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ENGLISH LANGUAGE TEACHERS' JOB SATISFACTION: A CASE STUDY IN PERAK TENGAH DISTRICT

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DECLARATION

I hereby declare that the work in this project paper is my own except for quotations and summaries which have been duly acknowledged.

17 January 2007

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22 January 2007

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ABSTRAK

Kajian ini bertujuan untuk menentukan sama ada wujudnya perkaitan-perkaitan yang signifikan di antara kepuasan kerja guru-guru Bahasa Inggeris di daerah Perak Tengah terhadap pembolehubah-pembolehubah yang dipilih dengan jenis sekolah dan jantina responden. Soal selidik yang diubahsuai daripada Job Descriptive Index (JDI) oleh Dr. Patricia Cain Smith dan skala berbentuk Likert telah digunakan untuk memungut data bagi kajian ini. Kajian ini melibatkan sepuluh orang responden dari dua boleh sekolah berlainan di daerah Perak Tengah, iaitu SMK Iskandar Shah, Parit, dan SMK Sultan Muhammad Shah, Parit. Keputusan-keputusan kajian ini menunjukkan bahawa hipotesis null tidak dapat ditolak, yakni tiadanya perbezaan signifikan yang statistik dalam kepuasan kerja guru-guru Bahasa Inggeris, iaitu di antara jantina respondent dan jenis sekolah. Dapatan-dapatan kajian ini juga menunjukkan bahawa kebanyakan guru-guru Bahasa Inggeris tidak pasti tentang pekerjaan sekarang, pendapatan dan elaun BISP, kemudahan-kemudahan, dan Sistem Saraan Malaysia. Hanya responden dari sekolah gred B menunjukkan bahawa mereka puas hati dengan tahap penyelia dan penyeliaan, tetapi sekolah ini juga turut menunjukkan bahawa responden lelaki tidak puas hati dalam kenaikan pangkat. Satu-satunya bidang kerja positif yang dinyatakan oleh responden ialah rakan sejawat.

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ABSTRACT

This study intended to clarify whether there are significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district toward the selected variables with respect to type of school and respondents' gender or sex. A questionnaire that was modified from Dr. Patricia Cain Smith's Job Descriptive Index (JDI) and the Likert-type scale were used to collect the data for this study. This study involved ten respondents from two different schools in Perak Tengah district, and they were SMK Iskandar Shah, Parit, and SMK Sultan Muhammad Shah, Parit. The results of this study showed that hypothesis null could not be rejected, that is there is no statistical significant difference in the English language teachers' job satisfaction between respondents' gender and types of school. The findings showed that most English language teachers were unsure about their present job, income and BISP allowance, facilities, and Malaysian Remuneration System. Only grade B school respondents indicated that they were satisfied with their supervisor and supervision, but this school also showed that the male respondents were dissatisfied in terms of promotion. The only positive facet of work of the selected respondents was in terms of co-workers.

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CHAPTER I

INTRODUCTION

1.0 INTRODUCTION

In today's Information Communication Technology and globalization era, teachers' job becomes more challenging and demanding. If job of the last century's teachers was mainly teaching in limited number of classrooms, but today, teachers have to fulfill all the various tasks given by the Ministry of Education, the State Education Department, the District Education Department, and the school principal. Facing with a lot of challenges, most probably some of these teachers face job dissatisfaction.

Why should we bother about teachers' job satisfaction? The public often argues that teachers have many holidays compared to other civil servants, besides their half-day work. Many parents, students and even school managers say that teachers are paid for their job, so why teachers need to complain about their workload and job dissatisfaction? Everyone must try to understand that teachers are the direct, main agent of change for their nation, as they prepare and educate the current generations for the future. Therefore, if their job satisfaction is not taken care of by their superiors, there is a probability that they become inefficient and unproductive educators. This kind of retaliation actually brings loss to many parties, for example the students, the school,and other stake holders. It is a fact that the reforms done by the Ministry of Education from time to time,bring great impact on teachers' job satisfaction, as these reforms will result in more workload for them. At the same time, they still have to face the daily challenges, such as dealing

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with students' discipline problem, clerical work, marking students' work, organizing co-curricular activities, and so on.

Parents' total relience on teachers to look after their children's behaviour at school too, adds to the existing workload. This is because teachers have to take care of thirty to forty odd students per class. This task becomes more challenging as the number of serious discipline problems increase from time to time. For example from January to September 1997, there were more than twenty serious discipline cases received by the Ministry of Education. [1] Among them were drug abuse cases, playing truant and smoking. In Perak alone, in April 2005, there were eleven drug abuse cases in secondary schools; 4,983 cases of truancy and 347 cases of smoking.[2]

Besides that, based on our Education Act 1996, Malaysia should move towards achieving our country's vision of attaining the status of a fully developed nation in terms of economic development, social justice and spiritual, moral and ethical strength, towards creating a society that is united, democratic, liberal and dynamic. On top of that, the mission of our education is to develop a world-class quality education system which will realize the full potential of the individual and fulfill the aspiration of the Malaysian nation. It is clearly shown in our National Education Philosophy:-

"*Education in Malaysia is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonic, based on a*

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1. *Sunday Star*, 28th Sept. 1997, pg. 12
2. *Seminar Sekolah Efektif*, Jabatan Pendidikan Perak, 1995.

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firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving high level of personal well-being, as well as being able to contribute to the harmony and betterment of the family, the society and the nation at large."

It is apparent that all the objectives contained in the above National Education Philosophy is under the responsibility of a teacher. This career is clearly different from other jobs because teachers have to face and educate human beings every day. The students are also not from the same family and educational backgrounds. Some are well mannered, but there are surely some students who are so badly behaved that they can even challenge the credibility of teachers.

Therefore, teachers' job satisfaction must be revised as often as possible in ensuring their level of productivity is sustained. Due to this fact too, the current researcher views that it is very important to revise these teachers' level of job satisfaction, as having teachers who are facing job burnout is hazardous for our education system.

Unfortunately, it is quite difficult to know what factor makes teachers feel satisfied with their job, as teachers' job satisfaction does not involve only one single factor, but many. Some of the important factors are students' behaviour, school atmosphere, teachers' autonomy in their given classrooms, parental involvement, principal's support and leadership, and salary. Therefore, it is the aim of this study to determine the level of job satisfaction of English Language teachers in secondary schools in Perak Tengah district. In short, this study is very important in order to improve the productivity of

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schools in this district, by referring to these teachers' most important area of job satisfaction.

The present researcher views that positive values and attitudes shown by teachers towards tasks assigned to them by their principal at school refer to the concept of job satisfaction. On the contrary, if the subjects show negative values and attitudes in the questionnaire, for example if they mention that they are always stressed and supervisor is annoying refer to the concept of job dissatisfaction.

1.1 NEED FOR THE STUDY

Although many researches had been carried out in this area, it should be reviewed from time to time to see the changes and differences. This is because the older findings might not be applicable anymore. For example, serving teachers' rating of their job satisfaction were significantly correlated with their personalities (McDonald, 1989; cited by Boreham, 2004). This study estimated that 37% of the variance in teachers' job satisfaction was accounted for by variations in their personality scores. This was supported by another study that according to Cohen (1989), people who had a positive feeling towards life and their families were usually having high job satisfaction and positive attitudes towards their jobs (Cohen, 1989).

On the other hand, many other studies found different findings. For example, school principal's recognition towards tasks fulfilled by his/her teachers would enhance a more positive attitude towards their jobs and became highly motivated to increase their productivity (Du Toit, 1993). In another study, it was found that job satisfaction

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dependent on the liberty to choose which subject to teach, teaching method and teaching aids to use (Haldaway, 1978). However, these findings need to be challenged by a more recent study in this area.

Another reason for the current researcher to choose this topic is due to the fact that teachers' role is considered very important in achieving Vision 2020, whereby teachers are seen as one of the major catalysts for our nation's future, as they prepare, educate and train the young generations. If teachers' contributions are neglected, then our country's future is at stake, as teachers are the most important group who should be given priorities, especially their needs to ensure their long-term job satisfaction.

Thus, based on the importance of teachers' contributions, everyone should admit that their level of job satisfaction must be checked and revised from time to time. The indication of job dissatisfaction or job burnout must be eliminated as early as possible so that it will not affect the smooth process of teaching and learning activities in the classroom. Naturally, if their needs and necessities are taken care of, they can become more productive, effective and efficient educators.

1.2 STATEMENT OF THE PROBLEM

This study is principally concerned with the English Language teacher's job satisfaction. Through the researcher's observation for four continuous years, English Language teachers in Perak Tengah district show great perseverance and high commitment towards their job, although they face many complaints from other teachers who teach different subjects.

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Through the present researcher's observation, it was found that one of the biggest complaints from other teachers and school principals was that the number of passers in this subject did not change much compared to previous years. Some of them even daringly said that some of the English Language teachers were not competent to teach the increasingly important subject, particularly now Science and Mathematics are also taught through the English medium. It is a fact too that other teachers concluded that English language teachers should not get the critical allowance of teaching the subject, as that was those teachers' option during their college or university time. They added that only Science and Mathematics teachers were entitled the critical allowance, because they received their college or university education in Bahasa Melayu. Besides that, they were the ones who really struggled to teach the two subjects in different language, and not the English language teachers.

On top of that, they also made statement that these English Language teachers should be blamed for the decreasing number of students who passed in this subject, without considering the other important factors such as the learning environment, the level of parents' education, the society's contribution, the peer group pressure, and many others. It was quite sad to see that some school principals in this district agreed with those opinions. As a result, these English Language teachers experienced a more distressing situation, as they were urged by their principals and District Education Officer to work extra hard, just in order to get good results in the major examinations.

However, some of these English Language teachers still take the challenge from their principals positively. This type of teachers is the ones who show positive perception

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towards their principals and their jobs. However, there are also some who cannot accept negative comments anymore. They say that the challenges to teach the students in the remote area who only speak Bahasa Melayu both at home and at school are already burdening them. These are the teachers who have a negative perception towards their principal's leadership behaviour and their jobs.

In fact, in a study done by Perak Education Department (JPN) in 1995, Perak Tengah district is actually at par with other districts in English language achievement. Only four districts showed average results with scale 3. Nevertheless, the other five districts still lied under scale 2, including Perak Tengah district. Therefore, it can be concluded that Perak Tengah district is not the only district that showed bad result, but there are other districts too that show almost the same performance.

1.3 PURPOSE OF THE STUDY

The main purpose of this study is to find out the level of job satisfaction of English Language teachers in Perak Tengah district, based on the seven facets of work. Specifically, this study focuses on the demographic background of the teachers with respect to type of school, and gender. The study intends to clarify how the teachers' gender and type of school are related to their job satisfaction.

1.4 OBJECTIVES OF THE STUDY

This study attempts to :-

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i. determine whether there are significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variable with respect to sex or gender.

ii. determine whether there are significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variables with respect to type of school.

iii. determine whether there are significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variable with respect to level of education.

iv. determine whether there are significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variables with respect to income level.

v. determine whether there are significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variables with respect to marital status.

vi. determine whether there are significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variables with respect to race.

vii. determine whether there are significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variables with respect to age.

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1.5 RESEARCH QUESTIONS

The following are the research questions formulated for this study:-

(1) Is there any significant relationship between the job satisfaction of the English Language teachers in Perak Tengah district toward the selected variable with respect to gender?

(2) Is there any significant relationship between the job satisfaction of the English Language teachers in Perak Tengah district toward the selected variable with respect to type of school ?

(3) Is there any significant relationship between the job satisfaction of the English Language teachers in Perak Tengah district toward the selected variable with respect to level of education?

(4) Is there any significant relationship between the job satisfaction of the English Language teachers in Perak Tengah district toward the selected variable with respect to income level?

(5) Is there any significant relationship between the job satisfaction of the English Language teachers in Perak Tengah district toward the selected variable with respect to marital status?

(6) Is there any significant relationship between the job satisfaction of the English Language teachers in Perak Tengah district toward the selected variable with respect to race?

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(7) Is there any significant relationship between the job satisfaction of the English Language teachers in Perak Tengah district toward the selected variable with respect to age?

1.7 HYPOTHESES

Hypothesis 1

H_o 1 : There is no significant difference in the job satisfaction of the English Language teachers between male and female teachers in Perak Tengah district statistically.

H_a 1 : There is a statistical significant difference in the job satisfaction of the English Language teachers between male and female teachers in Perak Tengah district

Hypothesis 2

H_o 2 : There is no significant difference in the English Language teachers' job satisfaction between grade A and grade B schools in Perak Tengah district statistically.

H_a 2: There is a statistical significant difference in the English Language teachers' job satisfaction between grade A and grade B schools in Perak Tengah district.

Hypothesis 3

H_o 3 : There is no significant difference in the English Language teachers' job satisfaction between highly educated teachers and teachers who received low level of education in Perak Tengah district statistically.

H_a 3: There is a statistical significant difference in the English Language teachers' job satisfaction between highly educated teachers and teachers who received low level of education in Perak Tengah district.

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Hypothesis 4

H_o 4 : There is no significant difference in the job satisfaction of the English Language teachers between those who receive high income and low income in Perak Tengah district statistically

H_a 4 : There is a statistical significant difference in the job satisfaction of the English Language teachers between those who receive high income and low income in Perak Tengah district

Hypothesis 5

H_o 5 : There is no significant difference in the job satisfaction of the English Language teachers between those who are married and single in Perak Tengah district statistically

H_a 5 : There is a statistical significant difference in the job satisfaction of the English Language teachers between those who are married and single in Perak Tengah district

Hypothesis 6

H_o 6 : There is no significant difference in the job satisfaction between Malay, Chinese and Indian teachers in Perak Tengah district statistically

H_a 6 : There is a statistical significant difference in the job satisfaction between Malay, Chinese and Indian teachers in Perak Tengah district

Hypothesis 7

H_o 7 : There is no significant difference in the job satisfaction of the English Language teachers between young and veteran teachers in Perak Tengah district statistically

H_a 7 : There is a statistical significant difference in the job satisfaction of the English Language teachers between young and veteran teachers in Perak Tengah district.

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1.8 DEFINITION OF TERMS

1.8.1 Job Satisfaction

Job satisfaction refers to the overall affective orientation of the individual towards his or her job. Teachers experience job satisfaction when they are given responsibility in accordance with the demands of their profession.(Pay Soi Kim, 1996). According to Saiyadain M.S. (1994), job satisfaction is defined as the end state of feeling, which emphasizes the fact that the feeling is experienced after a task is accomplished or an activity has taken place.

1.8.5 English Language Teacher

Based on *Surat Pekeliling Perkhidmatan Pendidikan Bil. 3 Tahun 2003*" on *Garis Panduan Pelaksanaan Bayaran Insentif Subjek Pendidikan* ***(BISP)*** *Bagi Pegawai Perkhidmatan Pendidikan Bidang Sains, Matematik dan Bahasa Inggeris* criteria, English language teacher is a teacher who teaches English language subject in his/her official job. He/She must either :-

i)major in the subject; or

ii)is certified by his/her Immediate Officer that he/she had undergone his/her secondary education or tertiary education in English Language; or

iii)obtained a credit in Sijil Pelajaran Malaysia (SPM) or Malaysian Certificate of Education (MCE) or its equivalent; or

iv)had attended or possessed a certificate from any English language courses at international level or locally, or other institutions that is related to teaching and learning. The certificate must be certified and approved by an Immediate Officer; or

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v) already attended a course and possessed a certificate in Teaching and Learning Science and Mathematics in English organized by Ministry of Education or other institutions that are recognized by Ministry of Education.

1.8.6 Perak Tengah District

A district in the central of Perak. It is considered as one of the remote areas in this state. Most of the students' parents here work as farmers, paddy planters, labourers, and government workers. For primary schools, there are 53 SK schools (Sekolah Kebangsaan) with a total of 19 grade A schools and 34 grade B schools , 2 grade B SJK(C) schools 3 grade B SJK(T) schools. For secondary schools, there are 11 SMK schools with 6 grade A schools and 5 grade B schools, one SMKA (Sekolah Menengah Kebangsaan Agama) and one SM Teknik.(Please refer to Appendix E). All of the principals in this district are Malays. (Please refer to Appendix D).

The majority of students here are Malays, and very few Chinese and Indians. Altogether, in 2004 there were one hundred and seventy-five English language teachers who taught in the primary schools, (Please refer to Appendix F) and eighty-four in the secondary schools (Please refer to Appendix G) in this district.

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CHAPTER II

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter concentrates on the concept of job satisfaction. It concludes by summarizing some related researches on the area.

2.1 THE CONCEPT OF JOB SATISFACTION

In general, job satisfaction means an employee's attitude towards his or her job. Therefore, when we talk about employee's attitudes, we are actually referring to one's job satisfaction. Carter V. Good (1973) described job satisfaction as certain quality, status or degree of satisfaction that come from interest, and attitude towards job. Szilage, Sims and Terrill (1977) concluded that job satisfaction is the extent to which an individual's desires, expectations and needs are fulfilled by employment. Mathieu & Hamel (1989); Petty, McGee & Cavender (1984) concluded that job satisfaction is important because if it is not fulfilled, it might affect the capacity of the worker's job.

Job satisfaction is an important theoretical and practical concept because it may affect the capacity of the job incumbent to perform effectively and to deal with job

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demands successfully. Low job satisfaction, at the organizational level, has been proven linked to the decreased task performance, increased absenteeism, job turnover, and deteriorating organizational morale (Mathieu & Hamel, 1989; Petty, McGee, & Cavender, 1984). At the individual level, job dissatisfaction has been associated with employee burnout, high levels of stress, and a variety of psychological and physiological problems (Verbrugge, 1982)

2.2 FACTORS CONTRIBUTING TO JOB SATISFACTION

In general, people feel happy when their needs, necessities, desires and so on are taken care of by others, especially their superiors at workplace. Therefore, job satisfaction is closely related with Herzberg's Theory of Motivation and Maslow's Hierarchy of Needs. Herzberg proposed a theory about job factors that motivate employees, while Maslow, developed a theory about the rank and satisfaction of various human needs and how people pursue these needs.

Frederick Herzberg and his associates proposed one of the earliest conceptualizations of job satisfaction in 1959. Accoding to him, man has two sets of needs. The first one is as an animal, we tend to avoid pain, and the second one is as a human being, we seek to grow psychologically. To him, there are certain factors that truly motivate in the workplace, which is called as 'motivators', and other factors that tend to lead to dissatisfaction, or known as 'hygiene factors'. Hygiene needs or animal needs is also known as 'maintenance factors' does not lead to higher levels of motivation, but without them, dissatisfaction will occur. He further argues that people will strive to achieve hygiene needs, because they are unhappy without them, but once satisfied, the

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effect soon wears off. Therefore, here satisfaction is viewed as temporary only. In other words, by satisfying hygiene factors cannot lead to job satisfaction, but they can avoid job dissatisfaction.

Frederick Herzberg revealed that hygiene factors involved the environmental surroundings of a job, and included such extrinsic aspects as policy and administration, supervision, salary, working conditions, company car, security, status, personal life and interpersonal relations.

On the other hand, “motivator” factors or “human needs” result from internal generators in employees, yielding motivation rather than movement. These were related to job tasks, job content, and the intrinsic aspects of a job, and included aspects such as recognition for achievement, the work itself, responsibility, advancement and personal growth. In short, satisfying motivator needs can lead to job satisfaction, but the absence of such factors cannot lead to job dissatisfaction.

This theory is still applicable in today’s working world, as some poorly managed organizations are seen addressing hygiene needs of their workers, although many researches have proven that workers are not motivated by those needs. The organizations should know that people are truly motivated by enabling them to reach for and satisfy the real motivators, such as personal growth, responsibility, and so on, which represent a far deeper level of meaning and fulfillment in their respective careers.

In short, this theory assumes that a worker will strive to fulfill his/her basic needs in his/her life. If the basic needs are not fulfilled, the individual will relate his/her failure

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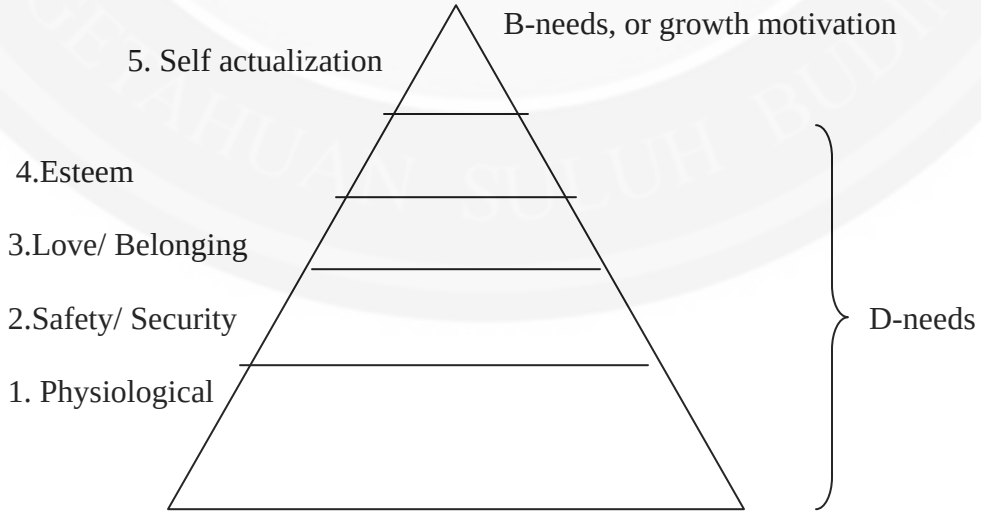
with the motivator factor. Therefore, Herzberg proposed that the motivator factor should be given emphasis, as it can increase the level of job satisfaction.

Another important theory which is closely related to the study of job satisfaction is by Abraham Maslow . He proposed Maslow's Hierarchy of Human Needs (1943). He contended that humans have a number of needs that are instinctoid, that is innate. They are divided into three; conative needs, cognitive needs, and aesthetic needs. He assumed that our needs are arranged in a herarchy, in terms of their potency, whereby all needs are instinctoid, but some are more powerful than others.

According to him, the lower the need is in the pyramid, the more powerful it is. Whereas, the higher the need is in the pyramid, the weaker and more distinctly human it is.He argued that an individual could not recognize or pursue the next higher need in the hierarchy, until his/her currently recognized need is substantially or completely satisfied. He further mentioned that the lower or basic needs on the pyramid, are similar to those possessed by non-human animals, but only humans possess the higher needs.

Table 2.1

Maslow's Hierarchy of Needs



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According to Maslow, physiological needs are the most basic needs that are related to physiological survival. They are biological requirements of humans, for example food to eat, air to breathe, sex to procreate, and water to drink.

The second level of need is safety and security, which include security, order, law, limits, stability, structure, predictability, etceteras. The third level of human need is love and belonging, for instances needs for friends and companions, a supportive family, identification with a group, and an intimate relationship.

The fourth level is esteem needs, which requires both recognition from other people, that results in feelings of prestige, acceptance, status, self-esteem that results in feelings of adequacy, competence and confidence. If there is lack of satisfaction in the esteem needs result in discouragement and feelings of inferiority.

The first four layers are called as D-needs or deficiency needs, or deficit needs. D-needs means an individual does not feel anything if they are not met, but feels anxious if they are not met.

The last level in the hierarchy is self-actualization, which sits at the apex of the pyramid. Maslow explained that those who have reached this stage will sometimes experience a state referred as ‘transcendence’, whereby they become aware of not only their own fullest potential, but the fullest potential of human beings at large. However, people can pay attention to it once their basic needs are satisfactorily met.

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2.3 FACTORS CONTRIBUTING TO TEACHERS' JOB SATISFACTION

Teacher's job satisfaction was given special interest only in the late 1960s. As mentioned earlier, this area must be given extra attention, as it would affect students' performance, either academically, emotionally, or physically. Adams & Bailey, (1989) indicated that there was a relationship between teacher's satisfaction and student's achievement. The findings showed that secondary school teacher's morale depends in part on whether their students were relatively high scholastic achievers. Leslie, (1989), as cited by Wright & Custer, (1998), found that student achievement tended to increase as a function of high teacher morale.

Nias (1996, pg 269) noted, teaching involves human interaction, and therefore has an emotional dimension. Moreover, it involves intensive personal interactions, often in crowded conditions, with large number of pupils who are frequently energetic, spontaneous, immature and preoccupied with their own interests. Day (2002), Hargreaves (1998), Lortie (1975) explained that many teachers also invest their 'selves' in their work, and receive feelings of job satisfaction from the psychic (strange mental powers) rewards of teaching .

This view is very true in Malaysian classroom phenomenon, whereby there are more than 35 students per classroom, and each English language teacher has to teach five different classes each weak, which are mostly double period lessons. On top of that, these teachers are faced with various attitudes and behaviour from each different student. Most of them, especially from the weak classes do not even know what we are talking about.

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In addition, these English language teachers did support aspects of the more vigorous curriculum, but at the same time they felt immense pressure and a lack of material support to successfully implement the reforms, while also having the feeling of de-professionalised. Earl, Lasky et al (2001), Earl, Sutherland & Lasky (2000), stated that an array of factors including a negative political tone, and a discard between professional beliefs and new reform mandates were causing many teachers who were close to retirement to leave the profession.

Moreover, heightened expectations, broader demands, increased accountability, more social work responsibilities, implementing multiple reforms simultaneously, and increased administration and paper work, led to significant intensification (Hargreaves 1994, pg 118) of these teachers' work lives. Besides, there are several ways that job intensification can affect teachers and their ability to effectively perform their work, including reduced time for relaxation during the work day; lack of time to retool one's skills, persistent and chronic overload and reduction in the quality of service (Hargreaves 1994). Sustained job intensification can also lead to teachers experiencing burnout, feelings of depersonalization, a reduced sense of accomplishment and emotional exhaustion (Woods 1999).

Chapman, (1984) found that teachers show a high degree of satisfaction and always inspired to provide a good quality of work when their contextual and process necessities are fulfilled. On the other hand, they show job dissatisfaction when their context necessities are decreased. In this context, context necessities cover things like the physical condition of workplace, salaries, relationship between colleagues and

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observation by principal (Khaleque, 1984), wheareas process necessities cover things like achievement in job, job recognition and responsilities are given, and career advancement are specified.

Litt & Turk, (1985), as cited by Wright & Custer, (1998) found out that the reasons cited by teachers for leaving teaching were low salary, limited opportunities for advancement, and too much to do in too little time. This finding largely supports Maslow's and Herzberg's theories.

Marlow, Inmar & Betancart-Smith, (1996) as cited by Wright & Custer, (1998) indicated that the common reasons for leaving the teaching profession are problems with student discipline, lack of student motivation, and lack of respect from community, parents, administrators and students.

Wright & Custer (1998) who conducted a study on technology teachers in the United States found that the two dominant enjoyment themes were enjoyment and stimulation of learning and using new technologies (20.5%), and the reward of making a meaningful difference in the lives of students (14.8%). This study also revealed that the teachers' greatest satisfaction is also their greatest dissatisfaction. This means that the teachers derive the most enjoyment from their students, while at the same time, their students are one of their greater frustrations.

2.4 MEANS OF MEASURING JOB SATISFACTION

Although there are many researches done on job satisfaction, but not many researchers actually know about job satisfaction. These are some of the reasons why many of them

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relate job satisfaction with job performance, turnover and absenteeism. The fact is there is weak relationship, if any, between job satisfaction and job performance, turnover, and absenteeism. Unfortunately, there were very few studies found that low job satisfaction lead to low job performance, turnover, and absenteeism. For example, Kedjidjian, (1995) made a hypothesis, by indicating that stress can lead to problems in the workplace, which then lead to poor morale, job dissatisfaction, absenteeism, lowered productivity, and high medical care costs.

However, this hypothesis is challenged by Pellicer,(1984) and Scott & Winbush, (1991) by stating that job satisfaction is negatively related to teacher absenteeism. This means that it is not low job satisfaction that lead to job performance, turnover, and absenteeism, but stress. According to Gaziel, (1993), stress is reflected in a growing average annual days of teacher absences and a rise in the number of early retirements.

According to Nagy (1996),there are two methods to measure job satisfaction. The first one is using overall or “global” job satisfaction, as used by Nias (1981). She did not use a job satisfaction questionnaire, but carried out ‘long, discursive conversations’ with teachers. The measure can be obtained by asking a single question, such as “Overall, how satisfied are you with your job?”, or “What do you like about your job?”. The likes and dislikes were noted down by the interviewer. It generated a great deal of rich data, but it is highly obtrusive and expensive, and neither the questioning nor the recording of results is standardized. Nias (1981) apparently attempted to discover what they expected from their jobs, although the interviews were not structured and it is not fully reported what questions were asked. This study also did not make much of the resulting data, suggesting

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that this is an overcomplicated way of approaching job satisfaction (Boreham 2004). In her study, Nias interviewed 100 early career teachers in primary schools, using a naturalistic study. The teachers were required to speak freely about their likes and dislikes about their job, rather than rating facets presented to them. In her finding, Nias identified three aspects of the job, which produced satisfaction and dissatisfaction.

Satisfiers : Being with children, caring for children and helping them, feeling of personal competence, personal growth/ extension of self.

Negative satisfiers : (intrinsic aspects of the teaching role which were dissatisfying) : lack of support, lack of opportunities for personal development, personally objectionable aspects of teaching (e.g. cleaning paint pots), low status in the community.

Dissatisfiers : Staff room pettiness, unfriendly colleagues, poor physical working conditions, lack of promotion/career prospects, physical/mental fatigue(Boreham 2004).

The second method to measure job satisfaction involves “facet” scales, that are used to measure separate, or specific areas of a job e.g. satisfaction with supervision, satisfaction with pay. This is a Likert-type scale, whereby the participant is asked to respond using a scale of strongly agree, strongly disagree etc. This instrument is designed for used with any job and thus the facets are defined at a general level e.g. promotion, pay, etc. There were critics on this method, that the researcher already knows which facets of the job are satisfiers and which are dissatisfiers. The most well known method using the facet scales is the Brayfield and Rothe Job Satisfaction Index. This method was used by Mallilo (1990) to measure 24 Rhode Island Extension employees’ level of satisfaction. Score between 0- 53 is interpreted as low job satisfaction, while 55- 90 is

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considered to represent high job satisfaction. The analysis from this study indicated a mean score of 68.3, suggesting a “moderate to high” satisfaction with Extension employment. The workers indicated through their responses that their positions were “usually interesting”, “more interesting than other jobs they could get,” and in general, “enjoyable.” The index item most suggesting negative job satisfaction was salary.Over 81% of the Rhode Island Extension staff felt they were not adequately compensated for their work.

The other most popular device to measure job satisfaction under the facet scales is the Job Descriptive Index (henceforth abbreviated as JDI). The Job Descriptive Index was first introduced in 1969 and has been updated several times in its history. The JDI has been recognized as the most-respected and most widely used measure of job satisfaction in the world, and has been used by over 1,000 organizations in both the private and public sector. Bowling Green State University ("BGSU") started development of the indexes back in 1942. This effort was led by Dr. Patricia Cain Smith, currently Professor Emerita at BGSU. Her development of the Job Descriptive Index (JDI) and Behaviorally Anchored Rating Scales (BARS) are recognized as landmark contributions to the improvement of applied research and practice.

In its research of the causes and correlates of satisfaction and boredom, the JDI was constructed and BGSU then measured satisfactions in 21 organizations chosen from a stratified random sample of employees in the United States. This formed the basis for the first norm tables of satisfaction measures, which have been updated periodically to allow for changes in the labour market, technology, economic conditions, etc. Patricia Smith

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and her colleagues developed the JDI to generate scores indicative of satisfaction with a number of discriminately different facets (subject areas) of the work situation: work, pay, promotions, supervision, and people (co-workers). These scales have been shown to be highly sensitive to differences in the situation and the nature of the work force. Measures of strengths and weaknesses within each facet tell practitioners where improvements can be made. The actual questions within each facet were developed based on studies of employees who were asked to provide descriptions of their job experiences. The final list of questions for each facet were selected based on such criteria as its ability to clearly separate high and low scorers, its high correlation to other questions within that facet, and the clarity of its meaning. As a result, 18 questions are identified for use on three of the scales (work, supervision, and people) and nine questions on the other two scales (pay and promotions).

The definition for each facet is as described below:-

i.Satisfaction With Work (Work on Present Job)

This facet concerns the employee's satisfaction with the work itself. The satisfaction literature has identified various attributes of work that may be related to satisfaction, including opportunities for creativity and task variety, allowing an individual to increase his or her knowledge, and changes in responsibility, amount of work, autonomy, job enrichment,and job complexity.

ii.Satisfaction With Pay (Present Pay)

Pay satisfaction addresses attitudes toward pay and is based on the perceived difference between actual pay and expected pay. Pay satisfaction is also influenced by the personal

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financial situation of the employee, the economy, and the amount of pay an employee has received previously.

iii.Opportunities for Promotion:

Satisfaction with promotions measures the employee's satisfaction with the company's promotion policy and the administration of that policy. Satisfaction with promotion is thought to be a function of the frequency of promotions, the importance of promotions, and the desirability of promotions.

iv.Supervision:

The supervision facet reflects an employee's satisfaction with his or her supervisor(s). In general, the more considerate and employee-centered supervisors are (e.g., praising good performance, taking personal interest in employees, providing feedback and listening to subordinates' opinions), the greater the levels of employee satisfaction with supervisors.

v.Satisfaction with People on the Present Job (Co-workers):

This facet assesses the level of employee satisfaction with his or her fellow employees. The degree of satisfaction with co-workers is thought to be determined by the work-related interaction among co-workers and the mutual liking or admiration of fellow employees.

According to Smith et. al., (1998), as cited by Nagy (1996), The Job Descriptive Index (JDI; Smith, Kendall and Hulin, 1969) is an analytical tool which is often regarded as the most well-developed instrument for measuring job satisfaction levels. This tool has been used in a variety of studies aimed at capturing various dynamics of job satisfaction. It used three point response; 3 points for a “yes” response, 1 point for a “?” response, and

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0 point for a “no” response. According to Cook, Hepworth, Wall, & Warr, 1981, as cited by Nagy 1996, the “?” response is more indicative of dissatisfaction than satisfaction.

The sample of JDI items as created by Patricia Smith is as follows:-

Table 2.2
The Sample of JDI items

Think of the work you do at present. How well does each of the following words or phrases describe your job? In the blank beside each word or phrase: below, write:

Y for "Yes" if it describes yourwork
N for "No" if it does NOT describe
? for "?" if you can not decide

WORK ON PRESENT JOB

____ Fascinating
____ Boring

PRESENT PAY

____ Fair
____ Well-paid
____ Bad

OPPORTUNITIES FOR PROMOTION

____ Good opportunities for promotion
____ Promotion on ability
____ Infrequent promotions

SUPERVISION

____ Knows job well
____ Doesn’t supervise enough
____ Around when needed

COWORKERS

____ Stimulating
____ Unpleasant
____ Smart

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The JDI is formed in order to understand job satisfaction across the globe. Therefore, translations of the JDI have been developed to allow scale usage in a variety of countries and cultures. There are three versions of the JDI, namely the 1975 version, which is the oldest, the 1985 version was an update, and the 1997 version is the most recent version of the JDI, as shown in the table below:-

Table 2.3

Translations of Job Descriptive Index

Language	Date of Translation	Version Translated
Afrikaans	1982	1975
Arabic	1985	1985
Bahasa Malaysia	1988	1985
Chinese (A)	1975	1975
Chinese (B)	1987	1985
Chinese (C)	1989	1985
Chinese (D)	1990	1985
Chinese (E) (Mandarin)	2002	1997
Greek	1985	1985
Hebrew	1990	1985
Korean	1992	1985
Spanish (A)	1979	1975
Spanish (B)	1989	1985
Spanish (C)	1998	1997
Thai	1981	1975

Among the three ways to measure job satisfaction as mentioned above, the latter is considered as the most suitable method. This is due to the fact that it is well-established

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as it is widely used around the globe, its practicality as it is easier to measure, and more focussed as it only measures the five important facets in one's career. Due to its effectiveness, the current researcher will use this method to conduct her study.

2.5 RELATED RESEARCHES ON TEACHERS' JOB SATISFACTION

There are many studies done by local and overseas researchers on teacher's job satisfaction. Many factors have been examined in an effort to find which ones promote teacher motivation.

Csikszentmihalyi (1990) has proposed that individuals reach a state of happiness and satisfaction when they are involved in an activity, and are functioning at the peak of their abilities. In this situation, the individual experiences high level of concentration, immersion, strength and control.

Sylvia & Hutchinson (1985) made a conclusion that teacher motivation is based in the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements. Their findings indicated that schemes, such as merit pay were predicted to be counterproductive. They further explained that true job satisfaction is derived from the gratification of higher-order needs, social relations, esteem and actualization, rather than lower order needs. Greenwood & Soars (1973) found out that less lecturing by teachers and more classroom discussions relates positively to teacher morale. This further supports the importance of higher order needs.

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Stevens & White (1987) studied the records of students in 15 school districts, with 191 teachers as subjects. The standardized test scores from the California achievement Test were used as the best estimate of the learned behaviour in each teacher's classroom. The finding indicated that there was no direct relationship between teacher morale and student achievement.

There were many findings that indicate that supervision was very important in enhancing teachers' job satisfaction. For example, Churchill et. al., (1976) made a stand that a close supervision towards workers would increase their level of job satisfaction Teas (1981) found out that this was proven true, as workers would experience a high level of job satisfaction when they were closely supervised by their immediate officers.

Anthony Mallilo et. al (1990) had undergone a study on job satisfaction among their extension personnel in University of Rhode Island-Kingston. The study showed that their 24 employees experienced a "moderate to high" satisfaction, with a mean score of 68.3. Through their responses, the samples indicated that their positions were "usually interesting", "more interesting than other jobs they could get", and in general, "enjoyable." The study also revealed the fact that the index item that suggesting negative job satisfaction was salary, as over 81% of the staff felt that they were not adequately compensated for their work.

A study done by Suyanto et. al. (2000) found out that most teacher said that their elementary school principal (ESP) has a high level of transformational leadership style, there is no different leadership style between male and female elementary school principal (t=1,22; p=0,225); most teacher has a high job satisfaction; there is no different

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job satisfaction between teacher who has a male and female elementary school principal (t=0,47; p=0,639); there is a positive correlation between transformational leadership style of elementary school principal and teacher's job satisfaction (R=0,291, t=7,353, p=0,000). Regarding gender perspective, the result of this research showed that both male and female elementary school principal has a positive correlation between transformational leadership style and teacher's job satisfaction.

In Malaysia, a study by Hamidah bt Naina (1996) found that higher quality culture appears to be biased in favour of newly established grade A schools located in urban or more developed areas bear impiliations to the Ministry in terms of providing opportunities for the attainment of programs and formulation of policies to older schools located in rural areas.

Another study done by Manoharan (1995) revealed the fact that teachers have the perception that their principals always play the role of instructional leadership, in the dimension of controlling the quality of teaching, having a good relationship with their staff, and also always prepare and support the teaching and learning activities.However, this study also showed that principals seldom supervise and evaluate teaching activities, and also seldom visit the classrooms to discuss the teaching-learning issues with their respective teachers and students. The regression 'bivariate' analysis showed that principal's instructional leadership in the dimension of controlling the quality of teaching, having a good relationship with staff and preparing and supporting the teaching and learning activities bring a great impact towards student's academic achievement significantly.

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Lee Gim Wah (1996) found that there was a positive and significant relationship between satisfaction and motivational factors, but satisfaction generally does not differ between males and females. Gender only affects satisfaction with external motivators. There is no significant difference in satisfaction with internal motivators among the races, but the difference in satisfaction with external motivators was found to be significant among the various ethnic groups. No significant difference in satisfaction was observed among teachers of various marital status, and qualifications. The variance in satisfaction was significantly explained by both external and internal motivators, but not length of service, and age. This study also found that external motivators appear to be the best predictor for satisfaction.

A study by Pay Soi Kim (1996) determined the relationship between perceived organizational climate and job satisfaction level of secondary school teachers in the Batu Pahat District, Johor Darul Takzim. The study showed that the majority of the secondary school teachers are in the age group between 36 and 45 years (42.9%). The majority of the teachers are female Malays. About 51.5% of the secondary school teachers possessed Bachelor degree. A large number of them (24.3%) have teaching experience between 11 to 15 years. Findings showed that there was significant difference between schools in terms of organizational climate whereas there was no significant difference in terms of job satisfaction. The correlation between organizational climate and job satisfaction was significant. The openness of climate and job satisfaction are independent of demographic characteristics except for the factor ethnicity. On the basis of findings, one of the principal recommendations was suggested. The Ministry of Education should institute

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appropriate inservice education programs so as to increase job satisfaction and to improve morale of the teachers.

According to a study done by Radha Krishnan a/l Arjuna Perumal (1995) there is no relationship between leadership, teachers' job satisfaction, teachers' organizational commitment and academic performance of Tamil schools. There seems to be other factors that influence academic performance such as lack of parental involvement, physical environment of students' home, school and self, socioeconomic status of family and the lack of attention from the related authorities. Based on the findings of this study, it is suggested to the education department that it should conduct extensive study on all the factors above so as to improve the academic performance of Tamil schools in Seremban in

particular and Negeri Sembilan on the whole.

In another study done by Thulasi Jegan Matha a/p Senathirajah (1995) he found that:

1) Actual leader behavior among principals differed significantly from the ideal leader behavior expected by teachers. This finding is aligned with the studies cited in this paper. Actual leader behavior was generally perceived to be consultative in contrast with the ideal expectations for more participative leader behavior among principals.

2) The perceptions of leadership styles, both actual and expected, differed significantly between and among the nine schools. Generally the principals tend to exhibit consultative styles of leadership.

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3) The perceptions of leader behavior of principals were independent of the personal characteristics of teachers (gender, ethnicity, length of service and educational attainment).

4) Leader behavior of principals was found to be positively and significantly related with job satisfaction and organizational commitment of teachers. Higher job satisfaction and organizational commitment levels were found to be related with participative leader behavior.

5) Leadership style explained 19 percent of the variance in job satisfaction and 17 percent of the variance in organizational commitment which indicated that 81 percent of the variance in job satisfaction and 83 percent of the variance in organizational commitment were not explained by leadership styles. These bear significant implications to further research. It can be concluded that leader behavior efforts must be directed towards the alignment of congruence between actual and expected leader behavior for organizational efficiency and effectiveness.

From the previous studies, it is clear that job satisfaction is related with various factors. Among them were teachers were functioning at the peak of their abilities, the chance to try new ideas, less lecturing and more classroom discussions, close supervision, enough salary and compensation, good leadership style adopted by the school principals, role played by local and national authorities, increment in external motivators, positive organizational climate and many more. Thus, this study intends to clarify which factor/s that determine teachers' job satisfaction in Perak Tengah district.

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CHAPTER III

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter focuses on the research design, samples and instruments used by the current researcher to measure the variables, the steps taken to ensure the validity and reliability of the used instruments, the procedure to carry out this research, and the statistical techniques to analyze the data gathered.

3.1 RESEARCH DESIGN

The current researcher uses a quantitative-based case study by utilizing correlational method of analysis. This study attempts to :-

i. determine whether there are any significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variable with respect to sex or gender.

ii determine whether there are any significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variable with respect to type of school.

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iii determine whether there are significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variable with respect to level of education.

iv determine whether there are significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variables with respect to income level.

v determine whether there are significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variables with respect to marital status.

vi determine whether there are significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variables with respect to race.

vii determine whether there are significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variables with respect to age groups.

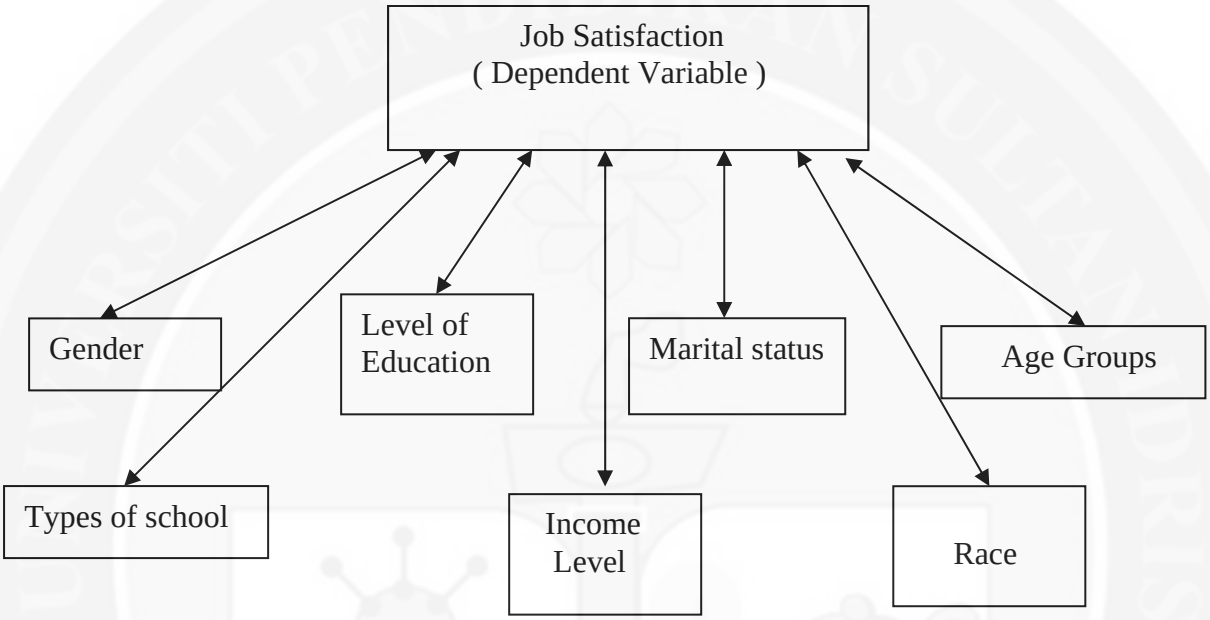
Specifically, this study attempts to find out whether the English language teachers in Perak Tengah district are satisfied or not in their job, and to see whether there are any significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district toward the selected variables with respect to gender, type of school, level of education, income level, marital status, race, and age groups.

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Figure 3.1

Research Design



Based on the figure above, this research will determine the significant differences in job satisfaction between male and female English language teachers in Perak Tengah district. This study also attempts to examine the job satisfaction of English language teachers in Perak Tengah district with respect to the type of school, namely grade A and grade B schools, level of education, income level, marital status, race, and age groups.

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3.2 SAMPLE AND SAMPLING PROCEDURES

The sample consisted of ten English language teachers who taught the subject for more than two years in Perak Tengah district. They were specifically chosen by the current researcher by taking into serious consideration on their number of years of service, their teaching experience, their familiarity with their respective school principal, other school administrators, co-workers and their educational background. These samples had all undergone tertiary level education, or at least Sijil Pelajaran Malaysia and very familiar with their school environment, their role as form teachers and co-curricular activities organizers.

3.3 INSTRUMENTS

The whole study uses a survey method to collect information about teachers' job satisfaction in Perak Tengah district. The current researcher uses a questionnaire that the respondents have to fill out themselves. Fink et. al (1985) claimed that the questionnaire collects information needed directly from the intended respondents. The data given are descriptions of attitudes, values, habits, and background characteristics such as age, education, and income. Another good advantage of questionnaires is that respondents can guarantee anonymity (Fink et. al., 1985).Therefore, this method is employed by the current researcher.

The questionnaires consisted of two parts:

Part 1 : Respondent's Biodata : 8 items

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In Part 1, the teachers were asked to provide their personal particulars, which included their range of age, sex, race, range of monthly income, marital status, highest educational level, and also their type of school and school session.

Part 2 : Likert Scale Items : 66 items

In Part 2, the respondents have to respond to seven areas that determine job satisfaction. They are present work, which consists of 17 items, namely co-workers, which has 5 items, supervisor and supervision with 16 items, income and BISP allowance with 7 items, promotion with 8 items, facilities which are divided into two, that are staffroom with 5 items and teaching aids, laptop and software with 4 items, and finally the Malaysian Remuneration System with 9 items.

The questionnaires included items adapted from teachers' job satisfaction used by Subramaniam (1998) which looked at the Kinta district teachers' job satisfaction. In his study, he categorized the items under seven areas, although the original Job Descriptive Index by Patricia Smith only contained five areas. Perhaps this was mainly because the other two areas that were not covered by the founder were viewed as very important in studying teachers' job satisfaction, that is quite different from other professions. The two added areas were facilities and the New Remuneration System or Sistem Saraan Baru. However, today the system used by our Ministry of Education is the Malaysian Remuneration System, so the current researcher has changed the old system with the latest system. In Subramaniam's study, the respondents were asked to give their responses on each statement using a 5-point scale as illustrated in the table below :-

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Table 3.2

Likert Scale Using a 5-Point Scale

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	2	3	4	5

However, for the present study, the current researcher uses the reversed ratings, as shown below. This is to make the calculations easier, for example high marks show higher job satisfaction, while low marks show lower job satisfaction. There are 71 items in the questionnaire. The current questionnaire does not follow the original way to collect data, for example 3 points for a “yes” response, 1 point for a “?” response, and 0 point for a “no” response. The present researcher uses the ratings from 5 to 1. This is because high scores indicate high job satisfaction, while low scores indicate low job satisfaction among the respondents.

Table 3.3

Likert Scale Using a 5-Point Scale Adapted by Current Researcher

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
5	4	3	2	1

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The items are grouped under seven categories or areas into the following categories:-

i. Present work

ii. Co-workers

iii. Supervisor and supervision

iv. Income and BISP allowance

v. Promotion

vi. Facilities

vii. Malaysian Remuneration System

For the negative statements, the items are marked * as shown in the tables below, and the ratings were reversed, from 1 to 5. The negative statements were considered as negative satisfiers, for example there were certain intrinsic aspects of the teaching role which were dissatisfying. Some of the examples were lack of support, and low status in the community. The negative statements are also meant as dissatisfiers, for instance unfriendly colleagues, and lack of promotion or career prospects (Nias, 1981, cited by Boreham, 2004).

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Table 3.4

Present Work

Item no.	Item
1	Satisfying
2	Interesting
3	Good
* 4	Routine and boring
5	Requires creativity
6	Respectable
* 7	Always stressed
8	Pleasant
* 9	Tiresome
10	Challenging
11	Always on alert
*12	Frustrating
13	Simple
14	Requires intelligence
* 15	Have to talk too much
* 16	Must be fast
17	Stimulating

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Table 3.5

Co-workers

Item no.	Item
1	Easy to communicate
* 2	Selfish and stingy
3	Willing to co-operate
* 4	Demotivated
5	Helpful and positive thinking

Table 3.6

Supervisor and Supervision

Item no.	Item
1	Asks for my advice
* 2	Hard to please
3	Give praise
4	Tactful
5	Firm
* 6	Not enough supervision
* 7	Quick tempered
8	Allow to make decision

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* 9	Annoying
* 10	Stubborn
11	Know job well
12	Let me stand on my own
13	Always around when needed
* 14	Lazy
15	Concern on teachers' welfare
16	Intelligent

Table 3.7

Income and BISP Allowance

Item no.	Item
1	Satisfactory
2	Enough for ordinary expenses
* 3	Bad
4	Provides luxury
* 5	BISP Allowance causes envy among other teachers
* 6	Less than what I deserve
7	Highly paid

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Table 3.8

Promotion

Item no.	Item
1	Fairly good chance for promotion
* 2	Limited chance for promotion
3	Promotion policy based on ability
* 4	Unfair promotion policy
* 5	Teachers with Masters and PhD are ignored for promotion
* 6	Infrequent promotion
* 7	Increment in salary due to promotion is not appropriate to work done
* 8	Job without prospects

Table 3.9

Facilities (Staff room)

Item no.	Item
1	Comfortable
2	Attractive
* 3	Lack of facilities
* 4	Noisy environment
5	Facilities are conducively arranged

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Table 3.10

Facilities (Teaching aids, lap top and software)

Item no.	Item
1	Lap tops and softwares are enough
2	Teaching aids are accessible
3	Teaching aids are neatly arranged
* 4	I seldom use the lap top in my teaching

Table 3.11

Malaysian Remuneration System (SSM)

Item no.	Item
1	Satisfying
2	Fair
3	Improves my performance
4	Encourages me to work harder
* 5	Ineffective on me
* 6	Favouratism occurs
7	Enables me to realize my weaknesses
* 8	Unsuitable to be used in this department
* 9	Provokes jealousy among teachers

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Although the respondents were all English language teachers, for the purpose of reliability and practicality, the questionnaire, however was written in both languages, namely English language and Bahasa Melayu respectively. The questionnaire was distributed to the selected English language teachers in SMK Iskandar Shah, Parit and SMK Sultan Muhammad Shah, Parit. The Likert Scale was used in order to measure the job satisfaction of the respondents.

As mentioned earlier, the questionnaire was adapted from the job satisfaction used by Subramaniam (1998) which included 90 items to test the job satisfaction among Kinta district teachers. He used 213 teachers as respondents to represent the actual 10,336 teachers in the whole state of Perak. The schools chosen were categorized into three, namely boys' schools, girls' schools and mixed schools. However, temporary teachers or teachers who had taught for less than two years were not selected, perhaps because they would not represent the target group, which is experienced teachers. To ensure the validity of the items to be used, he analyzed them using Cronbach Alpha. The result showed that all the 90 items were very suitable to measure job satisfaction because all the items had reliability more than 95%.

Before the data were analyzed, he determined which scores represented low, medium and high job satisfaction by adding the whole scole from all the items as shown below:-

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Table 3.12

Minimum and Maximum Scores of the Previous Study

Level of job satisfaction	Minimum score	Maximum score
Low	140	247
Medium	248	277
High	278	368

To determine the level of job satisfaction for each aspect, scores for each aspect or facet were categorized as follows :-

Table 3.13

Categorization of Facets and Scores for Low, Medium and High Job Satisfaction of the Previous Study

Aspect	Low	Medium	High
Present job	22- 45	46- 51	52- 74
Co-workers	17- 38	39- 44	45- 75
Supervisor and supervision	13- 30	31- 35	36- 45
Facilities	11- 24	25- 28	29- 39
New Remuneration System	13- 30	31- 35	36- 45
Income	15- 29	30- 34	35- 45
Chances of Promotion	20- 28	29- 32	33- 43

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To meet the objective of the current study, the researcher did not include one of the items under “present work” and two items are combined to make the statements clearer and more inclined towards negative statement. Under “supervisor and supervision” items, two of the original items are not selected because they are considered inappropriate. Under “facilities” (staff room), only one item is not selected and has been changed with new statement, while under “facilities” (teaching aids), the present researcher covers them with “lap top and software”, because English language teachers are provided with these technologies to be used in their teaching by the Ministry of Education. Besides that the positive statement for item number 4 is changed to negative statement. All the items under the New Remuneration System are selected, but this system is changed to the current system adopted by the current government, that is the Malaysian Remuneration System. Under the “income” items, only six of the original items are selected and one new item is included, that is “BISP allowance causes envy among other teachers”. This is because many negative comments were heard regarding this matter, as English language teachers also received this allowance, although the teaching of Science and Mathematics in English only involving the two latter subjects. Under “Chances of Promotion” items, two of the original items are not selected, while one new item is included, as there were many comments too regarding this matter, that is teachers do not get any promotion or better increment in their salaries although they had received their Masters or Philosphy Doctors.

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3.4 DATA COLLECTION PROCEDURE

Before the questionnaires were distributed to the respective respondents, approval was obtained from the Perak Tengah District Education officer. Then the questionnaires were given to the selected respondents in the two schools, namely SMK Iskandar Shah, Parit which represents grade A school, and SMK Sultan Muhammad Shah, Parit which represents grade B school. The respondents were given 20 minutes to complete the questionnaires. All the ten target respondents answered all the survey questions satisfactorily. The questionnaires were then collected for data tabulation and analysis.

3.5 DATA ANALYSIS PROCEDURE

The collected data were analyzed using the descriptive and inferential statistical analysis technique. The descriptive technique is employed when the data can be presented in numerical form, for example respondents' age and number of years of service. In addition to that, the data that cannot be shown in numerical form, for example sex or gender, and marital status are presented in the form of frequency and percentage. Data gathered in this study were based on research questions in chapter I, using SPSS 12.0.

Section 1 of the questionnaire collected the personal background of the respondents, which include their type of school (either grade A or B), age, sex or gender, race, monthly income, marital status and highest educational level attained. These were presented in the form of frequency and percentage.

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The first objective of this study was to determine whether there is a significant difference in job satisfaction of English Language teachers between male and female teachers in Perak Tengah district. The finding of result for this objective of study would be presented in the form of mean, standard deviation and t-test.

The second objective of this study was to determine whether there is a significant difference in job satisfaction of English Language teachers between grade A and grade B schools in Perak Tengah district. The finding of result for this second objective of study would also be presented in the form of mean, standard deviation and t-test.

The third objective of this study was to determine whether there is a significant difference in job satisfaction of English Language teachers between high educational level attained and low level of education in Perak Tengah district. The finding of result for this third objective of study would be presented in the form of Pearson Correlation.

The fourth objective of this study was to determine whether there is a significant difference in job satisfaction of English Language teachers between high monthly income and low monthly income in Perak Tengah district. The finding of result for this third objective of study would also be presented in the form of Pearson Correlation.

The fifth objective of this study was to determine whether there is a significant difference in job satisfaction of English Language teachers between married teachers and single teachers in Perak Tengah district. The finding of result for this third objective of study would also be presented in the form of Pearson Correlation.

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3.6 LIMITATIONS OF THE STUDY

This study was limited to English language teachers in Perak Tengah district only, and the samples were only form two different schools. Majority of the teachers in this district were Malays, whilst only five English language teachers in this district were from other races; four in one school, and the other one in another school. Therefore, the result of this study would be representative only of English language teachers in the abovementioned district, and English teachers in other similar type of rural schools in the state of Perak.

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CHAPTER IV

RESULTS

4.0 INTRODUCTION

The main purpose of this study is to determine whether there are any significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variables with respect to sex or gender and type of school, level of education, income level, and marital status.

Specifically, this study focuses on the demographic background of the teachers with respect to type of school, gender, level of education, income level and marital status. The study intends to clarify how the teachers' gender, type of school, level of education, income level, and marital status are related to their job satisfaction. This study also intends to find out whether the English language teachers in Perak Tengah district are facing job satisfaction or job dissatisfaction.

The samples are ten English language teachers in Perak Tengah district, who teach the subject for more than two years in the same school. All of the samples were graduated from local universities, and teaching colleges. They were English language teachers

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majoring in the subject during their basic degrees studies at various universities or teaching colleges all over Malaysia.

To collect the required data, the Likert scale questionnaire originated from Patricia Cain Smith was used, but with some alterations in the way the questionnaire was presented to the respondents in order to get clearer results. Since this study only determined to answer five research questions only, which were:-

i. to determine whether there are any significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variable with respect to sex or gender.

ii. to determine whether there are any significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variable with respect to type of school.

iii. to determine whether there are any significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variable with respect to level of education.

iv. to determine whether there are any significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variable with respect to income

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v. to determine whether there are any significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variable with respect to marital status

vi. to determine whether there are any significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variable with respect to race

vii. to determine whether there are any significant relationships between the job satisfaction of the English Language teachers in Perak Tengah district towards the selected variable with respect to age groups

therefore the minimum and maximum score tables of the previous study was not adopted by the current researcher.

The job satisfaction facets measured are as follows:-

i. Section A : Present work (Satisfying, interesting, good, routine and boring, requires creativity, respectable, always stressed, pleasant, tiresome, challenging, always on alert, frustrating, simple, requires intelligence, have to talk too much, must be fast, stimulating).

ii. Section B : Co-workers (Easy to communicate, selfish and stingy, willing to co-operate, demotivated, helpful and positive thinking).

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iii. Section C : Supervisor and supervision (Asks for my advice, hard to please, give praise, tactful, firm, not enough supervision, quick tempered, allow to make decision, annoying, stubborn, know job well, let me stand on my own, always around when needed, lazy, concern on teachers' welfare, intelligent)

iv. Section D : Income and BISP Allowance (Satisfactory, enough for ordinary expenses, bad, provides luxury, BISP Allowance causes envy among other teachers, less than what I deserve, highly paid)

v. Section E : Promotion (Fairly good chance for promotion, limited chance for promotion, promotion policy based on ability, unfair promotion policy, teachers with masters and PhD are ignored for promotion, infrequent promotion, increment in salary due to promotion is not appropriate to work done)

vi. Section F : Facilities (i.Staff room : comfortable, attractive, lack of facilities, noisy environment, facilities are conducively arranged ii. Teaching aids, lap top and software : lap tops and softwares are enough, teaching aids are accessible, teaching aids are neatly arranged, I seldom use the lap top in my teaching)

vii. Section G : Malaysian Remuneration System (Satisfying, fair, improves my performance, encourages me to work harder, ineffective on me, favouratism occurs, enables me to realize my weaknesses, unsuitable to be used in this department, provokes jealousy among teachers)

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In order to get a better and clearer understanding of the research findings, the presentation will be based on the research questions and objectives. This will include a restatement of the purposes of the study, and the procedures used in testing the hypotheses, the specific findings that resulted from these procedures, whether to accept or to reject the hypotheses, and the summary of presentation and analysis of data.

4.1 ANALYSIS OF DATA

Before the questionnaire was distributed to the selected respondents, a reliability test had been carried out in order to find out its reliability.

4.1.1 Descriptive Statistical Data

4.1.1.1 Reliability Test

The whole questionnaire had been tested using reliability test. It had been carried out using SPSS 12.0. Below is the case processing summary :

Table 4.1

Case Processing Summary

			N	%
Cases	Valid		10	100.0
	Excluded	[a]	0	.0
	Total		10	100.0

a. Listwise deletion based on all variables in the procedure.

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Table 4.2

Reliability Statistics

Cronbach's Alpha	N of Items
.666	71

Based on the value of Cronbach's Alpha 0.666, the reliability of the study can be considered as quite reliable.

4.1.1.2 Frequencies

All the selected variables for each respondent were calculated using frequency. The variables were type of school, age, sex, race, monthly income, marital status, and the highest educational level attained. The data were gathered in Part 1 of the questionnaire.

4.1.1.3 Type of school

Table 4.3

type of school

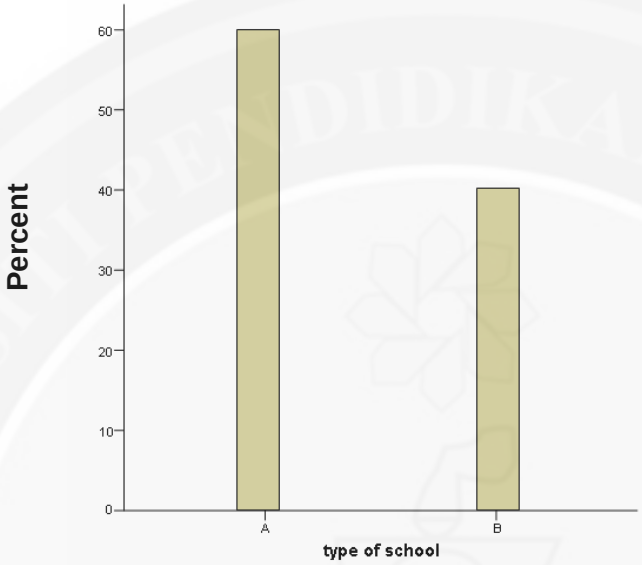
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	6	60.0	60.0	60.0
	B	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

Based on the table above, it is obviously shown that the most number of respondents were from grade A school, with a total number of six, or equivalent to 60% of the whole samples. Only four respondents or 40% of the whole samples were from grade B school.

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Figure 4.1
Type of School



4.1.1.4 Age

Table 4.4

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26-30 years	1	10.0	10.0	10.0
	31-40 years	3	30.0	30.0	40.0
	41-50 years	5	50.0	50.0	90.0
	51 years and above	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

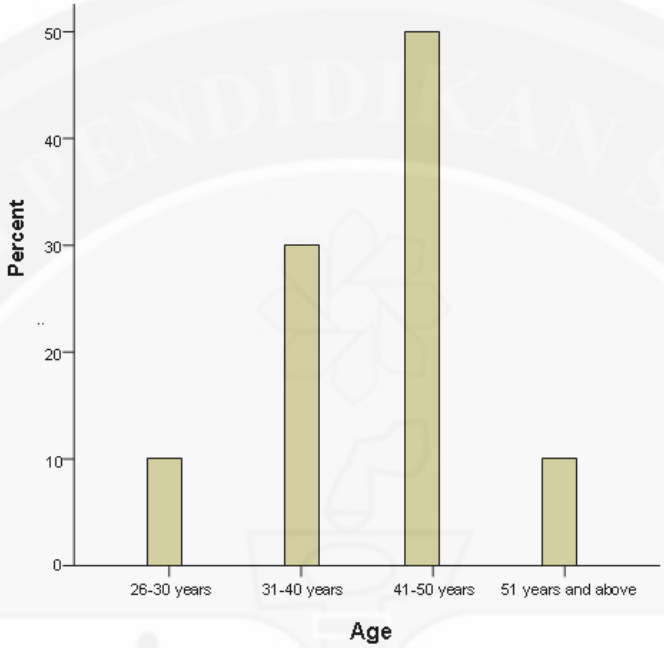
Table above shows the distribution of respondents by the range of age. Based on the table, it is clear that only one respondent, or equivalent to 10% of the samples were between 26 to 30 years old. The other three respondents or 30% of the whole samples were between 31 to 40 years of age. The frequency of respondents' age shows that five or 50% of the respondents were above 41 years of age, which shows that most of them were experienced teachers. There was also one respondent or 10% of the whole samples aged above fifty years old.

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Figure 4.2

Respondents' Age



4.1.1.5 Sex

Table 4.5

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	3	30.0	30.0	30.0
	Female	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

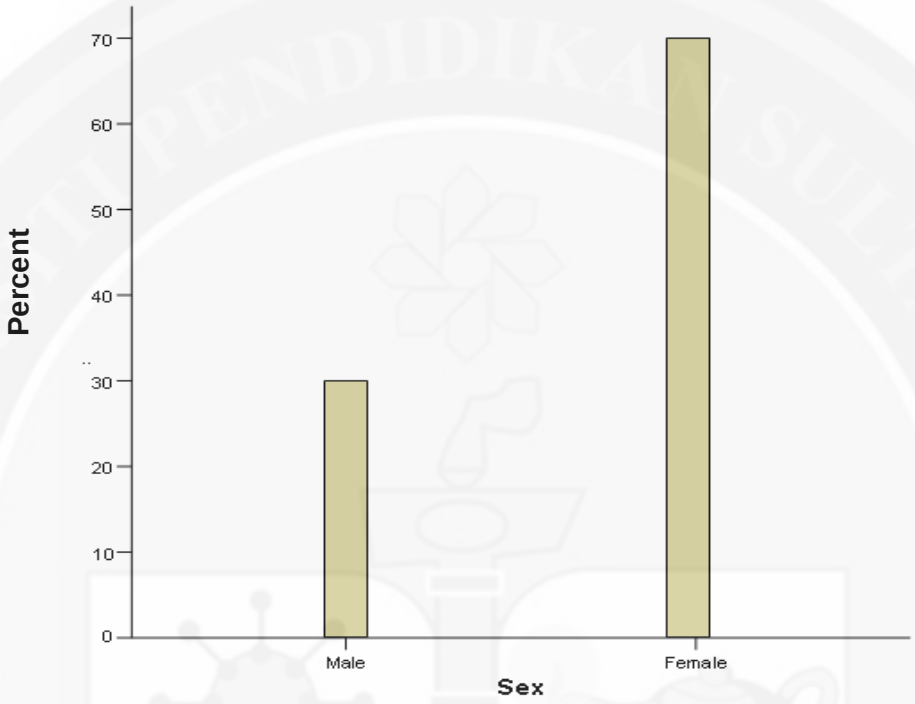
Based on the table above, it is obvious that male respondents making up 30% of the sample or 3 respondents, while the female respondents making up 70% or 7 of the sample. The number of female respondents is much higher than the male respondents because this is the normal and actual scenario in today's education world, including Malaysia whereby this career is dominated by the female.

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Figure 4.3

Respondents' Gender



4.1.1.6 Race

Table 4.6

Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	6	60.0	60.0	60.0
	Chinese	3	30.0	30.0	90.0
	Indian	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

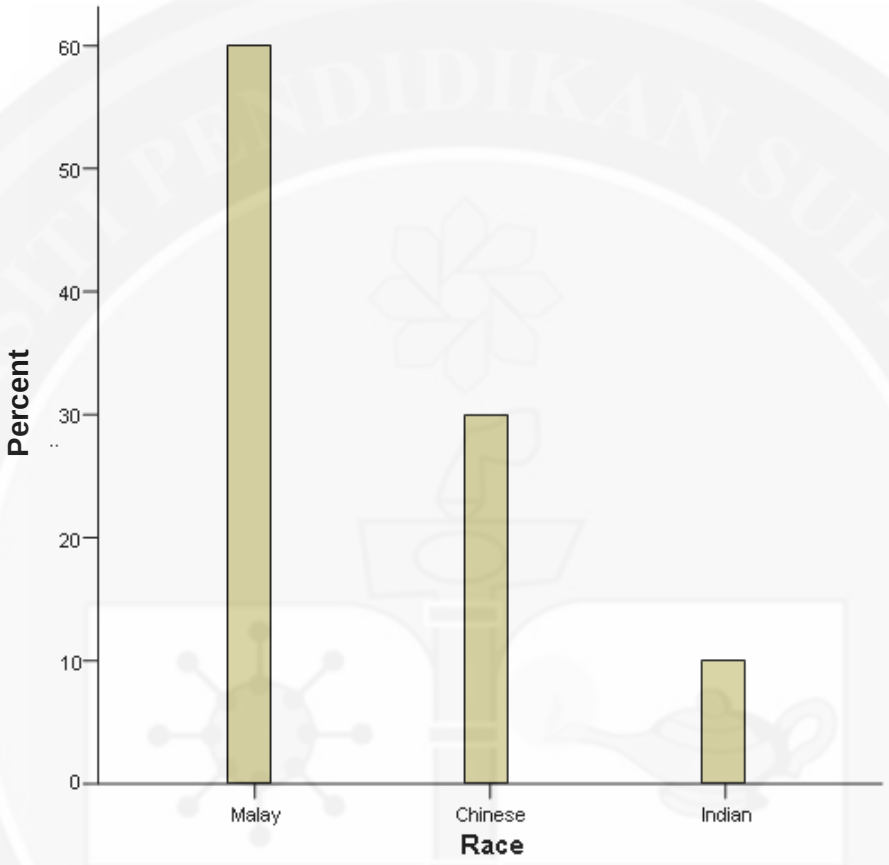
Based on the table above, it is apparent that most of the samples were Malay teachers, which contributed six respondents or 60% of the whole samples. The second largest race is Chinese, with three respondents or 30% of the whole samples. The least number of respondent is Indian, with only one or 10% of the whole samples.

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Figure 4.4

Respondents' Race



4.1.1.7 Monthly Income

Table 4.7

Monthly Income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RM 1000 and below	1	10.0	10.0	10.0
	RM 1501 - RM 2000	1	10.0	10.0	20.0
	RM 2001 - RM 2500	6	60.0	60.0	80.0
	RM 2501 and above	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

Based on the table above, it is clearly shown that only one respondent received the total income of RM1000 and below, and between RM1501 to RM2000 respectively. Most of

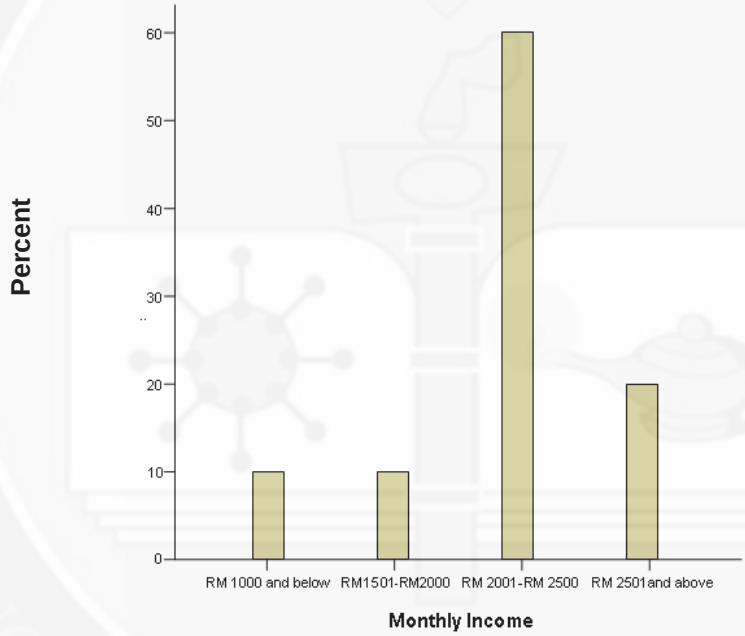
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the respondents received a monthly income between RM2001 to RM2500, with 6 respondents or 60% of the whole samples. The second largest range of income is respondents who received a monthly income of RM2501 and above,with two respondents or 20% of the whole samples.

Figure 4.5

Respondents' Monthly Income



4.1.1.8 Marital Status

Table 4.8

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	3	30.0	30.0	30.0
	Married with 1 - 4 children	5	50.0	50.0	80.0
	Married with 5 and more children	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

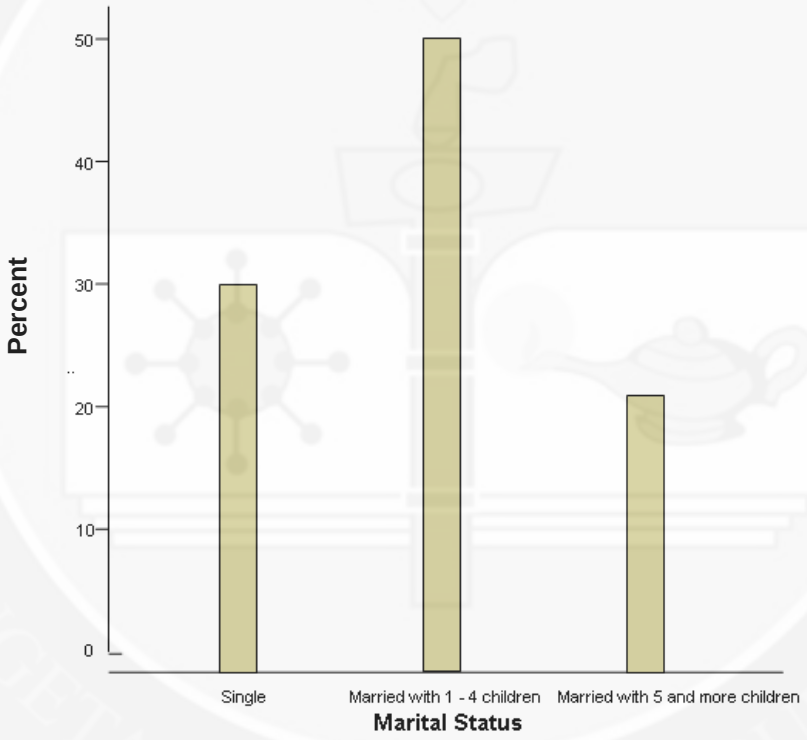
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Based on the above table, it is clear that most of the respondents were married with one to four children, which contributed 5 respondents, or 50% of the whole samples. The second largest group is respondents who were still single, which contributed to 30% of the whole samples or 3 respondents. The least number of respondents were those who were married with five and more children.

Figure 4.6

Respondents' Marital Status



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4.1.1.9 Highest Educational Level Attained

Table 4.9

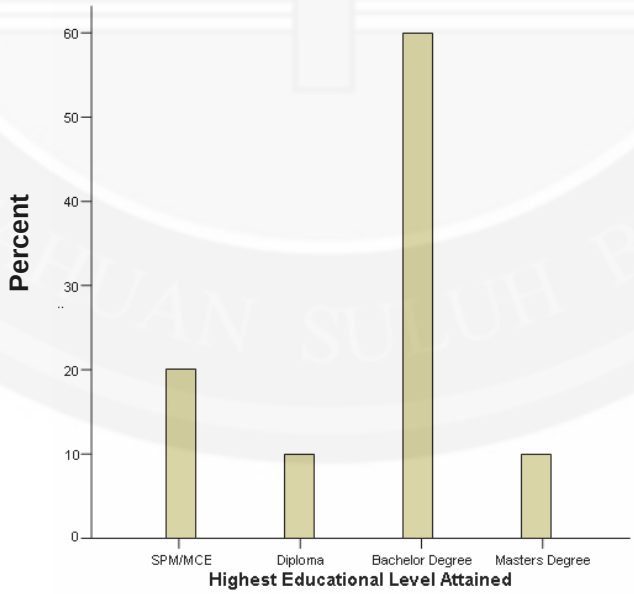
Respondents' Highest Educational Level Attained

Highest Educational Level Attained

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SPM/MCE	2	20.0	20.0	20.0
	Diploma	1	10.0	10.0	30.0
	Bachelor Degree	6	60.0	60.0	90.0
	Masters Degree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Based on the table above, it can be stated that most of the respondents were bachelor degree holders, with six respondents or 60% of the whole samples. The second largest group is respondents who obtained Sijil Pelajaran Malaysia or Malaysian Certificate of Education, with two respondents or 20% of the whole samples. The least number of respondents were diploma and masters degree holders, with one respondent or 10% of the whole samples.

Figure 4.7
Respondents' Highest Educational Level



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4.1.2 Research Question 1

Is there any significant relationship between the job satisfaction of the English Language teachers in Perak Tengah district toward the selected variable with respect to gender?

4.1.2.1 Hypothesis 1

H_o 1 : There is no significant difference in the English Language teachers' job satisfaction between male and female respondents in Perak Tengah district statistically.

H_a 1: There is a statistical significant difference in the English Language teachers' job satisfaction between male and female respondents in Perak Tengah district.

In order to determine the significance of the study, to accept or reject the null hypothesis, Independent Sample T-test is chosen. As there are 2 sample groups (male-female; grade A-grade B) for the first two parts of this study, the statistical analysis procedure (independent sample t-test) is used to:

i. determine whether there is a significant difference in job satisfaction of the English Language teachers between male and female teachers in Perak Tengah district ;

ii. determine whether there is a significant difference in job satisfaction of English Language teachers between grade A and grade B schools in Perak Tengah district.

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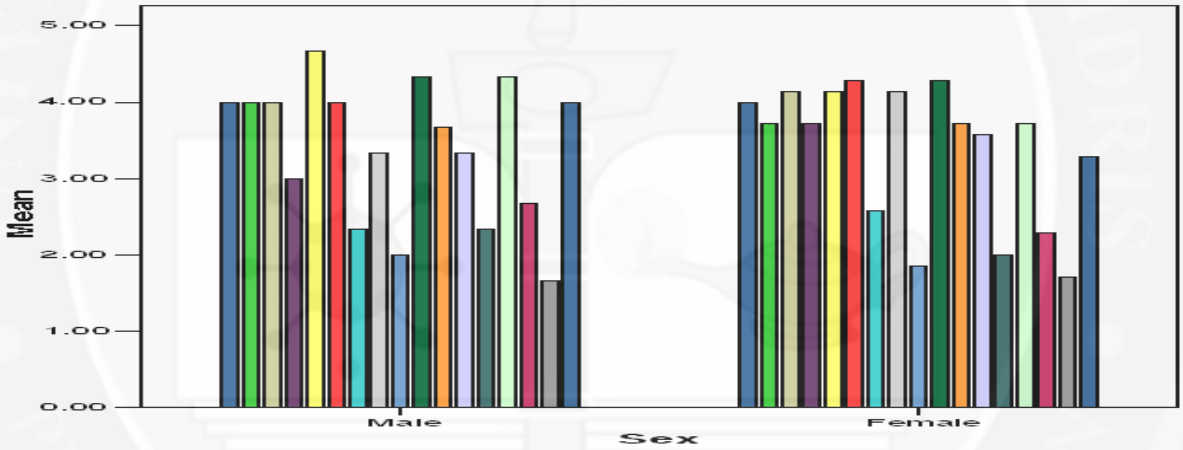
4.1.2.2 Compared Means of Score in Section A Based on Gender

Table 4.10
Compared Means of Score in Section A Based on Gender

Report

type of sc		Satisfying	Interesting	Good	Routine and boring	Requires creativity	Respectable	Always stressed	Pleasant	Tiresome	Challenging	Always on alert	Frustrating	Simple	Requires intelligence	Have to talk too much	Must be fast	Stimulating
A	Mean	4.0000	3.6667	4.1667	3.5000	4.0000	4.1667	2.6667	4.0000	1.8333	4.1667	3.5000	3.6667	2.3333	3.8333	2.0000	1.8333	3.5000
	N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
B	Mean	4.0000	4.0000	4.0000	3.5000	4.7500	4.2500	2.2500	3.7500	2.0000	4.5000	4.0000	3.2500	1.7500	4.0000	3.0000	1.5000	3.5000
	N	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Total	Mean	4.0000	3.8000	4.1000	3.5000	4.3000	4.2000	2.5000	3.9000	1.9000	4.3000	3.7000	3.5000	2.1000	3.9000	2.4000	1.7000	3.5000
	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10

Figure 4.8
Respondents' Gender



Indicator:



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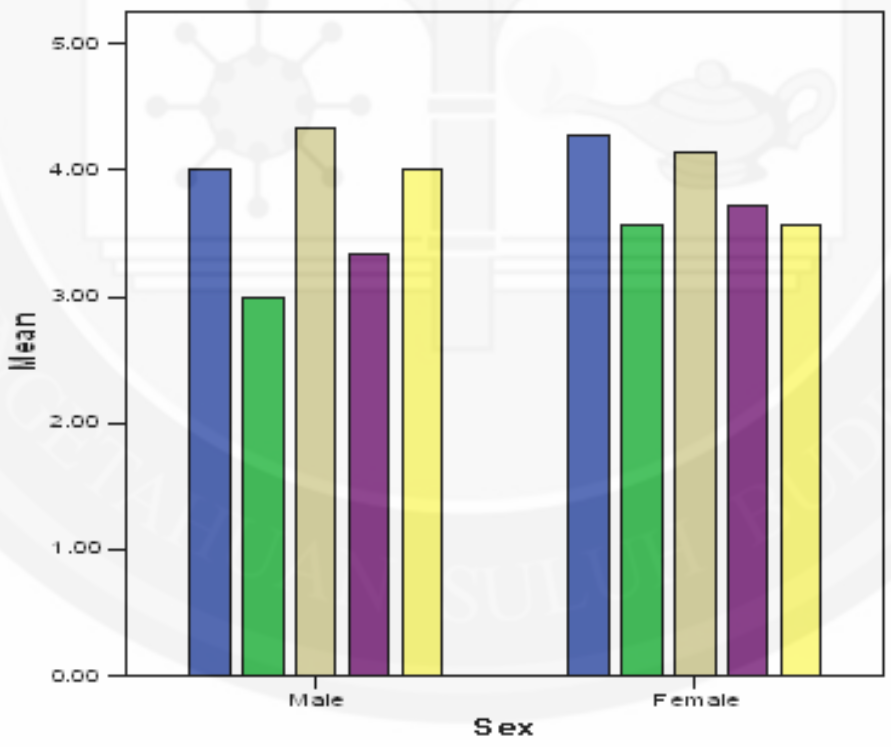
4.1.2.3 Compared Means of Score in Section B Based on Gender

Table 4.11
Compared Means of Score in Section B Based on Gender

Report

Sex		Easy to communicate	Selfish and stingy	Willing to cooperate	Demotivated	Helpful and positive thinking
Male	Mean	4.0000	3.0000	4.3333	3.3333	4.0000
	N	3	3	3	3	3
Female	Mean	4.2857	3.5714	4.1429	3.7143	3.5714
	N	7	7	7	7	7
Total	Mean	4.2000	3.4000	4.2000	3.6000	3.7000
	N	10	10	10	10	10

Figure 4.9
Compared Means of Score in Section B Based on Sex or Gender



Indicator:



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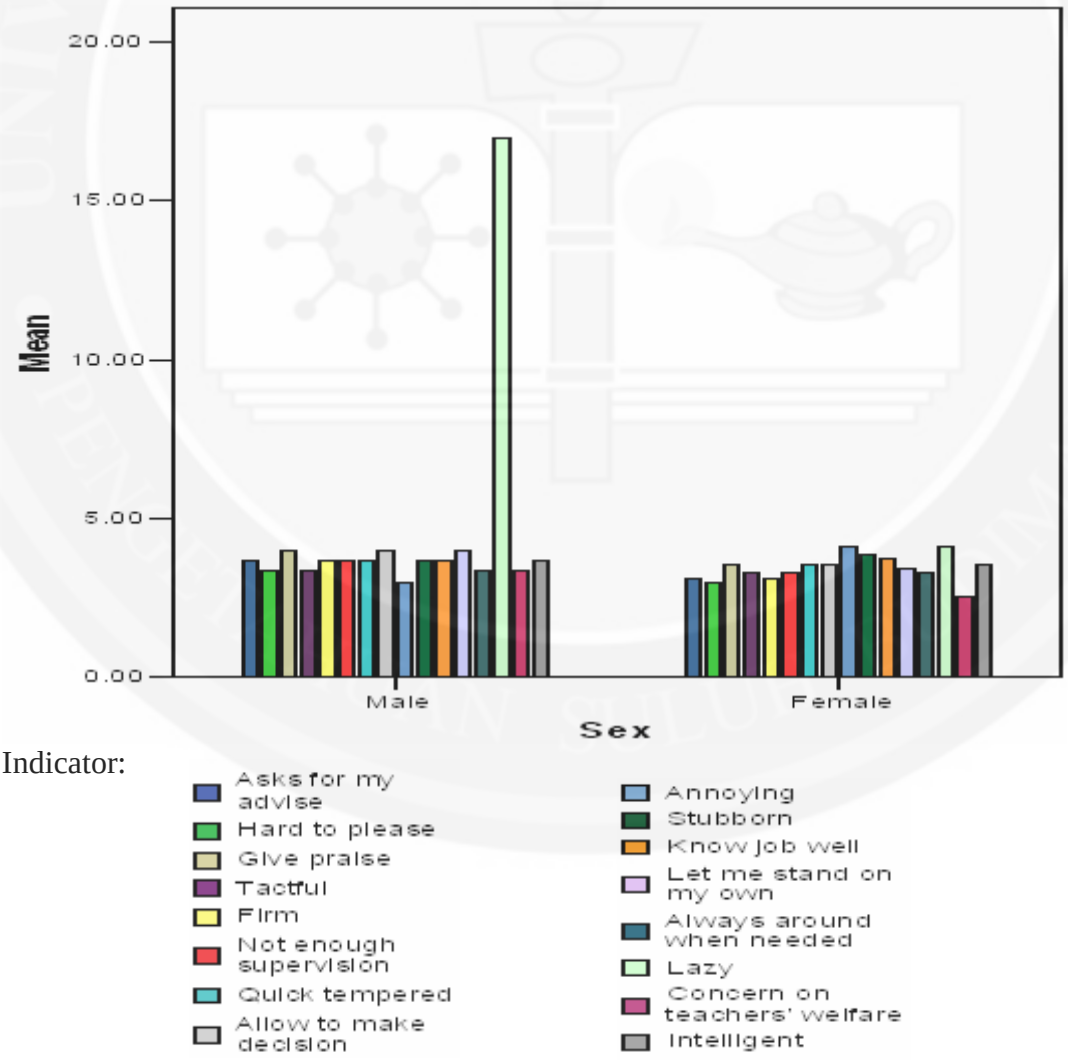
4.1.2.4 Compared Means of Score in Section C Based on Gender

Table 4.12
Compared Means of Score in Section C Based on Sex or Gender

Report

Sex		Asks for my advise	Hard to please	Give praise	Tactful	Firm	Not enough supervision	Quick tempered	Allow to make decision	Annoying	Stubborn	Know job well	Let me stand on my own	Always around when needed	Lazy	Concern on teachers' welfare	Intelligent
Male	Mean	3.6667	3.3333	4.0000	3.3333	3.6667	3.6667	3.6667	4.0000	3.0000	3.6667	3.6667	4.0000	3.3333	17.0000	3.3333	3.6667
	N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Female	Mean	3.1429	3.0000	3.5714	3.2857	3.1429	3.2857	3.5714	3.5714	4.1429	3.8571	3.7143	3.4286	3.2857	4.1429	2.5714	3.5714
	N	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
Total	Mean	3.3000	3.1000	3.7000	3.3000	3.3000	3.4000	3.6000	3.7000	3.8000	3.8000	3.7000	3.6000	3.3000	8.0000	2.8000	3.6000
	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10

Figure 4.10
Compared Means of Score in Section C Based on Sex or Gender



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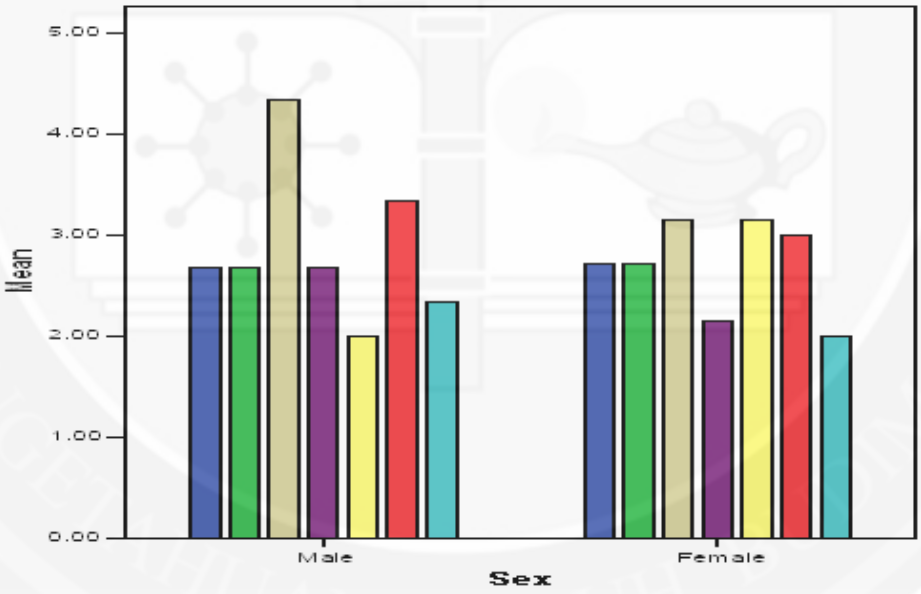
4.1.2.5 Compared Means of Score in Section D Based on Sex or Gender

Table 4.13
Compared Means of Score in Section D Based on Sex or Gender

Report

Sex		Satisfactory	Enough for ordinary expenses	Bad	Provides luxury	BISP allowance causes envy among other teachers	Less than what I deserve	Highly paid
Male	Mean	2.6667	2.6667	4.3333	2.6667	2.0000	3.3333	2.3333
	N	3	3	3	3	3	3	3
Female	Mean	2.7143	2.7143	3.1429	2.1429	3.1429	3.0000	2.0000
	N	7	7	7	7	7	7	7
Total	Mean	2.7000	2.7000	3.5000	2.3000	2.8000	3.1000	2.1000
	N	10	10	10	10	10	10	10

Figure 4.11
Compared Means of Score in Section D Based on Sex or Gender



Indicator:



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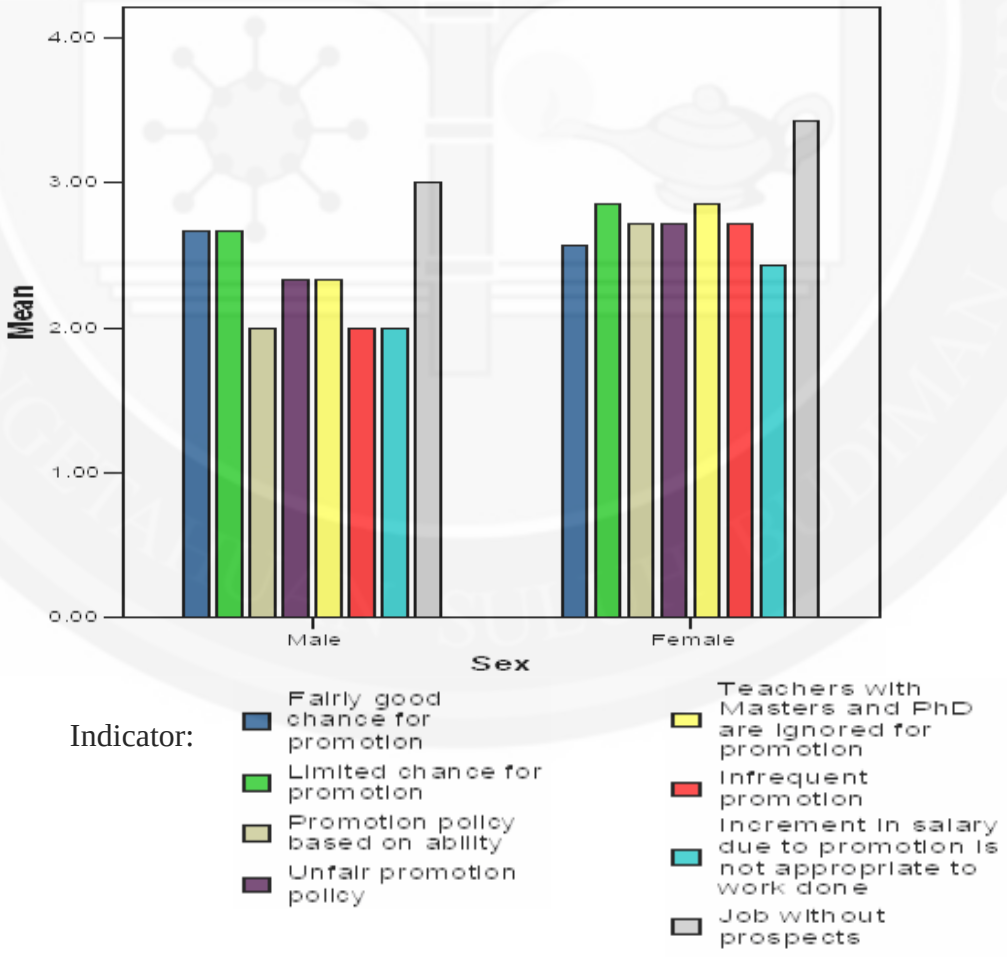
4.1.2.6 Compared Means of Score in Section E Based on Gender

Table 4.14
Compared Means of Score in Section E Based on Gender

Report

Sex		Fairly good chance for promotion	Limited chance for promotion	Promotion policy based on ability	Unfair promotion policy	Teachers with Masters and PhD are ignored for promotion	Infrequent promotion	Increment in salary due to promotion is not appropriate to work done	Job without prospects
Male	Mean	2.6667	2.6667	2.0000	2.3333	2.3333	2.0000	2.0000	3.0000
	N	3	3	3	3	3	3	3	3
Female	Mean	2.5714	2.8571	2.7143	2.7143	2.8571	2.7143	2.4286	3.4286
	N	7	7	7	7	7	7	7	7
Total	Mean	2.6000	2.8000	2.5000	2.6000	2.7000	2.5000	2.3000	3.3000
	N	10	10	10	10	10	10	10	10

Figure 4.12
Compared Means of Score in Section E Based on Gender



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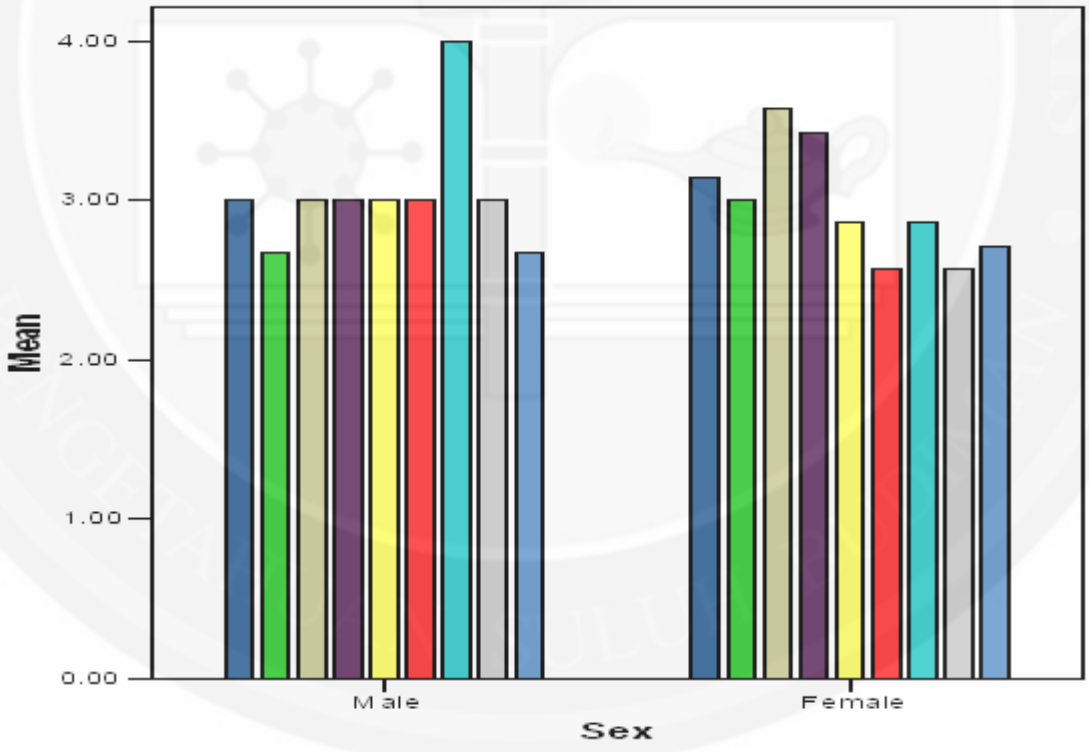
4.1.2.7 Compared Means of Score in Section F Based on Gender

Table 4.15
Compared Means of Score in Section F Based on Gender

Report

Sex		Comfortable Staff room	Attractive Staff room	Lack of facilities	Noisy Environment	Facilities are condusively arranged	Laptops and software are enough	Teaching aids are accessible	Teaching aids are neatly arranged	I seldom use the laptop in my teaching
Male	Mean	3.0000	2.6667	3.0000	3.0000	3.0000	3.0000	4.0000	3.0000	2.6667
	N	3	3	3	3	3	3	3	3	3
Female	Mean	3.1429	3.0000	3.5714	3.4286	2.8571	2.5714	2.8571	2.5714	2.7143
	N	7	7	7	7	7	7	7	7	7
Total	Mean	3.1000	2.9000	3.4000	3.3000	2.9000	2.7000	3.2000	2.7000	2.7000
	N	10	10	10	10	10	10	10	10	10

Figure 4.13
Compared Means of Score in Section F Based on Gender



Indicator:



UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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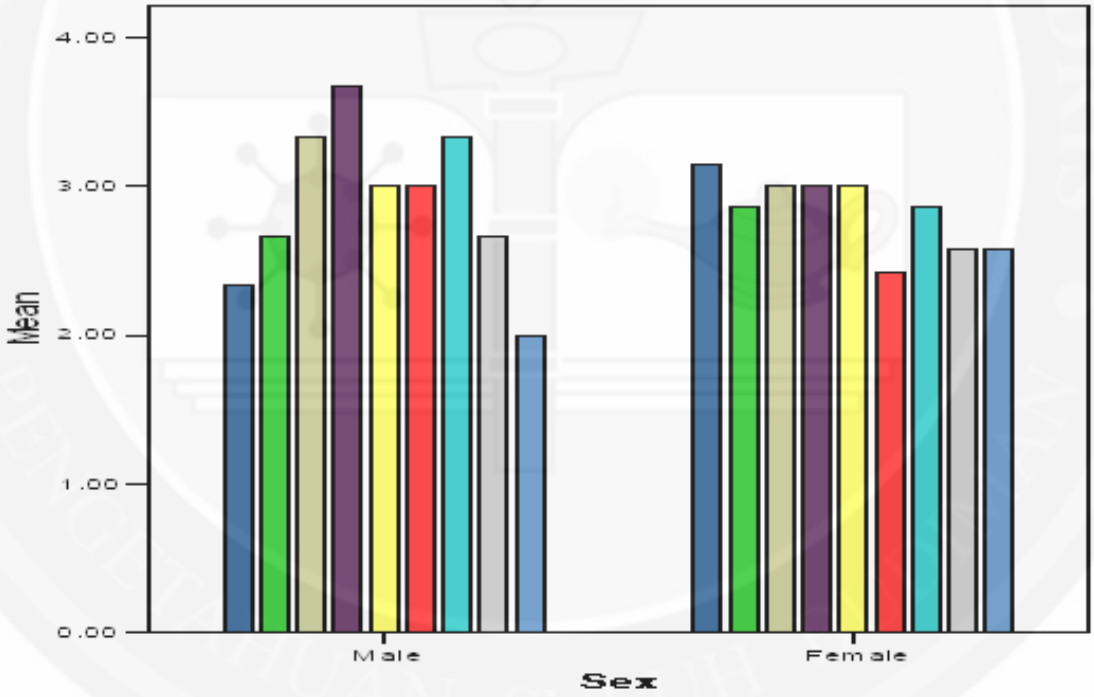
4.1.2.8 Compared Means of Score in Section G Based on Gender

Table 4.16
Compared Means of Score in Section G Based on Sex or Gender

Report

Sex		Satisfying	Fair	Improves my performance	Encourages me to work harder	Ineffective on me	Favouratism occur	Enables me to realize my weaknesses	Unsuitable to be used in this department	Provokes jealousy among teachers
Male	Mean	2.3333	2.6667	3.3333	3.6667	3.0000	3.0000	3.3333	2.6667	2.0000
	N	3	3	3	3	3	3	3	3	3
Female	Mean	3.1429	2.8571	3.0000	3.0000	3.0000	2.4286	2.8571	2.5714	2.5714
	N	7	7	7	7	7	7	7	7	7
Total	Mean	2.9000	2.8000	3.1000	3.2000	3.0000	2.6000	3.0000	2.6000	2.4000
	N	10	10	10	10	10	10	10	10	10

Figure 3.14
Compared Means of Score in Section G Based on Sex or Gender



Indicator:



UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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4.1.2.9 Analysis of Data Based on Mean and Standard Deviation : Gender

Table 4.17
Analysis of Data Based on Mean and Standard Deviation : Gender

Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
Mean for Section A	Male	3	3.3922	.20658	.11927
	Female	7	3.3613	.35527	.13428
Mean For Section B	Male	3	3.7333	.46188	.26667
	Female	7	3.8571	.58554	.22131
Mean For Section C	Male	3	3.6042	.15729	.09081
	Female	7	3.4554	.62261	.23533
Mean For Section D	Male	3	2.8571	.37796	.21822
	Female	7	2.6939	.63045	.23829
Mean For Section E	Male	3	2.3750	.69597	.40182
	Female	7	2.7857	.39996	.15117
Mean For Section F	Male	3	3.0370	.61195	.35331
	Female	7	2.9683	.53562	.20245
Mean For Section G	Male	3	2.8889	.77778	.44905
	Female	7	2.8254	.51663	.19527

The mean scored for each section can be inferred as follows:

Section A: Both male and female respondents are mostly unsure (score 3) whether they are satisfied in terms of their present job.

Section B: Both male and female respondents mostly agreed (score 4) in terms of co-worker.

Section C: Both male and female respondents mostly agreed (score 4) in terms of supervisor and supervision.

Section D: Both male and female respondents mostly show uncertainty (score 3) on income and BISP allowance.

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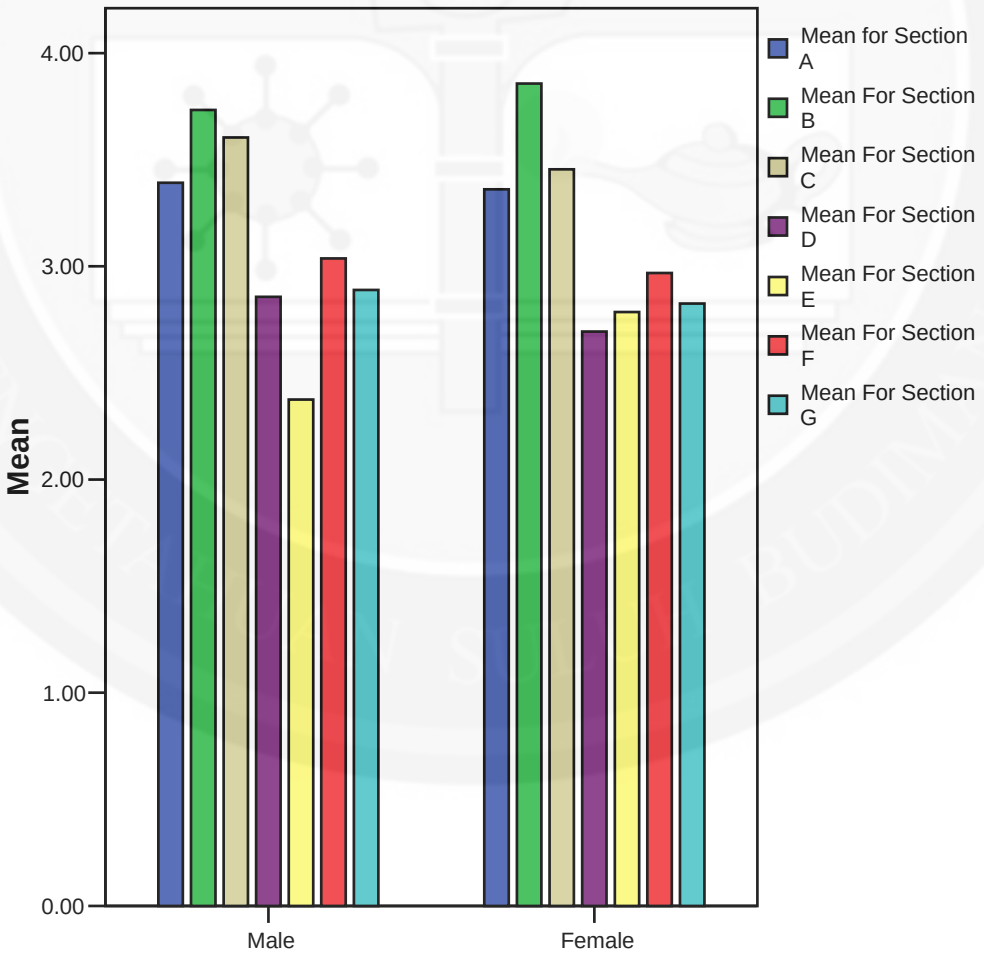
Section E: Female respondents are mostly uncertain (score 3) on promotion while male respondents mostly show that they disagree (score 2) in terms of promotion.

Section F: Both male and female respondents are mostly uncertain (score 3) on facilities factor in terms of job satisfaction.

Section G: In terms of the Malaysian remuneration system, most respondents in both female and male show uncertainty (score3) of the factor contributing to their job satisfaction.

Figure 4.15

Means for Sections A to G



UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

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Table 4.18

Presentation and Analysis of the Data Based on t-test for Sections A to G

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Mean for Section A	Equal variances assumed	1.283	.290	.138	8	.894	.03081	.22396	-.48564	.54726
	Equal variances not assumed			.172	6.697	.869	.03081	.17960	-.39780	.45943
Mean For Section B	Equal variances assumed	.050	.829	-.322	8	.756	-.12381	.38451	-1.01048	.76287
	Equal variances not assumed			-.357	4.925	.736	-.12381	.34654	-1.01871	.77109
Mean For Section C	Equal variances assumed	3.132	.115	.396	8	.703	.14881	.37602	-.71829	1.01591
	Equal variances not assumed			.590	7.426	.573	.14881	.25224	-.44078	.73840
Mean For Section D	Equal variances assumed	.608	.458	.409	8	.693	.16327	.39870	-.75614	1.08267
	Equal variances not assumed			.505	6.522	.630	.16327	.32311	-.61227	.93880
Mean For Section E	Equal variances assumed	1.394	.272	-1.212	8	.260	-.41071	.33882	-1.19202	.37060
	Equal variances not assumed			-.957	2.589	.419	-.41071	.42931	-1.90830	1.08687
Mean For Section F	Equal variances assumed	.017	.899	.179	8	.862	.06878	.38346	-.81548	.95305
	Equal variances not assumed			.169	3.406	.875	.06878	.40720	-1.14388	1.28144
Mean For Section G	Equal variances assumed	.207	.661	.155	8	.880	.06349	.40907	-.87983	1.00681
	Equal variances not assumed			.130	2.795	.906	.06349	.48967	-1.56171	1.68869

Based on the above statistic output, it can be inferred that based on 95% confidence, the stated significant value for each Section shows that the probability to obtain similarities on opinion about job satisfaction between grade A and grade B school are at least as big as:

Section A: 0.290

Section B: 0.829

Section C: 0.115

Section D: 0.458

Section E: 0.272

Section F: 0.899

Section G:0.661

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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Thus, this shows that the probability of the existence of the phenomenon as stated in the hypothesis null is big (more than 0.025/2.5%: 2-tailed of 95% confidence interval). Therefore, this study has failed to reject hypothesis null which stated that there is no statistically significant difference in the English Language teachers' job satisfaction between male and female respondents in Perak Tengah district.

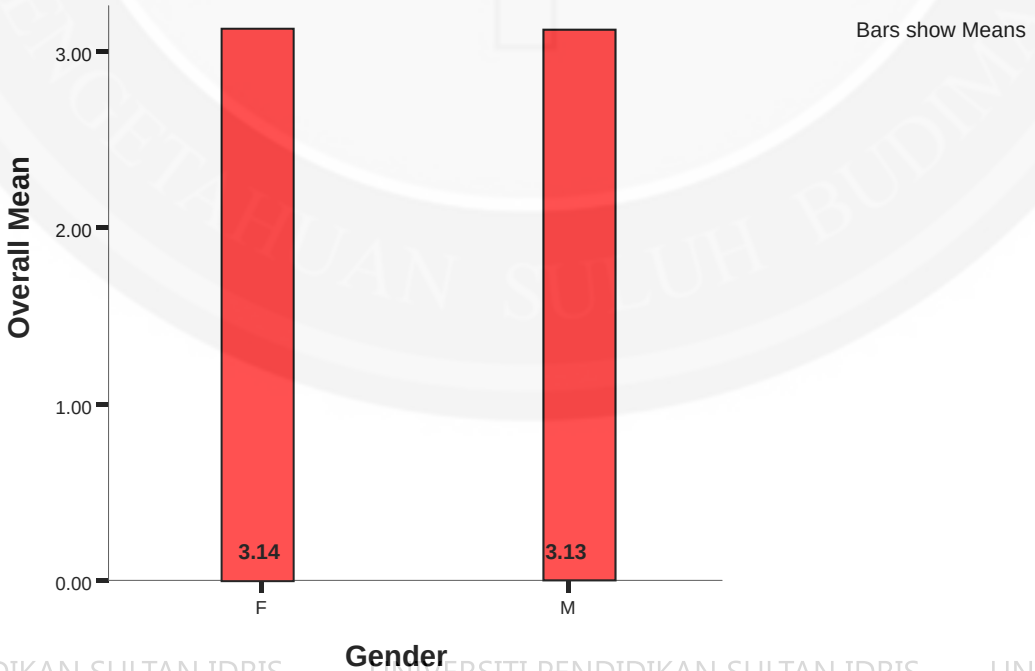
The statistic output above can be further confirmed with the same statistic test used with overall mean computed for all sections:

Table 4.19
Overall Mean Based on Sex or Gender

Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
overall mean	Male	3	3.1268	.13509	.07799
	Female	7	3.1353	.30684	.11597

Figure 4.16
Overall Mean



UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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Table 4.20
Independent Samples Test Based on Sex or Gender

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
overall mea	Equal variance assumed	2.244	.173	-.045	8	.965	-.00848	.18920	-.44478	.42782
	Equal variance not assumed			-.061	7.842	.953	-.00848	.13976	-.33190	.31494

The above statistic output shows that both male and female respondents mostly score uncertain in terms of job satisfaction overall. Thus, this shows the absence of differences between both male and female. Based on the significant value stated in the Independent Sample T-test above : **0.173 ,** it can be inferred that – as the value 0.173 is more than the value 0.025 (2-tailed 95% confidence interval). Therefore, it can be concluded that there is no significant difference between gender in terms of job satisfaction. In other words statistically, hypothesis null could not be rejected.

4.1.3.1 Research Question 2: Is there any significant relationship between the job satisfaction of the English Language teachers in Perak Tengah district toward the selected variable with respect to types of school ?

4.1.4 Hypothesis 2:

H_o 2 : There is no significant difference in the job satisfaction of the English Language teachers between male and female teachers in Perak Tengah district statistically

H_a 2 : There is a statistical significant difference in the job satisfaction of the English Language teachers between male and female teachers in Perak Tengah district

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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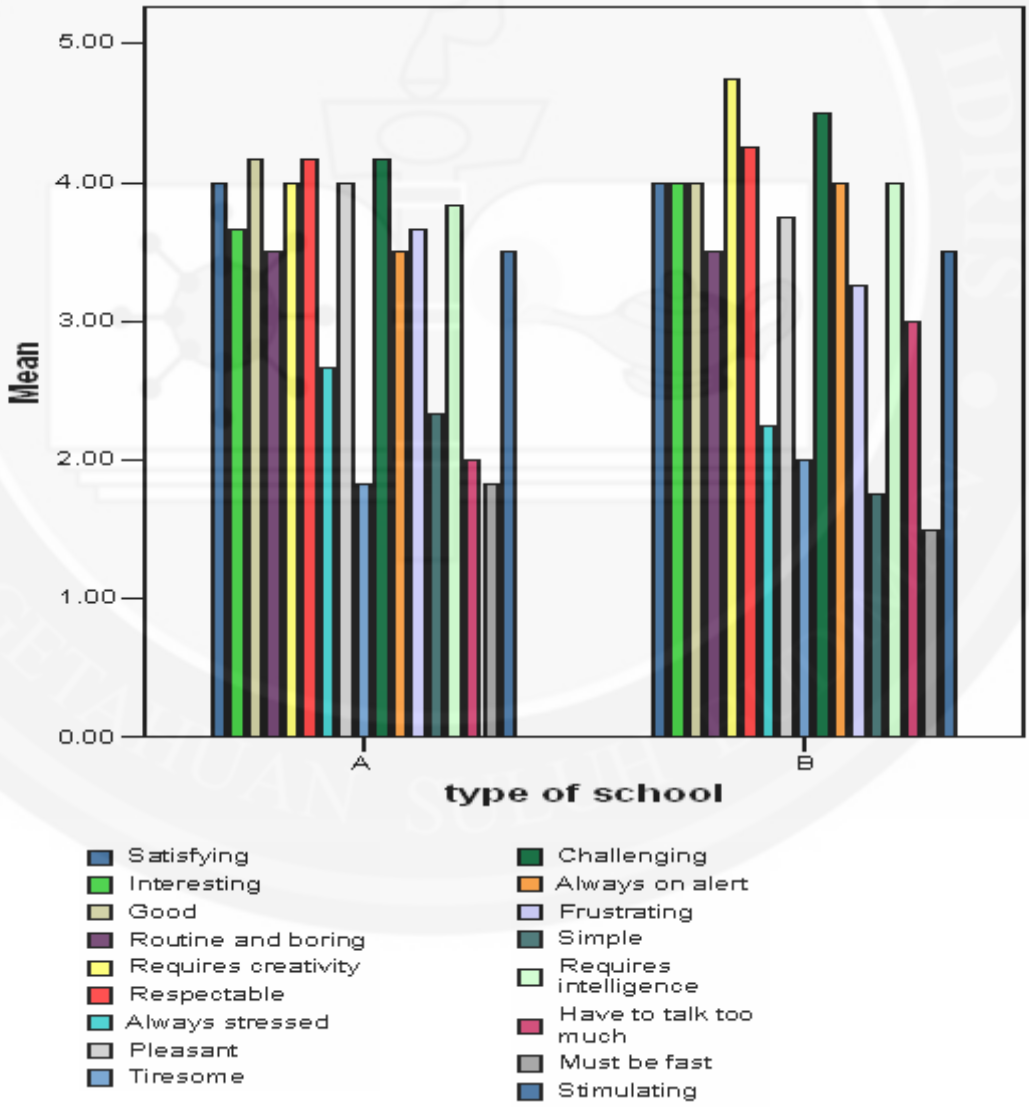
4.1.3.2 Compared Means of Score in Section A Based on Types of School

Table 4.21
Compared Means of Score in Section A Based on Types of School

Report

type of sc		Satisfying	Interesting	Good	Routine and boring	Requires creativity	Respectable	Always stressed	Pleasant	Tiresome	Challenging	Always on alert	Frustrating	Simple	Requires intelligence	Have to talk too much	Must be fast	Stimulating
A	Mean	4.0000	3.6667	4.1667	3.5000	4.0000	4.1667	2.6667	4.0000	1.8333	4.1667	3.5000	3.6667	2.3333	3.8333	2.0000	1.8333	3.5000
	N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
B	Mean	4.0000	4.0000	4.0000	3.5000	4.7500	4.2500	2.2500	3.7500	2.0000	4.5000	4.0000	3.2500	1.7500	4.0000	3.0000	1.5000	3.5000
	N	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Total	Mean	4.0000	3.8000	4.1000	3.5000	4.3000	4.2000	2.5000	3.9000	1.9000	4.3000	3.7000	3.5000	2.1000	3.9000	2.4000	1.7000	3.5000
	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10

Figure 4.17
Compared Means of Score in Section A Based on Types of School



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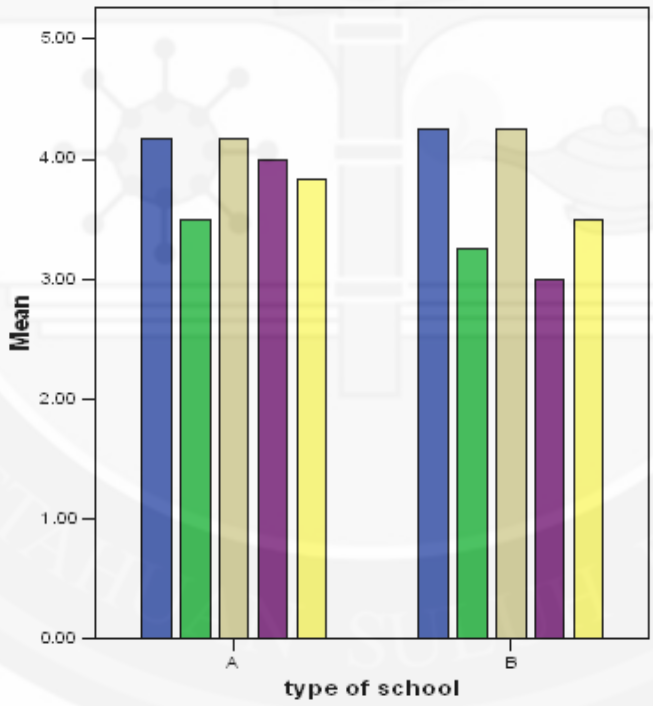
4.1.3.3 Compared Means of Score in Section B Based on Types of School

Table 4.22
Compared Means of Score in Section B Based on Types of School

Report

type of school		Easy to communicate	Selfish and stingy	Willing to cooperate	Demotivated	Helpful and positive thinking
A	Mean	4.1667	3.5000	4.1667	4.0000	3.8333
	N	6	6	6	6	6
B	Mean	4.2500	3.2500	4.2500	3.0000	3.5000
	N	4	4	4	4	4
Total	Mean	4.2000	3.4000	4.2000	3.6000	3.7000
	N	10	10	10	10	10

Figure 4.18
Compared Means of Score in Section B Based on Types of School



Indicator:



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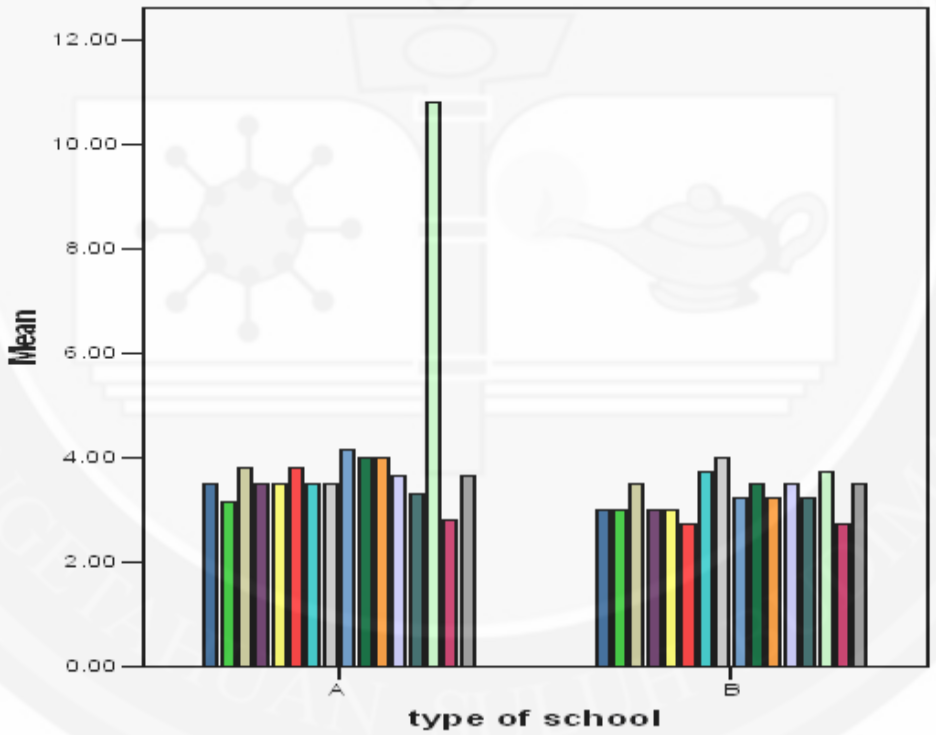
4.1.3.4 Compared Means of Score in Section C Based on Types of School

Table 4.23
Compared Means of Score in Section C Based on Types of School

Report

type of sch		Asks for my advise	Hard to please	Give praise	Tactful	Firm	Not enough supervision	Quick tempered	Allow to make decision	Annoying	Stubborn	Know job well	Let me stand on my own	Always around when needed	Lazy	Concern on teachers' welfare	Intelligent
A	Mean	3.5000	3.1667	3.8333	3.5000	3.5000	3.8333	3.5000	3.5000	4.1667	4.0000	4.0000	3.6667	3.3333	10.8333	2.8333	3.6667
	N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
B	Mean	3.0000	3.0000	3.5000	3.0000	3.0000	2.7500	3.7500	4.0000	3.2500	3.5000	3.2500	3.5000	3.2500	3.7500	2.7500	3.5000
	N	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Total	Mean	3.3000	3.1000	3.7000	3.3000	3.3000	3.4000	3.6000	3.7000	3.8000	3.8000	3.7000	3.6000	3.3000	8.0000	2.8000	3.6000
	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10

Figure 4.20
Compared Means of Score in Section C Based on Types of School



Indicator:



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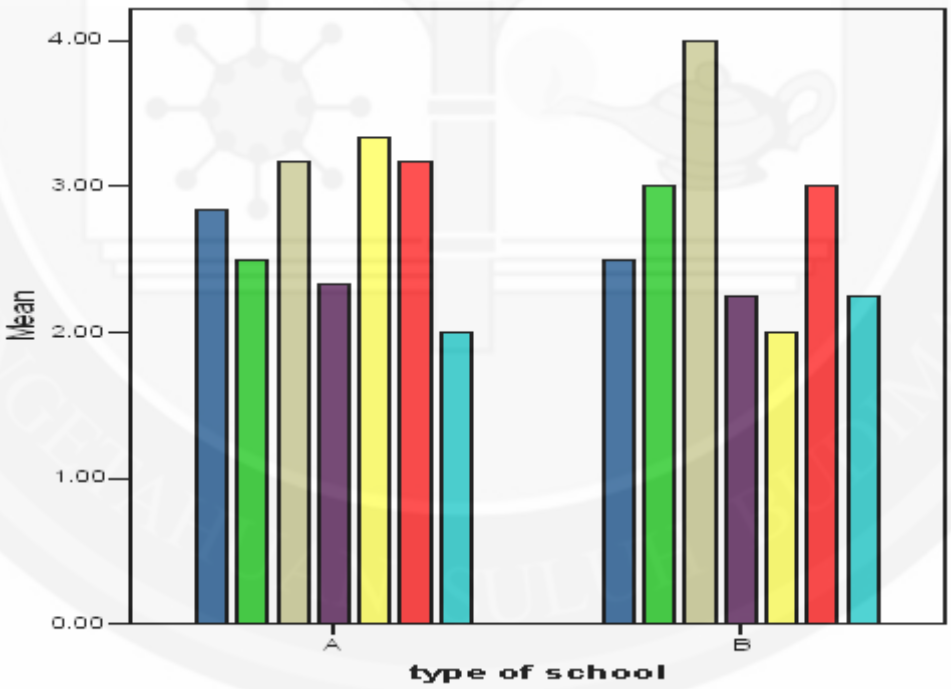
4.1.3.5 Compared Means of Score in Section D Based on Types of School

Table 4.24
Compared Means of Score in Section D Based on Types of School

Report

type of scho		Satisfactory	Enough for ordinary expenses	Bad	Provides luxury	BISP allowance causes envy among other teachers	Less than what I deserve	Highly paid
A	Mean	2.8333	2.5000	3.1667	2.3333	3.3333	3.1667	2.0000
	N	6	6	6	6	6	6	6
B	Mean	2.5000	3.0000	4.0000	2.2500	2.0000	3.0000	2.2500
	N	4	4	4	4	4	4	4
Total	Mean	2.7000	2.7000	3.5000	2.3000	2.8000	3.1000	2.1000
	N	10	10	10	10	10	10	10

Figure 4.21
Compared Means of Score in Section D Based on Types of School



Indicator:



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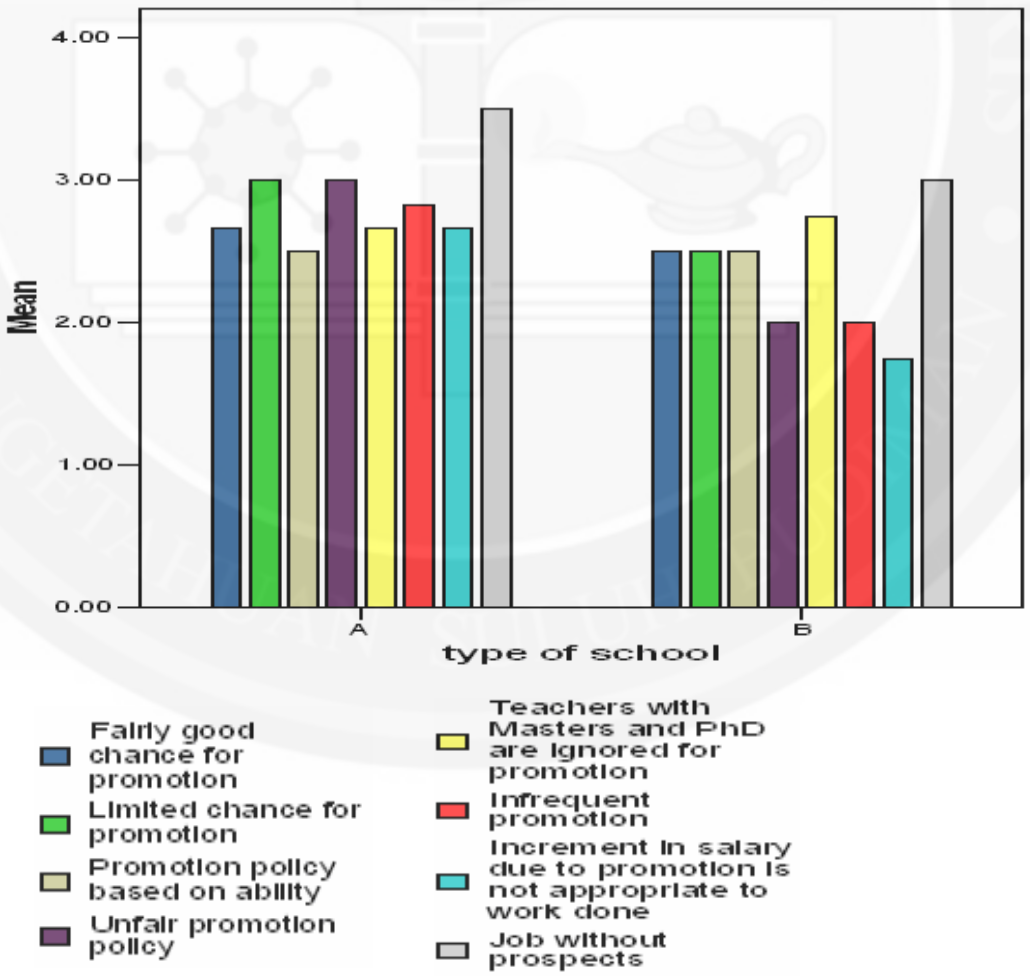
4.1.3.6 Compared Means of Score in Section E Based on Types of School

Table 4.25
Compared Means of Score in Section E Based on Types of School

Report

type of schoo		Fairly good chance for promotion	Limited chance for promotion	Promotion policy based on ability	Unfair promotion policy	Teachers with Masters and PhD are ignored for promotion	Infrequent promotion	Increment in salary due to promotion is not appropriate to work done	Job without prospects
A	Mean	2.6667	3.0000	2.5000	3.0000	2.6667	2.8333	2.6667	3.5000
	N	6	6	6	6	6	6	6	6
B	Mean	2.5000	2.5000	2.5000	2.0000	2.7500	2.0000	1.7500	3.0000
	N	4	4	4	4	4	4	4	4
Total	Mean	2.6000	2.8000	2.5000	2.6000	2.7000	2.5000	2.3000	3.3000
	N	10	10	10	10	10	10	10	10

Figure 4.22
Compared Means of Score in Section E Based on Types of School



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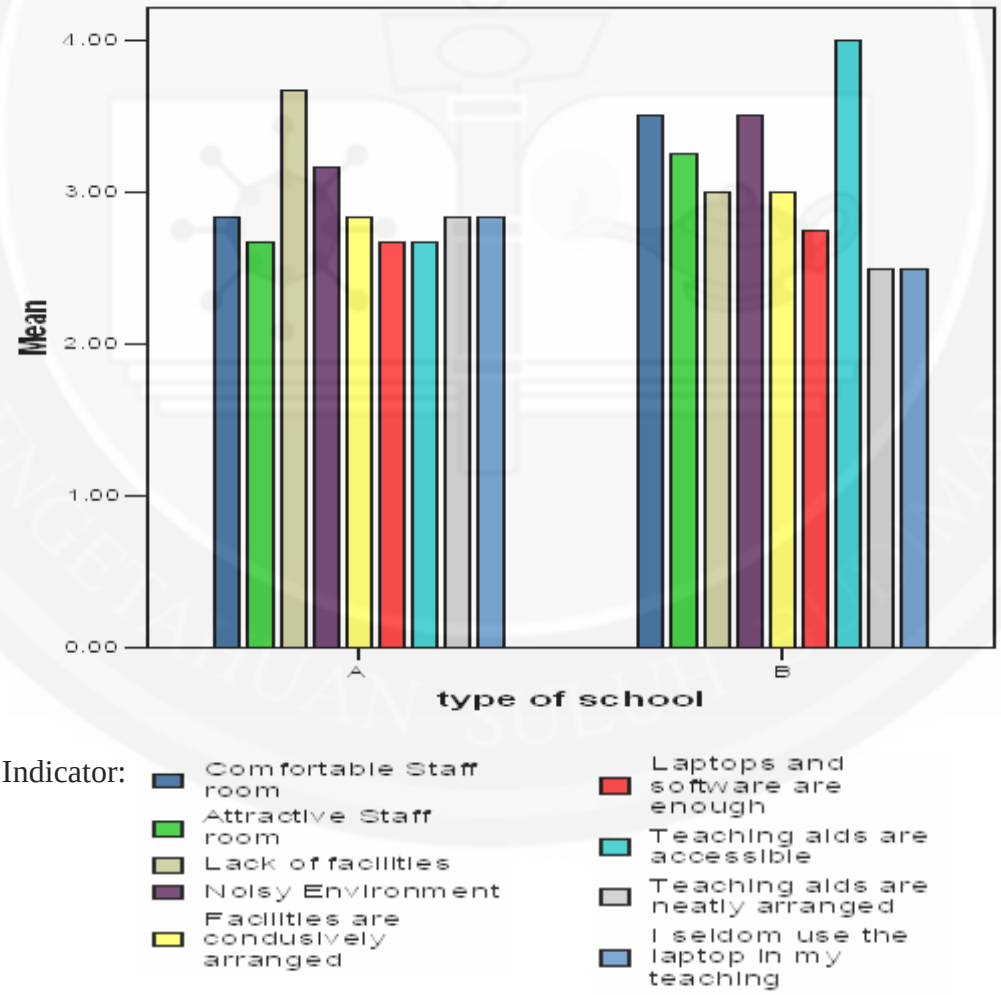
4.1.3.7 Compared Means of Score in Section F Based on Types of School

Table 4.25
Compared Means of Score in Section F Based on Types of School

Report

type of schoo		Comfortable Staff room	Attractive Staff room	Lack of facilities	Noisy Environment	Facilities are condusively arranged	Laptops and software are enough	Teaching aids are accessible	Teaching aids are neatly arranged	I seldom use the laptop in my teaching
A	Mean	2.8333	2.6667	3.6667	3.1667	2.8333	2.6667	2.6667	2.8333	2.8333
	N	6	6	6	6	6	6	6	6	6
B	Mean	3.5000	3.2500	3.0000	3.5000	3.0000	2.7500	4.0000	2.5000	2.5000
	N	4	4	4	4	4	4	4	4	4
Total	Mean	3.1000	2.9000	3.4000	3.3000	2.9000	2.7000	3.2000	2.7000	2.7000
	N	10	10	10	10	10	10	10	10	10

Figure 4.23
Compared Means of Score in Section F Based on Types of School



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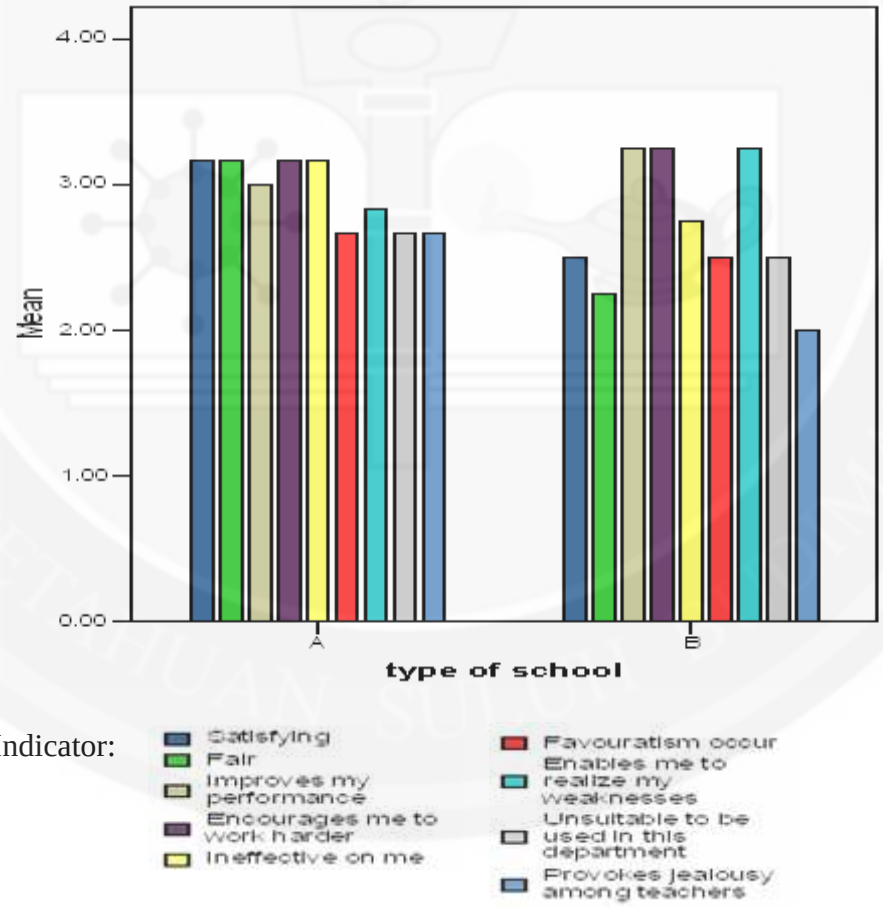
4.1.3.8 Compared Means of Score in Section G Based on Types of School

Table 4.26
Compared Means of Score in Section G Based on Types of School

Report

type of school		Satisfying	Fair	Improves my performance	Encourages me to work harder	Ineffective on me	Favouratism occur	Enables me to realize my weaknesses	Unsuitable to be used in this department	Provokes jealousy among teachers
A	Mean	3.1667	3.1667	3.0000	3.1667	3.1667	2.6667	2.8333	2.6667	2.6667
	N	6	6	6	6	6	6	6	6	6
B	Mean	2.5000	2.2500	3.2500	3.2500	2.7500	2.5000	3.2500	2.5000	2.0000
	N	4	4	4	4	4	4	4	4	4
Total	Mean	2.9000	2.8000	3.1000	3.2000	3.0000	2.6000	3.0000	2.6000	2.4000
	N	10	10	10	10	10	10	10	10	10

Figure 4.24
Compared Means of Score in Section G Based on Types of School



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Table 4.27
Analysis of Data Based on Mean and Standard Deviation : Types of School

Group Statistics

	type of school	N	Mean	Std. Deviation	Std. Error Mean
Mean for Section A	A	6	3.3431	.37466	.15295
	B	4	3.4118	.20935	.10468
Mean For Section B	A	6	3.9333	.60222	.24585
	B	4	3.6500	.41231	.20616
Mean For Section C	A	6	3.6354	.55257	.22559
	B	4	3.2969	.45465	.22732
Mean For Section D	A	6	2.7619	.66189	.27021
	B	4	2.7143	.42056	.21028
Mean For Section E	A	6	2.8542	.27858	.11373
	B	4	2.3750	.66927	.33463
Mean For Section F	A	6	2.9074	.55961	.22846
	B	4	3.1111	.52116	.26058
Mean For Section G	A	6	2.9444	.50062	.20438
	B	4	2.6944	.68718	.34359

The mean scored for each section can be inferred as follows:

Section A: Respondents in grade A and B schools are mostly unsure (score 3) whether they are satisfied in terms of their present job.

Section B: Respondents in grade A and B schools mostly agreed (score 4) in terms of co-worker.

Section C: Respondents in grade A are mostly unsure (score 3) while in grade B, most of them agreed (score 4)in terms of supervisor and supervision.

Section D: Respondents in grade A and B schools mostly shows uncertainty (score 3) on income and BISP allowance.

Section E: Respondents in grade A schools are mostly uncertain (score 3) on promotion while respondents in grade B schools mostly disagree (score 2) in terms of promotion.

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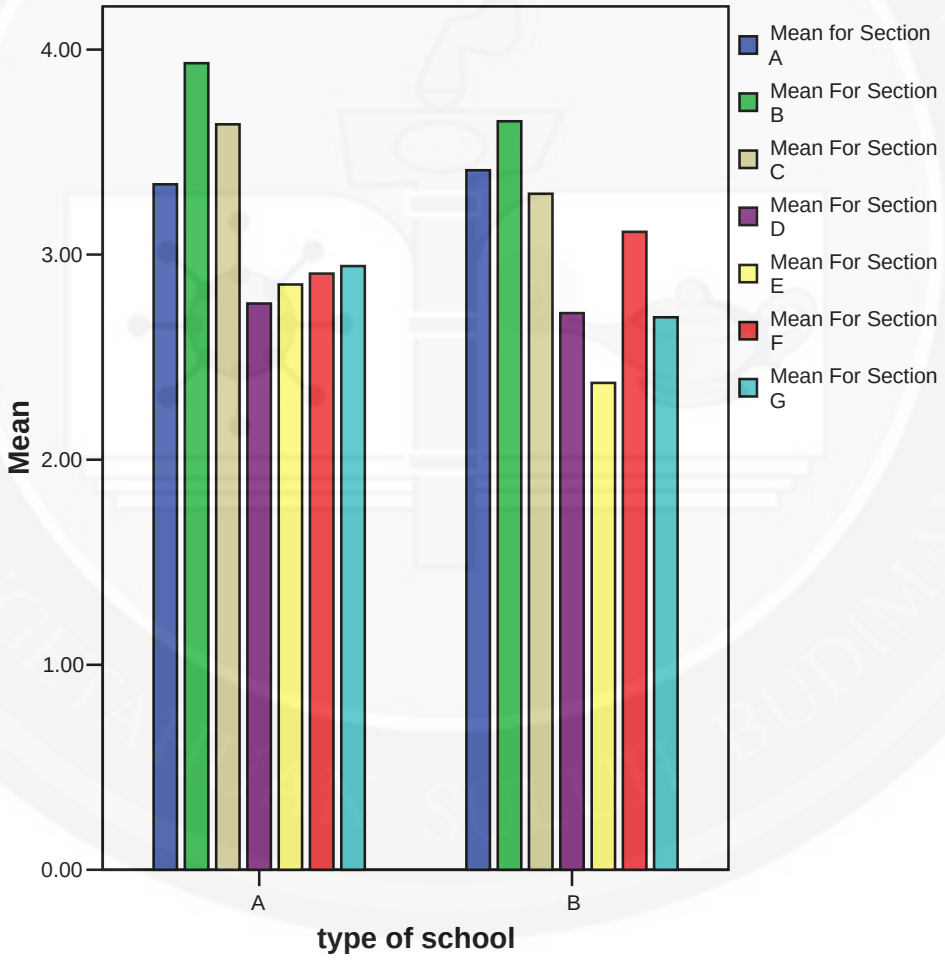
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Section F: Respondents in grade A and B schools are mostly uncertain (score 3) on facilities factor in terms of job satisfaction.

Section G: In terms of the Malaysian Remuneration System, most respondents in both grade A and B schools show uncertainty (score3) of the factor contributing to their job satisfaction.

Figure 4.25

Presentation and Analysis of the Data Based on t-test for Sections A to G



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Table 4.28
Presentation and Analysis of the Data Based on t-test for Sections A to G

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Mean for Section A	Equal variances assumed	.998	.347	-.329	8	.750	-.06863	.20833	-.54904	.41179
	Equal variances not assumed			-.370	7.894	.721	-.06863	.18534	-.49703	.35977
Mean For Section B	Equal variances assumed	.055	.821	.815	8	.439	.28333	.34786	-.51883	1.08550
	Equal variances not assumed			.883	7.951	.403	.28333	.32085	-.45733	1.02400
Mean For Section C	Equal variances assumed	.119	.739	1.012	8	.341	.33854	.33438	-.43255	1.10963
	Equal variances not assumed			1.057	7.471	.323	.33854	.32026	-.40918	1.08627
Mean For Section D	Equal variances assumed	.868	.379	.126	8	.902	.04762	.37646	-.82050	.91574
	Equal variances not assumed			.139	8.000	.893	.04762	.34239	-.74195	.83718
Mean For Section E	Equal variances assumed	13.089	.007	1.595	8	.149	.47917	.30033	-.21339	1.17172
	Equal variances not assumed			1.356	3.703	.252	.47917	.35343	-.53390	1.49223
Mean For Section F	Equal variances assumed	.215	.655	-.578	8	.579	-.20370	.35213	-1.01571	.60830
	Equal variances not assumed			-.588	6.928	.575	-.20370	.34655	-1.02488	.61747
Mean For Section G	Equal variances assumed	.424	.533	.670	8	.521	.25000	.37289	-.60989	1.10989
	Equal variances not assumed			.625	5.114	.559	.25000	.39978	-.77080	1.27080

Based on the above statistic output, it can be inferred that based on 95% confidence, the stated significant value for each Section shows that the probability to obtain similarities on opinion about job satisfaction between grade A and grade B school are at least as big as:

Section A: 0.347

Section B: 0.821

Section C: 0.739

Section D: 0.379

Section E: 0.007

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Section F: 0.655

Section G:0.533

The significant value stated above shows that out of 7 sections, only 1 section (section E: Promotion) shows that there is a significant difference about job satisfaction between Grade A and Grade B schools.

Thus, this shows that the probability of the existence of the phenomenon as stated in the hypothesis null is big (more than 0.025/2.5%: 2-tailed of 95% confidence interval). Therefore, this study has failed to reject hypothesis null which stated that there is no statistically significant difference in the English Language teachers' job satisfaction between grade A and grade B schools in Perak Tengah district.

The statistic output above can be further confirmed with the same statistic test used with overall mean computed for all sections:

Table 4.29
Overall Mean Based on Types of School

Group Statistics

	type of school	N	Mean	Std. Deviation	Std. Error Mean
overall mean	A	6	3.1971	.29910	.12211
	B	4	3.0362	.17522	.08761

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Figure 4.26
Overall Mean Based on Types of School

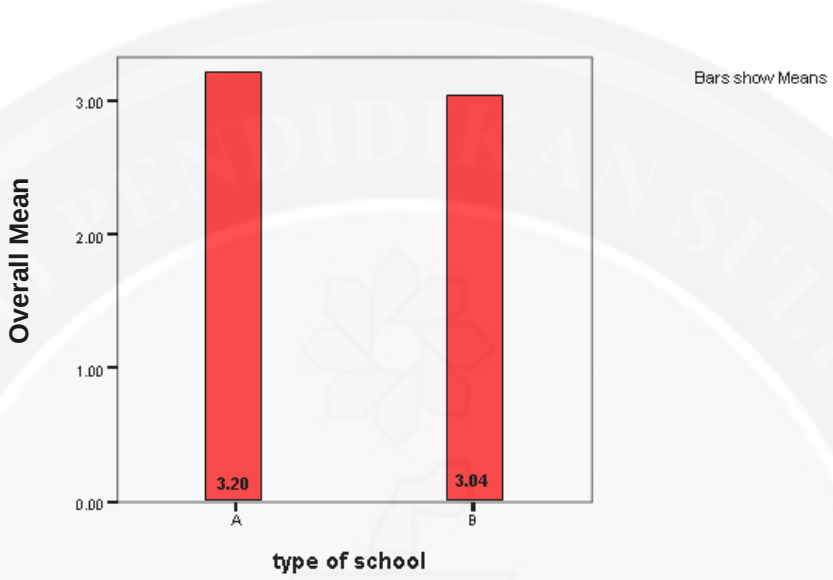


Table 4.30
Independent Samples Test Based on Types of School

Independent Samples Test

		Levene's Test for quality of Variance		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	ig. (2-tailed	Mean Difference	Std. Error Difference	Lower	Upper
overall me	Equal varian assumed	.677	.434	.960	8	.365	.16090	.16761	-.22561	.54742
	Equal varian not assumed			1.071	7.958	.316	.16090	.15028	-.18597	.50778

The above statistic output shows that the respondents in grade A and B schools mostly score uncertain in terms of job satisfaction overall. Thus, this shows the absence of differences between both grade A and B schools. Based on the significant value stated in the Independent Sample T-test above : **0.434 ,** it can be inferred that - as the value 0.434 is more than the value 0.025 (2-tailed 95% confidence interval). Therefore, it can be

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concluded that there is no significant difference between grade A and B schools in terms of job satisfaction. In other words statistically, hypothesis null could not be rejected.

4.1.4 Research Question 3

Is there any significant relationship between the job satisfaction of the English Language teachers in Perak Tengah district toward the selected variable with respect to level of education?

4.1.4.1 Hypothesis 3

H_o 3 : There is no significant difference in the English Language teachers' job satisfaction between highly educated teachers and teachers who received low level of education in Perak Tengah district statistically.

H_a 3: There is a statistical significant difference in the English Language teachers' job satisfaction between highly educated teachers and teachers who received low level of education in Perak Tengah district.

Table 4.31

Pearson Correlation : Level of Education and Job Satisfaction

Correlations

		Highest Educational Level Attained	overall mean
Highest Educational Level Attained	Pearson Correlation	1	-.164
	Sig. (2-tailed)	.	.651
	N	10	10
overall mean	Pearson Correlation	-.164	1
	Sig. (2-tailed)	.651	.
	N	10	10

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Based on the above statistic output, it can be inferred that there is no significant relationship between level of education and job satisfaction as the significant value **0.651** which is more than the determined significant level => 0.05/2 = 0.025 (at 2-tailed 95% confidence). This is further confirmed by the negative weak value of Pearson Correlation between level of education and overall mean that is **-0.164**.

4.1.5 Research Question 4

Is there any significant relationship between the job satisfaction of the English Language teachers in Perak Tengah district toward the selected variable with respect to monthly income level?

4.1.5.1 Hypothesis 4

H_o 4 : There is no significant difference in the job satisfaction of the English Language teachers between those who receive high income and low income in Perak Tengah district statistically.

H_a 4 : There is a statistical significant difference in the job satisfaction of the English Language teachers between those who receive high income and low income in Perak Tengah district.

Table 4.32

Pearson Correlation : Monthly Income and Job Satisfaction

Correlations

		Monthly Income	overall mean
Monthly Income	Pearson Correlation	1	-.221
	Sig. (2-tailed)	.	.539
	N	10	10
overall mean	Pearson Correlation	-.221	1
	Sig. (2-tailed)	.539	.
	N	10	10

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Based on the above statistic output, it can be inferred that there is no significant relationship between monthly income and job satisfaction as the significant value **0.539**, which is more than the determined significant level => 0.05/2 = 0.025 (at 2-tailed 95% confidence). This is further confirmed by the negative weak value of Pearson Correlation between monthly income and overall mean that is **-0.221**.

4.1.6 Research Question 5

Is there any significant relationship between the job satisfaction of the English Language teachers in Perak Tengah district toward the selected variable with respect to marital status?

4.1.6.1 Hypothesis 5

H_o 5: There is no significant difference in the job satisfaction of the English Language teachers between those who are married and single in Perak Tengah district statistically

H_a 5 : There is a statistical significant difference in the job satisfaction of the English Language teachers between those who are married and single in Perak Tengah district.

Table 4.33

Pearson Correlation: Marital Status and Job Satisfaction

Correlations

		overall mean	Marital Status
overall mean	Pearson Correlation	1	.047
	Sig. (2-tailed)	.	.897
	N	10	10
Marital Status	Pearson Correlation	.047	1
	Sig. (2-tailed)	.897	.
	N	10	10

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Based on the above statistic output, it can be inferred that there is no significant relationship between marital status and job satisfaction as the significant value **0.897** which is more than the determined significant level => 0.05/2 = 0.025 (at 2-tailed 95% confidence). This is further confirmed by the weak value of Pearson Correlation between marital status and overall mean that is **0.047**.

4.1.7 Research Question 6

Is there any significant relationship between the job satisfaction of the English Language teachers in Perak Tengah district toward the selected variable with respect to race?

4.1.7.1 Hypothesis 6

H_o 6 : There is no significant difference in the job satisfaction between Malay, Chinese and Indian teachers in Perak Tengah district statistically

H_a 6 : There is a statistical significant difference in the job satisfaction between Malay, Chinese and Indian teachers in Perak Tengah district.

Table 4.34

Pearson Correlation : Race and Job Satisfaction

Correlations

		Race	overall mean
Race	Pearson Correlation	1	.351
	Sig. (2-tailed)	.	.320
	N	10	10
overall mean	Pearson Correlation	.351	1
	Sig. (2-tailed)	.320	.
	N	10	10

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Based on the above statistic output, it can be inferred that there is no significant relationship between race and job differences as the significant value **0.320** which is more that the determined significant level => 0.05/2 = 0.025 (at 2-tailed 95% confidence). This is further confirmed by the weak value of Pearson Correlation between sex and overall mean that is **0.351.**

4.1.8 Research Question 7

Is there any significant relationship between the job satisfaction of the English Language teachers in Perak Tengah district toward the selected variable with respect to age?

4.1.8.1 Hypothesis 7

H_o 7 : There is no significant difference in the job satisfaction of the English Language teachers between young and veteran teachers in Perak Tengah district statistically

H_a 7 : There is a statistical significant difference in the job satisfaction of the English Language teachers between young and veteran teachers in Perak Tengah district.

Table 4.35

Pearson Correlation : Age and Job Satisfaction

Correlations

		overall mean	Age
overall mean	Pearson Correlation	1	-.239
	Sig. (2-tailed)	.	.507
	N	10	10
Age	Pearson Correlation	-.239	1
	Sig. (2-tailed)	.507	.
	N	10	10

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Based on the above statistic output, it can be inferred that there is no significant relationship between age and job satisfaction as the significant value **0.507** which is more that the determined significant level => 0.05/2 = 0.025 (at 2-tailed 95% confidence). This is further confirmed by the negative weak value of Pearson Correlation between type of school and overall mean that is **-0.239.**

Table 4.36

Overall Mean For Sections A to G

Respondent	Overall mean (score) from section A to G
1	3.19
2	2.98
3	2.81
4	3.16
5	3.60
6	3.24
7	3.30
8	2.72
9	3.02
10	3.30

All respondents except respondent no 5 show uncertainty in responding to the questionnaire. Based on the Likert scale used in the questionnaire:

1 – strongly disagree

2 – disagree

3 – not sure

4 – agree

5 – strongly agree

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As referred to the above table, all respondents (except respondent no 5) mostly responded not sure in questions posted in section A to G.

Based on the results, the current researcher found that the alternative hypothesis could not be accepted was caused by the responses gathered, whereby the overall mean for most of the sections from section A to G, almost every participant (cross examined age, race, sex, school grade, etc.) responded by selecting 3 (not sure). Thus, definitely the result would still be that there is no differences between groups tested.

Therefore in the next research, it is strongly suggested by the current researcher that the questionnaire is formed in a more definite scale, for example a 6-point Likert scale whereby respondents will have to choose from strongly disagree, disagree, slightly disagree, slightly agree, agree and strongly agree.

This is one of the set backs of using questionnaire to obtain information as the possibility of the respondents to react as non-committal to certain issues arises. The problem that the present researcher faces is common when we use questionnaire in our research, and this has been widely discussed in various educational research books.

To further confirm whether to accept or reject the null hypothesis of this research, it is also suggested that the next researchers conduct several interviews, as using questionnaire could not captivate what actually they feel, as satisfaction is very subjective, whereas questionnaire is only a set of predetermined statements which in this case the respondents could not justify themselves when they choose to select score

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1/2/3/4/5 for the questions posted in the questionnaire. Then the researchers can further elaborate the real situation in school in terms of job satisfaction.

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

The main purpose of this study is to determine whether there are any significant relationship between the job satisfaction of the English Language teachers in Perak Tengah district toward the selected variables with respect to gender, type of school, race, marital status, level of education, and income level.

This study focuses on the demographic background of the teachers with respect to type of school, gender, race, marital status, level of education, and income level, and to clarify how these variables are related to their job satisfaction.

This study utilized the survey approach to collect the required data. Respondents of this study were ten English language teachers in two schools in Perak Tengah district. The two selected schools were SMK ISkandar Shah, Parit and SMK Sultan Muhammad Shah, Parit. A questionnaire was used to gather information from the respondents. The collected data were then analyzed using several statistical analysis, such as frequencies, means, t-test, and Pearson Correlation. The conclusion and recommendations of this study are presented in the following sections.

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5.1 CONCLUSION

The following are the findings of the entire study that were concluded from the data analysis in Chapter Four. The job satisfaction facets measured in this study were as follows:-

i. Section A : Present work (Satisfying, interesting, good, routine and boring, requires creativity, respectable, always stressed, pleasant, tiresome, challenging, always on alert, frustrating, simple, requires intelligence, have to talk too much, must be fast, stimulating)

Section B : Co-workers (Easy to communicate, selfish and stingy, willing to co-operate, demotivated, helpful and positive thinking)

Section C : Supervisor and supervision (Asks for my advice, hard to please, give praise, tactful, firm, not enough supervision, quick tempered, allow to make decision, annoying, stubborn, know job well, let me stand on my own, always around when needed, lazy, concern on teachers' welfare, intelligent)

Section D : Income and BISP Allowance (Satisfactory, enough for ordinary expenses, bad, provides luxury, BISP Allowance causes envy among other teachers, less than what I deserve, highly paid)

Section E : Promotion (Fairly good chance for promotion, limited chance for promotion, promotion policy based on ability, unfair promotion policy, teachers with masters and PhD are ignored for promotion, infrequent promotion, increment in salary due to promotion is not appropriate to work done)

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Section F : Facilities (i.Staff room : comfortable, attractive, lack of facilities, noisy environment, facilities are conducively arranged ii. Teaching aids, lap top and software : lap tops and softwares are enough, teaching aids are accessible, teaching aids are neatly arranged, I seldom use the lap top in my teaching)

Section G : Malaysian Remuneration System (Satisfying, fair, improves my performance, encourages me to work harder, ineffective on me, favouratism occurs, enables me to realize my weaknesses, unsuitable to be used in this department, provokes jealousy among teachers)

5.1.1 RESPONDENTS' BACKGROUND

The samples of this study consisted of 60% teachers from school A (SMK Iskandar Shah, Parit), and 40% teachers from school B (SMK Sultan Muhammad Shah, Parit). 70% of the samples were female, while the remaining 30% of the samples were male. 60% of the respondents were Malay, 30% were Chinese, and only 10% were Indian. Only 10% of the whole samples were from the range of age between 26 to 30 years old, and 51 years and above respectively. Another 30% were from the range of age between 31 to 40 years old. Most of the samples were between the age of 41 to 50 years old. The total number of respondents were 10.

In terms of monthly income, only 10% of the whole samples received the total income of RM1000 and below, and between RM1501 to RM2000 respectively. The other 20% received incomes between RM2501 and above, while the highest percentage of

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respondents received monthly income between RM2001 to RM2500, with the total percentage of 60%.

In terms of marital status, 30% of the respondents were single, 50% were married with one to four children, and the other 20% were married with five and above number of children.

In terms of highest educational level attained, there were 20% who possessed Sijil Pelajaran Malaysia or Malaysian Certificate of Education. 10% were diploma holders, 60% were bachelor degree holders, while only 10% were masters degree holders.

5.1.2 JOB SATISFACTION OF ENGLISH LANGUAGE TEACHERS : GENDER

In terms of significant difference in job satisfaction of the English language teachers between male and female teachers in Perak Tengah district (Hypothesis 1), both genders were mostly unsure (score 3) about their satisfaction in their present job. The same score was found in terms of income and BISP allowance, facilities, and Malaysian Remuneration System. In terms of satisfaction with co-workers and supervisor and supervision, it was found that both genders were satisfied (score 4).

The only significant difference between male and female English language teachers in Perak Tengah district was promotion, since it was found that most female respondents were unsure (score 3), while male respondents were mostly not satisfied (score 2).

However, as a whole both genders were mostly unsure (score 3) in terms of overall job satisfaction. Therefore, statistically, hypothesis null could not be rejected.

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5.1.3 JOB SATISFACTION OF ENGLISH LANGUAGE TEACHERS : TYPE OF SCHOOL (GRADE A/ B SCHOOLS)

In terms of significant difference in job satisfaction of English language teachers between grade A and B schools in Perak Tengah district, it was found that both schools' respondents were unsure (score 3) in their present job, income and BISP allowance, facilities and Malaysian Remuneration System. Respondents from both schools also were satisfied in terms of co-workers.

Two facets of work that showed significant differences were supervisor and supervision, and promotion. In terms of supervisor and supervision, most respondents in grade A were unsure (score 3), while in grade B school, most respondents were satisfied (score 4). In terms of promotion, most respondents in grade A school were uncertain (score 3), while in grade B school, most respondents were dissatisfied (score 2).

However, overall most respondents in grade A and B schools were unsure (score 3) in terms of job satisfaction. Therefore, it could be stated that hypothesis null could not be rejected.

In conclusion, based on the findings of this study, it can be concluded that in terms of gender, both genders were satisfied (score 4) with their co-workers and supervisor and supervision. On the other hand, they were still unsure (score 3) in terms of their satisfaction in their present job, income and BISP allowance, facilities, and Malaysian Remuneration System. In terms of promotion, female respondents were mostly unsure (score 3), while male respondents were mostly dissatisfied (score 2).

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In terms of grade A and B schools, both types of school were satisfied (score 4) regarding their co-workers. In terms of supervisor and supervision, most respondents in grade A school were unsure (score 3), while respondents in grade B were satisfied (score 4). In terms of promotion, most respondents in grade A school were uncertain (score 3), while in grade B school, most respondents were dissatisfied (score 2). However, there were four areas in which the respondents were unsure (score 3), and they were their present job, income and BISP allowance, facilities and Malaysian Remuneration System.

In short, most respondents were only satisfied (score 4) with their co-workers, whereas there were many other areas that they were unsure (score 3). They were their present job, income and BISP allowance, facilities, and Malaysian Remuneration System. Only grade B school respondents, including both male and female genders were satisfied (score 4) in terms of supervisor and supervision. In terms of promotion, in grade A school the respondents from both genders were mostly unsure (score 3), while in grade B school, most of the male respondents were dissatisfied (score 2).

5.1.4 JOB SATISFACTION OF ENGLISH LANGUAGE TEACHERS : LEVEL OF EDUCATION

Overall, based on the statistic output gathered from Chapter IV, it can be inferred that there is no significant relationship between level of education and job satisfaction of English language teachers in Perak Tengah district, as the significant value **0.651** which is more than the determined significant level 0.05/2 = 0.025 (at 2-tailed 95% confidence),

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and further confirmed by the negative weak value of Pearson Correlation between level of education and overall mean that is **-0.164**.

5.1.5 JOB SATISFACTION OF ENGLISH LANGUAGE TEACHERS : INCOME LEVEL

Overall, based on the statistic output computed in Chapter IV, it can be inferred that there is no significant relationship between monthly income and job satisfaction as the significant value **0.539**, which is more than the determined significant level 0.05/2 = 0.025 (at 2-tailed 95% confidence), and further confirmed by the negative weak value of Pearson Correlation between monthly income and overall mean that is **-0.221**.

5.1.6 JOB SATISFACTION OF ENGLISH LANGUAGE TEACHERS : MARITAL STATUS

As a whole, based on the statistic output in Chapter IV, it can be inferred that there is no significant relationship between marital status and job satisfaction as the significant value **0.897** is more than the determined significant level 0.05/2 = 0.025 (at 2-tailed 95% confidence), and is further confirmed by the weak value of Pearson Correlation between marital status and overall mean that is **0.047**.

5.1.7 JOB SATISFACTION OF ENGLISH LANGUAGE TEACHERS : RACE

Based on the statistic output in Chapter IV, it can be inferred that there is no significant relationship between race and job differences as the significant value **0.320** which is more

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that the determined significant level 0.05/2 = 0.025 (at 2-tailed 95% confidence). This is further confirmed by the weak value of Pearson Correlation between sex and overall mean that is **0.351.**

5.1.8 JOB SATISFACTION OF ENGLISH LANGUAGE TEACHERS : AGE

Based on the statistic output in Chapter IV, it can be inferred that there is no significant relationship between age and job satisfaction as the significant value **0.507** which is more that the determined significant level 0.05/2 = 0.025 (at 2-tailed 95% confidence). This is further confirmed by the negative weak value of Pearson Correlation between type of school and overall mean that is **-0.239.**

5.2 RECOMMENDATIONS

Based on the conclusion of this study, there are a few recommendations that should be taken into account, either for practice or for further research.

5.2.1 Recommendations for Practice

Based on the findings of this study, it is clear that the English language teachers in Perak Tengah do not respond to the questionnaires adequately for their own various reasons. This study indicates that most of the respondents were uncertain about their present job, income and BISP allowance, facilities, and Malaysian Remuneration System. What can be assumed by the present researcher is that these teachers were not well informed about the four important facets of work. This might be caused by the remoteness of this district, or the amount of work that they had to complete, which made them unable to find more

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information on the four areas. There is also probability that they do not want to reveal the actual situations in their own schools as the information that needed by the current researcher can be considered as confidential.

The other possibility is that the English teachers in the two selected schools do not allocate time to convey information on the four important facets of work during official or non-official meetings. Their teachers should be equipped with adequate knowledge regarding their present job as teachers, their income and BISP allowance, and also their current system in analyzing their performance and skills, that is the Malaysian Remuneration System so that they are more aware about the present education system situation.

On top of that, the most important aspect is to be looked after is to update and to add facilities in the staffroom, teaching aids, software and laptops. What is understood by the present researcher was that the English language teachers in the two selected schools were not equipped with laptops, which were made compulsory by the Ministry of Education in order to enhance the teaching and learning of English, and to assist the students in further understanding this increasingly important subject.

In terms of promotion that most respondents ticked as unsure (score 3) and dissatisfied (score 2), the present researcher learns that not many English teachers are satisfied with their present job. It is actually a long-time request by the previous and current-serving teachers, that is to give a different scale in their status as ordinary teachers for those who have masters and philosophy doctor, but still serving in government schools. There were many proposals posted to the Ministry of Education by

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many teachers' union, for example NUTP, that teachers who possess a masters degree or a philosophy doctor are given special increment. Many teachers, who are not only English language teachers, criticize the past and current practice, that is teachers are only promoted from DGA29 to DG41 whenever they pass their first degree studies. Unfortunately, those who have masters and philosophy doctors were ignored for promotion. This is very unfortunate for those teachers who had spent their own money, time, effort and so on and the like to get their masters and philosophy doctors, but at the end of the day, they do not receive anything as reward for their hard work.

As the objective of Ministry of Education to promote Malaysian teachers up to the world level, it is about time that promotion for these extra hardworking teachers is revised as early as possible. This is due to the fact that they could contribute added value to their service.These teachers had learned a lot, and are serving better with their added knowledge, compared to those who only had basic degrees. This is where our Ministry of Education should play its role, that is to merit those teachers with appropriate scale, in line with their newly-obtained degrees, so that they could reach the top most level of the Maslow's Hierarchy of Needs.

The only facet that most respondents put as satisfied (score 4) was co-workers. This means that these English language teachers have a very supportive colleagues. This matter should remain positive, as it is considered very important in one's career.

Based on the findings in the later part of Chapter IV, it can be concluded that there were no significant relationships between level of education (highly educated and low level of education), income level (high income and low income), and marital status

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(married and single). Thus, it can be said that there were other facets of work that contributed toward job satisfaction of English language teachers in Perak Tengah district. In current researcher's opinion, some of the possible areas are students' factor, for examples students' levels of academic achievement and discipline, and number of students per class, parental factor, for example parents' level of contribution and support toward their children's academic achievement, and many other facets of work that directly focused on teachers' job, and not Job Descriptive Index by Patricia Smith per se.

5.2.2 Recommendations for Further Research

The findings of this study suggest for further research in the related area. One of the suggested area to be studied is the relationship between students' level of academic and cocurricular achievements with English language teachers' job satisfaction in other remote areas in Perak or other states in Malaysia. The other area that is not covered in this study is the relationship between students' discipline and English language teachers' job satisfaction. This is because English itself is a very difficult subject to teach to remote area students. In addition, it becomes more challenging when teachers are faced with students' discipline problems.

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APPENDIX

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The Research Questionnaire

THE RESEARCH INSTRUMENT

RESEARCH TOPIC : ENGLISH LANGUAGE TEACHERS' JOB SATISFACTION: A CASE STUDY IN PERAK TENGAH DISTRICT

Dear teachers, this study will survey the level of your job satisfaction. This questionnaire is divided into two sections. The first part is about your biodata, while the second part I will cover the seven areas of work environment. I would like to know your level of job satisfaction for each area. There is no right or wrong to your answers. Please state your opinion honestly.

Your co-operation is highly appreciated. Thank you.

FAUZIAH BT ZUN

M.Ed. TESL

LANGUAGE FACULTY

UNIVERSITI PENDIDIKAN SULTAN IDRIS

2002/2007

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pART 1 : RESPONDENT'S BIODATA
(BIODATA RESPONDEN)

Please tick (/) in the **relevant boxes.**
(Sila tandakan (/) dalam petak petak yang berkenaan.

1. Type of school
Jenis sekolah

( ) A
( ) B

2. School session *Sesi persekolahan*

***( )* Morning**
( ) Afternoon

3. Age
Umur

( ) 25 years and below ( ) 26 - 30 years ( ) 31-40 years ( ) 41- 50 years ( ) 51 years and above

4. Sex
Jantina

( ) Male
( ) Female

5. Race
Kaum

( ) Malay
( ) Chinese ( ) Indian
( ) Others. Please state: _____

6. Monthly Income (Basic pay)
Pendapatan bulanan (Gaji pokok)

( ) RM 1000 and below ( ) **RM** 1001 - RM 1500 ( ) RM 1501 - RM 2000 ( ) **RM** 2001 - RM 2500 ( ) **RM** 2501 and above

7. **Marital status *Taraf perkahwinan***

( ) Single
( ) Married without children
( ) Married with 1- 4 children
( ) Married with 5 and more children ( ) Widow / Widower

8. Highest Educational Level Attained ***Tahap pendidikan tertinggi***

( ) SPM/ MCE
( ) STP/STPM/HSC ( ) Diploma ( ) Bachelor Degree ( ) Masters Degree ( ) Doctorate

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PART 2 : 7 AREAS OF WORK ENVIRONMENT

This section deals with 7 areas of your work environment: A. Present Work B. Coworkers, C. Supervisor and Supervision D. Income E.

Bahagian ini mengandungi 7 aspek mengenai pekerjaan anda: A. Pekerjaan Sekarang B. Rakan Sekerja C. Penyelia dan Penyeliaan D. Pendapatan E. Kenaikan Pangkal F.Kemudahan-kemudahan G. System Saraan Malaysia. Bulatkanjawapan yang paling sesuai.

A. PRESENT *WORK (PEKERJAAN SEKARANG)*

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1. Satisfying (*Memuaskan)*	*5*	*4*	*3*	*2*	*1*
2. Interesting (*Interesting)*	*5*	*4*	*3*	2	1
3. Good (Baik)	*5*	*4*	*3*	2	1
4. Routine and boring *(Rutin dan membosankan)*	*5*	*4*	*3*	*2*	*1*
5. Requires creativity (*Memerlukan kreativiti)*	*5*	4	*3*	2	1
6. Respectable (Dihormati)	*5*	*4*	*3*	2	1
7. Always stressed (*Sexing tertekan)*	*5*	*4*	*3*	2	
8. Pleasant (*Selesa)*	*5*	*4*	*3*	*2*	*1*
9. Tiresome (*Meletihkan)*	*5*	*4*	*3*	2	1
10. Challenging	*5*		*3*	2	1

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(Mencabar)

11. Always on alert 5 *4* 3 2 1
(*Sentiasa bersiap sedia)*

12. Frustrating 5 ***4*** 3 2 1
(***Mengecewakan)***

13. Simple 5 *4* *3* 2 1
(*Mudah)*

14. Requires intelligence 5 *4* *3* 2 1
(*Memerlukan kecerdasan)*

15. Have to talk too much 5 *4* 3 2 1
(*Perlu cakap banyak)*

16. Must be fast 5 *4* 3 2 1
(*Memerlukan* ***kepantasan)***

17. Stimulating 5 *4* 3 2 1
(*Menggalakkan)*

B. **CO-WORKERS (*RAKAN*** *SEJAWAT)*

1. Easy to communicate 5 *4* *3* *2* *1*
(Senang untuk berhubung)

2. Selfish and stingy 5 *4* 3 2
(***Mementingkan*** *diri* ***dan kedekut)***

3. Willing to cooperate 5 *4* 3 2 1
(*Bersedia untuk bekerjasama)*

4. Demotivated 5 *4* *3* 2 1
(*Tidak bermotivasi)*

5. Helpful and 5 *4* *3* 2 1
positive thinking
(Membantu dan
berfikiran positif)

C. SUPERVISOR AND SUPERVISION *(PENYELIA DAN PENYELIAAN)* 1. Asks for my advice 4 3 2 1

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(Meminta pandangan saya) ***11 9***

2. Hard to please (*Sukar dipuaskan)*	5	4	3	2	1
3. Give praise (*Memberi pujian)*	5	4	3	2	1
4. Tactful (*Pandai ambil hati)*	5	4	3	2	1
5. Firm (Tegas)	5	4	3	2	1
6. Not enough supervision (*Tidak cukup penyeliaan)*	5	4	3	2	1
7. Quick tempered (*Cepat marah)*	5	4	3	2	1
8. Allow to make decision (*Benarkan buat keputusan)*	5	4	3	2	1
9. Annoying (*Menyakitkan hati)*	5	4	3	2	1
10. Stubborn (*Degil)*	*5*	4	3	2	1
11. Know job well (*Tahu bidang tugas)*	5	4	3	2	1
12. Let me stand on my own *(Membenarkan saya berdikari)*	5	4	3	2	1
13. Always around when needed	5	4	3	2	1

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(Sering ada bila diperl ukan)

14. Lazy *(Malas)*	*5*	*4*	3	2	1
15. Concern on teachers' welfare *(Prihatin terhadap kebajikan guru)*	5	4	3	2	1
16. Intelligent (*Pintar)*	5	4	3	2	1
D. INCOME AND BISP ALLOWANCE(					
1. Satisfactory (*Memuaskan)*	5	4	3	2	1
2. Enough for ordinary expenses *(Cukup bagi perbelanjaan biasa)*	5	4	3	2	1
3. Bad (*Tidak bagus)*	5		3	2	1
4. Provides luxury *(Memberi kemewahan)*	5	4	3	2	1
5. BISP allowance causes envy among other teachers (*Elaun BISP menimbulkan iri hati guru lain)*	5	4	3	2	1
6. Less than what I deserve *(Kurang daripada sepatutnya)*	5	4	3	2	1

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~ 7. Highly paid *(Dibayar tinggi)*	5	4	*3*	*2*	*1*

E. PROMOTION (*Kenaikan pangkat)*

1. Fairly good chance for promotion ***(Peluang naik*** *pangkat cerah)*	*5*	*4*	*3*	*2*	*1*
2. Limited chance for promotion *(Peluang naik pangkat terhad)*	*5*	*4*	*3*	*2*	*1*
3. Promotion policy based on ability ***(Kenaikan pangkat berdasar kebolehan)***	5	4	3	*2*	*1*
4. **Unfair** promotion policy ***(Dasar naik pangkattidak adil)***	5	4	3	2	
5.Teachers with Masters and PhD are ignored for promotion *(Guru yang mempunyai Masters dan PhD* ***diabaikan untuk naik pangkat***	5	4	*3*	2	1
6.Infrequent promotion ***(Kenaikan pangkattidak***	5	***4***	***3***	***2***	*1*

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7. Increment in salary due to promotion is not appropriate to work done *(Kenaikan gaji basil kenaikan pangkat tidak seimbang dengan kerja dibuat)*	5	4	3	2	1
8.Job without prospects (Kerja yang tiada prospek)	5	4	3	2	1

F. FACILITIES (*KEMUDAHAN-KEMUDAHAN)*

I } Staff room (*Bilikguru)*

1. Comfortable *(Selesa)*	5	4	3	2	1
2. Attractive *(Menarik)*	5	4	3	2	1
3. Lack of facilities *(Kemudahan tidak cukup)*	5	4	3	2	1
4. Noisy environment *(Persekitaran yang bising)*	5	*4*	*3*	2	1
5.Facilities are conducively arranged *(Kemudahan*	5	*4*	3	2	1

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disusun
dengan *balk)*

II) **Teaching aids, lap top and software (*Alai Bantu mengajar, komputer riba dan software)***

1. Lap tops and software are enough (*Komputer riba dan software mencukupi)*	5	4	3	2	1
2. Teaching aids are accessible *(Alat Bantu mengajar mudah diambil)*	5	4	3	2	1
3. Teaching aids are neatly arranged *(Alat Bantu mengajar disusun **kemas)***	5	4	3	2	1
4. I seldom use the lap top in my teaching *(Sayajarang menggunakan komputer riba dalam pengajaran)*	5	*4*	3	2	1

G. THE MALAYSIAN REMUNERATION SYSTEM (*SISTEM SARAAN MALAYSIA)*

1. Satisfying *(Memberi kepuasan)*	5	4	3	2	1
2. Fair *(Adil)*	5	4	3	2	I

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3. Improves my performance (*Meningkatkan prestasi saya)*	5	4	3	2	1
4. Encourages me to work harder *(Mendorong saya bekerja kuat)*	5	*4*	*3*	*2*	*1*
5. Ineffective on me (*Tidak memberi kesan kepada saya)*	5	4	3	2	I
6. Favouratism occurs *(Berlaku pilih kasih)*	5	*4*	*3*	*2*	*1*
7. Enables me to realize my weaknesses *(Membolehkan saya tahu kelemahan saya)*	5	*4*	*3*	*2*	*1*
8.Unsuitable to be used in this department *(Tidak sesuai digunakan di dalam jabatan ini)*	5	4	3	2	1

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9. Provokes jealousy among teachers *(Menimbulkan iri hati di* ***kalangan guru lain)***	5	4	3	2	1

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