

Job Satisfaction Among Teachers In A Vernacular School In Malacca

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Abstract

Ensuring the job satisfaction and motivation of teachers is imperative for maintaining high teaching standards and academic excellence, fostering a positive professional outlook. This empowerment leads to a constructive interrelationship among teachers, ultimately benefiting both individuals and organizations (Shafie, 2021). The study's initial aim was to investigate factors influencing job satisfaction among vernacular schoolteachers in Malacca. To achieve this, specific research objectives were formulated to provide clear direction. Surveys were conducted to gather data from vernacular schoolteachers in Malacca. Subsequently, the collected data underwent thorough analysis using SPSS software, including techniques like correlation and multiple regression analysis. Notably, factors such as Supervision, Pay and Security, Responsibility, and Recognition were assessed for their degree of correlation, ranging from high to moderate. Moreover, aspects of teachers' job performance, including the Teaching-Learning Process, Pupils' Outcomes, and Professional Development, exhibited significant and positive correlations with job satisfaction among vernacular schoolteachers in Malacca.

Keywords: Job Satisfaction, Teachers, Vernacular School In Malacca

Research Background

This passage emphasizes the significance of job satisfaction for teachers, linking it to competitiveness and success in schools. It traces the historical development of studying job satisfaction, particularly in the education sector. Becoming a teacher in Malaysia is described as a challenging process due to high academic and curriculum standards. Vernacular schoolteachers, who teach in languages like Tamil and Chinese, face additional linguistic demands. Research on vernacular schoolteachers in Malaysia is limited, with a predominant focus on other types of schoolteachers. The passage underscores the importance of teachers' personal well-being in achieving job satisfaction and motivation. It asserts that policies

supporting employee well-being are crucial for educational success. Additionally, the study aims to investigate factors influencing job satisfaction among vernacular schoolteachers in Malacca.

Problem Statement

Teachers in Malaysia faced increased workload and challenges since the start of the Covid-19 pandemic in 2019. During this period, there was a shift from traditional to digital classrooms, changes in subjects and exams, and the need for teachers to adapt quickly. The pandemic has affected all sectors in Malaysia, including education, prompting further adjustments. Therefore, it is important to investigate job satisfaction, especially among vernacular schoolteachers, due to significant and ongoing changes in the education system.

Research Objective

- i. Determine the factors that leads to job satisfaction among vernacular schoolteachers in Malacca.
- ii. Explore the significant relationship between the teachers' job satisfaction and work performance.

Significance of Study

This study addresses the importance of examining job satisfaction among vernacular schoolteachers in Malaysia's current educational landscape. The ongoing changes in the education sector, predating the Covid-19 pandemic, involve shifts in language, curriculum, modules, and assessments. Consequently, teachers are required to invest additional time, effort, and personal sacrifices to adapt and guide students through these alterations. This exertion can directly impact their job satisfaction. Notably, vernacular schoolteachers have not been a primary focus of such in-depth studies, making this research significant in understanding their unique tasks, responsibilities, and school environments. By acknowledging and addressing such factors, this study contributes to the creation of more supportive and conducive work environments, which ultimately enhances the overall quality of education and fostering job satisfaction.

Literature Review

Job Satisfaction Among Teachers

Job satisfaction among teachers had been a debatable subject for decades around the world. Education industry had been changing, developing, and transforming courses and subjects, management style, leadership style and governmental framework for the education system (Anand, 2018).

Factors That Lead to Job Satisfaction Among Teachers

Several factors that were largely addressed and suggested by earlier research have been included in this study to investigate whether these factors have a substantial impact on teachers' job satisfaction.

Supervision

According to Jusoh (2020), teacher supervision could enhance classroom practices and increase teachers' performance while also fostering professional development in them. This would benefit pupils. These days, supervision is more of a procedure that is necessary to

support teachers' ongoing professional growth than it is to assess teachers and their teaching abilities.

Responsibility

According to Eren (2019), there are several general responsibilities that teachers must carry out for school and students to fulfil their roles as teachers. These duties include lesson planning, preparation, encouraging student participation, researching and developing new materials, researching and implementing new teaching methods, marking, recording performance, setting assessments, supervising examinations and more. Similarly, Zheng (2022) also highlighted in the recent study that responsibilities do vary depending on the school organisation and management, although it does have similar influence on job satisfaction among teachers at the end of the day. He also noted in his recent study that while duties do differ based on how the school is run, they ultimately have an equal impact on teachers' job satisfaction.

Pay

In any industry, an employee's pay or salary has a significant impact on their level of satisfaction. Similarly, salary or compensation has an impact on teachers' job satisfaction (Sahito, 2020).

Hence, pay and salary given or offered to teachers as reported and discussed in previous studies do have a significant influence on job satisfaction among teachers.

Security

Looking at teacher job satisfaction, Sahito (2020) defined security as the job security and position security provided to teachers by school administrators, higher authority and the government. In Malaysia, for example, educators can apply for and receive a teaching certificate that guarantees their employment as educators for the duration of their service (Hoque, 2020).

According to Dhuryana (2018), job security does differ depending on how schools are run, including policies and practises. This raises the question of whether security should be considered one of the main factors influencing teachers' job satisfaction.

RESEARCH METHODOLOGY**Introduction**

The research methodology used in this study is constructed referring to Saunders (2007), Onion Model.

Research Design

Descriptive, correlational, and experimental analysis are used to answer research questions and test hypotheses. Consequently, to accomplish the goals of the study, a quantitative approach would be ideal.

Population and Sample

The study's population consists of teachers employed in Malaccan schools. Teachers employed in Malacca's vernacular schools make up the study's samples, which ranges from 100 to 150 people. A stratified sampling technique was employed, whereby subpopulations

of teachers who exclusively work in vernacular schools were selected to participate in this research.

Instrument and measurement

Data was gathered from Malay schoolteachers who teach in the dialect in the areas of Jasin, Alor Gajah, and Central Malacca using a survey questionnaire. These questionnaires were constructed using the Likert Scale measurement consisting of 5 points.

Data collection

Data were gathered through direct distribution among teachers employed in Malacca's vernacular schools as well as through social media distribution. The data collection procedure was overseen, and consent was obtained beforehand.

Data Analysis

Statistical Package for the Social Sciences (SPSS) software which is a data analytical tool were used for data analysis.

Findings And Results

Introduction

The study was conducted to study the factors that influences job satisfaction among vernacular schoolteachers in Malacca. To fulfill the general objective of the study, survey was conducted among 150 schoolteachers working in vernacular schools in Malacca. Out of the 150 questionnaires, only 119 questionnaires were found valid after preliminary screening where there were no missing values. The collected data was then analysed with the use of SPSS statistics software and the final findings or results will be presented and interpreted below in sections.

Table 1:

Reliability Statistics

Cronbach's Alpha	N of Items
.913	50

Reliability analysis was conducted to measure the reliability of the data collected through survey for this study. The result is shown in table 1 above where Cronbach's Alpha value resulted with .913 which implies that the data collected for the study is strongly reliable and eligible for further analysis to be conducted for the study.

Table 2:

Tests of Normality

	Kolmogorov-Smirnova		
	Statistic	df	Sig.
Job Satisfaction	.142	119	.000

a. Lilliefors Significance Correction

The sample size for the study was more than 100 thus the Kolmogorov Smirnov test result would best represent the collected data to be interpreted whether the data was normally distributed or not. Based on the final result as it is shown in table 2 above, the significant value obtained was .000 thus implies that the data was normally distributed among the selected population.

Table 3:
Correlations

		Job Satisfactio n	Supervisio n	Pay and Security	Responsibilit y	Recogniti on
Job Satisfacti on	Pearson Correlation	1	.704	.829	.832	.717
	Sig. (2-tailed)		.026	.000	.040	.000
	N	119	119	119	119	119

Correlation is significant at the 0.05 level (2-tailed).

It can be reported that in terms of *determining the factors that leads to job satisfaction among vernacular schoolteachers in Malacca*, the primary driver to the job satisfaction among vernacular schoolteachers in Malacca is pay and security, and following closely behind is the factor of responsibility, and slightly less dominant are recognition and supervision based on the final findings of the correlation analysis conducted.

Table 4:
Correlations

		Job Satisfaction	Teaching- Learning Process	Pupils' Outcomes	Professiona l Developme nt
Job Satisfacti on	Pearson Correlation	1	.812	.801	.759
	Sig. (2-tailed)		.020	.000	.004
	N	119	119	119	119

Correlation is significant at the 0.05 level (2-tailed).

In terms of *exploring the significant relationship between the teachers' job satisfaction and work performance*, the most significant relationship was found between teaching-learning process and pupils outcome due to higher correlation between these factors and job satisfactions among vernacular schoolteachers in Malacca. Professional development was found to be moderately correlated with job satisfactions among vernacular schoolteachers in Malacca based on the final findings shown in table 4 above.

Table 5:**Model Summary^b**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.994 ^a	.987	.986	.174	2.085

a. Predictors: (Constant), Professional Development, Supervision, Responsibility, Pay and Security, Recognition, Teaching-Learning Process, Pupils' Outcomes

b. Dependent Variable: Job Satisfaction

The r-square value will be interpreted from the model summary results as shown above. The R-square value obtained was .987 hence implying that 98.7% of the dependant variable which is job satisfaction among vernacular schoolteachers in Malacca can be explained by independent variables which are supervision, responsibility, pay and security, recognition, professional development, teaching-learning process and pupils' outcomes.

Table 6:**ANOVA^a**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	259.799	7	37.114	1231.858	.000 ^b
	Residual	3.344	111	.030		
	Total	263.143	118			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Professional Development, Supervision, Responsibility, Pay and Security, Recognition, Teaching-Learning Process, Pupils' Outcomes

The significant value from table 6 above will be interpreted from the ANOVAa test result where the significant value shows .000 which is less than .005 hence implying that the model is fit for further analysis for the study.

Table 7:**Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		β	Std. Error	Beta	
1	(Constant)	14.712	.444		.000
	Supervision	-.484	.030	-.731	.000
	Pay and Security	.550	.017	.600	.000
	Responsibility	-.005	.010	-.007	.004
	Recognition	.202	.062	.385	.002
	Teacher's work performance	.732	.037	.691	.000

Based on tale 7 above, to begin with the Beta and β value will be interpreted where these values signified the changes in pattern between the variables where positive values indicates an increase in dependant variable when independent variables increases and negative value indicates a decrease in dependant variable when independent variables increases.

Next, the significant value will be interpreted where significant value less than .05 indicates that the proposed hypothesis can be accepted and null hypothesis can be rejected.

Referring to the significant value above, the first proposed hypothesis for the study which was 'supervision has a significant influence on job satisfaction among vernacular teachers in Malacca' can be accepted due to the significant value obtained was .000.

The second proposed hypothesis for the study which was 'responsibility has a significant influence on job satisfaction among vernacular teachers in Malacca' can be accepted due to the significant value obtained was .004.

The third proposed hypothesis for the study which was 'pay and security has a significant influence on job satisfaction among vernacular teachers in Malacca' can be accepted due to the significant value obtained was .000.

The fourth proposed hypothesis for the study which was 'recognition has a significant influence on job satisfaction among vernacular teachers in Malacca' can be accepted due to the significant value obtained was .002.

The third objective constructed for the study was to analyse the teachers' work performance in terms of the process of teaching and learning, pupils' outcomes, and professional development among vernacular schoolteacher's in Malacca.

To fulfill this objective, hypothesis was constructed as well which was 'Teacher's work performance has a significant influence on job satisfaction among vernacular teachers in Malacca'. Based on the significant value obtained above, the significant value generated .000 hence the proposed hypothesis 'Teacher's work performance has a significant influence on job satisfaction among vernacular teachers in Malacca' can be accepted and null hypothesis can be rejected.

The Beta and β value obtained for supervision was $\beta = -.484$ and Beta = .731 hence implying that when supervision increases, job satisfaction among vernacular school teachers in Malacca reduces.

Next, the Beta and β value obtained for pay and security was $\beta = .550$ and Beta = .600 hence implying that when pay and security increases, job satisfaction among vernacular school teachers in Malacca increases too.

Following on, the Beta and β value obtained for responsibility was $\beta = -.005$ and Beta = -.007 hence implying that when responsibility increases, job satisfaction among vernacular school teachers in Malacca decreases.

Next, the Beta and β value obtained for recognition was $\beta = .202$ and Beta = .385 hence implying that when recognition increases, job satisfaction among vernacular school teachers in Malacca increases.

Finally, the Beta and β value obtained for teachers work performance was $\beta = .732$ and Beta = .691 hence implying that when teachers work performance including, teaching-learning process, pupils' outcomes and professional development increases, job satisfaction among vernacular school teachers in Malacca increases too.

Discussions

This study commenced with a pivotal research objective, which is to unravel the intricacies of job satisfaction among vernacular schoolteachers in Malacca. To achieve this, a comprehensive list of independent variables such as supervision, pay and security, responsibility and recognition, were meticulously curated. These variables represent the cornerstone of a teacher's professional experience and it is aimed to discern which wielded the most substantial influence on job satisfaction. The findings presented with thorough interpretation, not only shed light on the individual impact of supervision, pay and security, responsibility, and recognition but also discerned the degree of their influence.

Comparatively, **Responsibility** turned out to be highly correlated to job satisfaction among vernacular schoolteachers in Malacca where the Pearson correlation value obtained was .832 which shows a very high correlation. Besides this correlation was found to be positive and significant as well when the significant value obtained was less than .05 which was .040.

Previous study conducted by Eren (2019) identified teachers responsibility in schools such as planning and preparing lessons, encouraging student participation, researching and developing new teaching materials, research and implementing new teaching methods, marking student work and recording performance, setting assessments and overseeing examinations as general responsibilities that a teacher is required to fulfill for the school and students to fulfil their roles as teachers. Eren (2019) also reported that responsibilities given to teachers do have significant influence on teachers job satisfaction which matches the results from the current study conducted among vernacular schoolteachers in Malacca as well.

Besides, according to Halian (2019), there are schools and management including principals who tends to pass managerial responsibilities towards teachers as well in order to minimise cost and workforce in a school which would lead to lower job satisfaction as it would contribute to higher levels of stress and pressure for teachers. Thus, it can be reported that responsibilities given to teachers do affect and influence job satisfaction among teachers significantly and must be considered as one of the important factors that leads to job satisfaction among teachers.

Next, **Pay and Responsibility** was found to be another factor to be highly correlated to job satisfaction among vernacular schoolteachers in Malacca where the Pearson correlation value obtained was .829 which shows a very high correlation. Besides this correlation was found to be positive and significant as well when the significant value obtained was less than .05 which was .000.

Previous study conducted by Tang (2020), stated that pay, salary or wages do have a significant influence on job satisfaction among teachers and this is because very often, teachers will have to commit themselves to their roles as teachers even when they are out of school such as marking, creating exam papers and for extra curriculum activities.

Similarly, Addai (2018) discussed that pay was selected as one of the most important factor in influencing the job satisfaction among teachers as it signifies recognition and appreciation as well as valuation for the teachers contribution and role as teachers in the school. Besides, pays, Addai (2018) also identified non-monetary benefits such as appreciation, bonus payments as well as raised do influence job satisfaction among teachers in schools.

Krithika (2022) similarly reported a higher correlation between security and job satisfaction among teachers as well especially since the emergence of the sudden Covid 19 pandemic as teachers were required to adapt to changes and commit more towards fulfilling their roles as teachers and ensure a better outcome from students.

Thus, it can be reported that pays and security given to teachers do affect and influence job satisfaction among teachers significantly and must be considered as one of the important factors that leads to job satisfaction among teachers.

Next factor in line was **Recognition** where the Pearson correlation value obtained was .717 which shows a moderate correlation between recognition and job satisfaction among vernacular schoolteachers in Malacca. Besides this correlation was found to be positive and significant as well when the significant value obtained was less than .05 which was .000.

Shrestha (2022) stated in the study that it was found out that teachers perceives that the needs to receive daily informal recognition would contribute to increase in job satisfaction, and at least 83 percentage of the respondents who were teachers do seek for informal recognition from their leaders and managements.

Batool (2022) conducted a recent study by applying Herzberg's Dual Factor Theory to assess whether recognition and job satisfaction among teachers were correlated and has positive and significant influence or not. At the end of the study, the final finding reported that recognition do influence job satisfaction among teachers as it motivates teachers to work better and be committed to fulfil their roles as teachers in the school.

Thus, it can be reported that recognition given to teachers do affect and influence job satisfaction among teachers and can be considered as a factor that leads to job satisfaction among teachers.

The final factor in line was **Supervision** where the Pearson correlation value obtained was .704 which shows a moderate correlation between recognition and job satisfaction among vernacular schoolteachers in Malacca. Besides this correlation was found to be positive and significant as well when the significant value obtained was less than .05 which was .026.

Supervision among teachers were discussed by Jusoh (2020) that it has the ability to improve on practises for teachers in classrooms and would lead to students' success by allowing teachers to improve on their work performance and professional growth. Supervision in the current years is not aimed to evaluate the teachers and their ability to teach instead it is more of a process that needs to be done to boost continual development for teachers.

Hoque (2020) conducted a study previously focusing mainly on the influence of supervision towards teachers performances and satisfaction. It was reported by the scholar that the final finding indicated a positive relationship and significant influence between supervision and teachers performance and satisfaction as teachers.

Another study conducted by Chen (2018) also discussed that there supervision provided by leaders towards the teachers would enable teachers to boost their confidence on their roles as teachers which would be reflected on students achievements at the end of the day. The study was concluded with the finding that leaders supervision do influence job satisfaction and overall performance of teachers.

Thus, it can be reported that **Supervision** given to teachers do affect and influence job satisfaction among teachers and can be considered as a factor that leads to job satisfaction among teachers.

The second research objective aimed to uncover the profound relationship between the teacher's job satisfaction and their work performance, a realm brimming with elements that define educational excellence. Within the realm of work performance, three crucial facets were honed: **Teaching-Learning Process, Pupils' Outcomes and Professional Development**. To find out which of these factors has a very significant influence on the teachers' job satisfaction, correlation analysis was performed and the results were presented and interpreted in chapter 4. The results intricately presented and passionately interpreted,

provide not just data points but a narrative, that navigates the terrain of teacher fulfilment, educational quality and the symbiosis between the two.

Teaching Learning Process was found to be highly correlated comparatively to the job satisfaction among vernacular schoolteachers in Malacca where the Pearson Correlation value obtained was .812 which shows a high correlation between this variables and job satisfaction among vernacular schoolteachers in Malacca. Besides, the significant value obtained was .020 which implies that the correlation between these variables is significant and positive.

According to Almasri (2022), teaching-learning process in different schools managed by different leaders has an influence on teacher's job satisfaction. Teaching-learning process will be often prepared and given by the leaders and management of the school which varies at the end of the day.

Huang, (2022) also reported a high correlation between teaching – learning process and teachers job satisfaction based on the respondents who were teacher's feedbacks that teaching – learning given by leaders sometimes do add burden to teachers in addition to fulfilling their roles.

Thus, it can be reported that **Teaching Learning Process** which is a part of the teachers work performance factor given to teachers do affect and influence job satisfaction among teachers and can be considered as a dominant factor that leads to job satisfaction among teachers.

Pupils' Outcomes was found to be highly correlated to the job satisfaction among vernacular schoolteachers in Malacca where the Pearson Correlation value obtained was .801 which shows a high correlation between this variables and job satisfaction among vernacular schoolteachers in Malacca. Besides, the significant value obtained was .000 which implies that the correlation between these variables is significant and positive. Elrayah (2022) discussed that pupil's outcome was found to have significant influence on job satisfaction among teachers as there are schools which has lack of disciplinary management control, lack of motivation and involvement of leaders in pupil's outcome and pupils that are generally problematic which makes it difficult for teachers to fulfil their roles as teachers that affects job satisfaction indirectly.

Besides, Anand (2018) also reported that pupil's outcome such as failing subjects, lack of involvement and absenteeism would affect teachers job satisfaction due to the regulation and policies of some schools that teachers should play their significant roles in preventing such negative pupil outcomes to take place.

Thus, it can be reported that **Pupils' Outcomes** which is a part of the teachers work performance factor given to teachers do affect and influence job satisfaction among teachers and can be considered as a dominant factor that leads to job satisfaction among teachers.

Professional Development was found to be moderately correlated to the job satisfaction among vernacular schoolteachers in Malacca where the Pearson Correlation value obtained was .759 which shows a moderate correlation between this variables and job satisfaction among vernacular schoolteachers in Malacca. Besides, the significant value obtained was .000 which implies that the correlation between these variables is significant and positive.

Professional development should be provided and guided by principals and the management team of the school according to Etebu (2018). It was reported in the study that professional development tends to vary depending on the leadership style of the principals and management style of the school. Yet, professional development was reported to have significant influence on job satisfaction among teachers.

Appova (2018) also reported a strong correlation between professional development and job satisfaction where professional development is included in the motivational factors and leadership styles affecting factors as well which leads to students learning outcome and teachers job satisfaction.

Thus, it can be reported that **Professional Development** which is a part of the teachers work performance factor given to teachers do affect and influence job satisfaction among teachers and can be considered as a dominant factor that leads to job satisfaction among teachers.

Limitation

Upon concluding this research, several limitations were encountered in the process of compiling the final report. Firstly, the data collection presented a significant constraint in terms of both time and effectiveness. Reaching out to the intended population, which comprised vernacular schoolteachers in Melaka, and expecting their full participation in the survey proved to be quite challenging. Out of the 150 respondents contacted, only 119 provided valid responses, while the remaining 31 had too many missing values and were consequently excluded by the SPSS software. Time constraints emerged as an additional challenge, casting a shadow over the efficiency of our data collection efforts. Despite the allocated time frame, the data collection process extended due to the need for frequent reminders to respondents for their submissions. This delay was attributed to the dedicated teachers, whose demanding schedules, brimming with daily responsibilities, hindered the prompt completion of the survey.

Conclusion

In embarking on this research journey, the primary goal was to delve into the determinants of job satisfaction among vernacular schoolteachers in Malacca. Formulating specific research objectives guided our inquiry, aiming for a comprehensive understanding of the factors at play. A survey was meticulously crafted and administered to vernacular schoolteachers, generating a dataset that underwent rigorous analysis using SPSS software. The utilization of correlation and multiple regression analyses allowed us to unravel the complex relationships within the chosen variables. In summary, the first research objectives were met, revealing that factors like Supervision, Pay and Security, Responsibility, and Recognition displayed varying degrees of correlation. The second research objective was also fulfilled, demonstrating significant positive correlations between Teaching-Learning Process, Pupils' Outcomes, and Professional Development with job satisfaction. In essence, this study not only achieved its intended objectives but also contributes valuable insights to the broader discourse on teacher satisfaction in Malacca's vernacular schools. The findings of this study serve as foundation for informed decision-making, policy formulation and a springboard for future research endeavors in the dynamic landscape of education in Malacca.

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