance appraisal.

For the third and fourth elements in HR practices is career development and compensation. Teachers found it difficult to get promoted especially for non-graduate and non-degree holder teachers. Although they were served a long time in teaching, they are not able to get a promotion to higher grade (Christie, 2016; Syahir, 2010). Most on non-graduates are in grade DG29 and diploma holder teachers in grade DG32 (Syahir, 2010). This is cause by administrators is more focuses on development of graduated teachers (references). Around 55% of Malaysia teachers report that they will receive

some reward (monetary and non-monetary) for improving the quality of their work or being innovative in their teaching (Organization for Economic Cooperation Development, 2009).

However, the effectiveness of HR practices in developing the character of the teacher to succeed meeting the set goals still requires detailed study. Results from the literature review found that job satisfaction and HR issues were reviewed in the field of management from various perspectives and not only get researchers in Malaysia but also in other countries for example, Australia, Canada, Belgium, United States, Singapore and Hong. This study aims to contribute to the concept of HR practices and teachers satisfaction which is still lacking by educators in the field of education.

Hence, it is important to for the organization to know the impact of the HR practices and employees' job satisfaction. It may provide some good input in formulating policy on human resource relations and training programs for the employees' in line with the organizational goals. However the purpose of this study is to explore and understand the relationship between HR practices and teachers' job satisfaction at school in Malaysia.

1.4 Research Objective

- I. To examine the relationship between performance appraisal, training, career development and compensation on teachers' job satisfaction.
- II. To determine the impact of performance appraisal, training, career development and compensation on teachers' job satisfaction in school.

1.5 Research Questions

This research will answer the following question:

- I. Is there any significant relationship between performance appraisal, training and development, career development and compensation on teacher satisfaction?
- II. Do performance appraisal, training and development, career development and compensation impact on teacher job satisfaction in school?

1.6 Hypothesis of the Study

Hypothesis 1 (Performance appraisal)

H₀: There is no significant relationship between performance appraisal and teachers' job satisfaction

Hypothesis 2 (Training and development)

H₀: There is no significant relationship between training and teachers' job satisfaction

**Hypothesis 3 (Career development)**

H0: There is no significant relationship between career development and teachers' job satisfaction

Hypothesis 4 (Compensation)

H0: There is no significant relationship between compensation and teachers' job satisfaction

Hypothesis 5 (Performance appraisal)

H0: There is no significant impact between performance appraisal and teachers' job satisfaction

**Hypothesis 6 (Training and development)**

H0: There is no significant impact between training and teachers' job satisfaction

Hypothesis 7 (Career development)

H0: There is no significant impact between career development and teachers' job satisfaction

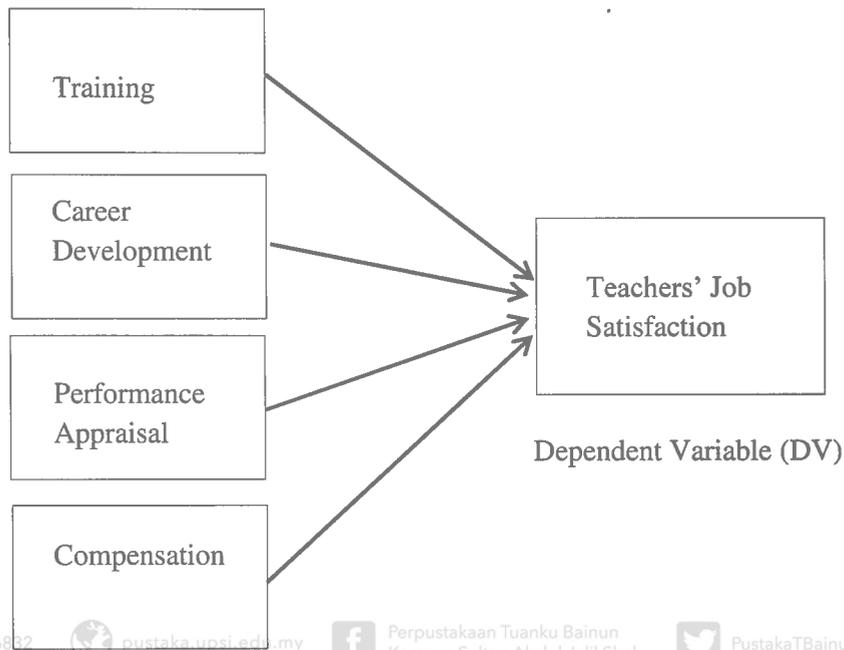
Hypothesis 8 (Compensation)

H0: There is no significant impact between compensation and teachers' job satisfaction



1.7 Conceptual Framework

Human Resource Practices



Independent Variable (IV)

Figures 1.1 Research Frameworks

The framework was formed after considered the research question, objective and review of literature. Hence, the framework focuses on the HR practices that could have impact on the teachers' job satisfaction in school. The independent variables are training, career development, performance appraisal and compensation whereas the dependent variable is teachers' job satisfaction.

1.8 Significant of Study

Job satisfaction is the attitude of the employees towards job. It determines the level of job satisfaction on the basis of employees' perception on how much is their satisfied with their job. As job satisfaction is the positive feeling of an employee towards his job it depends upon many factors such as HR practices such as supervisor, compensation, intent to leave and relation with co-workers mainly (Khare & Pandey, 2012). HR practices have significant impact on job satisfaction level of employees. Management policies are the main issue if HR practices. Training and development of the employees is the part of HR practices. Teacher's behavior with their job task is more effective and efficient if the HR practices are effective. If policies will good then also the turnover rate and absentees rate decreases (Hemdi, 2006).

Importance of research will benefit teachers and management and they will understand how much they need to participate and given full cooperation to the management. Their participation and cooperation may progressively strengthen the HR practices at the management levels because all the activities in HR practices are to increase teachers' job satisfaction. Secondly, management will be aware that one of the recipes of success in education is by concentrating on the implementation of HR practices for teachers. The implementation can be done by restructuring and strengthening the HR components such as training, career development, performance appraisal and compensation.

In addition this study is to search and discover the relationship between HR practices and job satisfaction among teachers. It is for this reason that the study aimed at having an in depth investigation of hidden factors that influence job satisfaction among teachers using HR practices. This study provides useful information in understanding the way that HR practices influence teachers' job satisfaction. The organizations adapt the most suitable HR practices by investigating the information provided. The information can also be a reference to support the organizations to change the idea and movement of employment policy in order to enhance the job satisfaction.

1.9 Operational Definition

Table 1.1

Operational Definitions

Conceptual Variable	Operational Definitions
Teachers' job satisfaction	Job satisfactions refer to the attitude and feelings teachers' have about their work. Positive and favorable attitudes towards the job indicate job satisfaction (Armstrong 2006).
Human resource practice	This is a strategic approach to acquiring, developing, managing and gaining commitment of the organization's key resource i.e. the people (Nyambegera, 2008).

(Continue)

Table 1.1 (*continued*)

Training	The process of developing expertise and is designed to promote or enhance job performance. Furthermore, training is an important function that influences the organization's ability to achieve its goals (Goldstein, 1993).
Performance appraisal	The process of observing and evaluating employees' performance and providing feedback is a potentially important method for developing an effective workforce (Shahzad et al., 2008).
Career development	The approach taken by an organization to certify that individuals who meet the proper criteria and knowledge are available when required. It also refers to a system of training, development programs, incentives, promotion and salary in an organization (Zheng and Kleiner, 2001).
Compensation	Compensation is a process of providing monetary value to employees for the work they performed. Compensation can be used to hire skilled employees, reward the performance, encourage company loyalty by reduce turnover (Saira Hassan, 2016).

1.10 Organization of Research

These 5 chapters consist of introduction, literature review, research methodology, research results and lastly, discussion and conclusion.

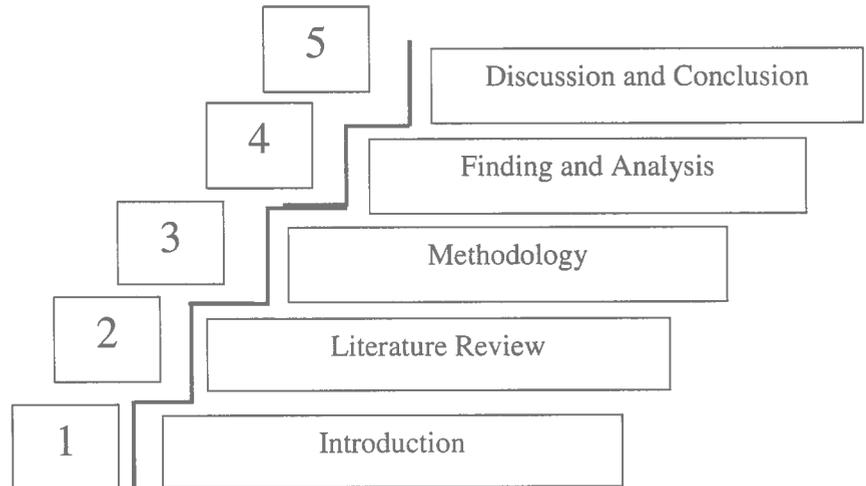


Figure 1.2 Organization of research.

In chapter 1 (Introduction) has been allocated to describe the research topic, the background of our research, the problem and gap that we found, research objective and questions, hypothesis and significant of this research. It is also provide definition of key variables. Secondly in chapter 2 (literature review) were highlight the main points which captured from secondary data. Combine and summarize the information that we obtain from the secondary data. The theoretical framework and theoretical model will be provided in order to make others have more understanding to the problems and gaps.

In Chapter 3 (Methodology) shows the data collecting procedures including the research design, data collection methods, sampling design, research instrument, constructs measurements, data processing and data analysis will be discussed. Next in chapter 4 (Findings and analysis) was showed results and the way to analyze data and link the result of survey to research questions. It includes descriptive analysis, regression analysis and correlation analysis. Lastly in chapter 5 (discussion and conclusion) were discuss the overall research consist of all chapters. This chapter covers the statistical analysis, discussion and limitation of the research. Lastly, we explain the recommendations for future and make conclusion for this research.