RELATIONSHIP BETWEEN SCHOOL ENVIRONMENT AND JOB DISSATISFACTION AMONG SECONDARY SCHOOL TEACHERS IN KLANG, SELANGOR

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Abstract

Job Dissatisfaction is defined as an unpleasant feeling of an employee towards their work. This study was conducted to examine the relationship between the school environment and job dissatisfaction among secondary school teachers in Klang, Selangor. The study was conducted in four secondary schools in Klang, Selangor. In this study, quantitative method has been used where questionnaire was used in this study to obtain data from the respondents. School Environment was measured using the modified School-Level Environment Questionnaire (SLEQ) (Rentoul and Fraser.1983), where else questionnaire for Job Dissatisfaction was adopted from Hagedoorn.et.al. (1999). Total 181 questionnaires were collected and analyzed for the findings. The analysis showed the overall mean for job dissatisfaction is low (M=2.31, SD=.37), while the mean for school environment is at moderate level (M=3.08, SD=.38). Pearson correlation analysis found there is moderate negative relationship between School Environment and Job Dissatisfaction (r = -.640, p<.01). These findings shows that future studies should focus on the reasons teachers are dissatisfied with school environment and ways to overcome it.
Keywords: School Environment, Job Dissatisfaction and System Management and Change

Introduction

According to Joseph G. Rosse & Stacy L. Saturay (2004), job dissatisfaction is by definition unpleasant, and most individuals are conditioned, probably even biologically –driven to respond to unpleasant conditions by searching for mechanisms to reduce the dissatisfaction. Just like the employees from other organizational, teachers are also subject to problems of dissatisfaction at workplace (Zainudin Awang et.,2010). Moo's (1974), described any school environment is encompassed by three dimensions. According to Moo's these three dimensions should be understood in order to learn about any environments.

725

In Malaysia, teachers play essential role in achieving the objective of Malaysia's vision 2020 (Muhammad Madi Abdullah et. 2009). Retaining and attracting high quality teachers are very essential for the country's education. In pertaining, the high quality teachers the employers should understand the factors that affect the quality and performance of the teachers. Employers should know indirectly the commitment and performance of the teachers will affect the whole organization as well. One of the factors which will affect their performance is job dissatisfaction. Teachers who are not satisfied with their job could not be committed and be productive (Muhammad Madi Abdullah et. 2009). Therefore it is important to study the existing level of job dissatisfaction among teachers. Furthermore in Malaysia, teachers are expected not only to conduct instructional activities but also tasks such as attending professional development activities, entertaining parents and community. Apart from that, teachers are also engaged in administrative and clerical job such as filing student's report card and recording student's attendance (Malaysia Education Blue Print 2013-2025). A survey has conducted by Ministry of Education in 2011 found that 7,853 teachers working an average of 57 hours per week while University Pendidikan Sultan Idris reported 77 hours per week. Teachers only spend 2.4 to 2.9 hours a day in classroom teaching while the rest of time teachers are engaged with other activities as stated above. A part from long working hours, teachers are also accountable towards the student's academic achievement (Shih T.P, 2006). Therefore the teachers at a crucial state and to do research on the dissatisfaction level among Malaysian teachers are necessary

Literature Review

Exit-Voice-Loyalty-Neglect (EVLN) model study the consequences of job dissatisfaction among employees. EVLN model was invented by Hirschman in 1970 and later it was expanded by Rusbult Zembrodt and Gunn (1982), and Farrell (1983). This model suggests that employees will respond towards job dissatisfaction in one of these four ways or in combination. The four
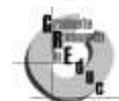
ways employee's responds to job dissatisfaction are exit, voice, loyalty, or neglect (Whithey and Gellarylu, 1998). Hirschman (1970) outlined a simple typology of response to dissatisfaction (Rusbult Caryl E., 1982). Hirschman stated that employees will respond to deteriorating situation with exit, voice or loyalty. Later Rusbult and Zembrodt (1982) had identified the fourth response of employee towards job dissatisfaction which is neglect. Eventually it is known as Exit-Voice-Loyalty-Neglect (EVLN) model.
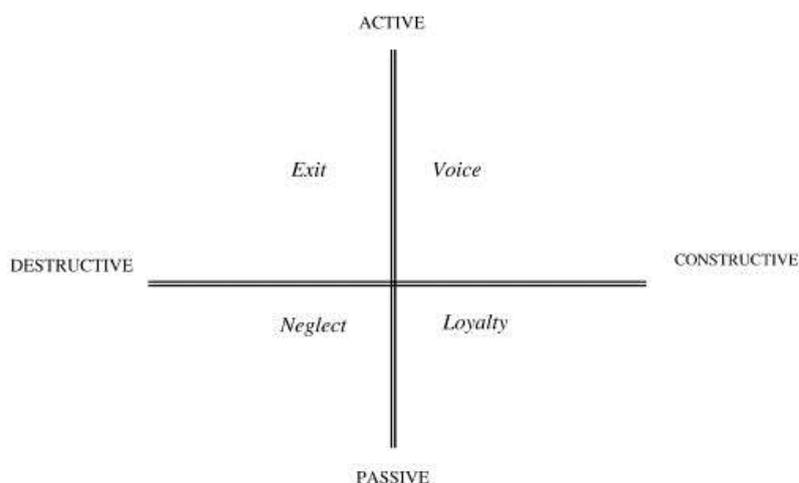

Figure 1: Exit–voice–loyalty–neglect model (source: Rusbult et al., 1982)

Figure 1 shows the exit, voice, loyalty and neglect diverge along dimensions of constructiveness against destructive, while passive adjacent to passive. Constructive and destructive were defined in terms of the impact on employee-organization relationship. Voice and loyalty is positive response, where the employees will put in effort to restore and sustain the employment conditions (Rusbult et al., 1988). For example the employee will try to improve the condition by giving idea to solve the problem. In the meantime, exit and neglect is in destructive dimension. The reason being these two responses will cause the organization's performance to depreciate. In the second dimension, voice and exit are active mechanism. Here the employees will endeavour to overcome the dissatisfaction (Spencer, 1986), while loyalty and neglect is more passive. Moos's model (1991) encompasses of three dimensions of the environment. The three dimensions are relationship dimension, personal growth dimension or goal-orientation dimension and lastly system maintenance and change dimension. Moo's categories the three dimensions based on his analysis of various types of environments such as school, family and prison (Neufeld. E. Jason, 2006). Moos had tried to conceptualize social environment, measure it and evaluate its effects on human behaviour. According to Moore M.Cara (2012) stated that several features of school environment had caused teachers to feel dissatisfied with their job. The school environment features that has been studied in this research is empowerment, student support, affiliation, professional interest, mission consensus, innovation, resource adequacy, work pressure and parental involvement.

Research Objective
The objectives of this research are to:
1. Identify overall level of job dissatisfaction among secondary school teachers
2 Compare job dissatisfaction based on demographic variables
3. Identify overall level of .school environment
4. Determine the relationship between school environment and job dissatisfaction among secondary school teachers.

Metodology
The descriptive survey method is used to investigate the school environment variables that effect the job dissatisfaction among the secondary and primary school teachers. The

726
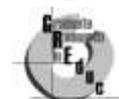
population of the study consists of the teachers from public secondary schools in Klang district. There are total 38 secondary schools in Klang District. The population of this research is 337 teachers from four secondary schools in Klang, Selangor. Based on the Morgan Table (1970), the sample size is 181 teachers for 337 population size.

The questionnaire used to record the respondent's answers contains three parts. Part A; Demographic, Part B; School Environment and Part C; Job Dissatisfaction. The instrument selected to measure school environment in this study is School-Level Environment Questionnaire (SLEQ) developed by by Rentoul and Fraser (1983). In this research the new variable was added into the SLEQ questionnaire, which is parental involvement. The total number of items in this part is 37. Meanwhile for part C, this is Jod Dissatisfaction; the questions were adopted and amended from Hagedoorn et al. (1999). The EVLN factors are exit (six-item scale), voice (five-item scale), loyalty (seven-item scale) and neglect (six-item scale).

Table 1: Reporting reliability of the instrument

No.	Variable	No. of items	Pilot study (α)	Research (α)
1	School Environment	37	.858	.814
2	Job Dissatisfaction	24	.773	.651

Findings and Discussion
Demographic Respondents

The total number of respondents in this study is 181 secondary school teachers. The samples were collected from 4 secondary schools in Klang Valley. Table 1 show the frequency and percentage of variables measured in demographic. The variables measured are gender, race, and marital status, teaching experience, number of year's taught in the current school and subjects taught in the current school. Based on Table 1 respondents consists of 146 female teachers (80.7%) and 35 male teachers (19.3%). This show the female teachers are more by 61.4% compared to male teachers. Table 1 also shows the number of Malay teachers is more compared to other races. The number Malay teachers are 112 (61.9%) followed by 39 (21.5%) Indian teachers, 25 (13.8%) Chinese teachers and the least are 5 (2.8%) teachers from other races. The results show the marital status of most teachers is married. It was found that total 142 teachers which are 78.5% teachers are married. Only 39 (21.5%) teachers are single.

727

Table 2:   Demographic Analysis

Variable	Frequency	Percentage (%)
Gender		
Female	146	80.70
Male	35	19.30
Race		
Malay	112	61.90
Chinese	25	13.80
Indian	39	21.50
Others	12	2.80
Marital status		
Single	39	21.50
Married	142	78.50

Job Dissatisfaction

Result obtained shows the mean overall job dissatisfaction level is 2.31 (SD=.37). The level of the mean is categorized as low level. The mean value for exit is 2.88 (SD=.67) and it is the highest mean value compared to Voice, Loyalty and Neglect variable. The Voice variable mean value is 2.20 (SD=.69). This is the second highest means followed by Exit. Meanwhile the

mean for Neglect is 2.13 (SD=.44). Loyalty has the lowest mean value, 2.06 (SD=.51). The level of mean for the entire four variables, Exit, Voice, Loyalty and Neglect is low.

Table 3: Job Dissatisfaction Analysis

Variable	Mean	SD	Level
Overall job dissatisfaction	2.31	.37	Low
Exit	2.88	.67	Low
Voice	2.20	.69	Low
Loyalty	2.06	.51	Low
Neglect	2.13	.44	Low

The level of job dissatisfaction among secondary school teachers is low (mean = 2.31; SD=.37). However, the level of school environment is moderate (mean=3.08; SD= .38). There is a negative moderate relationship between school environment and job dissatisfaction (r =-.640, p<.01).

Table 4: School Environment Analysis

Dimension	Mean	SD	Level
Level of School	3.08	.38	Moderate
Environment			
Relationship	3.30	.49	Moderate
Empowerment	2.91	.51	Low
Student Support	3.46	.86	Moderate
Affiliation	3.53	.61	Moderate
Personal Growth	3.32	.67	Moderate
Professional Interest			
System Management and Change	3.01	.42	Moderate
Mission Consensus	2.94	.78	Low
Resource Adequacy	3.01	.64	Moderate
Innovation	3.08	.58	Moderate
Work Pressure	3.02	.71	Moderate
Parental Involvement	2.70	.811	Low

Relationship between School Environment and Job Dissatisfaction

There is a negative moderate relationship between school environment and job dissatisfaction (r =-.640, p<.01).

Table 4: Relationship between School Environment and Job Dissatisfaction

School Environment	Job Pearson (r)	Dissatisfaction Significance (p)
Overall School Environment	-.640	.00
Relationship Dimension	-.471	.00
Personal Growth Dimension	-.392	.00
System and Management	-.482	.00
Change Dimension	-.490	.00
Parental Involvement		

728

Recommendation

In this research, the effect of school environment on job dissatisfaction was measured generally. Where by, the job dissatisfaction level among secondary school teachers were measured according to the three dimensions. For future studies, it is recommended the research is done to determine the relationship between each variable of the dimensions with job dissatisfaction. It is recommended to study on the variables in system management and change as well on parental involvement.

Apart from that future research should be done to study the relationship between number of years teachers teach in the same school and their job dissatisfaction level. In this research, only the difference between number of years taught in the same school and job dissatisfaction was analyzed. It will be interesting if research can prove the relationship between these two variables. In fact the research can be done by comparing few schools.

On the other hand, research also can be done to compare exit, voice, loyalty and neglect based on demographic variables. In this research overall job dissatisfaction was compared based on demographic.

Conclusion

Job dissatisfaction among secondary school teachers in Klang, Selangor has negative moderate relationship with school environment. Thus school environment can be considered as important factors that can lead to dissatisfaction among teachers. The job performance among less satisfied teachers will be decrease and consequently it will affect the students' academic achievement. Therefore the school management and Ministry of Education should cooperate to increase the level of school environment to satisfy teachers who are the corner stone of our country. Teachers are the one who is produce powerful human capital for the future generation. Thus, it is essential to keep them happy by decreasing the level of job dissatisfaction.

729

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