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**A STUDY OF SATISFACTION HUMAN RESOURCE
PRACTICES ON JOB SATISFACTION AMONG
TEACHERS IN KOTA KINABALU, SABAH.**

SITI ASLIDAH BT ARIFFIN

PERPUSTAKAAN
UNIVERSITI MALAYSIA SABAH

**SCHOOL OF BUSINESS AND ECONOMIC
UNIVERSITI MALAYSIA SABAH
2006**

PERPUSTAKAAN UMS



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Dissertation submitted in partial
fulfillment of the requirements for the degree of
Master of Human Capital Management

**SCHOOL OF BUSINESS AND ECONOMICS
UNIVERSITI MALAYSIA SABAH
2006**



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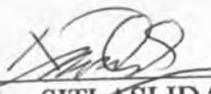
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DECLARATION

The material in this research are original expect for quotation, except, summaries and references that have been duly acknowledged.

SITI ASLIDAH BT ARIFFIN

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I also owe great deal to the respondents of my questionnaires who have willingly spent their precious time in answering the entire questions for the data analysis. To those above-mentioned names and also to those unmentioned, I thank you all.

Lastly, I am extremely grateful to my beloved husband Hairoul Hasbullah and my parents Ariffin Che Ros and Manis Ahmad that give me the support and encouragement over the last one year of this HCM program. This dissertation is for all of you.



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ABSTRACT***A STUDY OF SATISFACTION HUMAN RESOURCE PRACTICES ON
JOB SATISFACTION AMONG TEACHERS IN KOTA KINABALU,
SABAH.***

This research investigates of human resource practice on job satisfaction among teacher in Kota Kinabalu - Sabah. The objective of this research is to examine whether independent variables (supervision, co-worker, job content, pay and training) has a positive impact on job satisfaction. The study also seek age, gender and working experience which may cause a moderating effect in the relationship independent variables (Human Resource Practices) with dependent variables (job satisfaction). The findings from the study shows there are have positive relationship between supervision, coworker and career development (training). Nevertheless, career development and pay shows no significant relationship found between HR practices and job satisfaction. Age, gender and work experience were found no significantly to moderate the relationship between HR practices and job satisfaction.



ABSTRAK

Kajian ini bertujuan untuk mengkaji tentang Kepuasan amalan sumber manusia terhadap kepuasan kerja di kalangan guru di kota Kinabalu – Sabah. Objective kajian adalah untuk menentukan sama ada pembolehubah tidak bergantung (penyelia, rakan sekerja, kandungan kerja, upah and latihan) mempunyai kesan positif terhadap kepuasan kerja. Kajian juga melihat umur, jantina, pengalaman kerja mempengaruhi hubungan antara pembolehubah tidak bergantung (Amalan Sumber Manusia) dengan pembolehubah bergantung (kepuasan kerja). Hasil kajian menunjukkan penyelia, rakan sekerja dan latihan mempunyai hubungan dengan amalan sumber manusia. Namun begitu kajian menunjukkan tiada hubungan antara kandungan kerja dan upah. Begitu juga dengan pembolehubah yang mempengaruhi hubungan antara amalan sumber manusia dengan kepuasan kerja iaitu umur, jantina dan pengalaman kerja.



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GLOSSARY OF TERMS

Dependent Variables	The variable of primary interest to the study, also known as the criterion variable / predictor variable.
Independent Variable	A variable that influences the dependent or criterion variable and account for (or explains) its variance.
Moderating Variable	A variable on which the relationship between two other variables is contingent. That is, if the moderating variable is present, the theorized relationship between the two variables will hold well, not otherwise.
Organization goals	something that organization is striving to achieve, a future expectation, a desired future state and something towards which the activities of the organization are directed in an effort to attain.



CHAPTER I

INTRODUCTION

1.0 Overview

Relatively few studies have sought to combine the job satisfaction and HRM literature. One objective of this paper is therefore to present new empirical evidence on the impact of HRM practices on workers overall job satisfaction. Some authors claim that HRM practices are a substitute for unionization, offering management '...the prospect of improved performance whilst simultaneously improving workers' job satisfaction (Machin and Wood, 2004).

According to Ashton and Webb, (1986); Carnegie Task Force on Teaching, (1986), oftentimes it is not merely satisfaction with the job but with the career in general that is important. According to Ostroff et al. (1992) specifically, a teacher's satisfaction with his or her career may influence the quality and stability of instruction given to students.

Highly satisfied teachers are less likely to change schools or to leave the teaching profession altogether than those who are dissatisfied with many areas of their work life (Choy et al., 1993). One of these factors is job satisfaction, which has been studied widely by organizational researchers and has been linked to organizational commitment as well as to organizational performance (Ostroff, 1992 and Mathieu, 1991). Examinations by Freeman et al.(1978) identified only a small handful of studies by economists at the start of the 1980s but more than 3500 by other social scientists. In the last decade this balance has changed as economists



have produced numerous articles and monographs examining the determinants of job satisfaction and the consequences of job satisfaction on labor market outcomes.

1.1 Problem statement

When talking about teacher profession, it is look like a simple job. Every morning just go to school and teaching, but, in fact teacher not just teaching. Have multi task to do everyday that a whole day in the school, such as management (make a student report, license plans, examination) financial, clacker, counselor. Satisfaction with teaching as a career an important policy issue since it is associated with teacher effectiveness which ultimately affects student achievement and because faculty are both the largest cost and the largest human capital resource of a school system, understanding factors that contribute to teacher satisfaction (or dissatisfaction) is essential to improving the information base needed to support a successful educational system. According to McShane, (1984), Hackett and Guion (1985), Scott and Taylor, (1985) unsatisfied workers also likely to be absent from their job. Brayfield and Crockett, (1955) ventured the opinion that dissatisfied worker would be absent more if their work dissatisfaction was symptomatic of being in a punishing situation. More over, Argyle (1989) noted that when work is satisfying people will show up to enjoy it. Research has revealed that people develop overall feelings about their jobs as well as about selected dimensions or facets of their jobs, such as their supervisor, coworker, pay and so on.

1.2 Research Questions

1.2.1 Is there a relationship between supervision and job satisfaction?

1.2.2 Is there a relationship between Co-Worker and job satisfaction?

1.2.3 Is there a relationship between Job content and job satisfaction?



- 1.2.4** Is there a relationship between Pay and job satisfaction?
- 1.2.5** Is there a relationship between Career development and job satisfaction?
- 1.2.6** Is there age, gender, and work experience play a role in moderating the relationship between HR practice and job satisfaction?

1.3 Research Objectives

The challenge to support and retain high quality teachers is a continuing burden facing today's schools. The need for attracting and retaining quality teachers has become a primary educational mandate at the federal, state and local levels. Workers who experience low levels of job satisfaction tend to display higher turnover rates (Price 1977, Mobley et al. 1979). This research attempts to investigate the relationship between dependent variable of job satisfaction and independent variable of supervision, co-worker, pay and career development. The fundamental issues here is to determine the HR practices and how this can affect on job satisfaction by taking into consideration the existence of moderating factors which may influence the relationship between the main factors and the job satisfaction.

1.4 Scope of the study

The study will be conducted in schools at Kota Kinabalu, Sabah area which has 50 schools for primary. The estimate population size is 300 employees who recently teaching in a primary school from different school in Kota Kinabalu City. This research is to show whether HR practices has a relationship with job satisfaction or vise versa.



1.5 Significance of the Study

Studying job satisfaction is important because organizational productivity is influenced by the quality of the relationship between people and the jobs they do. If there is a good fit between people and their jobs, such that work is a personally rewarding experience, then there may be little for management to do to foster high motivation and satisfaction.

On the other hand, if there is not a good fit between employees and their jobs and employees are dissatisfied, then there may be little that management can do to produce high productivity and job satisfaction. Internal work motivation is tied closely with how well an employee performs on the job. Therefore, it is important to address the relationship between employees and their jobs before examining other aspects of the work place (Hackman & Oldham, 1980).

1.6 Definition of Key Variables

The key variables used in this study have specific meaning and such definition in general context as well as in the context of this research are outline :

1.6.1 Job Satisfaction

According to Smith, (1991) job satisfaction can be defined as how a person "generally feels about the daily operation of the job based on cumulative experience and assessment of the work environment".

1.6.2 Supervision

Spector, (2003) defined that a leader is the person in charge or the boss of other people.



1.6.3 Co-Worker

Homans, (1950) has been emphasized strongly the role of interaction in the development of attitudes between persons. He hypothesized, "If the frequency of interaction between two or more person's increases, the degree of their liking for one another will increase, vice versa".

1.6.4 Job Content

According to Vroom, (1964) observers suggest that depriving the worker of control over his own method of work has negative affective consequences.

1.6.5 Pay

The extent to which an employee forms an attitude toward pay based on perceived difference actual pay and the expected pay. Expected pay is based on the value of perceived inputs and outputs of the job and the pay of other employees holding similar jobs or possessing similar qualifications (Balzer and Smith, 1990).

1.6.6 Career development (training)

According to Mello, (2002) defines training that systematic process of altering the behaviour of employees in a direction to increase organization goals.

1.6.7 Moderators

This study investigates the effects of selected moderator variables such as age, gender, education level and working experience. A moderator helps to explain when effects occur through its interaction with predictor. **Age** is refers to how old the teacher are currently. **Gender** is to determine whether male or female positively related on job satisfaction. **Working experience** is variables will be test with year

of working experiences, whether number of years of working experiences are influencing on job satisfaction.

1.7 Organization of study.

This dissertation has provided five main chapters which chapter I (one), II (two) and III (three), IV (four) and V (five). Chapter I (one) is about Introduction that is including problem statement, purpose of the study, and scope of the study and significance of the study. It is also provide definition of key variables. Chapter II (two) is about Literature Review and it is provide previous study from another researcher. It is would be enable to make related areas of the study and also provides a clear understanding of the subject. Chapter III (three) is about Research Methodology and this chapter describes the research methodology used in this study. It is includes research framework and it is would be given relationship between variables. Also have research hypotheses, sample and research design to use in this study. Chapter IV (four) is about Result the study, it was included all the result the researcher were got from made analysis. Finally, chapter V (five) is about conclusions which have discussion and it implication.



CHAPTER II

LITERATURE REVIEW

2.0 Introduction

Literature review is intended to provide general overview of the subject under study. It is hoped that this chapter would enable to link different related areas of study and provides a clear understanding of the subject. The discussion will start with the understanding of the concepts and followed by the qualifying of the variables used in this study.

2.1 Definition of Concepts

Each of the concepts will be defined about independent variables (Supervision, Co-Worker, Job content, Pay and Training), and dependent variable of job satisfaction. The researcher will relate these concepts with the findings in the latter chapters.

2.1.1 Job Satisfaction

Rice, Gentile, and McFarlin, (1991) stated the Job satisfaction is an affective reaction to an individual's work situation, it can be defined as an overall feeling about one's job or career or in terms of specific facets of the job or career (e.g., compensation, autonomy, coworkers) and it can be related to specific outcomes, such as productivity. Smith *et al.* (1969, p. 6) suggested that "... job satisfaction are feelings or affective responses to facets of the situation." Dawis and Lofquist, (1984)



defined job satisfaction as the result of the worker's appraisal of the degree to which the work environment fulfills the individual's needs. These definitions, as Lease, (1998) pointed out, are similar to other definitions where job satisfaction is viewed as the degree of an employee's affective orientation toward the work role occupied in the organization. Even though individuals are different; there are similarities in what people want from their jobs (Locke, 1976; Locke 1985). There is some doubt whether job satisfaction consists of a single dimension or a number of separate dimensions (Mullins, 2005).

Dimensions or facets such as work, supervision, pay, promotion, and co-workers are widely used (Smith, 1969). An employee can be satisfied on certain aspect but at the same time dissatisfied on other aspect. Sources of job satisfaction and job dissatisfaction such as challenge of the job, degree of interest that the work hold, extent of physical activity, working conditions, reward and nature of co-workers vary from person to person (Anderson, et.al., 1994). Job satisfaction is a function of the work one is engaged in, as well as of the people with whom one works. In terms of work, there are aspects such as feelings of achievement, a sense of independent thought and challenge, autonomy, feedback on quality of performance and completion, security, and prestige which contribute to job satisfaction (Neumann et al.,(1988). In terms of people, satisfaction may be brought about by getting to know others, taking part in decision-making, forming friendships and helping others. According to Quarstein et al., (1992), overall satisfaction is a function of a combination of situational characteristics and situational occurrences. The situational characteristics commonly proposed as key factors in job satisfaction are: the work itself, pay, promotion, supervision and co-workers (Smith *et al.*, 1969). Mumford, (1991) examines job satisfaction in two ways. The first one is in terms of the fit between what the organization requires and what the employee is seeking.



Second, job satisfaction is examined in terms of the fit between what the employee is seeking and what he or she is actually receiving.

Studies of teacher satisfaction based on Maslow's, (1954) hierarchy of needs theory have supported the connection between need-fulfillment and job satisfaction (Carver et al., 1971). These authors cited an absence of three higher-order needs (esteem, autonomy, and self-actualization) as major contributors to low teacher satisfaction. Simmons, (1970) has identified teacher satisfaction factors and has categorized them as *content* and *context*. Content factors relate to the teaching process itself (e.g., achievement in teaching, the nature of the work itself, and recognition), while context factors relate to the job situation (e.g., interpersonal relations, school policy, salary, etc.). The context serves only to reduce pain in the lower-order needs areas (e.g., physiological and safety) and cannot lead to satisfaction. The content aspects correspond to esteem and self-actualization, which are at the top of Maslow's hierarchy (Maslow, 1954). Those factors that are *content*-centered (i.e., intrinsic aspects of teaching) contribute most powerfully to satisfaction.

2.1.2 Supervision

There is some disagreement on the importance of supervision in worker satisfaction (Vroom, 1964). Putnam (1930) in discussing the results of the program of interviewing in the Hawthorne works of the Western Electric Company takes the position that supervision is the most important determinant of worker attitudes. Herzberg, (1959) studied on accountants and engineers suggest that the importance of supervision has been overrated.



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