CHAPTER ONE

The Research Context

Introduction

This chapter introduces the study and is presented in six sections. The first and second sections outline the aims and the guiding research questions. The third section provides the context of the study. This includes geographical, cultural and educational contexts and teachers' working environment in Sarawak. The fourth section discusses the rationale of the study while the fifth details the significance of the study in terms of research and literature, practice improvement, and policy improvement. The sixth section reviews the overall structure of the thesis. The chapter concludes with a brief summary.

1.1 Research aims

This study aims to investigate the levels and sources of satisfaction and dissatisfaction among teachers in the state of Sarawak, Malaysia, in both primary and secondary schools.

The specific research aims are:

(i) To describe and analyse the levels of job satisfaction and job dissatisfaction among primary and secondary school teachers.

(ii) To describe and analyse the intrinsic factors that contribute to job satisfaction and job dissatisfaction among primary and secondary school teachers.

(iii) To describe and analyse the extrinsic factors that contribute to job satisfaction and job dissatisfaction among primary and secondary school teachers.

(iv) To study the relationships between the levels and factors of satisfaction on the one hand and demographic variables on the other.

(v) To identify ways and strategies to improve policy and practice pertaining to management of teachers in Sarawak.

These aims lead to five main research questions.

1.2 Research questions

(i) What is the overall satisfaction level among teachers in Sarawak, in both primary and secondary schools?

(ii) What are the dominant intrinsic factors involved in job satisfaction and dissatisfaction among Sarawak teachers?

(iii) What are the dominant extrinsic factors involved in job satisfaction and dissatisfaction among Sarawak teachers?

(iv) How do the levels and factors of satisfaction vary with the following demographic and background: age, academic qualifications, annual performance appraisal result 1998, gender, professional qualifications, teaching experience, teaching loads, category of school (primary and secondary), locality of schools (regions), tenure in present school, tenure in senior position and the ratings of teachers' facilities?

(v) What are the implications of the answers to these questions for policy and practice improvement of the teaching profession in Sarawak?

The research questions are answered using a quantitative survey. As will be discussed in Chapter Three, the methods used involve a survey of a substantial sample of teachers using modified versions of standardized survey instruments devised for job satisfaction research. Modifications include translation into the Malay language, exclusion of items irrelevant to the Sarawak situation and addition of items specially related to the Sarawak context.

1.3 Research context

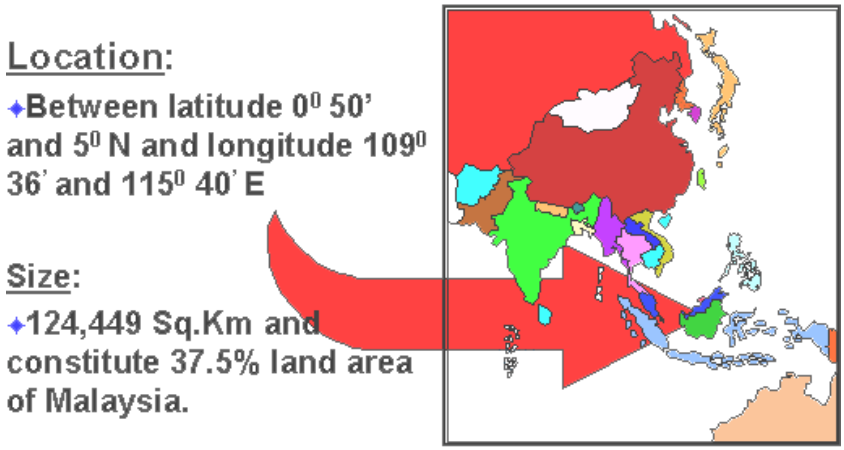
This study is about teachers serving in government-managed schools in the state of Sarawak, Malaysia. In order to provide a clearer perspective of the study, three contextual aspects are presented and elaborated upon. The geographical aspect gives a brief account of the state of Sarawak. The cultural aspect provides information on the ethnic composition of Sarawak's

population. The third aspect, the educational context, outlines the nature of the education system in Malaysia, including the history of Sarawak teachers' education.

1.3.1 Geographical context

Sarawak is located immediately north of the Equator and lies between latitude 0° 50° and 5°N and longitude 109° 36' and 115° 40' E, as shown in Map 1 below. It stretches some 800km along the north West Coast of Borneo Island.

Map 1 Sarawak - location and size



Source: Sarawak Government 1999

Sarawak is separated from the Peninsular Malaysia to the west by about 600km of South China Sea and directly adjoins the State of Sabah to the north east where the Sultanate of Brunei forms a double enclave. Apart from Brunei, its other neighbours are the four Indonesian provinces, namely West Kalimantan, South Kalimantan, East Kalimantan and the Central Kalimantan province on the island of Borneo. These are bordered by the long stretch of Kalingkang Range, in the south western and Apo Duat Range in the north eastern portion of Borneo Island.

Sarawak is the largest state in Malaysia. It covers approximately 124,449 square kilometers or more than 37% of the whole federation. Sarawak's physical regions can be broadly classified

into three principal terrain groups: the alluvial coastal plain, the mountainous interior and the central belt of generally undulating country between the coastal plain and the interior. The alluvial coastal plains, which cover nearly a fifth of the State, extend along most of the coast. They are particularly extensive in the Kuching, Samarahan, Sri Aman, Sarikei and Sibu divisions where most of the Malay and Melanau people are found. Their activities are predominantly fishing and coconut plantation work. The central belt extends throughout the length of the State and varies in width from 32 to 160 kilometres, merging with the mountain ranges of the south-eastern fringe of the interior. A few low mountain ranges also break the undulating country with peaks of up to 600 metres. Generally, this is the most populated and developed region of the State, with active agricultural activities such as palm oil, rubber and sago production. The mountainous interior is generally over 300 metres above sea level with substantial areas exceeding 1,200 metres, especially in the north-east where the highest point, Mt. Murut (2,434 metres) is located. The region is thickly covered by primary forest and dissected by extremely swift flowing rivers with numerous rapids. The population here is sparse with minor ethnic groups such as the Kelabit, the Kayan, the Kenyah, and the nomadic Penans.

Sarawak has a total of 55 navigable rivers and streams and despite the rapid road building program and development of numerous timber tracks in recent years, these rivers are still Sarawak's natural highways. Riverine transport continues to be the major mode of transportation for both economic and social activities, linking the largely underdeveloped rural areas with the towns. Another mode of transportation is by domestic flights between the major towns, as well as some rural areas, especially in the remote interior. However, these flights are often constrained by visibility problems. Hence, transportation and accessibility, especially in the rural areas, rely to a large extent on the condition and the navigability of the rivers. Although both rural and coastal feeder roads have been constructed linking the existing main

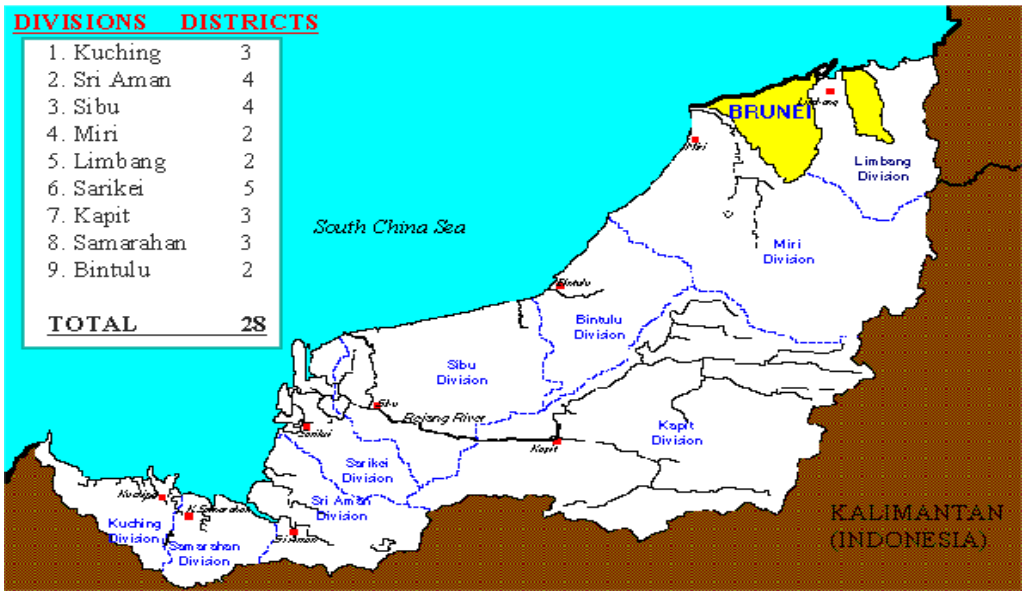
roads, reliance on river transportation among the coastal and rural population is still significant.

Sarawak is a tropical country with an equatorial climate. It is hot and humid throughout the year with mean daily temperature ranging from 23°C at night and during the early hours in the morning to 32°C during the day. It experiences two monsoonal changes. The North East Monsoon, which usually occurs between November to February, normally brings heavy rainfall. The South West Monsoon is usually less wet. Except for monsoonal changes, the climate remains fairly stable throughout the year. Annual rainfall varies between 330 cm to 460 cm for the greater part of the country.

In terms of its administrative structure, Sarawak is divided into nine administrative divisions and 28 districts. The administrative divisions are Kuching, Sri Aman, Sibu, Miri, Limbang, Sarikei, Kapit, Bintulu and Samarahan, as shown in Map 2.

These administrative divisions have developed at different rates partly due to historical and economic factors. The centres of administration, including Kuching (the state capital), Sibu and Miri, have developed into significant industrial, economic and educational centres. These were among the earliest major settlement centres of Sarawak. Bintulu is currently exploiting its natural resources and becoming an industrial and trading centre. However, those divisions which depend on agriculture and lumber such as Sri Aman, Limbang, Kapit, Sarikei and Samarahan, are also slowly catching up with the development.

Map 2 Sarawak - administrative divisions



Source: Sarawak Government 1999

Different development rates are identifiable within each administrative division with the urban areas progressing more rapidly than the rural ones. These inequalities of development are also clearly visible in terms of educational opportunities and social and welfare services that are available in the different areas.

1.3.2 Cultural context

Sarawak is unique in terms of its culture and ethnic composition compared to other states in the federation of Malaysia. The densely populated Peninsular Malaysia is made up of three major ethnic groups, namely the Malays, Chinese and Indians. The indigenous *'Orang Asli'* are the minority who mostly live in the interior areas of Pahang, Perak, Kedah, Kelantan, Johor and Selangor.

By contrast, the population of Sarawak comprises at least 23 ethnic groups and practises four main religious beliefs. The major ethnic groups are the Ibans, who are mostly Christians, the Chinese, who are either Buddhists or Christians, the Malays and Melanau, who are

predominantly Muslims, and the Bidayuhs who are mainly Christians with some Muslims. A small number of Hindus are also found in Sarawak and they are mostly from the Indian community. There is still a large percentage of Sarawak's population who are regarded as pagans in that they do not follow any of the world's major religions.

The Ibans are scattered within the midland and mountainous interior regions, mostly in the Sri Aman, Sibu, Miri and Kapit divisions. The Malays are mostly found in the coastal areas of Kuching, Samarahan and Sri Aman divisions and the Melanaus in the coastal areas in the Sibu, Sarikei and Bintulu divisions. The Bidayuhs are concentrated in the rural areas of the Kuching and Samarahan divisions, while the other indigenous groups (collectively known as *Orang Ulu*) are found in the interior area of Miri, Kapit and Limbang Divisions. The Chinese are found in all the urban centres throughout the state as are the relatively small number of Indians.

According to the 1999 statistics, the population of Sarawak was 2.1 million, and is currently growing at a rate of 2.1% per year (Government of Malaysia, 1999). The major towns of Sarawak are densely populated as a result of constant migration from rural areas. As shown in Table 1.1, Sarawak's population is concentrated in the Kuching, Sibu and Miri divisions.

Table 1.1 Sarawak - area, population, average growth rate (AGR) and population density by division (in comparison with Malaysia)

Divisions	Area (sq.km)	Population 1999 ('000)	AGR per Annum (1991-1999)	Person/sq.km 1999
Kuching	4,565.5	532.1	2.7	116.5
Samarahan	4,961.4	197.9	2.3	39.9
Sri Aman	9,649.0	189.6	1.9	19.7
Sarikei	6,968.6	151.3	2.2	21.7
Sibu	12,639.7	314.2	2.4	24.9
Bintulu	12,166.2	142.4	3.6	11.7
Kapit	38,934.0	122.3	3.1	3.1
Miri	26,777.1	299.1	3.2	11.2
Limbang	7,790.0	78.4	2.7	10.1
SARAWAK	124,449.5	2,027.1	2.1	16.3
MALAYSIA	329,733.0	22,710.0	2.6	68.9

Source: Sarawak Government 1999

1.3.3 Educational context

Like many other developing countries, Malaysia has adopted a unified system of education aimed at social and political integration. The Malaysian education system is a public service. The administration of education is centralised at the Federal level where major national policies and objectives of education are formulated. This centralised and bureaucratic system ensures that power and control are held by the Ministry of Education, Malaysia (MOEM) and delegated to the State Education Department (SED). Its administrative structure is organised at four hierarchical levels, namely: national, state, division/district and school.

At State level, the SED is directly responsible to the MOEM for the implementation of national education policies and the management of all schools and other educational administrative institutions in the State. The State Education Department of Sarawak also operates on a four-tier hierarchical model comprising:

(i) The State Education Office

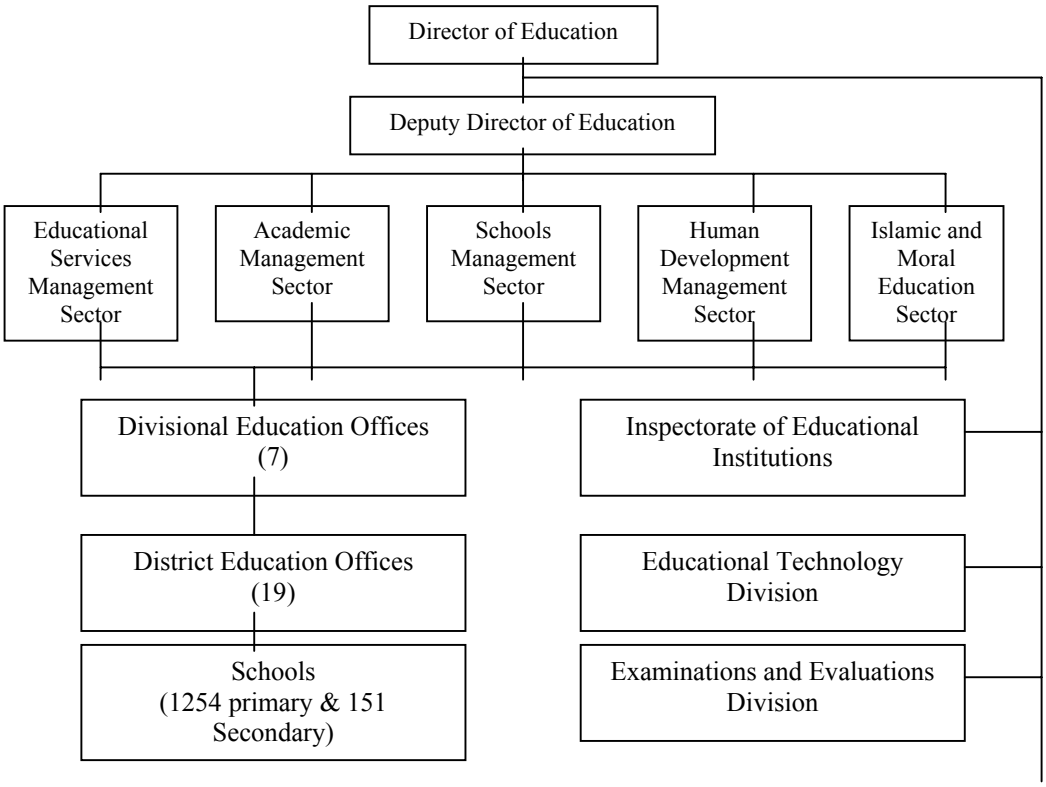
(ii) The Divisional Education Offices *(Pegawai Pendidikan Bahagian, PPB)* in each of the seven administrative centres in Kuching, Sri Aman, Sibu, Miri, Limbang, Sarikei and Kapit.

(iii) The District Education Offices *(Pegawai Pendidikan Daerah, PPD)* based in the 19 administrative centres.

(iv) The schools (151 secondary and 1254 primary).

Although Sarawak has nine administrative divisions and 28 districts, the state education establishment operates only seven divisional offices with Bintulu and Samarahan as part of Miri and Kuching divisions respectively while there are only 19 district education offices throughout the state. This situation has been a growing concern for the people of Sarawak since this structure was introduced, as education offices for the remaining divisions and districts are yet to be approved by the federal government.

Figure 1.1 Sarawak Education Department organisational chart



Source: Sarawak Education Department 1998

The National Education Policy, as enacted in the 1961 Education Act, was based on the Razak Report of 1956 and the Rahman Talib Report of 1960, which recommended universal free primary education and automatic promotion up to Form Three (Ministry of Eduation, Malaysia 1985, pp9-12). It became the basis for the Malaysian Education System when Malaya, Sabah and Sarawak formed the federation of Malaysia on 16 September 1963. Sarawak's education system, however, was not fully integrated with the national education system until the Education Act of 1961 was extended to both Sabah and Sarawak in January 1976.

The Education Act of 1961 also emphasised national unity, promoting its national integration objectives and fulfilling manpower needs for the country. There were several weaknesses in the Razak Report, however. It did not specifically identify the extent to which the education system would be able to fulfil the manpower needs of the country. It also did not elaborate on

how the goal of unity through education in a national curriculum and system of education was to be achieved.

The federal government set up a Cabinet Committee in 1974. Its function, among other things, was to review the implementation of the education policy with the aim of examining the national education system, including the school system and the curriculum. The school system was reviewed at all levels, from primary, secondary and sixth form up to college level. The emphasis of this review centred on social orientation and education forming the basis of knowledge and skills to prepare students for the job market and higher education. The curriculum was examined with reference to national unity and the quality of manpower required by the country. Educational management and resources were also examined to see how they could be better utilised to improve the quality of education in the country. The Cabinet Committee Education Report, which was launched in 1979, contained 173 recommendations that encompassed an overall plan for education in Malaysia. The following are some of the recommendations in relation to teachers' training and development, professional and personnel development, and overall education management:

(i) Where amalgamation of schools cannot be carried out, it is recommended that:

   (a) The number of teachers considered appropriate should be increased and the teacher quota as contained in Administrative Circular No.3/67 be revised.

   (b) Special allocation be provided to improve the teaching and learning environment and this should be based on the individual needs of each school.

(ii) In the context of school management becoming more difficult and complex (as a result of increased student enrolment and change in curriculum), it is recommended that schools be graded according to their responsibility load. This grading of schools is in line with the recommendation of the Aziz Salary Commission of 1973 and should be carried out from time to time when the need arises.

(iii) To safeguard the standard of management at the school level, it is recommended that headmasters be given training courses and exposed to new development in education to enable them to provide effective professional leadership.

(iv) In view of the rapid educational development in this country and the necessity to train professional officers and other personnel in the Ministry of Education for better quality work and output, it is opportune that a National Educational Staff Training Institute be established.

(v) Selection of potential teachers into the Education Service must be based on the suitability of the candidate in terms of ability, interests, aptitude, dedication, character and personality. Qualifications in teacher training alone are not adequate and should not guarantee them opportunities as Education Service officers. Thus it is recommended that selection of applicants to teacher training colleges should be undertaken by the Ministry of Education. Selection into the Education Service should be through application, only after the trainee teachers have successfully completed their training.

(Ministry of Education, Malaysia 1985, pp161-163)

In compliance with these recommendations, gradual adjustments have been made. The exercise of upgrading the schools, both primary and secondary, has been carried out with criteria provided by the MOEM. Formerly the grading of schools as Grade A, B, C or D was based primarily on enrolment, but now considerations include size of school and location, as well as a boarding factor. Schools are now graded only as Grade 'A' or 'B' and many schools in Sarawak, including many of those with very small enrolments in the rural areas have been upgraded to 'A' schools, as they meet the set criteria, especially with regard to the availability of boarding facilities. This situation provides more promotional opportunities for teachers, as Grade 'A' schools are entitled to two three senior assistants (one each for administration, and students' affairs and an afternoon supervisor if they run afternoon sessions) plus heads of departments in languages, social sciences, mathematics and science, vocational subjects and technology.

The National Institute of Educational Management, later renamed *Institute Aminuddin Baki* (IAB), was established in 1979. Courses on management and new developments in education are conducted for serving teachers, administrators and support staff from schools and education offices throughout the country.

The first National Education Philosophy (NEP) was introduced in 1988. This was in response to a recommendation in the Cabinet Committee Education Report of 1985. It serves as the guiding principle in the implementation of the National Curriculum and all matters pertaining to education planning and implementation to ensure a quality education management and delivery system in the country. The National Education Philosophy states that:

> 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 harmonious, based on a 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 a high level of personal well-being as well as being able to contribute to the harmony and the betterment of the family, the society and the nation at large.
>
> (Government of Malaysia 1996, pp11-12)

In 1996, the Malaysian Parliament passed the Education Act (1996), which further strengthened the National Education Policy. It was aimed at streamlining certain parts, for instance policies pertaining to the privatisation and corporatisation of education institutions and policies specifying the tasks of the Ministry of Education which had not been set out in the previous Act and Reports or were not clearly emphasised. It also reaffirmed the government's serious commitment to the provision of education to the future generations of Malaysian people. As stated in the Act: "the purpose of education is to enable the Malaysian society to have a command of knowledge, skills and values necessary in a world that is highly competitive and globalised, arising from the impact of rapid development in science, technology and information." (Government of Malaysia 1996, p11).

The 1996 Education Act is seen as future oriented by the government, with its emphasis on knowledge, especially in the advancement of science, technology and the information era. Critics view the Act as the government's further promulgation of its firm control over education, including the strengthening of ministerial decision-making rights over educational matters all over the country. An emerging issue resulting from the act is that of the

privatisation of education, especially of higher educational institutions, which has greatly increased the financial burden for parents as fees have risen rapidly.

1.3.3.1 Brief history of teacher education in Sarawak

This subsection provides a brief description of developments in relation to teacher education in Sarawak, especially prior to its merger with British Malaya and Sabah to form Malaysia in 1963. Before this, Sarawak education development took its own course of direction. During the period from 1841-1946, when Sarawak was ruled by the Brooke family, there was no clear education policy. Schools were established at the initiative of the local people with limited funds from the government. The aims and objectives of education were to do no more than to provide minimum education and to train the indigenous people so that they could read and write and take minor and junior positions in the government as office assistants to the Brooke administrators. The few Malay leaders recruited to assume positions as community leaders were drawn from the few Malay aristocrats in Sarawak who were mostly Islamic-educated. This scenario has, to this day, inculcated into the minds of some members of the rural community in particular, the idea that education is primarily about preparation for the government service.

The first serious step towards promoting wider education came into being with the establishment of the short-lived Sarawak Malay Teachers' College (SMTC) in 1930. The idea to establish the SMTC was mooted and implemented by Sir Vyner Brooke, the third 'White Rajah' of the Brooke Government (Abang Yusuf 1999, p119). Established in 1930, it was first known as Rajah Sir James Brooke Malay College. According to Abang Yusuf (1999), it was later changed to *Maderasah Melayu Sarawak* (Sarawak Malay Religious School) in July 1931. It was not officially opened until 1939 with a teacher trainee intake from Sarawak and management by a principal who was appointed by the Brooke government from British

Malaya. The college was closed in 1941 because of the Japanese occupation. It was reopened in 1946 but permanently closed less than a year later due to an anti-cession incident staged largely by the Malay teachers and trainees. They, joined by other Sarawak native groups in the government civil service, protested against the cession of Sarawak to British Colonial rule as they preferred to remain under the rule of the 'White Rajahs'.

Based on the aspiration of the Brooke Regime to provide basic education to the people of Sarawak at that time, the curriculum of SMTC included Malay Studies, Native Handicrafts, Agriculture, Hygiene, Elementary Engineering and Surveying. All courses were conducted in the Malay Language. Teachers who graduated from SMTC were posted to various Malay schools throughout Sarawak.

Almost a year after the closure of SMTC, the British Colonial government, which successfully gained governing rights over Sarawak in mid-1946, established its first teacher training college, known as Batu Lintang Training College (BLTC) in 1947, which still exists today. BLTC had an interesting history of development as it catered for the training of teacher trainees from mainly rural backgrounds. The minimum entry qualification then was four years of primary education (Syed Iderus & Santhiram, 1990). This was gradually raised to the Primary Six level by 1955. However, the Chinese candidates often had higher academic qualifications. For example, in 1952, two new Chinese candidates presented a Junior Secondary Certificate as their entry qualification, which was far too high for primary school training courses during that time. This reflected the great difference in education development between the indigenous people of Sarawak and the Chinese, who were then immigrants but had nurtured their own system of education in Sarawak.

In 1956, BLTC introduced a secondary school training course and ten candidates were enrolled. The entry qualifications for the secondary course were the Sarawak Junior Certificate (SJC) and the Chinese Middle Three (Chinese Medium) qualification.

Sarawak's second colonial Teacher's Training College was the Sarawak Teachers' Training College (STTC) which was built in Sibu in 1957. It provided teacher training courses mainly for Sarawakian Chinese who had been educated overseas, mainly in mainland China and Taiwan. The Sarawak Education Department also used the STTC to conduct in-service courses for primary teachers including the one-year upgrade course for long serving 'temporary' teachers.

Sarawak's third teachers' college and the first to be built since the formation of Malaysia, was the Rajang Teachers College (RTC). Situated in a small town called Bintangor, in Sarikei Division, it was opened in 1966. It was a project built under the Colombo plan with the cooperation of the New Zealand Government. The first batch of 87 trainees trained at RTC mostly had either a Sarawak Junior Certificate (SJC) or the British General Certificate of Education (GCE) qualification. Only seven had the Senior Cambridge qualification (SC). These qualifications were granted under the Overseas Cambridge Examination Syndicate. The fourth and latest teachers' college in Sarawak is the Samarahan Teachers' Training College, which started operating in 1999. In fact, the college was formerly the Bintulu Teachers' Science College which ceased operation when it moved to its permanent campus in Samarahan in the same year.

1.3.3.2 Education development in Sarawak

Based on SED's 1998 Annual Report (Sarawak Education Department, 1999a) more than 90% of students have completed eleven years of schooling since 1992. This means that there has

been a large increase in the enrolment of students at primary and secondary level. Zulwali (1996) reported that primary school enrolments increased very significantly, from 117,962 in 1965 to 216,917 in 1985, and then more gradually to 244,352 in 1994. Secondary school enrolments increased from 12,941 to 111,206 to 135,973 during the same periods.

In order to cater for these increased enrolments, more resources have needed to be made available and more schools built. Boarding facilities need to be provided at all levels so that the schools become more accessible for all students, especially in rural areas. Many schools currently also operate double sessions to cater for the demand for places. As reported in the SED Annual Report 1998, 39% (59) of the 151 secondary schools operate a double-session school due to inadequate provision of classrooms (Sarawak Education Department, 1999a). The number of primary schools with similar operation was 24%. These were mostly big primary schools in major towns of the state such as Kuching, Sibu, Miri and Bintulu. This situation has implications for resource allocation, including staffing, and operational management of these schools.

The 1998 Annual Report (Sarawak Education Department, 1999a) also revealed that 60% of the primary schools in Sarawak were still inadequately resourced. While 65% of the 1,254 the primary schools in the state were in the rural and remote areas, 60% were still without basic facilities such as telephone, water supply and electricity supply. In terms of teachers' living quarters, 75% of the primary schools were still without adequate living quarters for teachers, who were often forced to board with families in the locality. Such facilities are particularly necessary for teachers serving in rural and remote schools.

From this report, it is evident that the overall educational infrastructure in Sarawak still does not adequately accommodate the increase in student population, the constant demand for places and changes in educational development, in terms of both curricula and delivery of

education. It still lacks equivalent educational facilities to those in the more populated states in Peninsular Malaysia. Its neighbour, Sabah, the second Malaysia eastern state, is in a similar situation. Although Sarawak has three universities (two government, one private), this does not solve some of the basic problems resulting from the lack of quality education for the rural population in particular as there are too few eligible applicants for university entry from local people, many of the students coming from other states.

The situation as described above provides a general picture of the kind of educational environment the teachers in Sarawak face.

1.3.4 Teachers' work environment in Sarawak

This section discusses teachers' work environment in the state of Sarawak. It serves as a link between the overall background of the study and the next chapter, the literature review. The discussion draws on document-based study which the researcher has incorporated to widen the professional dimension of the study.

Teachers are generally perceived as the key players in the development of education and the overall progress of the state of Sarawak. They play a significant role in their students' achievements and success in relation to their studies. Their role in implementing educational changes is to ensure that future generations in Sarawak will benefit from all initiatives introduced by the Government since becoming a partner in the Federation of Malaysia in 1963. It is for this reason that the study of teachers' career satisfaction in Sarawak is important as their continuing contribution to the development of the country depends on their willingness to carry out this role. Five specific aspects discussed in this section are the appraisal system, promotion, supervision, placement and the general welfare of Sarawak teachers and professional development.

1.3.4.1 The pay-related teachers' appraisal system

In Malaysia's context of public sector organizations, any discussion of job satisfaction will inevitably relate to the implementation of the New Remuneration System (NRS) or *Sistem Saraan Baru (SSB)* as it is popularly known. The new system of service was one of the government steps taken to replace the Cabinet Committee Report (CCR), formerly known as the Mahathir Report, which was implemented in 1979. Under the *SSB*, an annual pay-related appraisal has been promulgated and practised to facilitate the new system. Since its implementation in 1992, the *SSB* has been reviewed several times to resolve some anomalies as perceived by the Public Service Department (PSD).

Relating pay to performance is not a new approach in organisational management. The practice, however, has not proven to be particularly successful in improving employees' morale and motivation. For instance, Johnson (1986) discusses the failure of a number of merit pay schemes introduced in the US during the twentieth century and points out that some were even found to demotivate employees. As early as 1959 Chandler compared morale levels among teachers in US schools which used merit pay schemes and schools which did not. His findings revealed no significant difference between the two (Chandler 1959). Mayston (1992) argues that performance related pay is an over-simplistic approach to tackling problems of teacher motivation, that its success is questionable and that it even has the potential to be demotivating.

Staff performance appraisal, as defined by McCallum (1993, pp42), "is a system of frequent performance review sessions that relate to specific results and demonstrated observable behaviours that enable staff participating to clarify goals and objectives and make plans for development, while identifying practical means for achieving these." In the Malaysian civil

service the salaries of all government employees, including teachers serving in government schools, are now based on the outcomes of their annual performance appraisal.

When the *SSB* was implemented in 1992, the government provided opportunities for public servants either to opt for the new scheme or remain in the old Cabinet Committee Report (CCR) scheme. Out of more than 800,000 government employees in Malaysia, no more than 10% opted to remain in the old scheme (Government of Malaysia 1993). According to the Ministry of Education, Malaysia (1993) all teachers opted for the *SSB*.

How an appraisal for teachers is carried out varies. As McCallum (1993) has noted, the process can be little more that an annual "form-filling event". By virtue of the recommendations made in the New Remuneration System (NRS) or the *Sistem Saraan Baru (SSB)*, the system in Malaysia is, in fact, supposed to be a participative scheme, aimed at improving the accomplishment of the organization's objectives by actively involving public servants in goal setting and monitoring of their own performance.

There are two categories of teachers in Malaysia, graduate and non-graduate teachers. Each category has different sets of appraisal forms to fill in. There are two appraisers involved in the process; the first is the person's immediate supervisor and the second is the Principal in the secondary school, or the School Head in a primary school. Each teacher is given a 12-page set of appraisal forms to complete, which must be submitted towards the end of the second school semester each year. The principals, school heads and their assistants then scrutinize the forms and proceed with the evaluation process. Teachers are also supposed to be interviewed individually by the first appraiser or evaluator. As this is time consuming, almost all principals and school heads do not proceed with this stage but resort to meeting their respective senior assistants for general consultation before the appraisal results are forwarded to the respective Divisional Education Offices and the Sarawak Education Department.

For the purpose of evaluation, each teacher has to prepare an Annual Tasks Target (ATT) to be submitted together with the appraisal forms. For the non-graduate teachers, their ATT is their annual teaching program for the year of appraisal. Other employees, including the graduate teachers, have to prepare and submit the ATT which clearly spells out their task targets for the year. The appraisal process should then involve a discussion based on the achievement of the outcomes as presented in the ATT.

A centralised panel chaired by the Director of Education convenes meetings to decide on the outcomes of the evaluation process received from each school and institution. Schools and institutions with at least fifty employees become a centre of their own and eligibility for pay rises is based on the percentages shown in Table 1.2 below.

Table 1.2 Mark indicators for pay rise award and percentage of eligibility

Results	Marks		Percentage eligible per centre
Diagonal	90 and above	Excellent	2
Vertical	80 – 89	Good	3
Horizontal	50 – 79	Fair	90
Static	49 and below	Poor	5

Source: Condensed from Civil Service Circular Notice, Government of Malaysia 1992

Schools with less than 50 teachers and staff are grouped according to their area and location and the pay rise awards shared among them based on the same percentages. There are four categories of results from the appraisal, based on the panel's decision. The quota for eligibility for each category of merit is also shown. What this quota means is that even if a person gets a score of over 90, it is not guaranteed that he/she will get the most favoured 'Diagonal' or 'Vertical' pay rise because of the small percentage eligible each year. Even with such excellent marks, most are awarded a 'Horizontal' pay rise with 'excellent' or 'good' achievement acknowledged on their results, depending the category of marks they obtained, 'excellent' indicating 90 or greater and 'good' indicating a score between 80 and 89.

Table 1.3 illustrates how the award is implemented in the case of a beginning graduate teacher, whose level is DG3 (see next section). The 'T' (*Tangga* or step) indicates the annual basic salary, starting from T1 (RM1281.50 or approximately AUD$640.00)[1] going up to the maximum of T26 (RM33494.70) for the P1 Band (not shown). The 'P' (*Peringkat* or level) indicates the salary bands, with P1 as the entry band and P3 as the third band while the maximum remuneration at T26 is RM33943.50.

A teacher whose salary in the year of the appraisal falls under Band P1T4 (the first increment out of appraisal result for a beginner graduate teacher after serving for four years) and is awarded with the diagonal pay rise will get an increment of RM159.50 (P1T4 to P2T5) compared with RM84.70 (P1T4 to P2T4) for those getting a vertical pay rise and RM71.50 (P1T4 to P1T5) for a horizontal pay rise. Those with a static result will remain at their present salary level for the rest of the year. Those getting diagonal and vertical pay rises will automatically move into the P2 Salary Band.

Table 1.3 Salary band for DG3 graduate teacher in Malaysia

	T1	T2	T3	T4	T5	T6
P1	1281.50	1353.00	1424.50	1496.00	1567.50	1639.00
P2	1356.30	1431.10	1505.90	1580.70	1655.50	1730.30
P3	1434.40	1512.50	1590.60	1668.70	1746.80	1824.90

Source: Government of Malaysia 2000.

Thus, pay is assumed to be an effective motivator in relation to improvement of job performance in Malaysia. It is this assumption that underpinned the introduction of performance-related pay, or merit pay, when it was introduced in 1992. Many viewed it a logical outcome of the expectancy theory of motivation and productivity, which posits that individuals are more likely to put effort into their work if there is an anticipated reward they value (Evans 1998). Evans (1998), who considers that pay is an important motivating factor, reaffirms the following argument:

[1] The exchange rate for AUD is estimated at RM1.00 = AUD$.50 as this was the approximate value during 2000.

> If our teaching force is to be recruited from among the brightest and best of our graduates, the money must come first. Then there is every chance that quality will follow. But the graduate in question needs to be attracted by a competitive starting salary, and confident of a career progression that will reward ability and application.
>
> (Anon 1991, pp23 cited in Evans 1998, pp42).

With reference to the situation in Malaysia, particularly as far as graduates are concerned, these statements will be left uncontested. There are relatively few graduates who are attracted to the teaching profession in Malaysia compared to high school leavers. The number of non-graduate trained teachers who leave the teaching service is also high. This will be further discussed in the rationale of the study. Although it may not be the main reason why teachers have left teaching, teachers' salaries in Malaysia are less attractive compared to its two neighbouring countries, viz, Singapore and Brunei. Thus teachers' unrest over the pay-related annual appraisal system is not so much a disagreement about the amount of increment they receive annually but more about the fairness of system's implementation.

1.3.4.2 Promotion policy

Like pay, promotion requires fairness and just practices and issues in relation to promotion are highly relevant to teachers' career satisfaction in Sarawak. Promotion practices in the teaching service nation wide have been under constant criticism by teachers' unions, especially since the Ministry of Education introduced promotion based on merit linked to the annual performance appraisal results. Seniority is no longer an important criterion.

The general attitude among Sarawak teachers towards promotion is that it provides opportunity based on competition. Those who are more enthusiastic about career advancement strive for promotion while others remain content with their present position. As far as promotion from one particular category of service to another higher category is concerned, every teacher theoretically stands an equally good opportunity based on the set performance

criteria. However, in reality, implementation involves other factors which come into focus the closer teachers are to their eligibility for promotion. These include teachers' personal records of service, suitability, adaptability and personal character. The reasons for such scrutiny prior to actual promotion are mainly in view of the responsibilities and duties involved in senior positions, especially considering the crucial role of teachers in the overall development of the country. The tasks senior teachers have to shoulder are not only confined to school management but go beyond school context and boundaries. These include establishing good relations with the community and the public and inculcating educational values not only in students but also in their parents and the teachers under their management. School heads and principals are thus responsible for encouraging the community to recognize the importance of education and schooling for their children. Administrators and teachers are asked to assume the roles of agents of change, especially in rural and remote areas of Sarawak, in addition to their normal professional responsibilities.

The non-graduate teachers (Grade DG6A–'DG' being the public service category for trained teachers under the New Remuneration System) have two promotional positions in the non-graduate scheme of service. They are DG5A and DG4A. The 'A' added to each category indicates a new scheme of service which was introduced from January 1, 2000. In this new scheme of service, all non-graduate teachers have been recognised as Diploma qualification holders resulting from the introduction of the Malaysian Diploma of Education as a minimum professional qualification for entry into the teaching profession in Malaysia. The DG5A and DG4A are school head position in Grade B and Grade A primary schools respectively. In the case of grade A primary schools, the school head is a DG4A position (the most senior for the non-graduate category) with at least three senior assistants of DG5A category. The assistants are Senior Assistant Academic Affairs, Senior Assistant Students' Affairs and Senior Assistant Co-Curriculum. Schools with double sessions also have another DG5A Afternoon Supervisor

position. Non-graduate teachers who have attained the maximum salary are eligible for time-based promotion from DG6A to DG5A. In addition to the top-scale criterion, teachers must have achieved an 'excellent' annual appraisal outcome.

The graduate teachers have more senior promotional positions than the non-graduates. From their starting DG3 category, they can be promoted to DG2 category which enables them to assume one of the following senior positions:

- Senior subject teacher (Grade A secondary school)
- Principal in Grade A secondary school
- Divisional Education Officer
- Principal Assistant Director

In addition to the normal promotion exercise for DG3 teachers, the Ministry of Education has also introduced 'time-based promotion'. Time-based promotion is available for DG3 teachers whose salary has been at the maximum level for at least two years and who have an 'excellent' appraisal result. Teachers promoted on this basis can also be appointed to senior positions as specified above.

The next promotional category in the graduate scheme of service is the DG1 grade. At the state level, the only post in the DG1 category is that of the Deputy Director of Education, while the Director of Education post is Premier Grade 'C'. There are more senior position categories at the national level, the highest being a Premier Grade 'A' (*Jawatan Utama* 'A' or *JUSA* 'A'). Promotional opportunities beyond this grade are in the 'Staff Category' which has three levels. The highest Staff Category level held by any education professional personnel is the Level III Staff Category, a position held by the Director General of Education. The higher levels are held by the Administrative and Diplomatic Officers (*Pegawai Tadbir dan Diplomatik* or *PTD*) of the Public Service Department (PSD) who manage some functions within the Ministry of Education such as the positions of the Ministry's Chief Secretary and its

two deputies. Promotional positions available to DG3 teachers are limited to those made available either at the school, district, divisional or the State levels. The allocation of all positions is centrally controlled by the PSD at the national level.

1.3.4.3 Supervision

As far as the School Supervision Sector of the Sarawak Education Department (SED) is concerned, its supervisory roles have been minimal and confined to monitoring the allocation and placement or posting of teachers to schools, despite more comprehensive chartered functions. Both the Divisional and District Education Offices throughout the state assist the supervisory function of the department in general as supervising school administration and management in rural schools has not been easy, largely due to distance and communication problems. Supervisors from the SED cannot visit all these schools annually and require the assistance of the divisional and district education officers to carry out the supervision process. Acknowledging the crucial and fundamental roles played by school supervisors, Adi (1995, p34) affirms that "school supervisors are intermediaries between policy makers and curriculum planners at the SED and the head teachers/principals and teachers". According to Adi, many supervisors also assume the position of "administrators' agents undertaking various administrative responsibilities such as maintaining the supply of educational resources, monitoring their effective use, determining the career growth and professional development of school personnel, and as representative among the schools and local community, the authority of the central office, in this case the SED" (p34).

1.3.4.4 The placement and welfare of teachers in Sarawak

Other crucial issues surrounding teachers' working conditions in Sarawak are in relation to their placement and welfare. Both aspects are interrelated as far as posting to schools is concerned. Most teachers undoubtedly prefer to teach in urban schools or schools in their home towns.

Rural-urban issues have always been significant in Sarawak. The development of education since Sarawak became a partner in the formation of Malaysia is crucial in educating its people to be more development oriented. After more than 37 years since the merger, the rate of development has been far too slow by comparison with other states. The disparity between urban and rural development is still conspicuous in spite of the government's constant promise of more rural-based infrastructure.

The widespread existence of small schools in rural and remote areas of Sarawak has not allowed the provision of quality education to the rural population. It constrains the provision of quality education because teachers are transferred to urban schools after serving in rural schools for five or six years, thus leaving the rural school children with another batch of beginning teachers. This cyclic process has denied rural primary school children access to experienced teachers.

Poor facilities constitute another factor that impedes the provision of quality education in rural schools. Teaching in rural schools often requires teachers to exercise creativity beyond any pedagogical skills they learned during their teacher training. Improvisation in terms of approaches and strategies for teaching in the rural schools context in Sarawak means that teachers often have to make do with many alternatives to standard equipment and resources available in urban schools. The creative teachers enjoy the challenge while the others can become demotivated and isolated.

The national government priority program for the introduction of 'Smart Schools' (Ministry of Education, Malaysia 1997) was significantly hampered in most rural schools in Sarawak. Without basic facilities such as electricity, running water and telephone, not much could be done to raise the standard of education among the rural population.

The effort to amalgamate small primary schools in rural areas into centralised schools has failed to become a reality although it was recommended more than 20 years ago by the Cabinet Committee Education Report (Ministry of Education, Malaysia 1985, p162). Little has been done either to improve rural schools or make decisions about a more centralised school program. Amalgamation of small rural schools can solve some managerial problems in terms of staffing, financial allocation and communication. Such a program could also enable a more systematic approach to community development in rural areas, especially where basic infrastructure can be supplied to cater for the larger population.

The problem facing the amalgamation program is partly the state government land policy coupled with rural schools' complex origin. Most of these schools were built by rural dwellers and were substantially funded by the Local Government before they were taken over by the Federal Government with the extension of the National Education Policy in 1976. Most of these schools are without proper lease documents and they are situated on private land. This situation can create bigger problems when negotiation over compensation is complicated by unsubstantiated claims to the land by several parties.

Another factor that constrains small schools or under-enrolled schools in Sarawak is the allocation of teachers based on the quota system, which limits schools to a maximum of four teachers when enrolments are under 45 pupils; these schools still have three or four classes (see *Appendix I* for further details). In most cases school heads find it difficult to cope with

their official administrative duties when they have the minimum number of teachers. In such situations most primary school heads have to take normal classroom teaching periods.

Rural primary schools with boarding facilities are even more difficult to manage because school heads and teachers still have to adhere to standards and procedures similar to those in better equipped residential secondary schools. Almost all boarding primary schools in rural areas are sub-standard as far as security and safety are concerned. As students' safety and security become teachers' responsibility, inadequate facilities pose a greater challenge to their professional commitment.

In general, there are three basic aspects relating to teachers' needs and welfare. Those are well-equipped living quarters, housing allowances and hardship allowances for those serving in rural schools. When the federal government introduced housing allowances almost five years ago, teachers welcomed the move with mixed reactions because not all teachers were entitled to receive them – for example, teachers who occupy government built premises are not eligible. The teachers' unions contested the validity of the government's interpretation of 'Government Quarters' because most of the living quarters occupied by teachers, in both secondary and primary schools, are sub-standard and often in a dilapidated state. It seemed that the government may have been misled by the fact that living quarters provided to other public services in the country are more well-equipped and better-serviced by their respective government agencies compared with teacher housing.

Another issue relating to the housing allowances is the denial of such allowances to principals and primary school heads who manage boarding schools. These schools are provided with special quarters for principals or school heads. While their colleagues in other states are

eligible to receive the housing allowance, principals and school heads who manage boarding schools in Sarawak find themselves discriminated against.

In terms of the provision of hardship allowances, which are at the rate of 10% of the teachers' basic salary, teachers have suggested that such allowances should be provided to all teachers serving in rural schools. The present system only provides such allowances in areas without basic amenities (electricity, telephone and running water supply) and distances of more than 100km from the nearest town, with only two modes of transportation (by boat and walking). Not all schools are categorised as eligible, despite meeting most of the set criteria, a technicality that can cause considerable frustration for teachers involved.

1.3.4.5 Professional development

The teaching profession in Malaysia is slowly gaining momentum in its struggle for recognition as a profession like any other established profession. Both the teachers' unions and the professional associations of teachers in the country view the journey towards realising such recognition as a long one. One of the major impediments is the highly bureaucratic nature of the whole system of public sector management. All public sector organisations, including schools, are under the control of the Public Service Department of Malaysia (Shahri 1998b). They control both the allocation of posts (including promotional posts), the wage system and the management structure of the Ministry of Education, Malaysia.

The issue of academic and professional qualifications is another relevant issue. The present two schemes of service – graduate and non-graduate – have provided teachers with a long-standing management system with double-standards and what is often perceived as 'professional discrimination', although the recent move to recognise the non-graduate teachers as diploma holders was a positive step towards developing an improved scheme of service for

teachers (Shahri 1998b). Although salary is still considered important in terms of recognition of professional status (Hoyle 1982, 1985; Evans 1998, 1999), teachers' academic qualifications also require further attention from the government, including a comprehensive approach to upgrading teaching as a profession.

The distance learning programs for non-graduate teachers provide a workable approach towards upgrading teachers' academic and professional qualifications. They are in line with one of the objectives spelt the in the 1993 Ministry of Education, Malaysia report on in-service training programs, which originally aimed to have primary schools throughout the country taught by at least 30% graduate teachers by the year 2000 (Shahri 1995, p29).

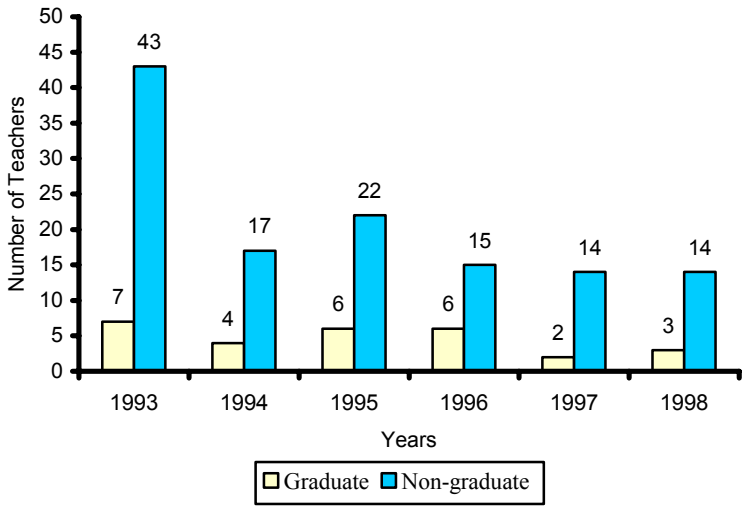
Teachers have responded well to this program in the hope of improving themselves personally, as well as their profession as a whole. Upon gaining a recognised university degree, they are transferred into the graduate scheme of service. This move to enhance teachers' expertise and professional status has been applauded throughout the country as a serious effort by the federal government to gradually improve and elevate the standard of education in the country. However, this program has been hampered by administrative intervention by the Public Service Department which has insisted that such transfers can only be realised through the creation of more teaching posts for graduates. The intervention has frustrated teachers throughout the country, especially those still struggling with their studies.

Although the Ministry's set target is yet to be realised, the number of non-graduate teachers who have completed a degree has increased and those still pursuing the 'paper chase' have doubled each year.

1.4 Rationale of the study

Given the situation described in previous sections, a study on teacher career satisfaction in Sarawak is warranted. No study of such a nature has ever been conducted in the state and there has also been growing concern regarding the turnover of teachers in Sarawak since 1993. Records from the State Education Department of Sarawak (Sarawak Education Department, 1999b), show that the number of teachers who have left the teaching service increased sharply in 1993. Figure 1.2 shows the number of teachers who opted for premature retirement between 1993 and 1998. The data available shows teachers by their categories, graduate and non-graduate. There were more non-graduate teachers who opted for premature retirement (125) than graduate teachers (28).

Figure 1.2 Teachers who opted for premature retirement 1993 - 1998

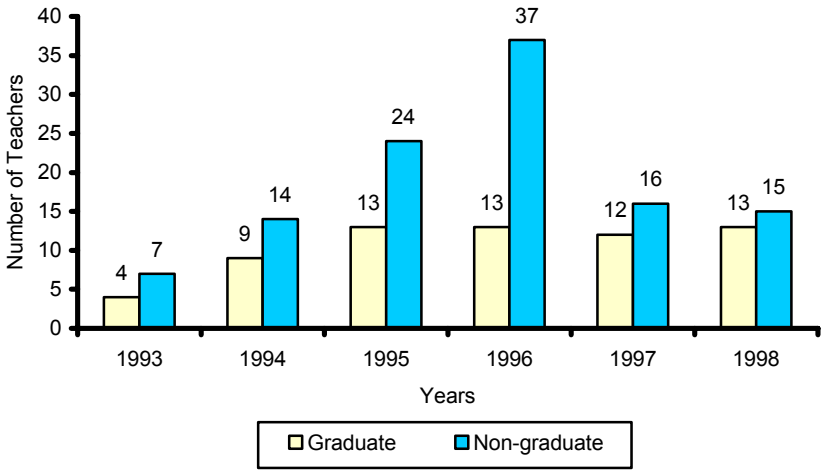


Source: Sarawak Education Department 1999b

These are two classifications of teachers leaving the profession. The first is those who opt for early retirement upon reaching the permissible premature retirement age of 40, as stipulated in the standard procedure scheme of service for the public service in Malaysia, and the second is those who resign.

The number of teachers opting for premature retirement was at its peak (50) in 1993, the year after the Public Service Department introduced the premature retirement option for the civil service in Malaysia (Government of Malaysia, 1993). The option of retiring at age 40 is construed as very attractive although those approved only receive their pension benefit upon reaching the age of 55. From 1994, the Ministry of Education decided that only 'genuine' cases would be considered, a necessary decision after the unexpectedly large figure in 1993. 'Genuine' cases include teachers who assume political positions (normally by the invitation of the government in power, either serving as political or private secretary to government ministers, or as candidate in a state or national election), those who secure better positions in the business sector and those with health reasons. What has been even more alarming is the number of teachers who have resigned since 1993. Figure 1.3 shows the number of Sarawak teachers who resigned from 1993 to 1998.

Figure 1.3 Teachers who resigned from the teaching service from 1993 – 1998



Source: Sarawak Education Department 1999b

There are more teachers who resigned from their job compared to those who opted for early retirement, with 113 non-graduate teachers and 64 graduate teachers. The total number of

teachers who left the teaching service between 1993 to 1998 was 330. This is considered to be a huge number because Sarawak had not previously experienced such high attrition in such a short time.

The potential impact of this high attrition rate is considerable. For instance, it may possibly demoralise those who are still in the teaching service or discourage those who intend to enter it.

The terms of service for graduate teachers are more attractive than those for the non-graduate teachers. For instance, before the 2000 salary adjustment, a non-graduate teacher who has completed a three-year teacher training course started with RM917.00 per month compared with RM1165.00 per month for a graduate teacher who completes a four-year basic degree including education (Government of Malaysia, 1990). Other monetary incentives such as the housing allowance, civil service allowance and regional allowance (for teachers in Sarawak and Sabah only) are also allocated differently depending on (graduate or non-graduate) category.

This situation is often commented on by non-graduate teachers who, in many cases are able to find better paid jobs in the private sector or engage in part-time direct-selling businesses to supplement their teaching salaries.

1.5 Significance of the study

This study investigates the levels and sources of satisfaction among primary and secondary teachers and administrators in Sarawak. It uses a modified research instrument focusing on seven facets of job satisfaction which include: job in general, work, pay, promotion,

supervision and colleagues, and aspects of teaching and which has been specially designed to suit the Sarawak situation.

As this study is the first of its kind in the state of Sarawak, its contribution to the body of knowledge, research and literature in the area of job satisfaction is significant. In terms of practice and policy improvement, this study has the potential to provide guidelines for both the state and federal government of Malaysia in formulating better terms and conditions of service for its teachers.

Its significance in terms of practice improvement, is that it provides useful information to the Sarawak Education Department. Such information provides a foundation for improving teachers' professional development programs. The research findings could also provide useful guiding principles for the teachers' union to develop strategies to assist their members in advancing their professional working conditions. The study will also provide useful information for school administrators to enable them to improve the teachers' working and living conditions.

The findings of this study will also provide valuable information for the Ministry of Education, Malaysia in terms of reviewing and adapting national training policy to more readily met the needs of the teachers and communities they serve. The findings from this study will also provide guidelines for policy review in relation to recruitment of new teachers, especially in resourcing rural schools.

1.6 Overview of the thesis

The first chapter has provided an introduction to the study. It has focused on the overall context of the study, the aims of the research, the research questions and the significance of the study. Chapter Two provides a review of relevant literature, while Chapter Three explains

the methods used. The rationale for selecting the quantitative approach is discussed. The chapter also reports a pilot study undertaken prior to the main study.

Chapter Four serves as the first part of the three-part data analysis. It presents the descriptive data and an analysis of the survey questionnaires. Chapter Five provides the second part of the data analysis by focussing on the relationship between respondents' demographic characteristics and backgrounds and both the extrinsic and intrinsic factors involved in satisfaction.

Chapter Six relates the findings to previous research and explores implications of the findings reported in Chapters Four and Five. Themes which are highlighted include the need for professional development, problems relating to teachers' welfare, their work environment and teachers' professionalism. The discussion also explores implications of the findings which are relevant to both policy and practice in Malaysia, and Sarawak in particular.

CHAPTER TWO

Literature Review

Introduction

This chapter presents the review of relevant literature for the study. The chapter is divided into two main sections. The first section defines key concepts and terms of reference. The second section reviews relevant literature. It discusses the origin of job satisfaction as a research focus, its theoretical perspectives, studies that have been conducted on job satisfaction, sources and factors of job satisfaction and dissatisfaction, and the relationships between job satisfaction and selected background and demographic characteristics. The discussion also includes pertinent issues relating to the professionalisation of teaching as dealt with by scholars in the field of education. A brief discussion of the literature on the teaching profession as seen from Malaysian perspectives is also presented. Finally, the chapter concludes with a brief summary.

2.1 Definitions of key concepts

There are several key concepts and terms of reference used in this study that need to be defined in order to establish an understanding of the overall conceptual framework for the study and its direction. Such key concepts as ‘career’ and ‘job’ satisfaction’ will be defined because they form the central focus of the study. Further, there are some other terms which will be frequently used throughout this thesis such as ‘extrinsic and intrinsic factors’,

'professionalism', and 'professionality'. These concepts will be discussed in relation to certain aspects dealt with in the succeeding subsections.

2.1.1 The terms 'career' and 'job'

Teaching as a 'career' (Nias 1980, 1981, 1987, 1989; Hoyle 1969, 1982, 1985; Ohanian 1994; Evans 1998, 1999), is more than just "work to keep people earning for a living" (Ondrak and Timperley 1982). In the current study, 'career' and 'job' are used interchangeably, in association with the term 'satisfaction'. According to Hoyle (1969, p92), 'career' "implies the notion of a commitment to a form of life-work and a process whereby an individual progresses upwards through a hierarchy of professional roles".

'Career' as defined by The New Oxford Dictionary of English, is "an occupation undertaken for a significant period of a person's life and with opportunities for progress" (Pearsall 1998, p276). In Simpson and Weiner's (1989, p895) earlier edition, career was associated with professional life and defined as "a course of professional life or employment which affords opportunity for progress or advancement in the world."

'Job', on the other hand, is defined as "a paid position of regular employment, a task or piece of work, especially one that is paid for" (Pearsall 1998, p983). The notion of progress in the world is missing in this case. A "career" is thus something that can provide a person with opportunities to progress and to gain social recognition. From this perspective teaching, is 'not just a job' which provides a person with remuneration but an opportunity for progress as well as advancement.

2.1.2 Profession

The term 'profession' as viewed by Hoyle (1969) is not a precise descriptive concept but more an evaluative concept. Hughes (1958) had noted the symbolic value of the term as referring to "a desired conception of one's work and hence, of one's self" (Hoyle 1969, pp80-81). The

term was later redefined by Hoyle in more operational terms with reference to teaching as follows:

> A profession is an occupation which performs a crucial social function. The exercise of this requires a considerable degree of skill. This skill is exercised in situations which are not wholly routine but in which new problems and situations have to be handled.
>
> Thus, although knowledge gained through experience is important, this recipe knowledge is insufficient to meet professional demands and the practitioner has to draw on a body of systematic knowledge. The acquisition of this body of knowledge and the new development of specific skills require a lengthy period of higher education.
>
> This period of education and training also involves the process of socialisation into professional values.
>
> These values tend to centre on the pre-eminence of clients' interests and to some degree are made explicit in a code of ethics.
>
> Because knowledge-based skills are exercised in non-routine situation, it is essential for the professional to have the freedom to make his own judgements with regard to appropriate practice.
>
> Because professional practice is so specialised the organised profession should have a strong voice over the exercise of professional responsibilities, and a high degree of autonomy in relation to the state.
>
> Lengthy training, responsibility and client-centeredness are necessarily rewarded by high prestige and high level of remuneration.
>
> (Hoyle 1982, p162)

According to Hoyle (1982) the definition he offered serves to summarise both the descriptive aspect and the prescriptive propositions which underpin the descriptive usage. By the term 'descriptive', Hoyle (1982, p161) refers to the type of "usage based on the assumption that professions have distinctive characteristics which distinguish them from other occupations." On the other hand, he refers to the 'prescriptive' usage of the term "when it is used as a means of achieving some desired state" (Hoyle 1982, p161).

2.1.3 Job satisfaction

The term ‘career satisfaction’ is not as widely used as ‘job satisfaction’ in the field of educational research. However, some of the concerns of researchers in this field are with features of ‘career’ as defined above, including notions such as opportunities for social advancement and progress. Based on this consideration the reference to ‘career satisfaction’ is often made in this study although the term ‘job satisfaction’ is also used in line with trends in the field. Researchers have provided a wide range of interpretations of the concepts of career and job satisfaction. The reasons for this are mainly due to the fact that they come from various backgrounds and schools of thought. Locke (1969, 1976, 1984), for example, who looked at the affective aspect of the concept, defined job satisfaction as “the pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating the achievement of one’s job values” Locke (1969, p316), and “a pleasurable positive emotional state resulting from the appraisal of one’s job or job experiences” (Locke 1976, p1298). As a psychologist, Locke’s definition has been widely accepted among researchers in industrial psychology as well as in educational research, as mentioned by Oshagbemi (1996, 1999).

Another definition which relates job satisfaction to affective states is by Smith et al. (1969, p6) who define it as “feelings or affective response to facets of the work situation”. They further hypothesise that “these feelings are associated with a perceived difference between what is expected as a fair and reasonable return or, when the evaluation of future prospects is involved, what is aspired to and what is experienced, in relation to the alternatives available in a given situation” (Smith et al. 1969, p6).

Kalleberg (1977, p126) who identifies the importance of job rewards and job values as determinants of job satisfaction defines it “as an overall affective orientation on the part of individuals toward work roles which they are presently occupying”. Dawis and Lofquist

(1984), on the other hand, relate job satisfaction to the work environment when they define it as “the result of the workers’ appraisal of the extent to which the work environment fulfils the individuals’ need” (Dawis and Lofquist 1984, p72).

Schaffer’s (1953) interpretation of job satisfaction also focused on individual need fulfilment when he said that “overall job satisfaction will vary directly with the extent to which those needs of an individual which can be satisfied in a job are actually satisfied; the stronger the need, the more closely will job satisfaction depend on its fulfilment.” (Schaffer 1953, p3). Sergiovanni (1967, 1968) also supported the personal needs fulfilment interpretation and draws attention to the influence of Herzberg’s (1966) motivation-hygiene theory and Maslow’s (1954, 1970) theory of human motivation based on a hierarchy of needs in the development of this interpretation. Both theories are discussed in more detail below.

Lawler (1973) focuses on expectations rather than needs and believes that overall job satisfaction depends on the difference the things people feel they should receive from their jobs and what they do actually receive.

Nias (1989), who specifically looks at job satisfaction with respect to teaching, accepts Lortie’s (1975) interpretation of job satisfaction as a summary of the total rewards experienced.

Evans (1998), who also confines her attention only to teaching, defines job satisfaction as “a state of mind encompassing all the feelings determined by the extent to which the individual perceives her/his job-related needs to be met” (Evans 1998, p12). Evans (1999, p6), proposes two concepts which she claims could widen our understanding of job satisfaction. The concepts ‘job fulfilment’ and ‘job comfort’ correspond to her notions of ‘what is satisfying’ and of ‘what is satisfactory’ respectively. Evans (1999) uses the example of ‘customer

satisfaction' as a concept referring to something satisfactory while 'satisfaction of conquering Everest' concerns 'how satisfying it is'. Her argument will be further discussed in section 2.2.4.

Dinham and Scott, who also draw attention to Maslow's (1970) and Alderfer's (1972) work on motivation and note its interrelatedness with job satisfaction, assert that: "job satisfaction is an indicator or product of the degree of need fulfilment experienced by an individual, there being a hierarchy of human needs ranging from the basic needs of food, clothing, shelter and so forth, through to security and safety, social affiliation, esteem and finally self-actualisation" (Dinham and Scott 2000, p1). Like Evans (1998, 1999), Nias (1980, 1981,1987, 1989) and Oshagbemi (1996, 1997, 1999), both Dinham and Scott are active and productive scholars in the area of teachers' career satisfaction. Their work on the 'Teacher 2000 Project' (Dinham and Scott 1997, 1998a, 1998b, 2000) has updated the global literature on teacher career satisfaction.

The various definitions that have been presented by different scholars do not seem to agree on a single conceptual and universal platform. As Evans (1999, p5) rightly puts it: "the problem in researching teachers' job satisfaction has been that, because of the general lack of conceptual clarity, there has been no agreement about what job satisfaction means". Nevertheless definitions presented by both past and present scholars, as discussed above, could be generally summarised to mean that the term 'job' (or 'career') satisfaction refers to an individual's positive emotional and attitudinal reaction to his or her employment. Affective reactions result from the individuals' comparison of the actual outcomes with those they expected, desired, anticipated or deserved and experienced. Such reactions are linked to the fulfilment of needs and result in satisfaction. On the contrary, if the needs are not fulfilled, this results in dissatisfaction. While those needs are of several dimensions and categories - for

example, affiliation, achievement and recognition - their fulfilment is believed to be related to the work situation itself. This is basically the sense in which the term ‘satisfaction’ will be used in this study while also taking into account other aspects and considerations based on the theoretical positions discussed in the literature.

2.2 Review of relevant literature

The range of definitions discussed above show the wide interests among scholars in the research area of job satisfaction. Thus, it is also relevant to look back on how this area of studies in general has developed and what it owes to the efforts of both past and present researchers and scholars. The body of knowledge that has built up in past decades in this area constitutes a wide range of thoughts and theories that have been debated, accepted or rejected over time.

2.2.1 Early interest in job satisfaction

Job satisfaction is often perceived as being closely related to the field of industrial and social psychology and its origins as a focus for research can be traced back to studies supervised by an Australian by the name of George Elton Mayo who migrated to the USA in the 1920s (Gruneberg 1979, Landy 1989). These investigations, known as the Hawthorne Studies, sought to examine the ways in which alterations to the prevailing physical conditions at Western Electric Company’s Hawthorne plant affected production. The first studies involved changes in the levels of illumination. These gave a surprising result. Regardless of the direction of change, changes in illumination resulted in changes in productivity. Indeed, in one experiment, despite the fact that the illumination was reduced to the level of moonlight, productivity increased. This surprising finding has been attributed to individuals increasing their production as a consequence of being in an experimental situation. Perhaps they acted in this way because they felt the people conducting the study were taking interest in them. Consequently, ‘the

Hawthorne effect' is said to operate when, regardless of the reasons, subjects in experiments improve performance because of being in an experimental situation.

The Hawthorne investigators concluded that increased production was mainly due to the human associations in the workplace. They based their conclusion on the fact that where work was carried out in a friendly atmosphere and where workers were in close rapport and could maintain collegial understanding among themselves, production tended to increase (Howarth 1984). They also concluded that another contributing factor to improved production was the presence of friendly supervision. While the validity of the latter conclusion was later questioned, later research has generally supported the idea that productivity and satisfaction with work are related. The results of the early projects stimulated considerable interest and encouraged other researchers to venture into the field of job satisfaction research.

2.2.2 Theories of job satisfaction

There are several theories put forward to explain why people are satisfied or dissatisfied with their job (Muchinsky 1987, McCormick and Ilgen 1985; Fincham and Rhodes 1988). The concept of job satisfaction is very complex (McCormick and Ilgen 1985). Muchinsky, in acknowledging its complexity asserts that:

> Several theories have been proposed to explain why people are satisfied with their jobs. None of them have garnered a great deal of empirical confirmation, which suggests that job satisfaction is a complex phenomenon with many causal bases and that no one theory to date has been successful in incorporating all of them (Muchinsky 1987, p399).

The following sections present four different theories which have been used to try to explain job satisfaction. Taken together they provide this study with a frame of reference for interpreting the findings relating to the situation in Sarawak.

2.2.2.1 The two-factor theory

The first theory is known as the Two-Factor Theory and was an approach proposed by Frederick Herzberg in 1959. Herzberg's (1959, 1966, 1976) Two-Factor Theory, which was later known as the Motivation-Hygiene Theory, became the basis for most studies in the 1960s and 1970s (Muchinsky 1987) in the area of job satisfaction despite the fact that the theory was also heavily debated and criticised, and still is (Miner and Dachler 1973; King 1976; Locke, 1976; Nias 1981; McCormick and Ilgen 1985; Muchinsky 1987; Evans 1998, 1999). As explained by Lester (1988), studies associated with the Two-Factor Theory had either tried to apply the theory or to prove the validity of the theory itself.

Herzberg et al. (1957, p1) asserted that the term "job satisfaction lacks adequate definition," and that: "There are many facets to this term", and "that job satisfaction is not a unidimensional attitude". Herzberg and his colleagues attacked Hoppock's (1935) studies, arguing against his idea that "if the presence of a variable in the work situation leads to satisfaction, then its absence will lead to job dissatisfaction" (Gruneberg 1979, p7). Herzberg thus opposed the traditional view which had developed from Hoppock's conclusion that job satisfaction and dissatisfaction were caused by the same factors. According to Herzberg (1966, p79) "factors involved in producing job satisfaction were separate and distinct from factors that led to dissatisfaction". In other words, as Dinham and Scott (1998a, p363) put it with reference to teacher satisfaction: "Another way of expressing this view is that it rejects the notion that factors giving rise to teacher satisfaction and teacher dissatisfaction are arranged along the same continuum".

As mentioned briefly earlier Herzberg's Two-Factor Theory as related to Maslow's Hierarchy of Needs Theory (Maslow 1943) and distinguishes two groups of factors that could be involved in job satisfaction. The first group – the *motivators* – include achievement, recognition and the intrinsic interest of the work itself and, if present in the work situation, are

held to lead to satisfaction. They relate to the higher-order 'self-esteem needs' and 'self-actualisation needs' in Maslow's hierarchy of needs (Fincham and Rhodes, 1988). The absence of these factors, according to Herzberg, does not lead to dissatisfaction but merely to no satisfaction.

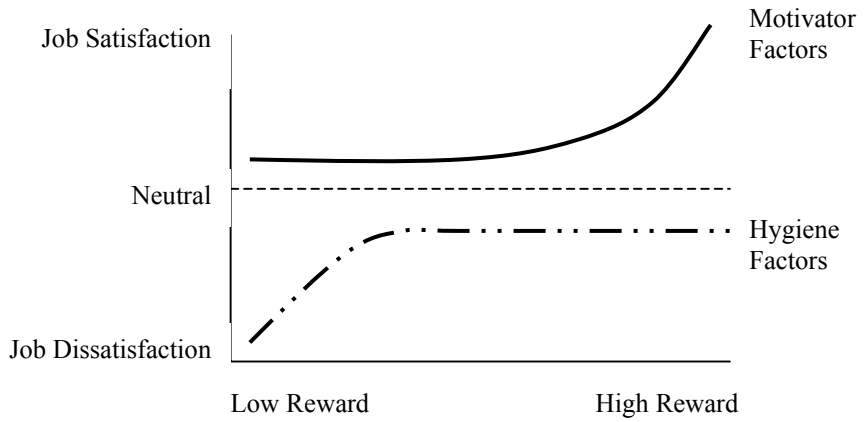
Herzberg's second group of factors, the *hygiene* group of factors, are separate and distinct from the higher-order needs. They include pay, security and physical working conditions and correspond to Maslow's lower-order needs such as physiological, security and social needs. According to Herzberg, inadequacies in these factors will lead to job dissatisfaction but, when adequate, they do not necessarily lead to job satisfaction but only prevent job dissatisfaction. To reaffirm his thesis that the causes of job satisfaction and job dissatisfaction are 'separate and distinct' (Herzberg 1966, p79), he used the analogy of the 'pain and pleasure' concept. "For a normal healthy individual, the mere absence of pain is not pleasurable of itself, although over the short term, of course, it may be that the relief of pain is considered pleasurable" (Gruneberg 1979, pp11-12). Similarly, hygiene factors such as physical working conditions do not normally lead to feelings of satisfaction when they are good, except in the short term when they are newly introduced. On the other hand, when they are bad, they can lead to job dissatisfaction. Herzberg's (1966) use of the term 'hygiene' in relation to Maslow's hierarchy of needs theory, is based on his notion that when a person reports feelings of unhappiness, they are generally not associated with the job itself but with conditions that surround the 'doing' of the job. These conditions, according to Herzberg, suggest to the individual that the context in which he/she performs his or her work is unfair or disorganised and as such represents to him or her an unhealthy psychological work environment. He asserted that:

> Factors involved in these situations we call factors of hygiene because they act in a manner analogous to the principles of medical hygiene. Hygiene operates to remove health hazards from the environment. For example, modern garbage disposal, water purification and air-

> pollution control, do not cure diseases, but without them we should have many more diseases. Similarly, when there are deleterious factors in the context of the job, they serve to bring about poor job attitudes (Herzberg 1966, p113).

In order to provide a clearer understanding of Herzberg's Motivator and Hygiene factors, Figure 2.1 below demonstrates Herzberg's Two-Factor theory and Figure 2.2 shows Maslow's Hierarchy of Needs perspective.

Figure 2.1 The effects of motivator and hygiene factors on job satisfaction

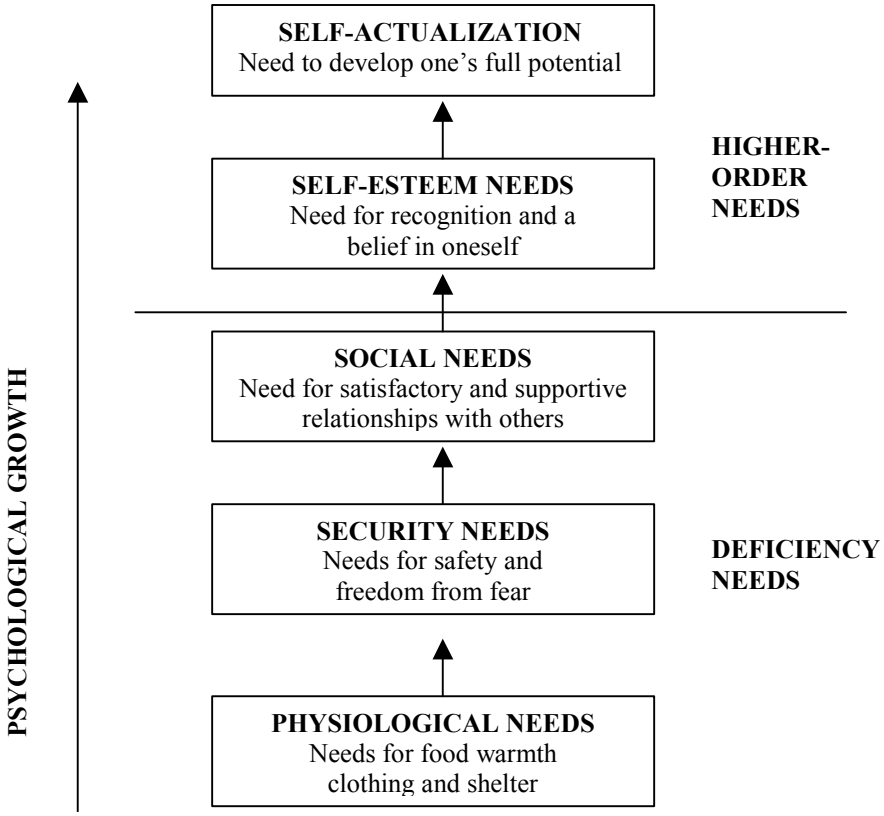


Source: Landy 1989, p454

Increasing the number and effectiveness of hygiene factors will bring a person from a state of dissatisfaction to a neutral point. Increasing the motivator factors will bring a person from a neutral point to a state of satisfaction.

In other words, based on Herzberg's argument, improvement in these factors of hygiene, which include supervision, interpersonal relations, physical working conditions, company policies, administrative practices, benefits and job security, will serve to remove impediments to the development of positive attitudes. When these aspects are neglected or deteriorate to a level below that which the employee considers unacceptable, then job dissatisfaction ensues. In other words, Herzberg argued that meeting the needs for hygiene only prevents dissatisfaction. It does not create satisfaction.

Figure 2.2 Maslow's hierarchy of needs



Source: Fincham and Rhodes 1988, p79

In interpreting Maslow's theory, Fincham and Rhodes (1988, p80) concluded that: "What Maslow's ideas have done is to make one basic, important point: in prosperous societies the need for self-actualization becomes a key motivator". Herzberg (1966), had also pointed out that, "man tends to actualise himself in every area of his life and his job is one of the most important areas".

The thrust of Herzberg's model is that job satisfaction is intrinsic to the nature of the work itself, through aspects such as achievement, recognition and responsibility (Fraser et al. 1998) and that such factors as pay and working conditions are context factors which have little to do with "deriving satisfaction from the job" (Gruneberg 1979, p12).

They are necessary conditions but do not produce job satisfaction. According to Herzberg (1966, p81), job satisfaction is produced by the job itself, when "it allows the individual to grow psychologically, that is to achieve a worthwhile aim, to achieve recognition for his efforts and so on, so that he can regard himself as a worthwhile individual". Herzberg's notion implies that motivators are relevant to the need for creativity in the work context. The hygiene factors, on the other hand, satisfy the need for fair treatment and provide appropriate incentives to achieve the desired job attitude and job performance. Herzberg believed that:

> The supreme goal of man is to fulfil himself as a creative, unique individual according to his own innate potentialities and within the limits of reality. Factors that lead to job satisfaction or positive job attitudes do so because they satisfy the individual's need for self-actualisation or self-realisation (Herzberg 1966, p114).

2.2.2.2 The intrapersonal comparison process theory

Another theory that tries to explain job satisfaction is called the Intrapersonal Comparison Process theory (McCormick and Ilgen 1985). According to this theory "the degree of affect experienced [by a person] results from some comparison between the individual's standard and that individual's perception of the extent to which the standard is met" (McCormick and Ilgen 1985, p312). Muchinsky (1987) interprets this to mean the difference between the standard and what is actually received from the job. In other words, "this theory compares what a person wants (standard) with what he or she receives. The smaller the difference, the greater the feeling of satisfaction" (Muchinsky 1987, p399). The issue with regard to the comparison process view of job satisfaction, according to McCormick and Ilgen (1985), is the specification of what is used as the standard to which the job is compared.

In this proposition, the term 'standard' is used as an alternative to 'needs' as in both Herzberg's and Maslow's term of reference. In other words, McCormick and Ilgen (1985) believe that before satisfaction can be achieved or experienced, a form of standard (of the needs) has to be conceptualised. According to Muchinsky (1987, p399), "This is because

needs are inborn and, it is believed, basic to everyone". Muchinsky (1987, pp399-400) further classifies needs into two categories: "*physical* needs required for bodily functioning (air, water, food) and *psychological* needs required for mental functioning (stimulation, self-esteem and pleasure)". There are several researchers who argued that the individual's needs serve as standard. They include Morse (1953) and Porter (1962, 1963). Smith et al. (1969) who also believed that the fulfilment of certain standards create job satisfaction, considered the cognitive state of an individual's frame of reference as the standard to which the job is compared. It is from this consideration that they developed the popular job-satisfaction measure, the Job Descriptive Index (JDI). Smith et al. (1969), as reported by Balzer et al. (1990, p42), suggested that:

> Satisfaction should not be conceptualised in an absolute sense; rather, its level is judged relative to characteristics present in the employee's work and personal situations. In particular, satisfaction is relative to alternatives in the person's frame of reference.

They further asserted that:

> A person's level of pay, for example, may seem better (and more satisfying) when jobs are scarce than when higher-paying jobs that he/she has held (or can reasonably consider holding) are plentiful. That is, jobs from the same job families may be important referents when judging one's satisfaction, but more remote jobs (eg. astronaut, President of a nation) are likely to have little effect on the evaluation of a person's own job" (Balzer et al. 1990, p42).

However, Locke (1976) argued that the individual's value, rather than his or her needs, serves as a standard. He distinguished between needs and values as explained by Landy (1989) as follows:

> He thinks of needs as elements that ensure an individual's survival, much in the sense that we use the term *biological need*. He considers needs to be objective, existing regardless of the desires of the individual. Values on the other hand, are subjective and represent what a person desires at either a conscious or sub-conscious level (Landy 1989, p457).

2.2.2.3 Instrumentality theory

Instrumentality Theory states that "individuals calculate the degree to which their jobs are satisfying by considering the extent to which the jobs lead to valued outcomes" (McCormick and Ilgen 1985, p312). According to McCormick and Ilgen (1985), in an actual work setting, each individual often has a set of judgements about how much he or she values certain outcomes, such as pay, promotion or good working conditions. They then estimate the extent to which their tenure in the job leads to each of these outcomes. As elaborated by McCormick and Ilgen (1985, p312) "by weighting the perceived value or attractiveness of each outcome and by considering all outcomes in the set, the individual arrives at an estimate of the satisfaction he or she feels will come from the job". This process shows that the job becomes instrumental in producing satisfaction and it is on this that the theory became known as instrumentality theory. Muchinsky (1987), however, still regards this theory as part of the earlier discussed intrapersonal theory because both human values and needs relate to an individual's own feeling and personal considerations. Muchinsky (1987) describes his own preferred approach by introducing what he terms the Interpersonal Comparison Theory.

2.2.2.4 Interpersonal comparison theory

The basis of interpersonal theory, according to Muchinsky (1987, pp400-401) is "the belief that people compare themselves to others in assessing their own feelings of job satisfaction. Rather than being intrapersonal in nature, comparisons are made within a social system, that is, 'interpersonally'. Referring to the theory as the Social Influence Theory, McCormick and Ilgen (1985, p313), cited Weiss and Shaw's (1977) observation that:

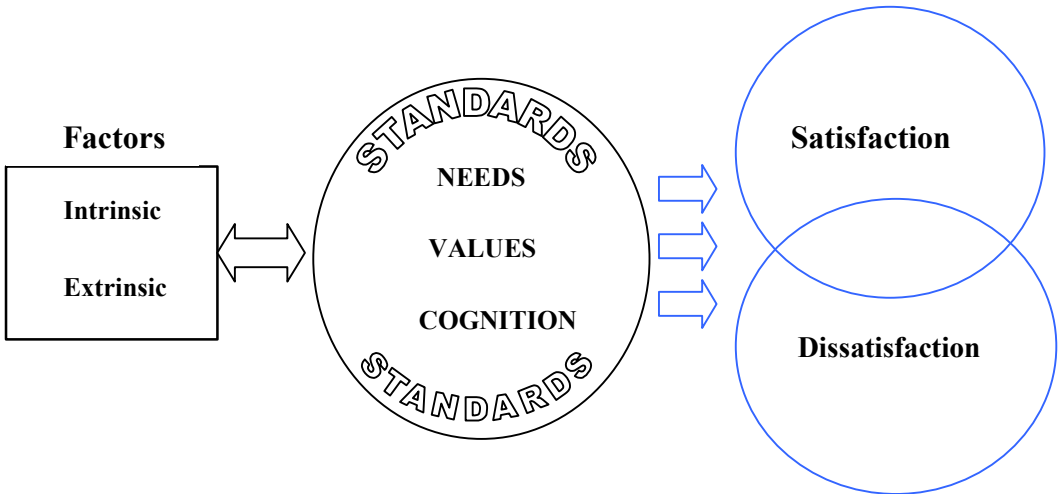
> An individual simply infers a level of his or her own satisfaction from observing others. Individuals may come into new jobs not knowing how satisfied they will be with them. They look around, see others like themselves who are satisfied (or dissatisfied) with them and are then influenced by these observations about how satisfied (or dissatisfied) they are with their jobs (Weiss and Shaw 1977 cited in McCormick and Ilgen 1985, p313).

Although all these theories are referred to with different labels, the concepts are similar –that is, they describe the extent to which external factors influence an individual's job satisfaction or perception about his or her job satisfaction.

The theories that have been discussed have provided some of the thoughts that scholars or researchers have put forward to explain why people are satisfied or dissatisfied with their job. Each theory has its own strengths and shortcomings depending on how it is interpreted. Muchinsky (1987) pointed out that some theories might be able to explain some aspects of job satisfaction while not being able to explain other aspects. This reminds us that job satisfaction is indeed a very complex concept.

From these theories, a summary can be presented in the following career satisfaction model as shown in Figure 2.3. It conceptually incorporates three fundamental dimensions of job or career satisfaction. The first dimension is the presence of factors. These factors are both extrinsic and intrinsic (Herzberg 1966) or as in Muchinsky (1987), content and context factors. In order for these factors to fit in the model, they have to meet some form of standard before they meet the needs of a person. As highlighted in Intrapersonal Comparison Process Theory and the Instrumentality Theory, standards can be derived from human values relating to human needs. In terms of Maslow's (1943, 1954, 1970) Hierarchy of Needs theory, both the lower and the higher order needs exist and need to be satisfied. How these needs and values are fulfilled depend on the context and situation of the jobs or of the individuals. As noted by Muchinsky (1987), people compare themselves to others in assessing their own feelings of job satisfaction. Thus, the fulfilment of needs and values relating to them is either influenced by this basis or an individual's own choice of decision.

Figure 2.3 Career satisfaction model



As discussed earlier, another proposition to the standard comparison perspective came from Smith et al. (1969) who believe that the standard to which job satisfaction is compared is influenced by the individual's cognitive state. The situation in which these needs and values may not be fulfilled is also after a degree of comparison and consideration before it results in job dissatisfaction.

2.2.3 Studies of teacher job satisfaction

Job satisfaction is undoubtedly a vast area of study. This vastness is indicated by the abundance of literature produced since early research was conducted in the 1930s. In 1976, Locke (1976) estimated that about 3,350 articles or dissertations had been written on job satisfaction in general. Oshagbemi (1996) estimated that the number estimated by Locke would probably be more than doubled if a count of more recent articles and dissertations were made.

The several theories that have been generated in the area of job satisfaction show its vitality as a field of research. The significance of this field of study is largely due to its contribution to both organisational and employee development. According to Oshagbemi (1999), job satisfaction is an important topic of study because of its relevance to the physical and

emotional wellbeing of employees. As Smith (1957) had argued nearly 40 years earlier, studies on job or career satisfaction are significant because they make a fundamental contribution to the general understanding of motivation and have important implications for human health. Such studies are also important in their own right as investigations into a major aspect of working people's everyday lives. In addition to its humanitarian value, the topic has been extensively researched in a variety of organisations in relation to efficiency related objectives. The reason for this, as Oshagbemi (1999, p2) asserts, "is due to the implicit assumption that job satisfaction is a potential determinant of productivity, absenteeism, turnover, in-role job performance and extra-role behaviour, and also that the primary antecedents of job attitudes are within management's ability to influence."

In the field of educational research, teachers' job or career satisfaction is now one of the most widely researched areas. Lester (1988), who compiled a bibliography of 1,063 items on teacher job satisfaction from 1975 to 1986, describes the area as likely to continue as a subject of study and interest for many years. Her compilation of research studies showed that the history of research on teacher job satisfaction could be traced to the earliest work, including that of Hoppock in 1935. The research undertaken by educational scholars has contributed a range of perspectives to the body of knowledge about job satisfaction in general and teachers' job satisfaction in particular.

The pioneering study by Hoppock (1935) compared 100 most satisfied teachers and 100 least satisfied teachers. He found that six factors accounted for teachers' satisfaction. These factors were security, loyalty, teachers' social and economic status in the group, reaction of teachers to distasteful situations, the composition of the job and, finally, the teacher's judgement of others. Despite Herzberg's criticism of his unidimensional view of job satisfaction and

dissatisfaction, Hoppock's work has been widely referred to, especially in the area of educational research, as Lester (1988) points out.

The specific areas that research studies conducted on teachers' job satisfaction have focused on have varied based on researchers' particular research interests and disciplines. Based on Lester's (1988) classification of areas, at least nine major areas have been researched. These areas are: beginning teachers, elementary school teachers, secondary school teachers, subject area teachers, college teachers, teacher motivation, teacher administrative relationships, teacher stress and burnout, and teaching itself. The plethora of research studies this topic continues to generate testifies to its significance in today's educational discourse.

Later studies are more inclined to focus not only on the perceptions of individuals towards the job, but also the values of the job, as these are equally significant aspects for broader research. Dinham and Scott (1998a, p363), for example, support Herzberg's theory and argue that teachers' career satisfaction "is a dynamic construct that equates to how an individual feels about his or her job". They, like Herzberg, argue that the presence or absence of certain factors or 'facets' (of the job) influence the global satisfaction one experiences in relation to it.

2.2.4 Sources of teachers' career satisfaction and dissatisfaction

In the education sector, application of research findings to the teaching profession needs to take into account that teachers' work, particularly in places like Sarawak, is entirely service-oriented and different to that in a product-based enterprise. Studies in teacher career satisfaction must be able to provide long term strategies to improve teachers' overall work attitudes, morale and motivation if they are to be of value. Research on sources of teacher satisfaction and dissatisfaction are therefore crucial to realising these objectives.

Herzberg et al. (1959) identified factors contributing to job satisfaction as motivators and also satisfiers or intrinsic factors, and factors that lead to job dissatisfaction as hygiene factors, dissatisfiers or extrinsic factors. Educational researchers are, however, aware of conceptual dilemmas generated by Herzberg's theory. Examination of the concepts involved has grown as research in this area has become more advanced in the sense that researchers are more critical, analytical and rather sceptical before accepting dominant theories, while at the same time introducing their own sets of interpretations. Nias (1981, 1989) for example, objects to a direct application of Herzberg's intrinsic-extrinsic factors in teacher career satisfaction analysis. According to her argument, in identifying factors related to teacher career satisfaction and dissatisfaction, such an aspect as the 'work itself' which, in Herzberg's theory is regarded as intrinsic, needs reconsideration to suit teachers' working environments. Nias (1981, p236) argues that "for teachers, 'work itself' includes their involvement in the school as a social system, and thus their interactions with their colleagues as well as with their pupils". Thus she further asserts that if this perspective is accepted, "many aspects of teachers' work which have hitherto been implicitly conceptualised as *dissatisfiers* (in Herzberg's terms) emerge as *negative satisfiers*" (Nias 1981, p236). By the term 'negative satisfiers', Nias is referring to intrinsic factors or satisfiers that cause job dissatisfaction. This was illustrated in her study of 99 graduate English primary school teachers where substantial responses indicated that factors in teachers' dissatisfaction included some from the intrinsic category in addition to those from the extrinsic group. She emphasises that, "many of the things that teachers disliked were not, in Herzberg's terms, extrinsic factors but related to their actual work with pupils" (Nias 1981, p241). Nevertheless, Nias found that out of 259 statements she recorded about factors relevant to teachers' career satisfaction, 237 were satisfying factors related to the work itself whilst only 22 statements related to extrinsic factors. This clearly suggests that a grey area exists in

the intrinsic-extrinsic dichotomy. This also justifies Lester's (1988) observation that sources of teachers' job satisfaction and dissatisfaction vary according to context of research.

Evans (1999, p10), like Nias (1981, 1989) also questions Herzberg's Two-Factor theory on the grounds of what she claims to be "conceptual misunderstanding that arises out of failure to recognize the ambiguity of the key term". Also looking at teaching careers in particular, she argues that "while some writers interpret job satisfaction as encompassing both what is satisfying and what is satisfactory, there are those whose interpretation of the term is apparently narrower and concerned only with what is satisfying" (Evans 1999, p11). In this respect she alleges that Herzberg falls into the same category as the people she criticises for asserting that dissatisfaction is not the same as no satisfaction. 'Dissatisfaction', according to Evans' interpretation of Herzberg's theory, means 'unsatisfactory'. Based on her own alternative terms of reference, she introduces the terms 'job fulfilment' and 'job comfort' which correspond to Herzberg's motivators and hygiene factors respectively. Job fulfilment and job comfort also distinguish respectively between 'what is satisfying' and 'what is satisfactory' in her terms of reference.

Evans (1999) further alleges that Herzberg did not only fail to define either job satisfaction or motivation but also failed to distinguish between them, as he used the terms interchangeably. Using pay as an example, Evans (1999) suggests that it is one of the motivators in teacher career satisfaction. This is based on her definition of a motivator as "the impetus that creates inclination towards an activity" and motivation is "a condition or the creation of a condition that encompasses all of those factors that determine the degree of inclination towards engagement in an activity." (Evans 1999, p7). She claims that her notion of motivation "incorporates recognition that motivation does not necessarily determine whether or not activity occurs, it needs only determine the extent to which individuals feel inclined towards

activity". According to her "it is possible to be motivated to do something, without actually doing it" (Evans 1999, p7). However, pay is not a source of satisfaction according to Herzberg. He regarded it as an extrinsic aspect or a hygiene factor as it is an external factor and gives temporary satisfaction (pleasure).

As a result of the so-called conceptual misunderstanding, Evans (1998) argues that the public often perceives teachers as being '*satisfied workers*' just because they seldom complain about their daily work. This is also based on her notion that what is 'satisfactory' is different from what seems 'satisfying'. For example, in terms of working hours, teachers' work is perceived as being lighter and more flexible than others' because they have a minimum of fixed working hours (based on classroom teaching hours) and have free time for themselves. However, there are few members of the public who really understand how teachers work and the fact that a great deal of work is done after school hours. Thus, when teachers voice their concerns they are often related to morale issues. According to Evans (1998):

> Traditionally and typically, any concern over how members of the teaching profession feel about their work is interpreted as a morale issue. Anticipated and actual responses on the part of teachers to imposed change, reactions to pay rises or freezes, as well as challenges to popular perceptions of their status as a profession, or of what their work entails, are all categorised, from outside and inside the profession alike, as manifestations of morale (Evans (1998, p21).

Based on Evans' (1998, 1999) studies and observations, teacher career satisfaction research needs to focus on the fundamental aspects she has stressed: job fulfilment, job comfort, motivation and morale, besides other organisational and managerial aspects such as leadership and professional development.

The issue relating to factors in teacher career satisfaction is generally the question of their relevance in differing work situations. This relates to the question of whether such factors are needed and valued by individuals in their work situation, as argued by Muchinsky (1987) and McCormick and Ilgen (1985). In general, the factors proposed by Herzberg (1966) were

generally accepted by most researchers although, by arguing that the sources of both satisfaction and dissatisfaction were 'separate and distinct' he was constantly challenged, especially in educational research. This is based on his conclusions that "both factors (motivators and hygiene) meet the needs of the employee; but it is primarily the 'motivators' that serve to bring about the kind of job satisfaction, … and the kind of improvement in performance that industry is seeking from its work force" Herzberg (1966, p114). The challenges from scholars in educational research are understandable as the origin of Herzberg's Two-Factor theory was based on his study on engineers and accountants besides its "lack of empirical support" (Landy 1989, Muchinsky 1987, McCormick 1985, King 1976, Locke 1976).

Locke (1984) gave his version of job values based on studies by Hackman and Oldham (1980), Gruneberg (1979), Vroom (1964) and his own study in 1976. According to his proposition, job values need to be identified from the many aspects of the job itself. These aspects, according to Locke (1984), include the work itself, pay and benefits, promotion, recognition, working conditions, co-workers or subordinates, management or supervision. According to Muchinsky (1987), psychologists have also begun to realise that people can feel differently about various aspects of a job. Because these feeling can be masked by assessing only global satisfaction, psychologists have begun to examine job facet satisfaction. This involves measuring how people feel about various aspects of a job. Muchinsky (1987) cites Locke's (1976) who said that:

> A job is not an entity but a complex interrelationship of tasks, roles, responsibilities, interactions, incentives, and rewards. Thus a thorough understanding of job attitudes requires that the job be analysed in terms of its constituent elements (Locke 1976, p301 cited in Muchinsky 1987, p397).

Locke's (1984) summary of the major job values and his recommendation of ways they can be implemented, is shown in Table 2.1.

Table 2.1 Major job values and ways to implement them

Job aspect	Job value	Wider value or need	Ways to implement
Work	Personal Importance	Pleasure	Recruiting, selection, placement, job enrichment, goal setting, participation in decision making
	Chance to use skills	Growth	
	Responsibility	Self esteem	
	Autonomy		
	Variety	Efficacy	
	Achievement		
	Progress		
	Feedback		
	Clarity		
	Harmony		
	Participation		
	Pressure		
	Fatigue avoidance	Physical well being	Design of workplace
Pay and benefits	Fairness	Justice, need satisfaction	Job analysis, wage surveys, objective work measurement, or performance rating, high pay and benefits, incentive plans.
	Job security		Manpower planning
Promotion	Fairness	Justice, visibility, growth	Promotion on merit
Recognition	Recognition	Justice, visibility	Praises and credit for work and effort
Working conditions	Resources	Helps to get work done	Provide resources
	Hours	Helps get off-the-job values	Flexitime, four-day week
	Shift work (–)	Interferes with home life, health	Compensation (through pay, time off)
	Safe physical conditions	Health, well being	Remove hazard, safety programs
	Privacy	Facilitates concentration; privacy	Closed office design
Coworkers or subordinates	Similarity	Friendship	Recruiting, selection, placement
	Competence, cooperation	Helps get work done	Recruiting, selection, placement and training
Management or Supervision	Respect	Self-esteem	Being honest with employees; concerned with their wants
	Trust		Consistent honesty
	Two-way communication		Listening to employees
	Provide above values	See above	Participation, influence
Unions	Pay	See above	Higher pay, benefits

Source: Locke (1984) cited in Gruneberg and Wall 1984, pp110-111

In the non-educational research settings too, modification is necessary. For example, Cheloha and Farr's (1980) research on job satisfaction argues that 'promotion' is an extrinsic factor because it is related to and influenced by company policies. Warr, Cook and Wall (1979) have

examined various aspects of the job situation. They too used the 'intrinsic' and 'extrinsic' categories with additional factors to describe job satisfaction. In their study, they referred to freedom to choose one's own method of working, recognition and amount of variety in the job as the intrinsic aspects of job satisfaction. On the other hand they categorised physical working conditions, fellow workers, immediate boss, pay, hours, relations between management and worker, and job security as the extrinsic aspects.

Vroom (1964) found that promotional opportunities, hours of work apart from supervision, the work group and job content were possible factors affecting job satisfaction. Vroom asserted that a high level of satisfaction occurs when a supervisor is considerate of his/her employees. He also reported that participative and democratic supervision would produce the greatest satisfaction whereas an authoritarian style of leadership would produce the least satisfaction.

Income or pay as found by Lawler and Porter (1963) and Smith and Kendall (1963) is a significant source of job satisfaction. Their findings revealed a positive correlation between income and overall job satisfaction. However, Redeffer's (1964, pp63-64) studies found that teachers' responses showed "personnel policies and practices rather than pay levels were the key to high or low morale among teachers".

Findings by much later scholars, especially in the UK and in Australia, have included professionalism (including the choice to be member of the profession) as an intrinsic aspect of job satisfaction. In the teaching profession this has often been regarded as a prerequisite by some respondents for job satisfaction (Evans 1998, 1999).

Dinham (1995), whose studies were based on the experiences of 57 teachers and educational administrators who had resigned from the New South Wales Department of School Education, Australia in 1991, and 57 partners of teachers (not related to the earlier sample), found that the greatest source of satisfaction was clearly pupil achievement, an intrinsic factor which was

also identified by Nias (1981, 1989). This, according to Dinham (1995, p65) "ranged from the achievement of a child who mastered a simple task or concept for the first time to the student who achieved success in the HSC and later life".

Another significant source of satisfaction among teachers, according to Dinham, was changing pupil behaviour and attitudes, while recognition from others was also a strong source of satisfaction. Such recognition might come from parents, other teachers or colleagues or superiors. Recognition is an intrinsic factor based on Herzberg's categorisation. "The more experienced teachers also gained satisfaction from recognition for out of class activities and whole school roles, although many maintained, even at the highest levels of the department, that their greatest satisfaction had come from classroom teaching rather than administration or higher duties associated with promotion" (Dinham 1995, p65).

An important aspect of Dinham's studies (Dinham 1995) was that he also independently identified sources of teachers' career dissatisfaction. This aspect had often been neglected in earlier educational research, partly due to the assumption that identifying sources of satisfaction would also determine the corresponding sources of dissatisfaction, according to Hoppock's principle. But Dinham, following the two-factor theory, revealed that apart from specific hygiene factors such as changes to staffing ratios, promotion procedures, school management, etc, the sources of dissatisfaction identified tended to be "school and system centred and revolved around the conditions of work such as policies, procedures and administration" (Dinham 1995, p66), factors which are extrinsic in nature. In a more comprehensive study involving Australia, New Zealand, England and the USA, Dinham and Scott (2000) found that the major sources of teacher and executive dissatisfaction were matters extrinsic to the task of teaching. They revealed that:

> The nature and pace of educational change, increased expectations and responsibilities being placed on schools with resultant increases to teacher and executive workloads were also found to have contributed to the most strongly felt dissatisfiers, which included the community's apparent poor opinion of teachers and their 'easy' working conditions, the negative image of teachers portrayed in the media, problems associated with change and change management, coping with added responsibilities, the perceived low level of support provided to implement change, lack of support services for teachers, and promotion opportunities and procedures which many found problematic.
>
> (Dinham and Scott 2000, pp8-9)

Barnard (1986) who studied 'Satisfying and dissatisfying factors of California Mentor Teachers' revealed that three factors contribute to teachers' job satisfaction. These factors are interpersonal relations, status and working conditions. Such factors, based on the work of Herzberg (1966) are hygiene factors. According to Dinham and Scott's (1998a, p363) interpretation "through their presence will result in dissatisfaction but do not result in an increase in job satisfaction when they are absent".

Comparative studies on job satisfaction among school principals by Graham and Messner (1998) reveal some interesting specific findings. They found that principals are generally less satisfied with their pay, opportunities for advancement and fringe benefits and more satisfied with their co-workers, current job and level of responsibility. Their study investigated the relationships of factors such as gender, size of school enrolment and experience to principals' job satisfaction in American midwestern elementary, middle and senior high schools. They further reported that principals of schools with small enrolments were less satisfied with their supervisors than principals in mid-size and larger schools. In terms of gender, they found that male principals were more satisfied with their pay than female principals. In terms of colleagues, the study revealed that principals in middle, junior and senior high schools were less satisfied with their colleagues than principals in elementary schools. Finally, they reported that less experienced principals were the least satisfied with their opportunities for advancement, promotion, pay, opportunity for advancement and fringe benefits, compared to the more experienced ones. In their study, Graham and Messner (1998) distinguished

principals' experience by the number of years in their service. They used four groups – '0-3 years', '4-8 years', '9-14 years' and 'over 15 years'.

Factors that contribute to teachers' career satisfaction and dissatisfaction based on findings from previous studies as discussed above, seem to share some commonalities although Lester (1988) points out that researchers are unable to agree on some specific factors of job satisfaction. Such commonalities as pay and other monetary benefits, work conditions and environment imply that those studies might have used similar instruments or similar sample categories. However, as noted by Shahri (1998b), teachers all over the world share some perceptions in relation to their tasks, responsibilities and duties in common.

In summary, despite criticism of Herzberg's Two-Factor Theory, Herzberg's notions of intrinsic and extrinsic dimensions of job satisfaction and dissatisfaction have been largely well accepted by researchers in education. As Landy (1989, p455) noted:

> On the whole, Herzberg has had a positive effect on the research in job satisfaction. As a result of his theory, variables are more clearly understood, the operations involved in measuring important variables are more reasonable, and people are thinking more flexibly about the meaning of job satisfaction than they did before his theory appeared.

2.2.5 The relationships between demographic characteristics and job satisfaction

The discussion in previous sections has highlighted some of the sources or factors that lead to job satisfaction and dissatisfaction. The relationship between demographic characteristics and job satisfaction is another aspect examined in studies of job satisfaction. These relationships are investigated either with overall job satisfaction or with facets of job satisfaction including work, pay, promotion, supervision, and colleagues, aspects which are also used in the current study. Other demographic characteristics that have been studied in the past are age, gender, teaching experience and levels of education.

2.2.5.1 Age

The trend of the labour market indicates that older workers play an increasingly important role in the workforce (Eichar et al. 1991). In teaching, age is an important characteristic that determines teachers' perceptions of their job. Senior teachers are recognised both in terms of their experience and age. The older teachers are often respected by younger teachers because their age is normally equated with their experience. Evans (1998) draws attention to Lowther et al.'s (1985) findings that job satisfaction varies with age. Job satisfaction was found to increase with age while job values remain constant with age. In terms of rewards, they found that job rewards (eg. pay rise, promotion, longer holiday, and other economic benefits) increase with age and that major determinants of job satisfaction tend to be intrinsic to teaching for younger teachers and extrinsic for older teachers.

In terms of the overall job satisfaction, Hulin and Smith (1965) and Gibson and Klein (1970) found that the most dissatisfied workers were the younger males while the most satisfied were those nearing retirement. Findings by Hunt and Saul (1975), on the other hand, revealed that the relationship between age and facets of job satisfaction is not always so uniform. They reported that satisfaction with work, supervision, working conditions and co-workers increased with age in a sample of males, but the only significant positive relationship for females was satisfaction with work. They found no relationship between age and satisfaction with pay for males but a negative relationship was found for females.

Siassi et al. (1975) reported higher levels of job satisfaction in workers over 40 than in those under 40, regardless of their tenure in the job. They explained this result by suggesting that there is an increase in coping capacity with age, perhaps as a result of greater stability, ego strength and similar factors.

Hickson and Oshagbemi (1999), who investigated job satisfaction among academics in the UK, found that job satisfaction among teaching academics is positively correlated with age. They also found that the nature of their work also determines whether older teachers are more satisfied with their job or not. When job satisfaction among teachers was decreasing with age, they found that it was at a decreasing rate. This indicates that as one gets older the tendency towards experiencing greater job satisfaction increases. Although these researchers did not specifically state age categories of respondents, their findings nevertheless provide useful information for further studies.

From the findings revealed in the above discussion, it is evident that age has significant relationships with job or career satisfaction. While younger teachers are more likely to be satisfied with the intrinsic aspects of the job, the older teachers, on the other hand, are more inclined to be satisfied with extrinsic aspects of their job.

2.2.5.2 Gender

Gender is another demographic characteristic that researchers have often investigated in relation to certain aspects of job satisfaction. Hulin and Smith (1964) found that male managers were more satisfied with their jobs than female managers in upper level management. In terms of satisfaction to facets of the job, Hunt and Saul (1975) reported a negative relationship between satisfaction with pay and age for females, while satisfaction with promotion opportunities was negatively related to age for both males and females.

In a study conducted by Graham and Messner (1998), their findings indicated that male principals were more satisfied with their pay than female principals. This finding was also similar with regard to satisfaction for fringe benefits.

Fraser et al. (1998), on the other hand, found that female teachers were more satisfied with their job in terms of recognition of their effort (by the management) compared to their male colleagues. However, the males were more satisfied with their influence over school policies than the female teachers.

Dinham and Scott's (1998a) study, which investigated job satisfaction among English teachers (including teachers in some promotional positions), found that men and women English teachers did not differ statistically in terms of job satisfaction. They only differed in relation to the factors of student achievement where male teachers were less satisfied than female teachers.

The findings as discussed above show that job satisfaction among male and female workers (and teachers) does not differ drastically. However, the males have been portrayed as more satisfied than females with regard to pay. The females, on the other hand, are more satisfied with their job in terms of recognition.

2.2.5.3 Level of Education

A person's level of education is an important characteristic in determining his or her job satisfaction. As suggested by Smith and Kendall (1963) a person's frame of reference is influenced by their cognitive state in determining the standard of their needs. Their estimation of their needs is often determined by their educational level.

In a study by Weaver (1980), it was found that American workers with college degrees were more satisfied than workers with only high school education. His study was based on both white-collar and blue-collar workers in several American organisations from 1972 to 1978. He also reported that his findings were consistent for each year of the study.

Both findings discussed above suggest that educational level influences a person's level of satisfaction towards his or her job although the findings by Weaver (1980) may not be generally the case elsewhere.

2.2.5.4 Experience

Teaching experience is an important demographic characteristic in teacher job satisfaction research. It is normally defined as referring to the number of years a person has been in the teaching profession, both teaching and administrating. In a study of teachers in Ghana Bame (1972) found that the more experienced teachers were more satisfied with promotion than the less experienced ones. Such positive correlations were also confirmed by findings from a study by Schmidt, Hunter and Outerbridge (1986) fourteen years later. In terms of satisfaction in relation to specific facet of teaching, Martin (1981) found a positive correlation between satisfaction and promotion.

A study by Bacharah and Mitchell (1983) on principals and superintendents in 83 school district in New York state found that experience in teaching was a positive predictor of both job satisfaction and dissatisfaction among academic subordinates, administrative subordinates, parents, students, school board, fellow principals, supervisors. They concluded that:

> Experience can be a two-edged sword. On the one hand, it may provide the know-how necessary to work within the system and get things done, thereby increasing satisfaction. On the other hand, this same know-how may create frustration with how the system works and the seeming ineptness of others (Bacharach and Mitchell 1983, p119).

Their study showed that the principals they sampled were in the latter category mentioned above.

The research findings discussed above show that experience plays an important role in determining a person's level of satisfaction with his or her job. The more experienced individuals are in their job, the more they tend to be satisfied although a greater level of frustration can be experienced by more experienced teachers.

2.2.6 Is teaching a profession? An emerging issue in teachers' career satisfaction

The issue of teachers' professionalism has a close relationship with job satisfaction in the sense that factors that contribute to teachers' career satisfaction are actually some of the fundamental attributes of professionalism of teaching (Hoyle 1982; Evans 1998, 1999). For instance, Dinham and Scott (2000) report that teachers' status was ranked last by their sampled teachers in Australia, New Zealand and England. This implies that teachers' status is at stake, in the sense that it has fallen in recent years and as perceived by teachers themselves, was the most dissatisfying of those factors listed in the survey questionnaire.

Another linkage between teachers' career satisfaction and professionalism is in terms of teachers' working lives. Findings revealed by studies that have been discussed in the previous sections showed that teachers are often dissatisfied with their working conditions (Barnard 1986), pay (Lawler and Porter 1963, Smith and Kendall 1963), opportunities for advancement (Graham and Messner 1998) and personnel policies (Redeffer 1964). These aspects are fundamental to teaching as a career as well as to its professional aspects. It can be argued that consideration of teacher career satisfaction inevitably raises the issue of teaching as a profession (Shahri 1998a, 1999a). Shahri (1998b, p5) argues that if "in any instance factors that are clearly contributing to teachers' career satisfaction are at stake or neglected as a result of poor policies, the professionalism of teaching is affected and if further procrastination occurs it will impede efforts to improve and strengthen teachers' professional life". In order to provide a clear linkage between the issue of teaching professionalism and career satisfaction, this subsection discusses some of the literature from prominent scholars in both fields in addition to the findings from earlier research.

Based on his studies of teacher professionalism, Liberman (1956) argued that teaching as a profession was rated among the prestigious professions in the world at that time. It stood

alongside other professions such as medicine, law, engineering, architecture and accountancy in the 1950s. The notion that teaching is a noble profession was common.

Studies of teaching as a profession have been conducted in developed countries such as the USA, Europe, Canada and Australia. A research program at the National Opinion Research Centre of the United States, for example, has generated several studies on the teaching profession. In his ground breaking study, Lieberman (1956) summarised the criteria of professions under the following headings:

(i) a unique, definite and essential social service;

(ii) an emphasis on intellectual techniques in performing this service;

(iii) a long period of specialised training;

(iv) a broad range of autonomy for both the individual practitioner and for the occupational group as a whole;

(v) an acceptance by the practitioner of broad personal responsibilities for judgements made and acts performed within the scope of professional autonomy;

(vi) an emphasis upon the service rendered rather than the economic gain to practitioners;

(vii) a comprehensive self-governing organisation of practitioners.

(Lieberman 1956, pp225-247)

The criteria listed by Lieberman were very much in emulation of the established professions. This was endorsed by Hoyle who pointed out that "the prevailing model of professionalization of teachers has its origins in the history of such occupations as medicine and law" (Hoyle 1982, p161). Hoyle argued that the term 'profession' is used both descriptively and prescriptively, as discussed in the definition section earlier in this chapter.

Hoyle advocated a sound policy of staff development or professional development for teachers as one of the ways to constantly provide teachers with the opportunity to gain new and systematic knowledge crucial for their work situation. Hoyle also believed that experience

alone can not possibly provide teachers with such professional prerequisites because experience does not necessarily enable teachers to become socialised with the professional values which have to be central to clients' (students') interests. Being a professional, one needs the freedom and autonomy to decide what and how to do certain tasks (professionally). With the lengthy training and education teachers have to undergo, and the requirement that they perform responsibilities that are not routine in nature, besides having to closely adhere to clients' needs and demands, it is evident that the teaching profession involves responsibilities of the kind that are normally associated with professional occupations.

What tends to actively detract from the standing of teaching as a profession is the paradox that can be found in professional development (Hoyle 1982). Whilst professional development is construed as a way to improve the skills of teachers and consequently to benefit the pupils, clear and more practical programs have to be developed to help teachers become more client-centred. In this way teachers can practice both their professional autonomy and freedom. Such practice however, is only possible when all teachers closely observe the ethics of their profession.

According to Strike and Ternasky (1993), the study of teacher professional ethics has been somewhat neglected, although, as compared to other established professions, they are equally desirable. They state that "Professional ethics concern those norms, values, and principles that should govern the professional conduct of teachers, administrators and other educational professional" (p2). Linking professional ethics with the process of professionalisation, they assert that:

> *Although teachers have not been successfully sued for malpractice, the need for thinking about professional ethics in education is more commonplace. We stand in need of wisdom about how we should treat one another and about how we may become the kind of persons we want to be. Insofar as we have failed to achieve a consensus about such matters, we have a need to learn and to teach about how to think responsibly about them. Insofar as we have achieved some wisdom on these matters, we need to know how*

> *this wisdom is to be imparted to aspirant educational practitioners (Strike and Ternasky 1993, p7).*

That teachers should have professional ethics is crucial as their formulation strengthens teachers' professionalism. Examining the criteria suggested by Lieberman (1956) and the views from Hoyle (1982), both present aspects that most teachers regard as fundamental to their professionalism and professionality. Hoyle differentiates professionalism and professionality. Professionality, according to Hoyle (1982), refers to the knowledge, skills and procedures which teachers use in their work, whereas professionalism refers to status-related elements of an occupation. Evans (1999, p40) interprets Hoyle's (1982) notion by asserting that "a professionality orientation is an important factor in relation to teachers' morale, job satisfaction and motivation levels because it reflects teachers' values, beliefs ideologies and in many cases intellectuality, it determines what is their 'ideal' in relation to their work, which in turn, influences their work-related goals and expectations".

As revealed in Dinham and Scott's (2000) comparative studies of teacher career satisfaction, it is evidence of a degree of teaching professionalism when teachers in Australia, England and New Zealand rank student achievement, self-growth and pastoral care as factors that contribute to their career satisfaction.

Dinham and Scott have argued recently that education needs to move "forward and outward" by resorting to "authentic productive partnerships based upon mutual respect and understanding" (Dinham and Scott 2000, p13). They suggest that teachers' work needs to be reconceptualised and rethought so that they can concentrate more on their core business. Although they did not differentiate between professionalism and professionality, the need to embrace professional standards of teaching is a very crucial aspect put forward by Dinham and Scott in their studies. Standards are part of teachers' core business and that business is what they find most satisfying. In other words, if this is neglected, both satisfaction and

professionalism may be affected. As quoted in Dinham and Scott (2000, p13), Hargreaves and Fullan (1998, p127) assert that:

> It is not only up to teachers and administrators to figure out and work for what they hope for: it is up to parents, students, policy makers, labour and business leaders, politicians and the media as well. Rebuilding and redefining education, and its relationship to the world 'out there', in other words, is a job for citizens and society as a whole.

2.2.7 The teaching profession in Malaysia

The literature pertaining to teachers' career satisfaction in Malaysia is comparatively scarce and limited. Primary and secondary school teachers' career satisfaction has not been widely researched. Research in this area still tends to be confined to studies for academic accolade, as in the present case. The records compiled by Malaysia's Ministry of Education's Educational Research Division list three studies that have specifically focused on teachers' job satisfaction since 1979 (Ministry of Education, Malaysia 1999).

Discussion of research conducted in Malaysia on teachers' job satisfaction has been very much confined to local settings. Although global literature has been referred to, researchers have not tended to compare findings from these settings with those from other countries, including the more developed countries. For instance, Ghazali (1979), in an important pioneering survey of 1,521 primary and secondary school teachers from urban, semi-urban and rural schools in Peninsula Malaysia, did not differentiate between extrinsic and intrinsic factors involved in job satisfaction. Like Dinham (1995, p66) however, he also found that "relationships with superiors and the educational employer, along with the standing of teachers in society, were found to be common sources of dissatisfaction".

In the context of Malaysia's highly bureaucratic educational organisation, the need for more humanised relationships is crucial (Shahri 1995) as it is such an important factor in teacher career satisfaction. Although human relationships are considered an external factor in Herzberg's terms, they contribute fundamentally to a healthy working environment, whether in schools or offices.

Another similarity that exists between Ghazali's (1979) and Dinham's (1995) findings pertains to teachers' dissatisfaction over posting to isolated schools. In Malaysia, and Sarawak in particular, teachers' postings are still a major issue both at the Ministry of Education, Malaysia (MEOM) and the Sarawak Education Department (SED) levels of management because of the geographical nature of the state. Decisions regarding the posting of teachers often turn into controversies, especially when they involve new teachers. Most teachers prefer urban schools because rural schools, as discussed in the first chapter, are often extremely isolated. To the urban young person they promise only isolation, dilapidated accommodation and school buildings, stuffy classrooms, and lack of facilities such as telephones, electricity and running water supply. These are still the facts for more than 60% of rural and remote Sarawak schools (Sarawak Education Department 1999a). Ghazali (1979) found that, by contrast with teachers with urban socialization, teachers who had been born and bred in remote locations were far more satisfied when sent back to these areas to teach.

Nor Azizah (1988) explored job satisfaction among 338 college-graduate teachers from 24 schools in the state of Selangor, Malaysia and investigated their professional needs for continuing education. Her findings revealed no significant correlation between job satisfaction ratings and the length of service among teachers. Instead, the findings reported a significant correlation between teachers' job satisfaction and students' academic progress. This finding was similar to that of Dinham and Scott (1998b) in their report entitled 'Reconceptualising

Teachers' Work'. As explained earlier, this study is part of the most recent extensive piece of research carried out in the area of teachers' career satisfaction, involving comparisons between four nations: Australia, New Zealand, England and the USA. Nor Azizah's finding confirms that, for Selangor at least, intrinsic factors related to the core business of teaching are as important as in other countries.

A similar finding was reported by Nawi (1989). He found that global job satisfaction was largely influenced by the degree of satisfaction that a teacher experienced in his/her teaching-learning relationship with pupils. Nawi's study, which investigated factors that influence teachers' job satisfaction, was also based on a group of Malaysian secondary school teachers in Peninsula Malaysia, and also found that such satisfaction applied to both male and female teachers. He suggested that self-esteem of Malaysian teachers needed to be improved so as to increase their global job satisfaction level.

It needs to be noted that all three studies conducted in Malaysia on teachers' job satisfaction were in Peninsula Malaysian States and did not include Sarawak. Thus, information in relation to teachers' lives in Sarawak is not widely known outside the limits of their own teaching service. If there is any mention of teachers in the media, it is often a negative portrayal pertaining to their alleged mishandling of student discipline, accusations that they are opposing the government by inciting their students to political defiance, or complaints regarding their social behaviour. Such negative portrayal of teachers in Malaysia and Sarawak affects the overall image of the teaching profession. To highlight a few examples, the following are news report headings in one of Malaysia's national broadsheets *Berita Harian* [Daily News] in 1999 (*Berita Harian* 1999).

(i) 'Teachers' image; against the tide' (Wadiasofi Jaafar 1999)
(ii) 'Principal alleged arrogant' (Letter to Editor 1999)

(iii) 'Teachers warned: stop poisoning students' minds' (Kamal Ahmad 1999)

(iv) 'Teachers opposing the government to face suspension' (Editorial 1999)

(v) 'Teachers who hate government will be dismissed' (Veteran BN 1999)

(My Translations)

With such headings one can imagine the type of situation many Malaysian teachers are serving in despite the fact that they belong to a profession which honours truth, integrity and, most importantly, freedom to speak their mind in any instance where it seems necessary. This is in line with what Ayers (1995, p126) has advocated when he asserts that:

> Teachers will work to create classrooms that are places where people can think, question, speak, write, read critically, critique freely, work cooperatively, consider the common good and link consciousness to conduct. In other words, classrooms will be places where democracy is practised, not ritualized.

Teachers in Malaysia's and Sarawak's traditional context were well respected by the society. This is in no way different from Hoppock's (1935) or Lieberman's (1956) statements about the status of teachers in the first part of the twentieth century in the United States of America. The roles teachers played in society were crucial both in educating the nation and developing ways in which people could improve their standard of living. Such crucial roles are now slowly fading due to a number of reasons. Omar Hashim (1991), who once served as the Deputy Director General of Education in Malaysia, noted that the so-called decline in teachers' status is partly due to teachers themselves. As he explains, in the wake of global changes which inevitably affect a developing country like Malaysia, educational development has to be reorientated to meet current demands and needs and teachers who are responsible for translating those changes into practical terms in both the classroom and societal context also need to develop themselves. If teachers are not mindful of their own professional roles (to improve their knowledge and professional skills) their roles and functions will be gradually taken over by others outside the teaching circle. That this is happening was noted by Shahri

(1998b, 1998c, 1999b) who commented that that some of the professional roles which were traditionally and solely those of teachers are now being assumed by instructors in the mushrooming tuition centres which engage, not teachers, but other professionals, for example, engineers, accountants and architects.

Describing the image, status and roles of teachers, Usman Awang, a Malaysian National Poet Laureate has written in one of the verses in his popular poem for teachers*: "Jika hari ini seorang raja naik tahta, sejarahnya dimulakan oleh seorang guru biasa"* ["If today, a king takes to the throne, … his history began with an ordinary school teacher"] (Usman Awang 1989, pp12-13). Such views endorse the contribution a teacher has made to whoever has undergone a period of school life. This has been the social status of a teacher in a traditional Malay society, especially in the 1950s. Although there has not been any research on the subject of teachers' social status in Malaysia's current context of education, the growing concern within the society about the declining status of teachers is noteworthy.

In Malaysia, teaching is, nevertheless, still regarded by many as a respected profession. The commitment of teachers to executing their duties not only gives vigour to the authority of the profession but is very consistently exemplified in their behaviour within the community they serve. In colonial days, as detailed in Chapter One, the British colonial government set up teacher training colleges in the Malay Peninsular and in Sarawak to ensure that the younger generation obtained quality education from trained teachers.

Awang Had (1979) has revealed that, although the teaching profession in the 1930's was not a highly paid profession compared to other professions like medicine and law (which were introduced much later to the community) in terms of autonomy and authority, teachers had considerable freedom and authority. Despite the difficulties in those earlier times, a high degree of satisfaction among teachers was evident. Their willingness to work outside the fixed

working hours was indicative of that satisfaction. A lapse of more than sixty years has not only changed the whole scenario of the profession but also attitudes towards it.

Today's teachers seem to have lost the respect of the society to a large degree (Awang Had 1979). Elaborating on this point by reflecting on some of the experience from the 1930s through to the 1950s in British Malaya, Awang Had emphasised that teachers' authority was not merely respected in the classroom context but in the entire community which they served. Respect at this level, he claimed, was something that present teachers could never experience. Noting that being respected in those days was an indicator of satisfaction, Awang Had further proclaimed that it was the love of the work and the anxiety to serve the people that culminate in our highest level of satisfaction (Awang Had 1979).

Although there is obviously the need to differentiate contexts and situations when describing levels of satisfaction among teachers, the nature of their work, responsibilities, tasks and commitments, both as a professionals and as ordinary beings, are nevertheless pertinent variables that undeniably influence job satisfaction everywhere, as Awang Had (1979) pointed out.

The issues pertaining to teachers' career satisfaction are not only confined to satisfaction with pay, workload or environment. They also relate to moral obligation in accordance with global changes, as noted with respect to Omar Hashim's earlier views above in relation to the demanding roles of teachers in modern Malaysia. In the USA, the Holmes Group Report of 1987 (Soltis 1987, pp11-12) argued that "elevating the status of the teaching profession by raising standards and improving career opportunities, through differentiated staffing and reform of both professional education and instruction in the liberal arts and sciences, has its potential pitfalls." However, from Malaysia's perspective these goals are essential for strengthening and sustaining teaching professionalism. Pitfalls indicated by Soltis (1987, p13)

include those related to the costs that may be incurred in the process, both to individuals and institutions.

In the Malaysian context, much depends on the government's decisions and priorities in terms of implementing what is best for education in general and for students and teachers. Often a priority seems to defeat its original purpose. For instance the implementation of the much criticised staff appraisal system with the introduction of *Sistem Saraan Baru* (New Remuneration System) has caused much discomfort among teachers.

As noted by Shahri (1995, p75; 1998a, p39) "The principles underpinning the system are idealized in pacifying contemporary jargon terms from organisational management theory such as productivity, motivation, management-by-objective and result-oriented". However, there is widespread dissatisfaction with the current process of implementing the appraisal system in the teaching profession. Malaysian teachers have come in for more than their share of criticism in line with Ball's powerful notion that appraisal is a form of control and disciplining measure:

> Appraisal has become one of the prime features of the political reconstruction and disciplining of teachers as ethical subjects in the 1980s. It extends the logics of quality control and performance indicators into the pedagogical heart of teaching. It brings the tutelary gaze to bear, making the teacher calculable, describable, and comparable. It opens individuals to an evaluating eye and to disciplinary power.
>
> (Ball 1990, p159)

Summary

This chapter has presented a theoretical and conceptual framework for the study by reviewing relevant literature, including definitions and issues relevant to the current study. Key concepts and terms of reference were defined. Previous research which provides the scholarly context for this study has also been reviewed. The teaching profession in Malaysia's context has been discussed in the light of some emerging issues relating to teachers' professional status. This elaboration provides a further foundation and direction for the study.

The next chapter presents the methods used in the study and describes the instruments used for collecting the data. A brief report of a pilot study is also presented.

CHAPTER THREE
The Research Methods

Introduction

The main focus of this chapter is the research design for this study. It describes the methods used and how the data were collected to address the aims and questions of the research. It begins by presenting a rationale for the selection of the quantitative method. The second section describes the survey questionnaire used in the study, including the initial formulation of the items. The third section presents a brief report of a pilot study conducted prior to the main study. The fourth section provides more detail about the study in terms of sampling, data collection, initial modifications of items, administration of the survey questionnaires, analysis of the data, use of data from other sources and details of the research schedule. The final section serves as a summary.

3.1 Rationale for the research design

There are many research methods available for a study of job satisfaction. In any social science research, there is no single method that should be regarded as the most suitable or applicable without first scrutinising the various approaches available. As Punch (1998, p241) asserts “each approach has its strengths and weaknesses”. A researcher’s task, according to Punch (1998), is to understand the strengths and weaknesses, analyse any particular research situation in the light of those strengths and weaknesses and select the approach, or combination of approaches, on the basis of that analysis. This notion further justifies the

method selected for this study. A predominantly quantitative approach is appropriate for this kind of study, without dismissing the practicality and applicability of other methods, including qualitative and combined approaches, for other situations.

As mentioned in chapter one, this study used quantitative methods involving survey questionnaires to collect quantitative data. Such methods have been widely used by past researchers in the area of job satisfaction on the grounds that data collection can be more far reaching than is possible with a predominantly qualitative approach.

Vroom (1964, p100) asserted that job satisfaction, job attitudes and morale are typically measured by means of interviews or questionnaires in which workers are asked to state the degree to which they like or dislike various aspects of their work roles. As Lester, (1988) explains, most studies gathered from as early as the pioneering work of Hoppock in 1935 have used survey questionnaires. Since the mid-80s, researchers in the field of job satisfaction have resorted to a wider variety of methods and approaches. According to Lester (1988), who reviewed job satisfaction research undertaken between 1975 and 1986, the use of various methods and approaches by researchers in the field of teachers' job satisfaction has widened the scope and perspectives in the area of study. Nevertheless, in this investigation, the first of the kind to be conducted in Sarawak, the survey method has been chosen as the main source of data because of the extreme difficulty of using other methods, especially in remote schools.

There are several advantages as to why a quantitative approach was appropriate in this particular study. The survey method enabled the researcher to reach a larger and more widely distributed sample of teachers in Sarawak. This enables the research to address problems of generalisability of findings (Punch 1998; Creswell 1994, 1998) and representativeness of the study population (Siegel & Castellan 1988). As detailed in the description of the sampling

strategy in section 3.4.1, a stratified random sampling technique was used to ensure representativeness.

Another advantage in using the survey method of inquiry is related to the context of this study. Conducting research on teachers' job satisfaction, especially in a country with particularly diversified cultural backgrounds within the population like Malaysia, and the state of Sarawak in particular, one needs to anticipate several factors, among which are differences in beliefs, social norms, value system and traditions which influence the way people think. To address such diversity in an investigation, a quantitative method using survey questionnaires is able to provide a degree of freedom to respondents to freely respond to the questions asked. A study related to teachers' perceptions of their job inevitably results in some sensitive issues surfacing. In this particular study, the use of the anonymous survey questionnaire is seen as one of the ways to gather this category of information. Such information may not be provided by respondents by way of interviews where their identities are known to the researcher. This is particularly true in the case of Sarawak and Malaysia, where discussing issues that touch on policies of the government is not something that teachers would be likely to do voluntarily or feel at ease in doing.

3.2 Survey questionnaire

The objective of the survey was to discover the opinions of teachers in both primary and secondary schools relating to satisfaction with their career. The major questions the survey was designed to investigate were:

(i) How do teachers rate their level of satisfaction based on the factors stipulated in the instruments used?

(ii) What are the factors that teachers perceive as contributing to their career satisfaction and dissatisfaction?

3.2.1 Selection and formulation of the questionnaire

The questionnaires used in this study were based on instruments known as the *Job Descriptive Index* (JDI) and the *Job in General* (JiG) (Balzer & Smith 1990). The Job Descriptive Index was originally developed in 1969 by Patricia Cain Smith (Smith et al. 1969). The JDI was translated into at least nine languages, including Malay, in 1988. The two instruments are used together and have been revised several times since 1969.

For the purpose of this research, the 1990 version was predominantly used after being translated into Malay by the researcher with the assistance of personnel from *Dewan Bahasa dan Pustaka*, (Institute of Language and Literature Malaysia). However, reference was also made to the other version already translated into Malay in 1988. The translation of the 1990 versions of the JDI and JiG involved several considerations – firstly, to find the equivalent of key terms in *Bahasa Melayu* (Malay) and, secondly, to decide whether or not the items were suitable to the context of the research area, in this case the teaching career. Finally, the researcher organised some discussions with several education professionals from the Sarawak Education Department (SED) with the aim to further improve all the items already translated. This took into consideration some of the recommendations from a pilot study which the researcher conducted using the original 1990 English version of the JDI and JiG questionnaires. The pilot study and its outcomes are discussed in detail later in this chapter.

The selection of the JDI and the JiG for this study is mainly related to their popularity in research on job satisfaction world wide and their flexibility with regard to diverse organisations and employee groups (Balzer et al. 1990). Although they have been widely used in industrial organisations, especially for surveys among factory workers, their application in other professional groups like teachers, lawyers, doctors, accountants, etc has also been proven suitable. In most cases, as recommended by the designers of the JDI and JiG scales,

modifications are deemed necessary to suit the respective respondents. In this particular study, the researcher was much guided by the recommendations and formulated ten items in an additional section to the questionnaires to accommodate specific aspects of teaching in the Sarawak context. Elements of both the JDI and JiG were incorporated into the questionnaires.

There were four types of survey data that the questionnaires were intended to obtain about the teachers and administrators who were sampled. These were: -

(i) Biographical and teaching career information.

(ii) General opinions about teaching as a career, based on current experience.

(iii) Opinions about five facets of their career as a teacher, including the nature of the work, their salary, promotion, their supervisor, their colleagues and fringe benefits offered, for example, teachers' living quarters or accommodation.

(iv) Satisfaction with ten aspects of the teaching profession as currently managed by Malaysia's Ministry of Education and the Sarawak Education Department. These include professional development, the new staff performance appraisal system, the teacher quota per school, teacher transfers and postings, overall teacher welfare, school facilities, student discipline, parental support, extra tasks besides teaching and their teaching loads.

Two questionnaires, one for the teachers *(Appendix II)* and one for the administrators *(Appendix III)* were constructed. The format was similar in each case, the questionnaire being organised into four sections in line with the four categories of data sought. The first section sought information on personal background, including information on career structure and progress. For this section respondents were instructed to tick or write in the spaces provided. For the teachers' questionnaire this section contained 13 items while as for the administrators' there were 15. As shown in the questionnaires, the extra of questions for administrators were items 9 and 15. These two items were specific questions for the administrators.

The second section contained 18 items. A four-point Likert Scale was used where options were provided as '*Strongly Disagree'* (SD), '*Disagree'* (D), '*Agree'* (A) and '*Strongly Agree'* (SA) with descriptions related to the teachers' job in general (JiG). Descriptions included items such as *Menarik* (pleasant), *Tidak baik* (bad), *Amat baik* (ideal) and so on.

In the third section, respondents were also instructed to tick an option in a four-point Likert scale as in section two. This section listed descriptions such as *Menyeronokkan* (Fascinating), *Perkara yang sama* (Routine), M*emuaskan* (Satisfying) etc, relating to five facets of their professional life. It was subdivided into five subsections dealing with 'Work' (15), 'Pay' (9), 'Promotion' (9), 'Supervision' (17) and 'Colleagues' (18). These five facets formed the Job Descriptive Index (JDI) section of each questionnaire.

The final section of the questionnaire contained 10 specific aspects of the teaching profession as managed by the Malaysian Ministry of Education and Sarawak Education Department (hereafter referred as the 'Aspects' section). Each aspect served as an item where respondents were instructed to circle one number from 1 to 10 which best reflected their level of satisfaction with that aspect of the profession. Responses required were on a 10-point scale, with '*Totally Dissatisfied'* at one end, and '*Totally Satisfied'* at the other. Items referred to 'aspects' such as *Program pembangunan profesional* (Professional Development Program), *Penilaian prestasi kerja* (Staff performance appraisal), *Kuota guru* (Teachers' quota), and so on.

The use of the JDI in this study had several implications for the whole strategy of data collection. This was mainly due to the different situations of the Sarawak teachers compared with those for whom the instrument is normally used, for example, factory workers, plantation workers, industrial plant operators, and so on. The Users' Guide for the JDI includes recommendations as to how the instruments can be used. For instance a four-point Likert

Scale or three-point '*Yes'*, *'No'* and *'Not Sure'* are recommended. For the current study, a variation was made in terms of scale used. Instead of the '*Yes', 'No'* and *'Not Sure'* responses used for JDI, a four-point Likert Scale was used with responses in the order of *'Strongly Disagree'*, *'Disagree'*, *'Agree'* and '*Strongly Agree'* and with values of 1, 2, 3 and 4 respectively for data analysis purposes, taking into consideration recommendations made by the developers of these instruments. The *'Yes'*, *'No'* and *'Not Sure'* response used in both the JDI and JiG scales were normally for manual workers in the categories mentioned above. Normally studies conducted involving such workers are done by research workers who approach each respondent and fill their respective responses using specially formatted scoring sheets. However, in the current study, the researcher viewed that approach as not only inappropriate for the teacher respondents but also not able to provide a sufficient degree of freedom for them to freely respond to the questions. Basically, the *'Yes'*, *'No'*, and *'Not sure'* options only seemed acceptable if respondents had minimum level of education.

Based on the format of the scale, responses for the negative items in both the JDI and JiG were reversed in the analysis stage, so that all items were scored in the same direction. However, this did not involve the 'aspects' subscale, as all the ten items were thematic items to which respondents were required to mark their response on the 10-point scale provided. Tables 3.1 –3.7 show English translation equivalent for facets of professional life, as discussed above.

The JDI and JiG scale have 86 items of which 41 were negatively worded items (italicised in the tables but not in the questionnaires) as indicated in Table 3.1 – 3.6. The additional section in the main part of the questionnaire, 'Aspects of the Teaching Profession' ('Aspects') as perceived within the Sarawak Education Department management and administration context is shown in Table 3.7. It contained ten items, as explained on page 91.

Table 3.1 Job in general (18 items)

No.	Items	No.	Items
1	Pleasant	10	Superior
2	*Bad*	11	Better than most
3	Ideal	12	*Disagreeable*
4	*Waste of time*	13	Makes me content
5	Good	14	*Inadequate*
6	*Undesirable*	15	Excellent
7	Worthwhile	16	*Rotten*
8	*Low professionalism than other professions*	17	Enjoyable
9	Acceptable	18	*Does not develop me*

Table 3.2: Work (15 items)

No.	Items	No	Items
1	Fascinating	9	Useful
2	*Routine*	10	*Tiring*
3	Satisfying	11	Healthful
4	*Boring*	12	Challenging
5	Creative	13	*Too much to do*
6	Respected	14	*Frustrating*
7	*Uncomfortable*	15	Gives sense of accomplishment
8	Pleasant		

Table 3.3 Pay (9 items)

No.	Items
1	Income adequate for normal expenses
2	Fair
3	*Barely live on income*
4	*Bad*
5	Income provides luxuries
6	*Insecure*
7	*Less than I deserve*
8	Well paid
9	Underpaid

Table 3.4 Promotion (9 items)

No.	Items
1	Good opportunity for promotion
2	*Opportunity some what limited*
3	Promotion on ability
4	*Dead-end-job*
5	Good chance for promotion
6	*Unfair promotion policy*
7	*Infrequent promotion*
8	Regular promotion
9	Fairly good chance for promotion

Table 3.5 Supervision (17 items)

No	Items	No.	Items
1	Asks my advice	10	Tells me where I stand
2	*Hard to please*	11	*Stubborn*
3	*Impolite*	12	Knows job well
4	Praises good work	13	Quite extreme
5	Tactful	14	Intelligent
6	Influential	15	*Poor planner*
7	Up-to-date	16	Around when needed
8	*Doesn't supervise enough*	17	*Lazy*
9	*Has favourites*		

Table 3.6 Colleagues (18 items)

No.	Items	No.	Items
1	Stimulating	10	*Talks too much*
2	*Boring*	11	Smart
3	*Slow*	12	*Lazy*
4	Helpful	13	*Unpleasant*
5	*Stupid*	14	*Gossipy*
6	Responsible	15	Active
7	Fast	16	*Narrow interest*
8	Intelligent	17	Loyal
9	*Easy to make enemies*	18	*Stubborn*

Table 3.7 Aspects (10 items)

Item no.	Aspects of teaching profession in SED's context of management
1	Professional development
2	Staff performance appraisal
3	Teachers' quota
4	Teachers' transfer and posting
5	Overall teachers' welfare
6	School's facilities
7	Students' discipline
8	Parents' support
9	Extra tasks besides teaching
10	Teaching loads

3.3 Pilot study

Before conducting the main study, a pilot study of teachers' career satisfaction was conducted in two urban primary schools in Kuching, the capital city of Sarawak. One of the schools was a double session school, while the other was a regular single session primary school. In double session schools, morning classes are held from 7.15 to 12.30, from Monday to Thursday and from 7.15 to 12.00 on Friday. The afternoon classes for a different population of students and a different set of teachers, are from 12.40 to 6.15 from Monday and Thursday

and from 1.45 to 6.15 on Friday. The different time arrangement for Friday is to adjust for the Muslim Friday Prayers approximately from 12.40 to 1.30 in the afternoon.

3.3.1 Aims of the pilot study

The aims of the pilot study were to trial elements of questionnaires used in previous research in order to determine their suitability for the Sarawak situation. The Job Descriptive Index (JDI) and the Job in General (JiG) measures were used in this pilot study with 18 additional items that the researcher developed to gather the demographic and background factors. The aims of the pilot study were to:

(i) Determine respondents' responses to the overall items in the measures with a view to deciding whether they were well understood by the respondents.

(ii) Identify some possible problems associated with patterns of questioning, wording and statements used.

(iii) Identify other factors that might have been excluded in the JDI and JiG, by examining the responses to the open-ended questions.

3.3.2 Management of the pilot study survey questionnaire

There were two approaches used to trial the management of the survey. In one of the schools, the researcher conducted the survey after a briefing session with the teachers. In the other school the School Head was asked to conduct the survey after being fully briefed by the researcher. The briefing to the School Head was done orally while he made some written notes for himself. Among the key points that needed to be emphasised prior to the teachers marking the survey forms, were that the questionnaires were in English and they were free to respond to them based on their own understanding. Teachers were not encouraged to discuss their responses with their colleagues but could seek clarification from the research administrator on certain words they did not understand. They also needed to state clearly their responses to some open-ended questions at the end of the survey questionnaire.

All teachers at the two schools served as the sample for this pilot study. They were not randomly selected but chosen based on schools. A total number of 121 respondents within the two schools were given the set of questionnaires. Ninety-five, or 78.5%, of the sample returned the survey forms. The number of returns from the researcher-managed survey was 60, or 87%, while returns from the survey managed by the School Head were 34, or 65%, of the teacher population in the school.

3.3.3 Questionnaire and analysis

The pilot questionnaire was designed to measure the career satisfaction of primary school teachers from diverse backgrounds. The questionnaire comprised 108 items, (90 from the original JDI and JiG scales) and 18 statements relating to teachers' personal background, promotion, academic qualifications, attitudes and opinions about the nature of assigned duties in addition to teaching as their core business. The 18 statements were constructed by the researcher. All items of the JDI and JiG scales and the 18 statements the researcher constructed were in English. The respondents were also asked to answer the open-ended questions at the end of the survey questionnaires.

The open-ended questions in the pilot questionnaires asked the respondents to list the most satisfying factors that contributed to their satisfaction throughout their entire service as a teacher and the factors that made them most dissatisfied throughout their entire service as teachers.

3.3.4 Background of respondents

Respondents in the pilot study were primary schools teachers with quite a mixed academic background. Some were originally secondary trained school teachers who had applied to teach in the primary school or had been posted to primary schools on promotion as assistant school head (either as Senior Assistant for Academic Affairs or for Students' Affairs or as Afternoon

Supervisor). Table 3.8 shows the respondents' backgrounds in terms of their gender and age, and Table 3.9 shows their length of service in teaching.

Table 3.8 Pilot study: Respondents by gender and age

Age	**Male**	Female	Total
20-25	3	1	4
26-30	15	3	18
31-40	25	10	35
41-50	21	3	24
51-55	12	2	14
Total	76	19	95

In terms of their service in the teaching profession, most respondents in the two pilot schools had more than 10 years teaching experience. Seven (7.4%) had taught for more than 30 years, 17 (17.9%) had taught for between 20-29 years while 34 (35.8%) had taught between 11-19 years, 29 (30.5%) had taught for 10 or fewer years, and eight respondents did not state their length of service.

Table 3.9 Pilot study: Respondents by length of teaching service

Length of service	N	%
< 10 years	29	30.5
11-19 years	34	35.8
20-29 years	17	17.9
> 30 years	7	7.4
Not stated	8	8.4
Total	95	100.0

3.3.5 Factors which contributed to career satisfaction

The open-ended statements from the respondents were categorised into nine main categories in the basis of their mention of factors that contributed to their satisfaction or dissatisfaction as a teacher, based on their priority of importance to each teacher. There were 606 statements recorded by the 95 respondents. There were 331 (54.6%) statements that contained factors that respondents perceived as contributing to their satisfaction and 275 (45.4%) statements containing factors that contributed to their dissatisfaction. These statements were further categorised as in Table 3.10. The most frequently cited factor relating to satisfaction was the pupils, their achievement, progress and enthusiasm (64.3%). There were 213 such statements out of the total number of 'satisfied' statements provided by the respondents.

Table 3.10 Pilot study: Statements of factors related to career satisfaction and dissatisfaction

No.	Aspects of the teaching profession	Satisfaction	Dissatisfaction
1	Teaching- related to pupils' achievement and enthusiasm	213	116
2	Social status – recognition from the management and community, parents' support	34	43
3	Pay and pay-related appraisal system	8	16
4	Pleasant location (posting)	5	24
5	Co-workers' behaviour	13	12
6	Professional development	15	23
7	Teaching resources	15	14
8	Physical facilities	17	14
9	Management and supervision	11	13
	Total responses	331	275

While the teaching itself was still a dominant factor in teachers' satisfaction, it was also a significant source of dissatisfaction, with 116 out of the total number of dissatisfied statements, or slightly over 42% of the responses, providing negative statements about teaching-related aspects. This was quite the reverse of Herzberg's (1966) notion that the *satisfiers* and *dissatisfiers* are generally separate factors.

3.3.6 Factors which contributed to career dissatisfaction

The analysis of responses to statements about factors causing job dissatisfaction revealed that the nine factors listed in Table 3.10 were found to be dominant for this sample group. From these responses, the respondents indicated their dissatisfaction was largely related to their teaching and pupils' poor achievement and lack of enthusiasm. These responses amounting to 116 or 42.1% of the total dissatisfying factors. Their second most dissatisfying factor related to their social status which included lack of recognition from the management, community and parents. There were 43 such statements, or 15.6% of the total dissatisfying factors. A total of 24 statements, or 0.08% of the total dissatisfying factors, showed that the respondents were not happy with their present posting.

Examining the responses to the open-ended questions, it is evident that the respondents' tendency was to state their satisfying and dissatisfying factors at opposing ends of a continuum. For instance, 'the most satisfying factor is when the pupils perform better result in

their examination' and 'the most dissatisfying factor is when they do not do well in their examination'.

The pilot study analysis was confined only to the open-ended responses of the respondents. These became the central themes for redesigning the questionnaire for the main study, especially the ten 'Aspects' of teaching in the Sarawak Education Department's (SED) context of management and administration. In SED's context the ten aspects are key issues in terms of the general management and administration of teachers in Sarawak. For example, professional development, staff or teachers' performance appraisal and teachers' quota per school affect teachers' work. The department's responsibilities are to convince teachers that those three aspects are efficiently managed and administered and to accept responsibility and be accountable for any shortcomings in this regard.

The pilot study analysis did not include the responses to the other sections in the questionnaire because, as stated in connection with the aims of the pilot study, the reseacher's major concerns were to determine whether or not the items (written in English) were fully understood by the respondents. Any indication that the responses were out of keeping with the items would suggest problems and allow the researcher to make modifications. The researcher also took account of any comments made in the questionnaires. For example, some respondents wrote *Ini keterlaluan* (this is too extreme), *Apa ini?* (what is this to mean?), *bukan dalam masyarakat kita* (not in our society) against the items. Such responses were taken into account during the redesigning stage and in the main study.

3.3.7 Implications from the pilot study

There were important implications from the pilot study, which provided guidelines to the main study. The first related to the administration of the questionnaire. Although the questionnaire administered by the researcher had a high return rate, there were some negative

effects from it on the overall routine of the school. The school management had taken the researcher's presence as an official visit and teachers were allowed to leave their classrooms unattended for the entire duration of the study at that school. This not only disrupted the pedagogical activities at the school but also put teachers under extra pressure as they had official and professional duties to perform.

Secondly, responses to the pilot survey questionnaires were found to be quite unsatisfactory, perhaps partly because the style of questioning had not been fully understood by the respondents, the major constraint being their poor understanding of English. More than half of the returns showed that the JDI and JiG items were not fully responded to and they were also a few completely blank returns. However, as indicated earlier, some comments and remarks made by the respondents were useful hints to the researcher to help him understand their level of comprehension. These provided fruitful guidelines for redesigning the questionnaire for the actual study. In summary, the important implications from the pilot study were:

(i) Language used in the questionnaire needed to meet the level of language of potential respondents. Although English is widely understood as a spoken language, a study of this nature apparently needs to be conducted in the Malay Language to ensure maximum comprehension among respondents.

(ii) A briefing needs to be conducted owing to the fact that studies involving teachers in Sarawak as the respondents have usually been performed with some degree of formality. In this case, the briefing needed to emphasise to teacher respondents the seriousness of the study. Reminding them that it requires their sincerity and honest responses. Such cooperation is crucial in order to establish a valid academic study.

(iii) Conducting research using a survey questionnaire also needs to involve research administrators who are familiar with the respondents. This is an advantage because teachers normally communicate well with those they are familiar with.

These implications provided some guiding principles for redesigning the questionnaires and conducting the actual research. For example, although the researcher found it an advantage to get a better return rate from the respondents by conducting the survey himself, this did not qualify as good administration because teachers were not comfortable about seeking

clarification from him although they were reminded they could do so prior to marking the survey questionnaire. This problem warranted the use of survey administrators as mentioned above. The briefing by the researcher of the research administrators was clearly made in writing in addition to the oral instructions. This was to ensure that they adhered to the necessary precautions involving anonymity, all the aspects pertaining to how the questionnaires should be responded to and, most importantly, the seriousness of the survey. The questionnaires needed to be made simple in terms of language, questioning pattern and response options.

3.4 The main study

The pilot study provided a fruitful foundation for the main study. Findings from it, especially with regard to implementation procedures and wording, highlighted changes needed in conducting the main study. With several modifications and a better-planned strategy, the questionnaires were redesigned.

3.4.1 The main study sample

In 1999, the survey year, the population of teachers as shown in Table 3.11 *(Appendix IV)* in Sarawak was 24,306 (Sarawak Education Department 1999). This figure shows the number of teachers serving in government schools. With such a large population, this study needed to consider various types of teacher representation in the sampling process. In order to achieve representativeness for the study, a stratified random sampling technique was employed. As this study was about teachers serving in government schools in Sarawak, the researcher decided that schools to be involved in the study would at least represent each of the administrative divisions of Sarawak. However, two divisions, Bintulu and Sarikei, were not represented, because the characteristics of schools in both the divisions were similar to those in their immediate respective neighbouring divisions and the researcher found it easier to

select schools in the Sibu division which had similar characteristics to the schools in the Sarikei division. Similarly, schools in Miri division had similar demographic characteristics to schools in Bintulu division. Apart from the similarities of characteristics of schools, similarities in terms of surroundings and ethnic compositions of the community were also considered in the stratification.

The teacher population was divided into primary, secondary, rural and urban categories. From these subpopulations, the strata were further randomly sampled using a list of schools approved and provided by the department. The approved list was based on several considerations, among which were that the schools had not been too often used for research purposes as this would affect the pedagogical environment of the schools. The SED gave priorities to schools that had not been used for research before.

The primary schools selected were based on the size of the schools, enabling a contrast of 'small' school and 'big' school features of the primary schools in Sarawak. In the Sarawak Education Department's terms of reference, primary schools with fewer than 150 students are categorised as small schools while those with more than 150 are regarded as normal or 'big' primary schools. Most small primary schools are rural schools. Primary schools were chosen based on their grade and category. There were more Grade 'A' than Grade 'B' primary schools so that a sufficient number of administrators would be involved in this study. Out of the 20 primary schools sampled, there were 15 Grade 'A' and five Grade 'B'. There were also four under-enrolled or small primary schools, two for Grade 'A' and 'B' respectively.

The selection of secondary schools involved was based on such criteria as boarding facilities, double sessions, staffing and more graduate teachers in order to balance the number of teachers in terms of their qualifications. Another criterion was to select at least one Grade 'B' secondary school because the majority of secondary schools in Sarawak are Grade 'A'. As

explained in the first chapter, Grade 'A' secondary school principals are in the DG2 promotional grade, while Grade 'B' secondary schools are managed by a DG3 principal (non-promotional position). There were eight Grade 'A' schools and one Grade 'B' secondary school involved in this study. The total number of teachers and administrators from the schools sampled was 1071. As illustrated in Table 3.12 the response rate for both categories of respondents was 82.7% or 886 of the total number.

Table 3.12 Sample size and category of schools

Category and locality of schools		No. of schools	No. of respondents					
			Teachers			Administrators		
			Total	Actual returns	%	Total	Actual returns	%
Primary	Urban	4	164	122	13.0	16	11	8.3
	Rural	16	246	234	25.0	58	50	37.6
Secondary	Urban	3	188	160	17.1	19	18	13.5
	Rural	6	340	260	27.7	40	31	23.3
	Total	29	938	776	82.8	133	110	82.7

The administrators in both the primary and secondary schools included Principals, Senior Assistants for Students Affairs, Senior Assistants for Academic Affairs, Co-curriculum Head (primary), Afternoon Supervisors and Specialist Teachers.

3.4.2 Data collection

The data collection was mainly based on the survey questionnaires. Other data were collected from official government documents made available to the researcher by the Sarawak Education Department in Kuching. These included statistical data on the teacher population, teachers who had resigned or opted for optional retirement from the teaching service and the list of schools mentioned earlier in subsection 3.4.1.

3.4.3 Modifications of items

Based on the outcomes and implications from the pilot study, the questionnaire was rewritten in Malay and some additional modifications were made to both the JDI and JiG scales which served as the main measurement for the study. This involved altering words within the

statements to provide greater comprehensibility and deleting items deemed irrelevant to the study. This was done after thorough scrutiny and consideration based on the responses provided by the pilot study. For instance, in the JiG, item 8 (Worse than most) was reworded 'Lower professionalism than other professions', item 18 (Poor) was reworded 'Does not develop me'. In the JDI scales, item 5 (Good), item 16 (Simple) and item 17 (Repetitive), all from the 'Work' subscale, were omitted. The decision to omit these items was based on the discussion between the researcher and experts in education in the education department who viewed them as irrelevant to the teaching career. A few remarks from respondents in the pilot study, as mentioned in subsection 3.3.6. were also given due consideration. For instance, in the 'Supervision' subscale of the JDI, one item 11 (Annoying) was omitted, while item 14 (Bad) was reworded 'Quite extreme' on grounds of cultural appropriacy. There were altogether 86 items from both the JDI and the JiG scales used in the actual study after the omission of four items as mentioned above. Three other subscales in the JDI; 'Pay' (9 items), 'Promotion' (9 items) and 'Colleagues' (18 items) remained as in the original version and were all used in the study.

3.4.4 Administering the survey questionnaire and samples

In any research procedure, a high rate of response from the identified sets of samples is desirable. To do this, as Punch (1998) suggests, all samples need to be approached professionally. In this study, the prospective respondents were initially contacted through their respective principals and school heads. Once the Director General of Education, Malaysia, had granted approval for the study *(Appendix V)*, principals and school heads were contacted to finalise scheduling arrangements with schools and to formally conduct the study.

The element of control in data collection is another aspect that requires serious consideration. In addition to problems mentioned earlier relating to the researcher as administrator, as this

study involved a teacher sample from 29 schools scattered all over the vast state of Sarawak the school principals or one of the senior teachers delegated by the principal or school head were able to assist in the administration of the survey. All those assigned to administer the questionnaire were briefed in detail on the procedures as detailed in the researcher's letter *(Appendix VI)* accompanying the sets of questionnaires.

Despite the scattered nature of schools to be involved in this study, the researcher had the opportunity to meet all the principals and school heads involved in the study, and visited eight out of nine secondary schools and 16 out of 20 primary schools. With the approval of the principals, the researcher personally administered the survey at two secondary schools in order to get immediate returns from the teachers. This enabled the researcher to proceed to another division after collecting all the marked questionnaires. Once again, however, this approach unfortunately affected class sessions as the teachers attended to the survey questionnaire instead of teaching. Realising that this outcome was inevitable, due to the researcher's status as representative of the education department, the researcher later only visited the rest of the schools fairly briefly to deliver the questionnaires and have a brief informal discussion with the respective principals, school heads and a few teachers. Although this procedure delayed the returns of questionnaires from some schools, it ensured that confidentiality and anonymity of the study were fully maintained and classrooms were not disrupted as teachers filled in the forms in their own time. Having served the Sarawak Eduaction Department (SED) as both a Primary School Development Officer and Training Officer between 1990 and 1994, and a Supervisor of Schools in Sarawak's largest administrative division (Kuching and Samarahan between 1995 and 1997), the researcher realised it was necessary to take into account the effect of his presence in each school, especially the primary schools. In addition to this measure, the researcher also emphasised the confidentiality of the survey procedure in the questionnaire as well as in his letters to the

principals and school heads. Below is an excerpt pertaining to the researcher's emphasis on confidentiality and anonymity of the study as contained in the fifth paragraph of the letter to all principals and school heads.

> *Semua respon dan jawapan tuan/puan akan diklasifikasikan sebagai maklumat yang terperingkat dan ditempatkan di tahap kerahsiaan. Segala maklumat yang diberi adalah untuk tujuan penyelidikan ini sahaja sepertimana dikehendaki oleh syarat dan etika penyelidikan.*

The English translation of the excerpt is as below:

> All responses and answers will be categorised as classified information and will be placed in strict confidentiality. All information will only be used for the purpose of this study as stipulated in the conditions and ethics of research.

The researcher also made similar emphasis on the cover of every questionnaire to the respondents.

Except for the two secondary schools mentioned on the previous page, the remaining questionnaires from the 27 schools were returned through their principals to the respective district and divisional education officers, who then sent the completed questionnaires to the researcher at the Scholars' Centre in the Sarawak Education Department or the researcher's former office, the Divisional Education Office for Kuching and Samarahan in Kuching, for schools in the Kuching and Samarahan Division.

3.4.5 Quantitative data analysis

The approach used to analyse data was in line with the aims and the research questions in the study. The approach comprised descriptive analysis for all items, data reduction using principal components analysis, and analysis of relationships between variables using correlation and regression analysis.

3.4.6 Data from other sources

A number of other sources of data were also identified to provide the researcher with up-to-date facts and figures required in this study. These included policy documents and service circular notices from the Department of Education Sarawak, Ministry of Education, Malaysia, Public Service Department, Malaysia and Statistics Department, Malaysia. Data were also collected from communications between the teachers and the SED. These materials included application forms for transfer, application forms for optional retirement, notification letters of resignations and some letters appealing for approval of transfer. These materials were studied at the SED headquarters and Divisional and District Education Offices. All official documents classified as confidential, for instance, the communication letters of teachers, were only made available with the supervision of officials from the SED and no portions of the documents or letters were photo-copied. This information was used as a means of providing greater insight into the responses to questionnaire items.

3.4.7 Research schedule

It was the original intention of the researcher to oversee and personally administer the survey questionnaires. Unfortunately this proved to be impossible, for reasons given above and also the costs and communication problems involved, especially in reaching distant interior schools. However, the researcher was fortunate to be able to obtain support and assistance from all the schools selected. The collection of data took place between August and November 1999.

Summary

This chapter has presented details of the methods used in the research. The method selected for the study was predominantly quantitative with survey questionnaires based on the Job Descriptive Index and Job in General scales. The rationale for the method has been discussed

based on its appropriateness to the study area. A brief account of a pilot study conducted prior to the actual research was also included. An outline of the whole investigation was presented based on each stage of the actual research work. This included all details involved in the whole process from questionnaire selection and formation to the research schedule.

Chapter Four presents the first part of the analysis. It describes the findings relating to the backgrounds of respondents. It also analyses the items used in the survey questionnaires and reports on the data reduction process. The results of that process produce the final forms of the scales for subsequent data analysis.

CHAPTER FOUR

Data Analysis and Research Findings
Part One:
Descriptive Data and Analysis of Items

Introduction

This chapter presents the first part of the data analysis. It describes the demographic characteristics and background of the respondents and examines the items used in the data collection. This will provide the basis for the analysis reported in Chapter Five. Responses of the respondents were recorded and analysed using a statistical package, the SPSS version 10.0. The findings are presented in the forms of tables and are divided into three main sections. The first and second sections deal with teachers and administrators respectively, in terms of their demographic factors and background. The third section presents the analysis of items used in the questionnaires. The final section serves as the summary of the chapter.

4.1 Descriptive analysis

The samples of 776 teachers and 110 senior teachers or administrators as they will be referred to through out this thesis, were respondents to this study. They formed the two categories of respondents that will be analysed separately. The background of respondents will be reported under the following subheadings, first for teachers and then for administrators:

- Schools
- Regions
- Gender
- Age
- Academic Qualifications
- Teaching Experience
- Tenure at Present School
- Tenure in Senior Position (administrators)
- Teaching Loads
- Teachers' Facilities Rating

- Professional Qualifications
- Annual Performance Appraisal Result 1998

4.2 Teachers

The teachers' sample formed the main component of this study. They came from different backgrounds, as detailed in the following eleven subsections.

4.2.1 Schools

There were 29 schools involved in this study. They were nine secondary schools and 20 primary schools. The distribution of the teachers' sample based on schools is shown in Table 4.1 below.

Table 4.1 Distribution of teachers by schools

Category of schools	No. of schools	%	No. of respondents	%
Primary	20	69.0	356	45.9
Secondary	9	31.0	420	54.1
Total	29	100.0	776	100.0

Although there were only nine secondary schools involved in this study, the number of secondary school teacher respondents accounted for more than 54% (420) of the total respondents while primary school teachers were 356 or 46%. This reflected the point made earlier, that most secondary schools in the state of Sarawak are big schools. The student population of big urban secondary schools ranges from 2,500 – 2,800. The teacher population, on the other hand, ranges from 120 to 160.

4.2.2 Regions

The schools that participated in this study were located across Sarawak, from the southern region of Kuching Division to as far as the northern region in the Limbang Division. In terms of the locality of schools, the number of rural teacher respondents was 494 or 63.7% of the

total respondents while urban teachers made up 36.3% or 282 of the total respondents. Table 4.2 shows the distribution of respondents based on the locality of schools.

Table 4.2 Distribution of teachers by regions

Regions	No. of schools	%	No. of respondents	%
Urban	7	24.1	282	36.3
Rural	22	75.9	494	63.7
Total	29	100.0	776	100.0

4.2.3 Gender

An aspect of the teaching community in Malaysia is that the number of female teachers greatly exceeds the number of male teachers. The Sarawak teaching community is no exception. Based on Sarawak Education Department's 1999 statistics, Sarawak had 24,306 teachers out of whom 8,238 were female primary school teachers and 4,895 were female secondary school teachers. The number of male primary school teachers was 7,274 while male secondary school teachers numbered 3,899.

This situation was reflected by the respondents' gender composition in this study. Out of 776 respondents in the teacher category, 502 (64.7%) were female and 274 (35.3%) were male. Table 4.3 shows the distribution of teacher respondents based on gender and schools they taught in. There were more secondary school female teachers (N=265) than primary (N=237). But, in both categories, the majority of the teacher respondents were female. There were also more male teachers in the secondary schools (N=155) than in the primary schools (N=119).

Table 4.3 Distribution of teachers by gender and schools

Gender	No. of respondents					
	Primary School	%	Secondary School	%	Total	%
Male	119	33.4	155	36.9	274	35.3
Female	237	66.6	265	63.1	502	64.7
Total	356	100.0	420	100.0	776	100.0

In term of marital status, 86 male teacher respondents and 146 female teachers were single. The numbers of married teacher respondents were 185 male and 348 female. There were 11 respondents who reported they were no longer married – three were male and eight female.

4.2.4 Age

The age distribution for the teacher respondents showed that most were under 40. A total of 339 (43.7%) teacher respondents were less than 30. Respondents who were between 31 and 40 years of age were 330 or 42.5%. There were 107 (13.8%) respondents in the teacher category who were above 41 years, as shown in Table 4.4 below:

Table 4.4 Age distribution of teachers by gender

Age range	Gender				Total	%
	Male	%	Female	%		
Less than 30 years	126	46.0	213	42.4	339	43.7
31 – 40 years	106	38.7	224	44.6	330	42.5
More than 41 years	42	15.3	65	13.0	107	13.8
Total	274	100.0	502	100.0	776	100.0

4.2.5 Academic qualifications

There were 177 teacher respondents who reported having a bachelor or masters degree. The rest were non-graduate teachers whose highest academic qualifications varied from the minimum Lower Certificate of Education (LCE), *Sijil Rendah Pelajaran* (SRP) or Sarawak Junior Certificate (SJC) to Higher School Certificate (HSC), *Sijil Tinggi Persekolahan* (STP), *Sijil Tinggi Pelajaran Malaysia* (STPM) or a Diploma. The respondents' academic qualifications are presented in five categories in Table 4.5 below.

The minimum academic qualification reported was the LCE/SRP/SJC (Form Three qualifications) with 24 respondents (3.1%). Malaysian Certificate of Education (MCE), *Sijil Pelajaran Malaysia* (SPM) and Senior Cambridge (SC) ('O' level) holders were the majority with 387 (49.9%) followed by 188 (24.2%) HCS/STP/STPM ('A' level) and Diploma holders. Among the 177 graduates, only two (0.3%) had a Masters degree.

Table 4.5 Distribution of teachers by academic qualifications

Academic qualifications	N	%
LCE/SRP/SJC	24	3.1
MCE/SPM/SC	387	49.9
HSC/STP/STPM/Diploma	188	24.2
Bachelors Degree	175	22.6
Masters Degree	2	0.3
Total	776	100.0

4.2.6 Professional qualifications

The respondents' professional qualifications were also varied. There were 63 respondents who reported they had a Bachelor of Education degree while the rest were holders of the Diploma of Education (109), the Certificate of Education (564), the Malaysian Diploma of Education (39) and the Advanced Diploma of Education (1). The Malaysian Diploma of Education (MDE) replaced the Teaching Certificate and Certificate of Education as the minimum professional qualification for trained non-graduate teachers in 1999. The first batch of teachers with the MDE were appointed to Malaysian primary schools in July of that year after completing their three-year teacher training at teachers' training colleges throughout the country. Table 4.6 shows the distribution of teacher respondents based on their professional qualification.

Table 4.6 Distribution of teachers by professional qualifications

Professional qualifications	N	%
Certificate of Education	564	72.7
Diploma of Education	109	14.0
Malaysian Diploma of Education	39	5.0
Advanced of Education	1	.1
Bachelor of Education	63	8.1
Total	776	100.0

4.2.7 Teaching experience

The teacher respondents were quite spread out in terms of the number of years they had been in the Malaysian teaching service. There were four categories of responses – less than 5 years, 6 - 15 years, 16 - 30 years and more than 31 years.

As shown in Table 4.7, the largest number of respondents came from the second category, 6 - 15 years. They represented 42.1% or 327 of the total teacher respondents. Only 21 or 2.7 % of teacher respondents had more than 31 years teaching experience. A total of 138 or 17.8 % had taught between 16 and 30 years and 290 or 37.4% of teachers had less than five years teaching experience.

Table 4.7 Distribution of teachers by teaching experience

No. of years in the teaching profession	Respondents	
	N	%
< 5 years	290	37.4
6 - 15 years	327	42.1
16 - 30 years	138	17.8
> 31 years	21	2.7
Total	776	100.0

4.2.8 Tenure in present school

Teachers' tenure in present school referred to the number of years the respondents had been in the school at the time this study was conducted. The responses were presented in similar categories to teaching experience. The researcher is fully aware that responses for both teaching experience and tenure in present school were probably the same owing to the fact that some respondents were beginning teachers or those who had never been transferred to any other schools or stations since their first posting. Table 4.8 shows the distribution of the teacher respondents based on their tenure in present school.

The distribution of respondents based on their tenure in present school showed that the majority or 61.1 % (N= 474) of them had served less than five years in their present school. A total of 253 (32.6%) had been in their present school between 6 and 15 years. Another 47 (6.1 %) reported they had been in the school for at least 30 years while only 2, or 0.3 %, had been in the school for more than 31 years.

Table 4.8 Distribution of teachers by tenure in present school

Tenure in Present School	Respondents	
	N	%
< 5 years	474	61.1
6 - 15 years	253	32.6
16 - 30 years	47	6.1
> 31 years	2	0.3
Total	776	100.0

4.2.9 Teaching loads

Teaching loads refers to the number of periods teachers were assigned to teach per week. There is a different time duration for each period in secondary and primary schools. Each teaching period in the secondary schools is 40 minutes while in the primary schools it is 30 minutes for both the lower classes and the upper primary classes.

The primary school teachers also had more teaching periods than their secondary counterparts as they had more subjects to teach. Secondary teachers in Malaysia mostly teach the subject or subjects they were trained to teach while primary teachers teach general subjects. Although primary teachers are also trained as specialists to teach certain subjects, it is not normally the case that they teach their specialties when posted to schools. The reason for this is that the present system in primary schools has not fully implemented teaching by subject specialisation as practised in the secondary schools.

It is a normal circumstance that a primary school teacher teaches at least three subjects with total teaching loads ranging from 28-36 periods per week. Examples of teaching loads for both primary and secondary school teachers are reflected in the teaching timetable in *Appendix VII*.

Table 4.9 shows quite a remarkable difference in terms of teaching loads between urban and rural teachers. While urban schools are generally staffed with a sufficient number of trained teachers, the shortage of teachers in the rural primary schools is normally solved by engaging temporary teachers who are untrained, individuals e.g. school leavers, from the same area or areas nearby.

Table 4.9 Distribution of teachers by teaching loads, regions and schools

Teaching periods *(Per week)*	Category of schools								Total	%
	Secondary *(40 min. period)*				Primary *(30 min. period)*					
	Urban	%	Rural	%	Urban	%	Rural	%		
0	1	.6	-	-	-	-	-	-	1	.1
1-15	3	1.9	2	.8	1	.8	2	.9	8	1.0
16-25	93	58.1	245	94.2	1	.8	30	12.8	369	47.6
26-30	63	39.4	11	4.2	57	46.7	122	52.1	253	32.6
>31	-		2	.8	63	51.6	80	34.2	145	18.7
Total	160	100.0	260	100.0	122	100.0	234	100.0	776	100.0

Another obvious reason is that teachers who have been serving in rural schools for a certain duration (normally between 5 and 6 years) have their application for transfer approved and were transferred to other schools, thus leaving the schools in the rural areas without enough trained teachers. The teaching loads as reported in this study thus showed the extra teaching loads of rural teachears (including the temporary teachers), at least at the time this study was conducted.

4.2.10 Teachers' facilities rating

Teachers' facilities rating refers to the rating given by each respondent based on the three-point scale provided in the first section of the survey questionnaires, and shown in the table below. Table 4.10 shows the distribution of the rating for the teacher respondents.

Table 4.10 Distribution of responses to teachers' facilities rating for teachers by schools

Rating	Primary	%	Secondary	%	Total	%
Not satisfactory	61	17.1	51	12.1	112	14.4
Satisfactory	274	77.0	322	76.7	596	76.8
Very Satisfactory	21	5.9	47	11.2	68	8.8
Total	356	100.0	420	100.0	776	100.0

The ratings of teachers' facilities by respondents were mostly in the second category of response, satisfactory (N=596), but the first (N=112) and second (N=68) were also quite substantial. Based on the schools, there were more primary school teacher respondents (N=61)

who chose the first response compared to secondary school teachers (N=51), while the third response was chosen more often by secondary teachers (N=47) than primary teachers (N=21).

4.2.11 Annual performance appraisal result 1998

The annual performance appraisal result 1998 (APAR98) was another of the demographic characteristics gathered in this study. Based on the current practice at the Sarawak Education Department, the results of the assessment fall under six categories: Static, Horizontal, Horizontal with Good Performance (HGP), Horizontal with Excellent Performance (HEP), Vertical and Horizontal. As described in chapter one, the award of appraisals in each category strictly adhered to the percentage eligibile as stipulated by the Public Service Department of Malaysia. The distribution of the teachers in this study based on their annual performance appraisal result for 1998 is shown in Table 4.11.

Table 4.11 Distribution of teachers by the APAR98

Result	School				Total	%
	Primary	%	Secondary	%		
Static	12	3.6	10	2.7	22	3.2
Horizontal	102	30.6	68	18.6	170	24.4
HGP	13	3.9	15	4.1	28	4.0
HEP	67	20.1	82	22.5	149	21.3
Vertical	139	41.7	185	50.7	324	46.4
Diagonal	-	-	5	1.4	5	.7
Total	333	100.0	365	100.0	698	100.0

The largest group of teacher respondents was those awarded with vertical pay rise which accounted for 46.4% (N=324) of the total sample of teachers. The second largest group was those who received the horizontal (24.4%) followed by horizontal with excellent performance (21.3%). The number of teachers awarded horizontal with good performance was 4.0%. Three percent reported they did not get a pay rise in 1999, while only 0.7% were awarded the diagonal pay rise.

4.3 Administrators

The administrators' sample comprised teachers who were in promotional positions. They were Secondary School Principals, Primary School Heads, Senior Assistants (Academic, Co-curriculum and Students' Affairs), Afternoon Supervisors, Subject Heads and Specialist Teachers.

It was noted during this study that not all the administrator respondents were the actual promoted teachers for the positions as some were assuming the senior positions on an 'acting' basis. This is quite a normal situation for schools in Sarawak. Vacancies of some senior positions would only be filled when the department conducted a major promotion exercise, which could mean once a year.

The next twelve subsections report the distribution of the demographic variables for the administrator respondents. There was an extra variable for the administrators' sample, that is their tenure in the senior position.

4.3.1 Schools

In the administrators' sample, there were 49 respondents (44.5%), from secondary schools and 61 (55.5%) from primary schools. The distribution of the administrators' sample is shown in Table 4.12.

Table 4.12 Distribution of the administrators by schools

Category of schools	No. of schools	%	No. of respondents	%
Primary	20	69.0	61	55.5
Secondary	9	31.0	49	54.1
Total	29	100.0	110	100.0

4.3.2 Regions

In terms of regions, most administrator respondents were from the rural schools (73.6%). The rest were from urban schools (26.4%).

Table 4.13 Distribution of administrators by regions

Regions	No. of schools	%	No. of respondents	%
Urban	7	24.1	29	26.4
Rural	22	75.9	81	73.6
Total	29	100.0	110	100.0

4.3.3 Gender

In terms of gender distribution, the administrators' sample had more males than female. This too is typical for Malaysia and the state of Sarawak in particular. For example, in 1996, there were only 80 female teachers in senior positions in Sarawak (Siti Katizah, 1999).

Out of the total 110 administrator respondents, female administrators accounted for 29.1% (32) and male administrators were 70.9 % (78). Table 4.14 shows the distribution of administrator respondents based on gender and school.

Table 4.14 Distribution of administrators by gender and schools

Gender	No. of respondents				Total	%
	Primary School	%	Secondary School	%		
Male	45	73.8	33	67.3	78	70.9
Female	16	26.2	16	32.7	32	29.1
Total	61	100.0	49	100.0	110	100.0

Among the administrator respondents, there were 74 married males and 24 married females. There were four single males and seven single females. Only one female administrator respondent reported that she was no logger married, and there were none among the male administrators.

4.3.4 Age

The age distribution among the administrator respondents appeared to be in keeping with the genaral trend in Malsysia in that most were above 41 years (50.9%). Although, the Ministry of Education Malaysia does not practise a promotion policy based on age, it is logical that over 50% were in this category. As shown in Table 4.15, only ten respondents in the administrators' category were under 31 years of age. There were 44, or 40%, in the age range of 31 - 40 years.

Table 4.15 Age distribution of the administrators

Age range	N	%
Less than 30 years	10	9.1
31 - 40 years	44	40.0
More than 41 years	56	50.9
Total	110	100.0

4.3.5 Academic qualifications

The academic qualifications of the administrator respondents were quite well distributed across the six categories of qualifications. The majority (53 or 48.2%) of non-graduate administrators held the Malaysia Certificate of Education (MCE), *Sijil Pelajaran Malaysia* (SPM) or Senior Cambridge (SC) qualification. The rest were Higher School Certificate (HSC), *Sijil Tinggi Persekolahan* (STP), *Sijil Tinggi Pelajaran Malaysia* (STPM) or Diploma holders (13) and Lower Certificate of Education (LCE), *Sijil Rendah Pelajaran* (SRP) or Sarawak Junior Certificate (SJC) holders (3). All the LCE/SRP/SJC holders were primary school heads. Among the graduate administrators, there was one Doctorate degree holder, three with Masters Degrees and 37 with Bachelors Degrees, as shown in Table 4.16.

Table 4.16 Distribution of the administrators by academic qualifications

Academic Qualifications	N	%
LCE/SRP/SJC	3	2.7
MCE/SPM/SC	53	48.2
HSC/STP/STPM/Diploma	13	11.8
Bachelors Degree	37	33.6
Masters Degree	3	2.7
Doctorate	1	.9
Total	110	100.0

4.3.6 Professional qualifications

There were four categories of responses for professional qualifications for the administrator respondents. The categories were Certificate of Education or Teaching Certificate, Diploma of Education, Malaysian Diploma of Education and Bachelor of Education. As shown in Table 4.17 below, the majority of the administrator respondents had the Certificate of Education or Teaching Certificate qualification (66.4%). The rest were – 19 Diploma of Education, eight Malaysian Diploma of Education and ten Bachelor of Education.

The Bachelor of Education degree is quite a new qualification in the Malaysian Education system. It is now recognised as a professional qualification that can be used as a basic qualification to join the Malaysian teaching service.

Table 4.17 Distribution of

administrators by professional qualifications

Professional qualifications	N	%
Certificate of Education/Teaching Certificate	73	66.4
Diploma of Education	19	17.3
Malaysian Diploma of Education	8	7.3
Bachelor of Education	10	9.1
Total	110	100.0

4.3.7 Teaching experience

Based on the four categories of responses for this variable, the administrator respondents were quite well distributed. The majority (56.4%) of the administrators had 16 - 30 years teaching experience. There were 31 or 28.2 % with 6 - 15 years teaching experience. Another 12

respondents reported they had less than five years teaching experience while only five had more than 31 years experience in the teaching service. Table 4.18 shows details of the distribution of administrator respondents based on their teaching experience.

Table 4.18 Distribution of administrators by teaching experience

No. of years in the teaching profession	No. of respondents	
	N	%
Less than 5 years	12	10.9
6 - 15 years	31	28.2
16 - 30 years	62	56.4
More than 31 years	5	4.5
Total	110	100.0

4.3.8 Tenure in present school

The administrators' responses to the four categories of the tenure in present school variable showed a very similar pattern to those of the teachers. The majority (60%) of the administrator respondents had less than five years tenure in their present school. The next largest group (35.5%) were administrators with 6 - 15 years of tenure. Four administrators had 16 - 30 years' tenure and only one reported more than 31 years. Table 4.19 shows the distribution for administrators based on their tenure in present school.

Table 4.19 Distribution of administrators by tenure in present school

Tenure in present school	No. of respondents	%
Less than 5 years	66	60.0
6 - 15 years	39	35.5
16 - 30 years	4	3.6
More than 31 years	1	0.9
Total	110	100.0

4.3.9 Tenure in senior position

The majority (78 or 70.9%) of the administrator respondents had less than 5 years experience in the senior position, indicating that most respondents were new administrators. Of this figure, 41 were primary schools administrators and 37 were secondary schools administrators. There were 24 administrators with 6 - 10 years experience 13 being primary school administrators and 11 secondary. There were six administrators with 11 - 20 years experience, of which five were primary and one a secondary school administrator. Only two administrators

had more than 21 years experience in the senior position and both were primary school administrators.

Table 4.20 Distribution of administrators by tenure in senior position and schools

Tenure in senior position	Category of schools				Total	%
	Primary	%	Secondary	%		
< 5 years	41	67.2	37	75.5	78	70.9
6 – 10 years	13	21.3	11	22.4	24	21.8
11 – 20 years	5	8.2	1	2.0	6	5.5
> 21 years	2	3.3	-	-	2	1.8
Total	49	100.0	61	100	110	100.0

4.3.10 Teaching loads

Teachers assuming senior positions in Malaysia are required to teach fewer periods than the other teachers do. As they have administrative duties to perform, such a requirement is understandable. However, in rural schools, especially rural primary schools, administrators still need to teach a similar number of periods to other teachers, due to the shortage of teachers.

While secondary schools throughout the country use the formula 1.5 teachers per class, small primary schools are fixed with a standard quota. This is reflected in the details provided in Table 4.21 below.

Table 4.21 Distribution of administrators by teaching loads, schools and regions

Teaching periods *(Per week)*	Category of schools								Total	%
	Secondary *(40 mins. period)*				Primary *(30 mins. period)*					
	Urban	%	Rural	%	Urban	%	Rural	%		
0	1	5.6	1	3.2	-	-	1	2.0	3	2.7
1-15	10	55.6	16	51.6	8	72.7	13	26.0	47	42.7
16-25	6	33.3	14	45.2	3	27.3	23	46.0	46	41.8
26-30	1	5.6	-	-	-	-	9	18.0	10	9.1
>31	-	-	-	-	-	-	4	8.0	4	3.6
Total	18	100.0	31	100.0	11	100.0	40	100.0	110	100.0

For example, a primary school with 70 students and six classes will only have 7 teachers including the head teacher. In this case, all teachers, including the school head will engage in full time teaching. Principals and school heads are required to teach a minimum of five periods

per week as stipulated in the Ministry of Education Circular Notice No. KPPM/5 dated 22.6.98 (Ministry of Education Malaysia, 1998). In spite of the circular, some school principals do not teach at all due to the large amount of work they have to do. Normally, in larger secondary schools, the principals' tasks are more diversified than their primary counterparts'. Although the primary school heads have to abide by the same ruling pertaining to teaching loads, their administrative work is not as demanding as those in secondary schools because some aspects of the management are centrally managed at the divisional and district education offices. This includes the preparation of teachers' monthly salaries and other financial management, which at the secondary school level is under the ambit and direct supervision of the principals.

From the information provided by the administrator respondents, most were engaged in teaching either 1 - 15 periods (47) or 16 - 25 periods (46) per week. Only three administrators reported that they did not engage in any teaching. Ten respondents taught between 26 and 30 periods per week while four taught more than 31 periods per week.

4.3.11 Teachers' facilities rating

The pattern of rating by the administrators was quite similar to that of the teachers. The majority used the second category of response, 'satisfactory' (N=80), while only 20 used the first category and ten used the third category, as shown in Table 4.22.

Table 4.22 Distribution of responses to teachers' facilities rating for administrators by schools.

Rating	Primary	%	Secondary	%	Total	%
Not satisfactory	16	26.2	4	8.2	20	18.2
Satisfactory	42	68.9	38	77.5	80	72.7
Very satisfactory	3	4.9	7	14.3	10	9.1
Total	61	100.0	49	100.0	110	100.0

In terms of schools, more primary school administrators (16) used the first category than secondary school administrators (4). Similarly, there were more secondary administrators (7) who used the third category of response than primary school administrators (3).

4.3.12 Annual performance appraisal result 1998

The distribution of administrators based on their 1998 appraisal result is shown in table 4.23 below. Most administrators (49.1%) received Horizontal with Excellent Performance (HEP) for their pay rise. The second largest group (18.2%) received Horizontal with Good Performance (HGP). This was followed by those who received the basic Horizontal result (14.5%), Diagonal (11.8%) and Vertical (6.4%) rises. No respondent received Static or without pay rise in the administrators' category.

Table 4.23 Distribution of administrators by APAR98

Result	School				Total	%
	Primary	%	Secondary	%		
Horizontal	8	13.1	8	16.3	16	14.5
HGP	11	18.0	9	18.4	20	18.2
HEP	31	50.8	23	46.9	54	49.1
Vertical	3	4.9	4	8.2	7	6.4
Diagonal	8	13.1	5	10.2	13	11.8
Total	61	100.0	49	100.0	110	100.0

4.4 Analysis of the questionnaires

The analysis of the questionnaires involved an examination of all the items used in this study. This was done by first analysing the responses to each item in each of the subscales. Reliability analysis was then conducted on the subscales. The third step was to confirm the final forms of the subscales through principal component analysis. The following subsections elaborate each of the stages of the analysis.

4.4.1 Analysis of items

The analysis of items was based on responses from teachers, rather than administrators, because of the large sample size involved. The outcomes from this analysis would also be used to finalise the scales for the administrators.

The closed-ended questions used in the survey questionnaires were divided into four sections as discussed in the previous chapter. These sections were:

- Section One - 13 items (teachers), 15 items (administrators)
- Section Two - 18 items for job in general (JiG)
- Section Three - 50 items for Job Descriptive Index (JDI)
  - Work (15 items)
  - Pay (9 items)
  - Promotion (9 items)
  - Supervision (17 items)
  - Colleagues (18 items)
- Section Four - 10 items

The ten items in section four were specifically constructed to gather respondents' evaluations of ten aspects pertaining to teaching as a career, explained in Chapter Three, as it is perceived within the Sarawak Education Department's management context.

Except for the ten items in the fourth section (Aspects), all items used a four-point Likert Scale. The responses were *strongly disagree, disagree, agree* and *strongly agree*. Each was scored 1 to 4, respectively. Negatively worded items were reverse scored, so that for all items and subscales, higher scores would indicate higher levels of satisfaction. The number of negatively worded items was 40. They were in 'job in general' (8), work (5), pay (5), promotion (4), supervision (8) and colleagues (10). Those items are shown in italics as in the Tables 4.24 - 4.30 of *Appendix VIII.*

4.4.2 Frequencies, means and standard deviations

Tables showing the frequency distributions, means and standard deviations of responses for the items in Section 2, Section 3, and Section 4 in the questionnaire are shown in Tables 4.24 - 4.30 (*Appendix VIII).*

4.4.3 Correlations between items

Correlations between items were calculated and items with weaker (<.3) and negative correlations, as shown in Tables 4.31 to 4.37 of *Appendix IX,* were considered for elimination after comparison was made with the results of the principal components analysis.

4.4.4 First reliability test

Alpha reliability coefficients were next computed for each of the subscales before any elimination of items. The results are shown in Table 4.38. From this test, two subscales, pay (0.75) and promotion (0.78) showed alpha values of less than 0.8. The other subscales showed stronger alpha values, with colleagues (0.91) the highest, followed by job in general (JiG) (0.90), aspects (0.88), work (0.87) and supervision (0.86).

Table 4.38 Coefficients alpha values from first reliability test

Subscales	No. of cases	No. of items	α-Value
JiG	776	18	0.90
Work	776	15	0.88
Pay	776	9	0.75
Promotion	776	9	0.78
Supervision	776	17	0.86
Colleagues	776	18	0.91
Aspects	776	10	0.88

4.4.5 Principal components analysis

A principal components analysis, on each subset of items, was used to assist in the final selection of items for each subscale. Component matrices for the seven subscales are shown in Tables 4.39 to 4.45 in *Appendix X*. The italicised items indicate they were eliminated from the respective subscales, because of low loadings, in conjunction with inter-item correlation results. Thus there were three items eliminated from job in general (Table 4.39), two items eliminated from the work subscale (Table 4.40), one item was eliminated from the pay subscale (Table 4.41), and two items were eliminated from the supervision (Table 4.43) subscale. The remaining subscales had all the items accepted.

4.4.6 Second reliability test

The second reliability test was conducted after the elimination for the final subscales of items based on the components analysis and correlations results. These alpha coefficients are shown in Table 4.46.

Table 4.46 Second reliability coefficients alpha values

Variables	No. of cases	No. of original items	No.of final items for analysis	No. of items rejected	α-Value
Job in General	776	18	15	3	0.90
Work	776	15	13	2	0.88
Pay	776	9	8	1	0.77
Promotion	776	9	9	Nil	0.78
Supervision	776	17	15	2	0.86
Colleagues	776	18	18	Nil	0.91
Aspects	776	10	10	Nil	0.88
Total		96	88	8	

4.4.7 Correlations between variables

Correlations between the subscales were then computed, using the final forms of the scales for both the teachers and administrators samples. The results are shown in Tables 4.47 and 4.48. These bi-variate correlations were all significant ($p<.01$) for the teachers' sample, and most were significant ($p<.05$, $p<.01$) for the administrators' sample.

Table 4.47 Correlations between the subscales for teachers (N=776)

Subscales	JiG	Work	Pay	Promotion	Supervision	Colleagues
JiG						
Work	.75**					
Pay	.27**	.42**				
Promotion	.37**	.44**	.44**			
Supervision	.45**	.50**	.26**	.29**		
Colleagues	.41**	.49**	.27**	.28**	.49**	
Aspects	.39**	.49**	.42**	.40**	.35**	.36**

** significant at the 0.01 level

Table 4.48 Correlations between the subscales for administrators (N=110)

Subscales	JiG	Work	Pay	Promotion	Supervision	Colleagues
JiG						
Work	.71**					
Pay	.36**	.54**				
Promotion	.47**	.56**	.65**			
Supervision	.38**	.36**	.19**	.19*		
Colleagues	.15	.28**	.00	.07	.16	
Aspects	.40**	.53**	.43**	.43**	.29**	.26**

**significant at the 0.01 level
* significant at the 0.05 level

4.4.8 Final form of the subscales

The seven variables in the questionnaires form the factors of teaching career satisfaction for this study. They can be categorised as intrinsic or extrinsic factors. The intrinsic factors

comprised items in the job in general (JiG) scale and items in the work subscale. The extrinsic factors comprise the four subscales in the Job Descriptive Index (JDI) together with the 'Aspects' subscale. The summary statistics for each subscale, that is the mean scores of each subscale and of the intrinsic and extrinsic factors for both teachers and administrators, are shown *in Appendix XI* (Tables 4.49 – 4.60).

Summary

This chapter has described the respondents in terms of their demographic aspects and background. For the teachers' sample, they were described under nine headings: schools, regions, gender, age, academic qualifications, professional qualifications, teaching experience, tenure in present school, teaching loads and annual performance appraisal 1998. The administrators, on the other hand, were described under the same headings together with an additional heading, tenure in senior position.

The analysis of items in the questionnaires was based on the questionnaires for the teachers' sample. The data reduction process used principal components analysis. The five final extrinsic factors were pay, promotion, supervision, colleagues and aspect. When taken together these are labelled as *Extrifacts*, abbreviating 'extrinsic factors'. The two intrinsic factors were job in general and work. When taken together these are labelled as *Intrifacts*, abbreviating 'intrinsic factors'.

CHAPTER FIVE

Data Analysis and Research Findings

Part Two:

Relationships between Background and Demographic Variables and Levels of Satisfaction

Introduction

This chapter presents the second part of the data analysis. It examines the relationships between the background and demographic variables on the one hand and the levels of satisfaction of respondents on the other. The chapter comprises six main sections. The first three sections are comparisons of levels of satisfaction based on the three major background variables – schools (primary and secondary), regions (rural and urban) and gender. The fourth and fifth sections investigate the relationships between career satisfaction and the variables age, academic qualifications, professional qualifications, teaching experience, tenure at present school, annual performance appraisal result for 1998, teachers' rating of schools' facilities, teaching loads and tenure in the senior positions (for administrators only). The sixth section is an analysis using multiple regression which investigates the predictability of *Extrifacts* and *Intrifacts* for teachers using eleven predictor variables and twelve predictor variables for administrators. The final section is the summary of the chapter.

5.1 Comparison by schools (primary and secondary)

The comparison of levels of career satisfaction among respondents in this study includes 356 primary school teachers, 420 secondary school teachers, 61 primary school administrators and 49 secondary school administrators. The following four subsections present the mean scores for both the extrinsic and intrinsic factors for teachers and administrators, first in primary schools, then in secondary schools.

5.1.1 Teachers and the extrinsic factors – primary and secondary

The extrinsic factors of teachers' career satisfaction involve the subscales pay, promotion, supervision, colleagues and aspects. This comparison presents the mean scores for each of the five subscales, and the total formed by aggregating them. This total is referred to as '*Extrifacts*'. Table 5.1 gives mean scores of the subscales and *Extrifacts* for primary and secondary school teachers.

The mean scores on the total *Extrifacts* for the primary school teachers (201.1) is higher than that for secondary school teachers (191.2). This pattern is consistent across all five subscales, as shown in Table 5.1 below. Thus in all extrinsic factors of satisfaction, including the overall total, primary school teachers report higher levels of satisfaction than secondary school teachers.

Table 5.1 Mean scores for extrinsic factors of primary and secondary school teachers

Factors	Category of schools	
	Primary	Secondary
Pay	19.4	18.9
Promotion	22.6	21.3
Supervision	45.7	44.3
Colleagues	56.0	53.3
Aspects	57.4	53.5
Extrifacts	201.1	191.2

5.1.2 Teachers and the intrinsic factors – primary and secondary

The intrinsic factors involve the two subscales job in general (JiG) and work. This comparison presents the mean score for each of these two subscales, and the total formed by aggregating them. This total is referred as '*Intrifacts*'. Once again, the mean score on *Intrifacts* for primary school teachers (88.9) is higher than that for secondary school teachers (83.8). Again, this pattern is also consistent across each of the two subscales as shown in Table 5.2 below. Thus in both intrinsic factors of satisfaction, and the overall total, primary school teachers report higher levels of satisfaction than secondary school teachers.

Table 5.2 Mean scores for intrinsic factors of primary and secondary school teachers

Factors	Category of schools	
	Primary	Secondary
JiG	49.4	46.5
Work	39.5	37.3
Intrifacts	88.9	83.8

5.1.3 Administrators and the extrinsic factors – primary and secondary

The mean score on the total *Extrifacts* for primary school administrators (205.3) is higher than that for secondary school administrators (194.5). This pattern is also consistent across all five subscales as shown in Table 5.3 below. As with teachers, in all extrinsic factors of satisfaction, including the overall total, primary school administrators report higher levels of satisfaction than secondary school administrators.

Table 5.3 Mean scores for extrinsic factors of primary and secondary school administrators

Factors	Category of schools	
	Primary	Secondary
Pay	20.5	19.6
Promotion	23.9	21.9
Supervision	46.4	45.2
Colleagues	55.3	53.5
Aspects	59.2	54.4
Extrifacts	205.3	194.5

5.1.4 Administrators and the intrinsic factors – primary and secondary

The mean score on the total *Intrifacts* for primary school administrators (88.7) is higher than that for secondary school administrators (83.8). Once again, this pattern is consistent across each of the two subscales as shown in Table 5.4. Thus in both intrinsic factors of satisfaction, and the overall total, primary school administrators report higher levels of satisfaction than secondary school administrators.

Table 5.4 Mean scores for intrinsic factors of primary and secondary school administrators

Factors	Category of schools	
	Primary	Secondary
Work	39.8	38.0
JiG	48.9	45.7
Intrifacts	88.7	83.8

5.2 Comparison by regions (rural and urban)

The rural-urban setting of schools in Sarawak is a significant issue in its own right. This is especially so when dealing with teachers' placement and posting. The differences between urban and rural schools are important in terms of infrastructure, educational facilities and the allocation of teachers. As has been discussed in the first chapter, rural schools in Sarawak are normally staffed with untrained teachers as well as with beginning and inexperienced teachers.

The following four subsections provide a comparison of the findings by using the mean scores of the extrinsic and intrinsic factors for both teachers and administrators from rural and urban areas.

5.2.1 Teachers and the extrinsic factors – rural and urban

The mean scores on the total *Extrifacts* for rural teachers (196.8) is higher than that for urban teachers (193.8). The rural teachers also indicated higher mean scores in promotion (22.1) and aspects (56.3) but lower in pay (19.0). Both rural and urban teachers showed the same mean scores for supervision (44.9) and colleagues (54.5). The urban teachers' mean scores for pay, promotion and aspects are 19.3, 21.5 and 53.6 respectively.

Table 5.5 Mean scores for extrinsic factors of rural and urban teachers

Factors	Regions of schools	
	Rural	Urban
Pay	19.0	19.3
Promotion	22.1	21.5
Supervision	44.9	44.9
Colleagues	54.5	54.5
Aspects	56.3	53.6
Extrifacts	196.8	193.8

To see whether these rural-urban differences are present in both primary and secondary schools, the total score (*Extrifacts*) is used. The mean scores on the total *Extrifacts* for rural primary school teachers (201.8) is higher than that for urban primary school teachers (199.7). Similarly, the mean scores on the total *Extrifacts* for rural secondary school teachers (192.4) is

higher than that for urban secondary school teachers (189.2). Thus the pattern of teachers reporting higher levels of satisfaction in rural areas is present for both primary and secondary schools.

5.2.2 Teachers and the intrinsic factors – rural and urban

The mean score on the *Intrifacts* for rural teachers (87.3) is higher than that of the urban teachers (84.1). This pattern is consistent across each of the two subscales as shown in Table 5.6 below. Thus in both intrinsic factors of satisfaction and the overall total, rural teachers report higher levels of satisfaction than urban teachers.

Table 5.6 Mean scores for the intrinsic factors of rural and urban teachers

Factors	Regions of schools	
	Rural	Urban
JiG	48.7	46.3
Work	38.6	37.8
Intrifacts	87.3	84.1

Again, to see whether these rural-urban differences are present in both primary and secondary schools, the total score (*Intrifacts*) is used. The mean score on the total *Intrifacts* for rural primary school teachers (90.5) is higher than that of urban primary school teachers (85.8). The mean score on *Intrifacts* for the rural secondary school teachers (84.4) is also higher than that of the urban secondary school (82.9). Thus the pattern of higher levels of satisfaction in rural areas is again present for both primary and secondary schools.

5.2.3 Administrators and the extrinsic factors – rural and urban

The mean score on the total *Extrifacts* for the rural administrators (203.3) is higher than that of the urban administrators (192.7). The pattern is consistent across all five subscales as shown in Table 5.7 below. In all extrinsic factors of satisfaction, therefore, including the overall total, rural administrators report higher levels of satisfaction than urban administrators.

Table 5.7 Mean scores for the extrinsic factors of rural and urban administrators

Factors	Regions of schools	
	Rural	Urban
Pay	20.2	19.8
Promotion	23.4	22.0
Supervision	46.2	44.9
Colleagues	55.2	52.5
Aspects	58.4	53.5
Extrifacts	203.3	192.7

To see whether these rural-urban differences are present in both primary and secondary schools, the total score (*Extrifacts*) is used. The mean score on the total *Extrifacts* for rural primary school administrators (207.4) is higher than that for urban primary school administrators (195.8). Similarly, the mean score on the total *Extrifacts* for rural secondary school administrators (196.7) is higher than that of the urban secondary school administrators (190.78). Thus the pattern is present for both primary and secondary schools.

5.2.4 Administrators and the intrinsic factors – rural and urban

The mean score on the total *Intrifacts* for rural administrators (88.6) is higher than that of the urban administrators (80.6). This is also consistent across each of the two subscales as shown in Table 5.8 below. Thus in both intrinsic factors of satisfaction and the overall total, rural administrators report higher levels of satisfaction than urban administrators.

Table 5.8 Mean scores for the intrinsic factors of urban and rural administrators

Factors	Regions of schools	
	Rural	Urban
JiG	49.0	43.3
Work	39.7	37.3
Intrifacts	88.6	80.6

To see whether these rural-urban differences are present in both primary and secondary schools, the total score (*Intrifacts*) is used. The mean scores on the total *Intrifacts* for rural primary school administrators (90.6) is higher than that of urban primary school administrators (80.3). Similarly, the mean score on the total *Intrifacts* for rural secondary school

administrators (85.5) is higher than that of urban secondary school administrators (80.8). Thus the pattern is present for both primary and secondary schools.

5.3 Comparison by gender

This section examines the mean scores for both the extrinsic and intrinsic factors for male and female teachers and administrators respectively. This will also be examined in terms of the category of schools and regions.

5.3.1 Teachers and the extrinsic factors – male and female

The mean score on the total *Extrifacts* for male teachers (197.8) is higher than that of female teachers (194.6). Except for pay, this pattern is consistent across the four subscales as shown in Table 5.9 below. Thus in four extrinsic factors of satisfaction, and the overall total, male teachers report higher levels of satisfaction than female teachers.

Table 5.9 Mean scores for extrinsic factors of male and female teachers

Factors	Gender	
	Male	Female
Pay	18.6	19.4
Promotion	22.0	21.9
Supervision	45.6	44.6
Colleagues	54.9	54.3
Aspects	56.8	54.5
Extrifacts	197. 8	194.6

To see whether these gender differences are present in both primary and secondary schools, the total score *Extrifacts* is used. The mean scores on the total *Extrifacts* for male primary teachers (202.7) is higher than that of female primary teachers (200.3). Similarly, the mean score on the total *Extrifacts* for male secondary teachers (194.0) is higher than that of female secondary teachers (189.5). Thus the pattern of gender differences is present for both primary and secondary schools.

A similar approach is used to see whether these gender differences are present in both rural and urban schools. The mean score on the total *Extrifacts* for male rural teachers (197.5) is higher than that for female rural teachers (196.4). The mean score on the total *Extrifacts* for

male urban teachers (198.7) is higher than that of female urban teachers (192.1). Thus this pattern of gender differences is also present in both rural and urban schools.

5.3.2 Teachers and the intrinsic factors – male and female

The mean score on the total *Intrifacts* for male teachers (87.2) is higher than that of female teachers (85.6). Again, this is consistent across each of the two subscales as shown in Table 5.10 below. Thus in both intrinsic factors of satisfaction and the overall total, male teachers report higher levels of satisfaction than female teachers.

Table 5.10 Mean scores for intrinsic factors of male and female teachers

Factors	Gender	
	Male	Female
JiG	48.4	47.5
Work	38.8	38.1
Intrifacts	87.2	85.6

To see whether these gender differences are present in both primary and secondary schools, the total score (*Intrifacts*) is used. The mean score on the total *Intrifacts* for male primary school teachers (90.0) is higher than that of female primary school teachers (88.3). Similarly, the mean score on the total *Intrifacts* for male secondary school teachers (85.0) is higher than that of female secondary school teachers (83.1). Again, therefore, the pattern is present in both primary and secondary schools.

In terms of regions, the mean score on the total *Intrifacts* for male rural teachers (87.2) is fractionally lower than, but almost identical to, that of female rural teachers (87.4). The mean score on the total *Intrifacts* for male urban teachers (87.0) is however higher than that of female urban teachers (83.2). Thus the gender difference of males being more satisfied than females may be truer for urban areas than rural areas.

5.3.3 Administrators and the extrinsic factors – male and female

The mean scores on the total *Extrifacts* for male administrators (201.9) is higher than that of female administrators (197.3). Except with pay and promotion, this pattern is consistent across all the other three subscales as shown in Table 5.11 below. The mean score on pay for male administrators (20.0) is slightly lower than that of female administrators (20.1) and the mean score on promotion (23.0) is level for both male and female administrators. Thus in most aspects of the extrinsic factors of satisfaction, including the overall total, male administrators report higher levels of satisfaction than the female administrators.

Table 5.11 Mean scores for the extrinsic factors of male and female administrators

Factors	Gender	
	Male	Female
Pay	20.0	20.1
Promotion	23.0	23.0
Supervision	46.3	44.9
Colleagues	54.9	53.3
Aspects	57.6	55.9
Extrifacts	201.9	197.3

To see whether these gender differences are present in both primary and secondary schools, the total score (*Extrifacts*) is used. The mean score on the total *Extrifacts* for male primary school administrators (205.6) is higher than that of female primary school administrators (204.4). Similarly, the mean scores on the total *Extrifacts* for male secondary school administrators (196.7) is higher than that of female secondary administrators (190.1). Thus the pattern is present in both primary and secondary schools.

For comparison by regions, a similar approach is used to see whether gender differences are present in both rural and urban schools. The mean score on the total *Extrifacts* for male rural administrators (204.5) is higher than that of female rural administrators (199.4). On the other hand, the total mean score on the *Extrifacts* for male urban administrators (191.5) is lower than that of female urban administrators (194.2). Thus the gender difference of males being more

satisfied than females in the case of administrators, may be truer for rural areas than urban areas.

5.3.4 Administrators and the intrinsic factors – male and female

The mean scores on the total *Intrifacts* for male administrators (87.0) is higher than that of female administrators (85.4). This pattern is consistent across each of the two subscales as shown in Table 5.12 below. Thus, in the intrinsic factors of satisfaction, and the overall total, male administrators report higher levels of satisfaction than female administrators.

Table 5.12 Mean scores for the intrinsic factors of male and female administrators

Factors	Gender	
	Male	Female
JiG	47.6	47.3
Work	39.4	38.1
Intrifacts	87.0	85.4

To see whether these gender differences are present in both primary and secondary schools, the total score (*Intrifacts*) is used. The mean score on the total *Intrifacts* for male primary school administrators (89.2) is higher than that of female primary school administrators (87.3). Similarly, the mean score on the total *Intrifacts* for male secondary school administrators (83.9) is higher than that of female secondary school administrators (83.5). Thus the pattern is also present in both primary and secondary schools.

A similar approach is used to determine whether these gender differences are also present in both rural and urban schools. The mean score on the total *Intrifacts* for male rural administrators (88.8) is fractionally higher than that of the female rural schools (88.1). On the other hand, the mean score on the total *Intrifacts* for male urban administrators (80.0) is lower than that of the female urban administrators (81.4). Thus the pattern is not consistent in both rural and urban schools.

5.4 Relationship between extrinsic factors and continuous variables

This section examines the relationships between the extrinsic factors of satisfaction and the continuous background variables. These variables are age, academic qualifications, professional qualifications, teaching experience, tenure at present school, the annual performance appraisal result 1998, teachers' facilities rating, teaching loads and tenure in senior positions.

Correlation coefficients are used and are reported first for teachers, and then for administrators.

5.4.1 Age

The age range of teachers and administrators is in three categories in this study – less than 30 years, 31- 40 years and more than 41 years. Teachers below the age of 30 are normally referred to as beginning teachers. The entry age into the teaching profession is between 24 and 28 years. Emplacement into permanency normally will take effect after 10 years in the service. In terms of promotion, certain exceptional cases permit teachers in the second age category (31 - 40 years) to be promoted provided they have been confirmed in their service. Promoting teachers who are 40 years and above is a normal practice. College-trained teachers or the non-graduate teachers are normally promoted much earlier than the graduate teachers because there are more subsequent promotional positions for them compared to for the graduate teachers. This was discussed in the first chapter.

5.4.1.1 Teachers

The correlation between the total *Extrifacts* and age is not significant (r=.02). The result is similar for the five extrinsic factors of satisfaction except for promotion where the promotion-age correlation is negative and significant, though small (r=-.09, p<.05). Table 5.13 shows details of the correlations.

Table 5.13 Correlations between extrinsic factors and age for teachers (N=776)

Factors	Correlation
Pay	. 01
Promotion	-. 09*
Supervision	-. 02
Colleagues	. 04
Aspects	. 05
Extrifacts	. 02

* Significant at the .05 level

The significant correlation between the promotion subscale of satisfaction and age indicates that older teachers have slightly lower satisfaction levels in relation to promotion.

5.4.1.2 Administrators

The correlations between the extrinsic factors of satisfaction and age for the administrators are shown in Table 5.14. The supervision-age correlation is negative and significant (r=-.19, p<.05). The rest of the correlations are not significant, including the correlation between age and the total *Extrifacts*.

Table 5.14 Correlations between extrinsic factors and age for administrators (N=110)

Factors	Correlation
Pay	-.01
Promotion	.05
Supervision	-.19*
Colleague	.01
Aspects	.03
Extrifacts	-.01

*Significant at the .05 level

The significant correlation between the supervision subscale of satisfaction and age indicates that older administrators have lower levels of satisfaction in relation to supervision.

5.4.2 Academic qualifications

The academic qualifications refer to the highest academic qualifications attained and reported in this study by respondents. The responses are in five categories for the teachers' sample and in six categories for the administrators' sample. Lower Certificate of Education (LCE) is the lowest qualification and doctorate degree is the highest qualification for the administrators, with masters degree being the highest for the teachers.

The Lower Certificate of Education (LCE) (English medium), the *Sijil Rendah Pelajaran* (SRP) (Malay medium) or the Sarawak Junior Certificate (SJC) were the minimum academic qualifications for teaching in the early seventies in the state of Sarawak. After 1979, the minimum qualification was upgraded to either the Malaysian Certificate of Education (MCE) (English medium) or the *Sijil Pelajaran Malaysia* (SPM) (Malay medium). Both were considered equivalent to the Senior Cambridge (SC) or the 'O' level in the English education system. In this study both types of instruction are reported by respondents although all English medium instruction ceased in the 1980s. Today the LCE and the SRP are not common as these qualifications were phased out in the mid-1970s. The majority of the non-graduate teachers and administrators involved in this study have MCE/SPM/SC ('O'- Level) qualifications.

5.4.2.1 Teachers

The correlation between the total *Extrifacts* and academic qualifications is negative and significant (r=-.17, p<.01). Correlations between the five subscales of the extrinsic factors of satisfaction and academic qualifications are also negative as shown in Table 5.15 below. However, the correlation between the pay subscale and academic qualifications is not significant whereas the rest of the correlations are all significant.

Table 5.15 Correlations between extrinsic factors and academic qualifications for teachers (N=776)

Factors	Correlation
Pay	-.07
Promotion	-.10**
Supervision	-.08*
Colleague	-.10**
Aspects	-.18**
Extrifacts	-.17**

*significant at the .05 level
**significant at the .01 level

These negative correlations thus indicate that teachers with higher academic qualifications have lower levels of career satisfaction across most subscales of the extrinsic factors of satisfaction and the overall total.

5.4.2.2 Administrators

The correlations between the extrinsic factors of satisfaction and academic qualifications for administrators show a similar in pattern to those for teachers. The correlation between the total *Extrifacts* and academic qualifications is negative and significant (r=.34, p<.01). Table 5.16 shows the correlations between the extrinsic factors and academic qualifications for the administrators.

Table 5.16 Correlations between extrinsic factors and academic qualifications for administrators (N=110)

Factors	Correlation
Pay	-.14
Promotion	-.25**
Supervision	-.20*
Colleagues	-.12
Aspects	-.31**
Extrifacts	-.34**

*significant at the .05 level
**significant at the .01 level

The correlations with all subscales are also negative, but those for pay and colleagues do not reach significance. Thus administrators with higher academic qualifications have lower career satisfaction, both in general and across most subscales of the extrinsic factors of satisfaction.

5.4.3. Professional qualifications

There are five categories of professional qualifications used in this study. They are the Certificate of Education or the Teaching Certificate, Diploma of Education, Advanced Diploma of Education, Malaysian Diploma of Education and the Bachelor of Education. However, for the administrators, only four categories of responses are recorded because none of them reported having an advanced diploma of education. Teachers in Malaysia may have one or more of these qualifications as a condition to be admitted into the teaching profession managed by the Ministry of Education Malaysia. In addition to their degree, graduates must have either a Diploma or Certificate of Education to be recognised as trained graduate teachers. The non-graduate teachers, on the other hand, with the stated minimum academic qualifications, have either a Teaching Certificate, Certificate of Education or the Malaysian

Diploma of Education. The Bachelor of Education degree is quite a new professional qualification offered by universities in Malaysia and is now recognised as a single entry qualification into the teaching profession in Malaysia. The next two subsections examine the correlations between the extrinsic factors of satisfaction and professional qualifications.

5.4.3.1 Teachers

The correlation between the total *Extrifacts* and professional qualifications is negative and significant (r=-.09, p<.05). Except for pay, the other four correlations are also negative as shown in Table 5.17, but only that for aspects is significant (r=-.11, p<.01).

Table 5.17 Correlations between extrinsic factors and professional qualifications for teachers (N=776)

Factors	Correlation
Pay	.01
Promotion	-.04
Supervision	-.05
Colleagues	-.04
Aspects	-.11**
Extrifacts	-.09*

*significant at the .05 level
**significant at the .01 level

These negative correlations between most of the extrinsic factors of satisfaction and professional qualifications suggest that teachers with higher professional qualifications have lower satisfaction levels.

5.4.3.2 Administrators

The correlation between the extrinsic factors of satisfaction and professional qualifications for administrators are similar to those for teachers. The correlation between the total *Extrifacts* and professional qualifications is negative and significant (r=-.30, p<.01). The correlation between the aspects extrinsic factor and professional qualifications is also negative and significant (r=-.28, p<.01) as shown in Table 5.18.

Table 5.18 Correlation between extrinsic factors and professional qualifications for administrators (N=110)

Factors	Correlation
Pay	-.06
Promotion	-.18
Supervision	-.16
Colleagues	-.16
Aspects	-.28**
Extrifacts	-.30**

**significant at the .01 level .

The correlations between the other four subscales of the extrinsic factors of satisfaction and professional qualifications are negative but not significant. As for teachers these results show that administrators with higher professional qualifications have lower levels of satisfaction.

5.4.4 Teaching experience

Teaching experience refers to the number of years respondents have been in the teaching profession as qualified and trained teachers. There are four categories of responses – less than 5 years, 6 - 15 years, 16 - 30 years and more than 31 years. These four categories fit the general guiding principles relating to the appointment, confirmation of service, promotion and emplacement into permanency of teachers as practised in the Ministry of Education, Malaysia. Beginning teachers in Malaysia are normally confirmed in their service after serving for at least three years upon fulfilling all requirements, which includes undergoing and satisfactorily completing a compulsory induction course. Teachers can then be made permanent after 10 years in the service when they are eligible for a pensionable scheme of service as stipulated in the Malaysian public service regulations. As far as promotion policy is concerned, teachers can only be considered for any promotion after they have been confirmed in their service (as teachers). Permanency is not a requirement for consideration in the promotion practice.

5.4.4.1 Teachers

The correlation between the total *Extrifacts* and teaching experience (r=.04) is not significant. The correlation between the promotion subscale of the extrinsic factors and teaching

experience is however negative and significant (r=-.08, p<.05). The correlations between the rest of the subscales and teaching experience are not significant as shown in Table 5.19.

Table 5.19 Correlations between extrinsic factors and teaching experience for teachers (N=776)

Factors	Correlation
Pay	.01
Promotion	-.08*
Supervision	.01
Colleagues	.05
Aspects	.05
Extrifacts	.04

*significant at the .05 level

The negative correlation between the promotion subscale and teaching experience indicates that teachers with longer years in the teaching service have lower levels of satisfaction with regard to promotion.

5.4.4.2 Administrators

The correlation between the total *Extrifacts* and teaching experience (r=.08) for administrators is not significant, nor are the correlations between all the subscales of extrinsic factors and teaching experience for administrators.

Table 5.20 Correlations between teaching experience and extrinsic factors for administrators (N=110)

Factors	Correlation
Pay	.09
Promotion	.07
Supervision	-.02
Colleagues	.01
Aspects	.10
Extrifacts	.08

5.4.5 Tenure in present school

Tenure in present school refers to the number of years teachers and administrators had been serving the present school when this study was conducted. This could be the same as their teaching experience if they had not been transferred to other schools or stations since their first appointment. Categories of responses are the same as for teaching experience.

5.4.5.1 Teachers

The correlation between the total *Extrifacts* and tenure at present school (r=.01) is not significant. The correlation between the promotion subscale of the extrinsic factors and tenure at present school is however negative and significant (r=-.11, p<.01) whereas the correlations with the rest of the subscales are not significant, as shown in Table 5.21.

Table 5.21 Correlations between extrinsic factors and tenure in present school for teachers (N=776)

Factors	Correlation
Pay	- .03
Promotion	- .11**
Supervision	.02
Colleagues	.07
Aspects	.02
Extrifacts	.01

**significant at the .01 level

This negative correlation between the promotion subscale of the extrinsic factors and tenure at present school indicates that teachers who have served longer years at their present schools have lower levels of satisfaction in relation to promotion.

5.4.5.2 Administrators

The correlations between the total *Extrifacts* and tenure at present school for administrators is not significant (r=.11). However, the correlation between the colleagues subscale and tenure at present school is positive and significant (r=.20, p<.05) as shown in Table 5.22.

Table 5.22 Correlations between extrinsic factors and tenure in present school for administrators (N=110)

Factors	Correlation
Pay	-.07
Promotion	-.06
Supervision	.04
Colleagues	.20*
Aspects	.12
Extrifacts	.11

*significant at the .05 level

The correlations between tenure in present school and the rest of the extrinsic factors of satisfaction are not significant. The significant correlation between the colleagues factor and

tenure at present school indicates that administrators who have been in their present school longer have higher levels of satisfaction in relation to colleagues.

5.4.6 Annual performance appraisal result 1998

The annual performance appraisal result 1998 (APAR98) refers to the results of the annual performance evaluation result of 1998 for both teachers and administrators. These results determined their pay for 1999, when this survey was conducted. The responses of this variable are based on the official result from in the Sarawak Education Department. The responses are in ascending order – static, horizontal with good performance (HGP), horizontal with excellent performance (HEP), horizontal, vertical and diagonal.

For the purpose of this part of the analysis, 698 cases are used out of the 776 cases for teachers. This is because of the omission of 78 cases with missing data on this variable. The number of cases for the administrators remains at 110.

5.4.6.1 Teachers

The correlation between the total *Extrifacts* and annual performance appraisal result 1998 is negative and significant (r=-.15, p<.01). The correlations between the promotion, supervision and aspects subscales of satisfaction and APAR98 are also negative and significant as shown in Table 5.23.

Table 5.23 Correlations between extrinsic factors and APAR1998 for teachers (N=698)

Factors	Correlation
Pay	-.06
Promotion	-.08*
Supervision	-.09*
Colleagues	-.07
Aspects	-.15**
Extrifacts	-.15**

*significant at the .05 level
**significant at the .01 level

These significant correlations indicate that teachers who have been awarded better appraisal results for 1998 have lower levels of satisfaction in relation to the overall total *Extrifacts* including the promotion, supervision and aspects extrinsic factors.

5.4.6.2 Administrators

The correlation between the total *Extrifacts* and APAR98 for administrators (r=-.09) is negative and not significant. The rest of the correlations are also not significant as shown in Table 5.24 below.

Table 5.24 Correlations between APAR1998 and extrinsic factors for administrators (N=110)

Factors	Correlation
Pay	.01
Promotion	.01
Supervision	-.04
Colleagues	.04
Aspects	-.15
Extrifacts	-.09

5.4.7 Teachers' facilities rating

The teachers' facilities rating refers to teachers' overall perception and evaluation of the facilities available in their schools. These include all aspects of the educational infrastructure made available to the school. Three categories of responses are provided – not satisfactory, satisfactory and very satisfactory.

5.4.7.1 Teachers

The correlation between the total *Extrifacts* and teachers' facilities rating is positive and significant (r=.30, p<.01). The correlations between all five subscales and teachers' facilities rating are positive and significant as shown in Table 5.25 below.

Table 5.25 Correlation between extrinsic factors and teachers' facilities rating for teachers (N=776)

Factors	Correlation
Pay	.18**
Promotion	.16**
Supervision	.20**
Colleagues	.17**
Aspects	.28**
Extrifacts	.30**

**significant at the .01 level

These positive and significant correlations between the total *Extrifacts* and all subscales and teachers' facilities rating indicate that teachers who have rated the facilities higher have higher levels of extrinsic satisfaction.

5.4.7.2 Administrators

The correlation between the total *Extrifacts* and teachers' facilities rating for administrators is also positive and significant (r=.23, p<.01). As shown in Table 5.26 below, the correlations between the five subscales and teachers' facilities rating are all positive but only significant for the aspects subscale (r=.24, p<.05).

Table 5.26 Correlations between extrinsic factors and teachers' facilities rating for administrators (N=110)

Factors	Correlation
Pay	.18
Promotion	.10
Supervision	.07
Colleagues	.05
Aspects	.24*
Extrifacts	.23*

*significant at the .05 level

The pattern of these positive correlations between the extrinsic factors of satisfaction and teachers' facilities rating for administrators, indicates that administrators who have rated facilities higher have higher levels of satisfaction.

5.4.8 Teaching loads

Teaching loads refers to the number of teaching periods per week that teachers and administrators are assigned to teach. Their responses are categorised as follows – no periods, 1 - 15 periods, 16 - 25 periods, 26 - 30 periods and more than 31 periods. As already explained in an earlier chapter, teaching periods have different duration in secondary and primary schools. For primary school, time allocation per teaching period is 30 minutes while for secondary school it is 40 minutes.

5.4.8.1 Teachers

The correlation between the total *Extrifacts* and teaching loads for the teachers is positive and significant (r=.10, p<.01). The correlations between the five subscales and teaching loads are also positive, and significant for promotion (r=.10, p<.01), colleagues (r=.16, p<.01) and supervision (r =.09, p<.05) as shown in Table 5.27.

Table 5.27 Correlations between extrinsic factors and teaching loads for teachers (N=776)

Factors	Correlation
Pay	.04
Promotion	.10**
Supervision	.09*
Colleagues	.16**
Aspects	.04
Extrifacts	.10**

*significant at the .05 level
**significant at the .01 level

This pattern indicates that teachers with higher teaching loads have higher levels of satisfaction.

5.4.8.2 Administrators

The overall correlation between the total *Extrifacts* and teaching loads for administrators (r=.09) is not significant. However, the correlation between the aspects subscale and teaching loads is negative and significant (r=-.21, p<.05), while the correlation between the supervision subscale and teaching loads is positive and significant (r=.24, p<.05). The correlations between the other three subscales and teaching loads are not significant as shown in Table 5.28 below.

Table 5.28 Correlation between extrinsic factors and teaching loads for administrators (N=110)

Factors	Correlation
Pay	-.01
Promotion	-.15
Supervision	.24*
Colleagues	.08
Aspects	-.21*
Extrifacts	.09

*significant at the .05 level

The negative correlation between the aspects subscale and teaching loads indicates that administrators with higher teaching loads have lower levels of satisfaction. However, the positive correlation between the supervision subscale and teaching loads shows that administrators with higher teaching loads report higher levels of satisfaction.

5.4.9 Tenure in senior position

Tenure in senior position refers to the number of years the administrators have been in their present senior position. As mentioned in the first chapter, those in this category of respondents are not necessarily promoted teachers. Some administrators are only assuming duties on an 'acting basis' until the position is filled with the actual promoted teacher. The responses to this variable are in four categories – less than 5 years, 6 - 10 years, 11 - 20 years and more than 21 years.

5.4.9.1 Administrators

There is no significant relationship between the total *Extrifacts*, or the five subscales and tenure in senior position for administrators.

Table 5.29 Correlation between extrinsic factors and tenure in senior position for administrators (N=110)

Factors	Correlation
Pay	.06
Promotion	.15
Supervision	-.16
Colleagues	.07
Aspects	.07
Extrifacts	.07

Despite the lack of statistical significance, the strongest correlations are with promotion, which is positive (suggesting that the longer the tenure in present position, the higher the satisfaction in this respect) and with supervision, which is negative (suggesting that the longer the tenure, the lower the satisfaction in this respect).

5.5 Relationships between intrinsic factors and continuous variables

Using the same continuous variables, this section examines the relationships between them and the intrinsic factors of satisfaction. The intrinsic factors include job in general and work.

5.5.1 Age

The three age categories used for the both teacher and administrator respondents in this section are the same as those previously used in section 5.4.1.

5.5.1.1 Teachers

The correlation between the total *Intrifacts* and age for teachers (r=-.06) is not significant (-.06). The correlations between the subscales and age are both negative but only the correlation with JiG (r=-.07), p<.05) is significant as shown in Table 5.30 below.

Table 5.30 Correlation between intrinsic factors and age for teachers (N=776)

Factors	Correlation
JiG	-.07*
Work	-.03
Intrifacts	-.06

*significant at the .05 level

This negative correlation between the job in general and age for teachers indicates that the older teachers have lower levels of satisfaction in relation to their job in general.

5.5.1.2 Administrators

The correlation between the total *Intrifacts* and age for administrators (r=-.04) is not significant. Neither of the subscales correlate significantly with age as shown in Table 5.32.

Table 5.31 Correlation between intrinsic factors and age for administrators (N=110)

Factors	Correlation
JiG	-.09
Work	.03
Intrifacts	-.04

5.5.2 Academic qualifications

Categories of academic qualifications used in this analysis are the same as those used in section 5.4.2.

5.5.2.1 Teachers

The correlation between the total *Intrifacts* and academic qualifications for teachers is negative and significant (r=-.15, p<.01). This result is consistent for both job in general and the work subscales as shown in Table 5.34 below.

Table 5.32 Correlation between intrinsic factors and academic qualifications for teachers (N=776)

Factors	Correlation
JiG	-.13**
Work	-.14**
Intrifacts	-.15**

**significant at the 0.01 level

These correlations indicate that teachers with higher academic qualifications have lower levels of satisfaction with regard to their work.

5.5.2.2 Administrators

The correlation between the total *Intrifacts* and academic qualifications for administrators is also negative and significant (r=-.23, p>.05). Again, this result is consistent for both the job in general and work subscales as shown in Table 5.35.

Table 5.33 Correlation between intrinsic factors and academic qualifications for administrators (N=110)

Factors	Correlation
JiG	-.22*
Work	-.21*
Intrifacts	-.23*

*significant at the 0.05 level

As with teachers, these negative correlations indicate that administrators with higher academics qualifications have lower levels of satisfaction.

5.5.3 Professional qualifications

The professional qualifications for teachers included of all the five categories as discussed in section 5.4.3. The administrators fell into four categories, excluding the advanced Diploma of Education qualification.

5.5.3.1 Teachers

The correlation between the total *Intrifacts* and the professional qualifications for teachers is negative and not significant (r=-.06). Neither of the subscales correlate significantly with professional qualifications as shown in Table 5.34.

Table 5.34 Correlation between intrinsic factors and professional qualifications for teachers (N=776)

Factors	Correlation
JiG	-.07
Work	-.05
Intrifacts	-.06

5.5.3.2 Administrators

The correlation between the total *Intrifacts* and professional qualifications for administrators is negative and significant (r=-.19, p<.05). This result is essentially consistent for both the job in general and work subscales as shown in Table 5.35 below.

Table 5.35 Correlation between intrinsic factors and professional qualifications for administrators (N=110)

Factors	Correlation
JiG	-.18
Work	-.17
Intrifacts	-.19*

*significant at the 0.05 level

These negative correlations indicate that administrators with higher professional qualifications have lower levels of satisfaction.

5.5.4 Teaching experience

Using the teaching experience variable as used in the extrinsic factors analysis, this section investigates its correlations with the intrinsic factors for both teachers and administrators.

5.5.4.1 Teachers

The correlation between the total *Intrifacts* and teaching experience for teachers is negative and not significant (*r*=-.01). Neither of the subscales correlates significantly with teaching experience as shown in Table 5.36 below.

Table 5.36 Correlation of intrinsic factors and teaching experience for teachers (N=776)

Factors	Correlation
JiG	-.02
Work	.01
Intrifacts	-.01

5.5.4.2 Administrators

The correlation between the total *Intrifacts* and teaching experience for administrators is positive but not significant (*r*=.12). The pattern is consistent for both the job in general and work subscales as shown in Table 5.37 below.

Table 5.37 Correlation between intrinsic factors and teaching experience for administrators (N=110)

Factors	Correlation
JiG	.09
Work	.13
Intrifacts	.12

5.5.5 Tenure in present school

The categories of responses for this variable, as explained earlier are the same as those for teaching experience – less than 5 years, 6 - 15 years, 16 - 30 years and more than 31 years.

5.5.5.1 Teachers

The correlation between the total *Intrifacts* and tenure in present school for teachers is negative and not significant (*r*=-.01). Neither of the subscales correlates significantly with tenure in present school as shown in Table 5.38 below.

Table 5.38 Correlations between intrinsic factors and tenure in present school for teachers (N=776)

Factors	Correlation
JiG	-.03
Work	.01
Intrifacts	-.01

5.5.5.2 Administrators

The correlation between the total *Intrifacts* and tenure in present school for administrators (r=-.14) is negative but not significant. However, the correlation between the job in general subscale and tenure in present school for administrators is significant and also negative (r=-.22, p<.05) as shown in Table 5.39 below.

Table 5.39 Correlation between intrinsic factors and tenure in present school for administrators (N=110)

Factors	Correlation
Jig	-.22*
Work	-.02
Intrifacts	-.14

*significant at the 0.05 level

This negative correlation indicates that administrators who have served longer in the present school have lower levels of satisfaction in relation to their job in general.

5.5.6 Annual performance appraisal result 1998

Similar to the correlation analysis for the extrinsic factors, the analysis of relationships between the intrinsic factors and annual performance appraisal result 1998 (APAR98) is based on 698 cases for the teachers' category after the omission of missing data. The number of cases for the administrators remains 110.

5.5.6.1 Teachers

The correlation between the total *Intrifacts* and APAR98 for teachers is negative and significant (r=-.16, p<.01). This result is consistent for both subscales as shown in Table 5.40 below.

Table 5.40 Correlations between intrinsic factors and APAR98 for teachers (N=776)

Factors	Correlation
JiG	-.15**
Work	-.14**
Intrifacts	-.16**

**significant at the 0.01 level

These negative correlations indicate that teachers who have been awarded better annual performance appraisal results for 1998 have lower levels of satisfaction.

5.5.6.2 Administrators

The correlation between total *Intrifacts* and annual performance appraisal result of 1998 (APAR98) for administrators (r=.03) is positive and not significant. Neither of the subscales correlates significantly with APAR98 as shown in Table 5.41 below.

Table 5.41 Correlation between intrinsic factors and APAR98 for the administrators.

Factors	Correlation
JiG	.03
Work	-.05
Intrifacts	.03

5.5.7 Teachers' facilities rating

The following two subsections report the correlations between the intrinsic factors of satisfaction and teachers' facilities rating for both teachers and administrators.

5.5.7.1 Teachers

The correlation of the total *Intrifacts* and teachers' facilities rating for teachers is positive and significant (r=.24, p<.01). The pattern is consistent across both subscales of the intrinsic factors and teachers' facilities rating as shown in Table 5.42 below.

Table 5.42 Correlation between intrinsic factors and teachers' facilities rating for teachers (N=776)

Factors	Correlation
JiG	.19**
Work	.27**
Intrifacts	.24**

**significant at the .01 significant level.

These positive and significant correlations show that teachers who have rated teachers' facilities higher also have higher levels of satisfaction with their work.

5.5.7.2 Administrators

The correlation between the total *Intrifacts* and teachers' facilities rating for administrators (r=.12) is positive but not significant. However, the correlation between the work subscale and teachers' facilities rating is positive and significant (r=.20, p<.05) as shown in Table 5.43.

Table 5.43 Correlation between intrinsic factors and teachers' facilities rating for administrators (N=110)

Factors	Correlation
JiG	.04
Work	.20*
Intrifacts	.12

*significant at the .05 level

This indicates that administrators who have rated the teachers' facilities higher have higher levels of satisfaction.

5.5.8 Teaching loads

5.5.8.1 Teachers

The correlation between the total *Intrifacts* and teaching loads is positive and significant (r=.13, p<.01). This result is consistent for both the job in general and work subscales as shown in Table 5.44 below.

Table 5.44 Correlations between intrinsic factors and teaching loads for teachers (N=776)

Factors	Correlation
JiG	.13**
Work	.11**
Intrifacts	.13**

**significant at the .01 level

These correlations indicate that teachers with higher teaching loads have higher levels of satisfaction.

5.5.8.2 Administrators

The correlation between the total *Intrifacts* and teaching loads for administrators (r=-.13) is negative but not significant. However, correlation between work subscale of satisfaction and teaching loads is negative and significant (r=-.23, p<.05) as shown in Table 5.45 below.

Table 5.45 Correlation between intrinsic factors and teaching loads for administrators (N=110)

Factors	Correlation
JiG	-.04
Work	-.23*
Intrifacts	-.13

*significant at the .05 level

These correlations show that administrators with higher teaching loads have lower levels of satisfaction in relation to their work.

5.5.9 Tenure in senior position

The administrators' tenure in senior position, as explained earlier, is the number of years they have been in the promotional post at the time this study was conducted. Although not all respondents in this position are actually on promotion, such positions are considered as senior positions with responsibilities and duties similar to those of promoted personnel and those teachers are paid additional allowances for assuming such positions.

The correlation between the intrinsic factors and tenure in senior position provides a perspective on whether or not it has influence on the administrators' career satisfaction.

5.5.9.1 Administrators

The correlation between the total *Intrifacts* and tenure in senior position (r=.15) is positive but not significant. This result is consistent across both subscales as shown in Table 5.46 below.

Table 5.46 Correlation between intrinsic factors and tenure in senior position for administrators (N=110)

Factors	Correlation
JiG	.13
Work	.15
Intrifacts	.15

The pattern of positive correlations between the intrinsic factors of satisfaction and tenure in senior position suggests that the administrators who have been longer in their senior positions have higher levels of satisfaction, despite these results not reaching statistical significance.

5.6 Multiple regression analysis

This section describes the joint relationships between variables using multiple regression analysis. Using 11 independent variables as predictors for the teachers' sample, and 12 for the administrators' sample (with the additional tenure in senior position variable), the analysis focuses on the predictability of satisfaction levels. There are two models for each of the teachers' and administrators' samples: one model predicting external job satisfaction, using *Extrifacts*, and the other predicting internal job satisfaction, using *Intrifacts*.

The eleven predictor variables for teachers are age, annual performance appraisal result 1998, gender, academic qualifications, professional qualifications, regions, schools, teachers' facilities rating, teaching experience, teaching loads and tenure in present schools. The twelve predictor variables for administrators are these eleven together with tenure in senior position.

5.6.1 Teachers

Using listwise deletion procedures for missing data, the sample size for the teachers for this part of the analysis has been reduced to 698 from the previous 776. That is, this part of the analysis uses data from the 698 teachers who gave complete responses.

5.6.1.1 Predicting *Extrifacts* – teachers

The multiple regression results for the prediction of *Extrifacts* are shown in Table 5.47. They show that approximately 17 per cent of the variance in external satisfaction is accounted for by these eleven predictors (R^2=.17, F=12.57, p<.01). They show also that the two most important

predictor variables are teachers' facilities rating (*ß*=.32, *p*<.01) and schools (*ß*=-.23, *p*<.01). The former confirms the earlier correlation result, that teachers who rated facilities higher reported higher levels of satisfaction. The latter confirms the earlier comparison using means, that primary schools teachers reported higher levels of satisfaction than secondary teachers.

Table 5.47 Prediction of *Extrifacts* for teachers' sample (N=698)

Predictor variables	Standardised coefficient *(ß)*
Teachers' facilities rating	.32**
Schools	-.23**
nual performance appraisal result 1998	-.07
Academic qualifications	-.06
Teaching loads	-.06
Professional qualifications	-.05
Teaching experience	-.04
ıure in present school	-.04
Age	.03
Gender	.01
Regions	-.01
R^2=.17, F=12.57, *p*<.01	

***p<.01*

5.6.1.2 Predicting *Intrifacts* – teachers

The multiple regression results for the prediction of *Intrifacts* are shown in Table 5.48. They show that approximately 19 per cent of the variance in internal satisfaction is accounted for by these eleven predictors (R^2=.19, F=14.87, *p*<.01). They show also that the four most important predictor variables are schools (*ß*=-.32, *p*<.01), teachers' facilities rating (*ß*=.29, *p*<.01), regions (*ß*=-.12, *p*<.01), and APAR98 (*ß* = .08, *p*<.05).

The results for annual performance appraisal result 1998 and teachers' facilities rating variables confirm the earlier correlation results, that teachers who have better performance appraisal result for 1998 reported lower levels of satisfaction and teachers who rated facilities higher also reported higher levels of satisfaction.

The results for regions and schools confirm the earlier comparisons using means; that rural teachers reported higher levels of satisfaction than urban teachers and that primary school teachers reported higher levels of satisfaction than secondary teachers.

Table 5.48 Prediction of *Intrifacts* for teachers' sample (N=698)

Predictor variables	Standardised coefficients (*ß)*
Schools	-.32**
Teachers' facilities rating	.29**
Regions	-.12**
nual performance appraisal result 1998	-.08*
Age	-.08
Professional qualifications	.05
Gender	.04
Teaching experience	-.04
Teaching loads	-.03
Academic qualifications	-.02
Tenure in present school	-.01
R^2=.19, F=14.87, *p*<.01	

** p<.05, **p<.01*

5.6.2 Administrators

The regression models for the administrators use 12 predictor variables as described earlier. The number of cases for the administrators' sample is 110.

5.6.2.1 Predicting *Extrifacts* – administrators

The multiple regression results for the prediction of *Extrifacts* are shown in Table 5.49. They show that approximately 33 per cent of the variance in external satisfaction is accounted for by these twelve predictors (R^2=.33, F=3.95, *p*<.01). They show also that the six most important predictor variables in predicting *Extrifacts* for administrators are teaching loads (*ß*=-.28, *p*<.01), age (*ß*=-.27, *p*<.05), professional qualifications (*ß*=-.26, *p*<.05), administrators' rating of teachers' facilities (*ß*=.25, *p*<.01), regions (*ß*=-.22, *p*<.05), and tenure at present school (*ß*=.20, *p*<.05). The results for professional qualifications and teachers' facilities rating confirm the earlier correlation results, that administrators who have higher professional qualifications have lower levels of satisfaction and that administrators who rated facilities higher reported higher levels of satisfaction. The results for regions confirm the earlier comparison using means, that rural administrators reported higher levels of satisfaction than urban teachers.

Table 5.49 Prediction of *Extrifacts* for administrators (N=110)

Predictor variables	Standardised coefficient (*β*)
Teaching loads	-.28**
e	-.27*
Professional qualifications	-.26*
Teachers' facilities rating	.25**
Regions	-.22*
Tenure in present school	.20*
Academic qualifications	-.21
Teaching experience	.14
Schools	-.09
Gender	-.02
ıure in senior position	-.02
nual performance appraisal result 1998	-.01
R^2 = .33, F = 3.95, p <.01	

* p <.05, **p<.01

5.6.2.2 Predicting *Intrifacts* – administrators

The multiple regression results for the prediction of *Intrifacts* for administrators are shown in Table 5.50. They show that, once again, approximately 33 per cent of the variance in internal satisfaction is accounted for by these twelve predictors (R^2=.33, F=3.91, p<.01). They show also that three most important predictor variables are regions (β=-.38, p<.01), age (β=-.30, p<.05) and teaching loads (β=-.28, p<.01). The result for regions confirms the earlier comparison using means, that rural administrators reported higher levels of satisfaction than urban administrators.

Table 5.50 Prediction of *Intrifacts* for administrators (N=110)

Predictor variables	Standardised coefficient (*β*)
Regions	-.38**
Teaching loads	-.31**
e	-.30*
Teaching experience	.23
Teachers' facilities rating	.15
Schools	-.14
Academic qualifications	-.12
Gender	-.09
ıure in senior position	.09
Tenure in present school	-.07
nual performance appraisal result 1998	.03
Professional qualifications	-.01
R^2=.33, F=3.91, p<.01	

*p<.05, **p<.01

5.6.3 Consistent predictors

These four multiple regression models conclude the analysis of career satisfaction among teachers and administrators in this study. Based on the results of the multiple regression, Table 5.51 shows consistent predictors of *Extrifacts* and *Intrifacts* for both teachers and administrators.

Table 5.51 Consistent predictors of *Extrifacts* and *Intrifacts* for teachers and administrators

Predictors – Teachers	Extrifacts	Intrifacts
Teachers' facilities rating	.32*	.29*
Schools	-.23*	-.32*
Regions	-.01	-.12*
Annual performance appraisal result 1998	-.07	-.08*
Predictors – Administrators		
Teaching loads	-.28*	-.31*
e	-.27*	-.30*
Regions	-.22*	-.38*
Professional qualifications	-.26*	-.10
Teachers' facilities rating	.25*	.15
Tenure in present school	.20*	-.07

**p<.05*

In the teachers' category, the two most important independent variables are teachers' facilities rating and schools. In the administrators' sample, the most important predictor variables are teaching loads, age and regions.

Summary

This chapter has reported the relationships between the independent variables used in the study, and extrinsic and intrinsic satisfaction levels as dependent variables. It has been presented in three parts:

- Mean satisfaction levels according to schools (primary – secondary), regions (rural – urban) and gender (male – female).
- Correlations between the continuous variables age, academic qualifications, professional qualifications, teaching experience, tenure at present school, the annual performance

appraisal result 1998, teachers' facilities rating, teaching loads and tenure in senior positions and satisfaction levels.

- Joint relationships between the independent variables age, annual performance appraisal result 1998, gender, academic qualifications, professional qualifications, regions, schools, teachers' facilities rating, teaching experience, teaching loads tenure in present school and tenure in senior position, and dependent variables *Extrifacts* and *Intrifacts* using multiple regression analysis.

The findings drawn from this analysis are presented and discussed in the next chapter.

CHAPTER SIX

Discussion, Implications and Recommendations

Introduction

The main purpose of this study was to investigate career satisfaction of both primary and secondary school teachers (including educational administrators) in the state of Sarawak, Malaysia. Five specific aims and five research questions, as outlined in the first chapter, guided the investigation. The aims and the research questions specifically focussed on the following aspects:

- Sources of teachers' career satisfaction and dissatisfaction
- Levels of teachers' career satisfaction and dissatisfaction
- Relationships between demographic variables and sources and levels of teachers' career satisfaction and dissatisfaction

This chapter serves as a conclusion for the thesis. It summarizes the major findings from the analysis in chapter four and five, highlights the main points and discusses them in the light of the conceptual and theoretical perspectives which were presented in the literature review of chapter two. This chapter will also discuss some implications of the study in terms of policy, practice and future research in the area. Some recommendations will also be discussed and put forward for consideration by the Ministry of Education, Malaysia and the Sarawak Education Department.

The chapter is organised in four sections with the main purpose to answer the research questions as outlined in the first chapter. The first section is a summary discussion of the

research findings in relation to the intrinsic and extrinsic factors as analysed in chapter four and five. The second section discusses the implications of the study in terms of the management of teachers in Sarawak based on four factors: the rural-urban dimension, primary and secondary schools, professional development and teachers' welfare. The third section discusses the recommendations put forward for both the Ministry of Education, Malaysia and the Sarawak Education Department. A brief summary serves as conclusion to the chapter.

6.1 Career satisfaction of teachers and administrators in Sarawak

This study has shown some enlightening findings regarding teachers' career satisfaction in Sarawak. The following subsections summarise the findings as reported in chapter four and five. The discussion also links the findings with the issues highlighted in the literature review.

6.1.1 Extrinsic factors

The extrinsic factors used in this study consist of five aspects – pay, promotion, supervision, colleagues and aspects of teaching (based on its management by Sarawak Education Department). The total of these subscales is referred to as *Extrifacts.*

The findings of the study did not show consistent patterns of correlations between background and demographic characteristics and the extrinsic factors of the teaching career. In the teachers' sample, the study shows that the correlations between age and the extrinsic factors are only significant in relation to promotion while in the administrators' sample even that correlation is not significant. The negative correlation between teachers' age and promotion indicates that older teachers are less satisfied with promotion practices in the context of management within the Sarawak Education Department. This finding contrasts with Hickson and Oshagbemi's (1999) findings which revealed that older teachers were more inclined to be satisfied with the extrinsic aspects of the job than younger teachers.

In terms of gender, findings show that, in general the male teachers and administrators are

more satisfied with their career in relation to the extrinsic factors of teaching than the female teachers. The pattern is consistent in terms of schools (primary-secondary). Male primary school teachers and administrators are also more satisfied with their career in terms of the extrinsic factors of teaching than their female counterparts. Similarly, both male secondary school teachers and administrators are more satisfied with their career than their female colleagues. However, in terms of regions (rural-urban), the pattern is not quite as consistent. Male rural teachers are more satisfied than female rural teachers and similarly, the male urban teachers are more satisfied with their career in relation to the extrinsic factors than their female colleagues in urban schools and the rural male administrators are also more satisfied with their career in relation to the extrinsic factors than their rural female counterparts. However, the urban male administrators are less satisfied with their career in terms of the extrinsic factors, compared to their urban female colleagues.

With regard to pay, this study found that both female administrators and teachers are more satisfied with their pay than the male teachers and administrators. This finding contrasts with that of Graham and Messner (1999) who found that male principals were more satisfied with pay, one of the extrinsic factors, than the female principals.

In terms of education levels, the study shows that teachers and administrators with higher academic qualifications are less satisfied than the teachers and administrators with lower academic qualification in relation to the extrinsic factors of teaching. This finding contrasts with Weaver's (1980) observations on both American blue and white-collar workers when he found that degree holders were more satisfied with their job than the high school leaver category of workers. Although this study and the study by Weaver (1980) differ in a number of respects including situation, context and background, their focus on the levels of education still enables comparison because they both investigated the influence of the individuals' levels of education on their levels of satisfaction. In terms of professional qualifications, in this study both teachers and administrators who have higher professional qualifications are less satisfied with their career in relation to the extrinsic factors of teaching.

Although the correlation between teaching experience and the overall total *Extrifacts* is not significant for either teachers or administrators, the negative and significant correlation between teaching experience and promotion in the teachers' sample shows that the more experienced teachers are less satisfied with promotion practice. This finding supports Nor Azizah's (1988) observation that there was no significant relationship between job satisfaction rating and length of service (or teaching experience, as it is termed in this study) in her study of 338 college-trained Malaysian teachers in the state of Selangor. However, the finding is in contrast with Bame's (1972) and Schmidt, Hunter and Outerbridge's (1986) research finding where more experienced teachers were reported to be more satisfied with promotion than the less experienced teachers. The negative trend of the current results suggest that in Sarawak, experienced teachers feel that they have been denied of the opportunities for promotion.

With regard to correlations between the annual performance appraisal result for 1998 and the extrinsic factors, teachers with better appraisal results show less satisfaction with their career in respect of all the extrinsic factors. The administrators, on the other hand, show similar tendencies to be dissatisfied with supervision, aspects and the overall extrinsic factors. Although these correlations are not significant, they are negative. The correlations with pay, promotion and colleagues are positive and also significant.

Similar to the pattern with regard to the intrinsic factors, correlations between teachers' facilities ratings and the extrinsic factors are all positive and significant. In the administrators' sample the correlations are only significant, however, in relation to aspects and the overall total *Extrifacts.* Therefore, that for both teachers and administrators satisfaction with facilities is important in overall job satisfaction. This suggests that facilities are crucial in terms of career satisfaction for both teachers and administrators.

Teachers do not allow heavy teaching loads to affect their satisfaction in terms of extrinsic factors. The correlations between teaching loads and most of the extrinsic factors for the teachers' sample are positive and significant. The correlations are significant with promotion, supervision, colleagues and the overall total *Extrifacts*.

The administrators, however, are consistently less satisfied in respect of the amount of teaching they have to do in relation to most of the extrinsic factors, particularly with aspects. The significant negative relationship between

administrators' teaching loads and aspects is important because it indicates that they are not satisfied with teaching. The significant positive relationship between their teaching loads and supervision, however, suggests that administrators are satisfied with teaching loads in relation to supervision, ie. They do not seem to link their high teaching loads to any aspect of their relationship with their supervisor.

The study does not show significant relationships between the administrators' tenure in senior position and the extrinsic factors. As mentioned in the previous chapter, despite the lack of statistical significance, the strongest correlations are with promotion, which is positive (suggesting that the longer they are in their senior position, the higher their satisfaction in this respect) and with supervision, which is negative (suggesting that the longer the tenure, the lower their satisfaction in respect of supervision). The other correlations involving pay, promotion, colleagues, aspects and the overall *Extrifacts* are positive.

6.1.2 Intrinsic factors

The intrinsic factors used in this study consist of two aspects – the job in general and work. The total of these subscales is referred to as *Intrifacts*.

The study showed that both teachers and administrators indicated varied patterns of relationships between the intrinsic factors and the background and demographic characteristics.

In terms of age, the study shows a significant negative correlation between age and the teachers' responses to job in general items. In the administrators' sample, however, there is no significant relationship between age and any of the intrinsic factors. The findings therefore show that younger teachers are less satisfied with their job in general. This finding supports Lowther et al.'s (1985), as discussed earlier in the literature review. According to Lowther et al. (1985), job satisfaction generally increases with age – as one gets older, one's level of job satisfaction tends to increase.

In terms of gender, the overall finding is that male teachers and administrators are more satisfied in their career than female teachers and administrators. This finding is consistent in both types of schools (primary-secondary) but not in both regions (rural-urban). The findings show that male primary teachers and administrators are more satisfied in their career than the female primary teachers in relation to the intrinsic factors just as they are with respect to the extrinsic factors. Similarly, male secondary teachers and administrators are more satisfied with their career in relation to the intrinsic factors than their female colleagues. Comparisons based on the rural-urban dimension, however, show that male rural teachers are less satisfied with the intrinsic aspects of teaching than their female colleagues. However, male urban teachers are more satisfied than the female urban teachers in relation to the intrinsic factors. The administrators' sample, on the other hand, shows that male rural administrators are more satisfied than their female colleagues in relation to the intrinsic factors, but that male urban administrators are less satisfied than their female colleagues, as they are with the extrinsic factors.

These findings tend not to be supported by the literature. For example, Dinham and Scott's (1998a) found that the men and women English teachers they studied did not differ statistically in terms of job satisfaction. Findings by Hulin and Smith (1964) almost 36 years ago, however, showed that male managers were more satisfied with their job than female managers. This is in line with the general findings of this study, that male teachers and administrators are more satisfied than females. Similarly, as also discussed in chapter two, the findings from Graham and Messner (1998) reveal that male principals in American midwestern schools are more satisfied with their job than female principals. The contrast here with the finding relating to urban administrators in Sarawak is interesting because male urban administrators are less satisfied than their female colleagues.

In the teachers' category, both teachers' facilities ratings and teaching loads correlate significantly with both intrinsic factors. Among the administrators, both teaching loads and their ratings of the teachers' facilities also correlate significantly with the variable work. The correlation between this variable, which refers to the intrinsic facets of their job and the ratings of teachers' facilities is positive while the correlation between work and teaching loads is negative. The negative correlation indicates that administrators are less satisfied with their work when they have a higher teaching loads. This finding contrasts with what Graham and Messner (1998) found in their studies on school principals in midwestern schools in the USA. They reported that the principals are more satisfied with the intrinsic facets of their job which include their current job and level of responsibility than other aspects of the job such as pay, opportunities for advancement and fringe benefits. The study also showed that teachers were not concerned about their teaching loads, in line with Dinham's (1995) findings that teachers' source of satisfaction lies basically with their professional functions. However, this is not the case for administrators in this study. As elaborated in the literature review, classroom teaching burdens school administrators since they have official administrative duties to perform as well.

Academic qualifications have significant negative correlations with both the intrinsic factors for the teachers' sample and for the administrators' sample, indicating that both teachers and administrators with higher academic qualifications are less satisfied with their career in relation to the intrinsic factors. However, the correlation between professional qualifications and the intrinsic factors for the teachers' sample is not significant. In the administrators' sample, the correlation is only significant with the overall intrinsic factors, not with the individual ones and it is negative. The study shows that administrators with higher professional qualifications are less satisfied than those with lower professional qualifications. Although the correlations are not significant for the teachers' sample, the findings suggest that teachers with higher professional qualifications also tend to be less satisfied. One way in which this finding might be explained is the possibility that highly qualified teachers and administrators in Sarawak look forward to better deals the teaching service, particularly in terms of the external aspects of the job.

There is no significant correlation between teaching experience and the intrinsic factors for either teachers or administrators. These findings are in contrast to Bacharah and Mitchell's (1983) finding that experience is a positive predictor of both job satisfaction and dissatisfaction among academic subordinates, principals and school supervisors.

In terms of the annual performance appraisal results for 1998, the teachers' sample shows a significant negative correlation between the results and both intrinsic factors. However, in the administrators' category the correlation between the two variables is not significant. This finding is rather interesting in that teachers who are awarded better appraisal results for the 1998 evaluation indicated lower satisfaction levels in terms of the intrinsic factors. Although the data does not show a significant correlation between annual performance appraisal results for 1998 and the overall total *Intrifacts* for the administrators, its negative correlation with the work subscale suggests that they too tend to have lower levels of satisfaction despite being awarded better appraisal results. What this may suggest is that the administrators (although being responsible for assessing teachers in terms of their annual performance) are also not satisfied with the appraisal system. It is a time consuming process and administrators find it a great burden.

The study also reveals that administrators are less satisfied with their job in general if they have been serving for a longer rather than a shorter time in their present school. This is shown by the negative but significant correlation between tenure in present school and job in general for the administrators. The corresponding correlation is not significant in the teachers' category.

The next section discusses several pertinent issues relating to the differences in the levels of satisfaction found in the study while arguing that both teachers and administrators still share some common factors with regards to their satisfaction and dissatisfaction in their teaching career.

6.1.3 Sources of career satisfaction

The regression analysis was aimed at determining which of the independent variables would significantly predict career satisfaction in relation to the extrinsic and intrinsic factors.

6.1.3.1 Teachers

The study showed that in terms of the extrinsic factors, secondary school teachers are less satisfied than the primary school teachers. This is indicated by the negative β coefficient in the regression analysis.

Another significant predictor of *Extrifacts* is the teachers' facilities rating. Its positive β coefficient is significant, indicating that higher rating on facilities means that teachers are more satisfied with their career, and vice versa. Teacher facilities are thus one source of satisfaction when they are adequately provided. On the other hand, teachers revealed that their posting (school) may be a source of satisfaction or dissatisfaction – teachers posted to primary schools are likely to be more satisfied than those posted to secondary schools.

Although the literature does not specifically discuss teachers' facilities as used in this study, Locke's (1984) references to job value in terms of resources, safe physical conditions and privacy are similar to teachers' facilities. How teachers and administrators have rated these facilities must have been based on the degree of worth such facilities can contribute to their working conditions.

In terms of the *Intrifacts*, the teachers are again consistent about their source of career satisfaction. This is shown by the positive β coefficient for teachers' facilities rating. Similarly, schools are also indicated as teachers' source of dissatisfaction in relation to the intrinsic factors. The significant negative β coefficient for schools in the *Intrifacts* regression model indicates that, once again, secondary school teachers are less satisfied than the primary school teachers.

There are two other predictors of teachers' dissatisfaction. These are the annual performance appraisal result and region. Although the negative β coefficients are not as strong as for schools and the teachers' facilities rating, these variables both predicted teachers' dissatisfaction in relation to the extrinsic factors. Teachers with better annual performance appraisal result are less satisfied than those with poorer results, and teachers teaching in urban schools are less satisfied than teachers teaching in rural schools.

This seems to be in line with Ball's (1990) notions, that teachers dislike appraisal systems, no matter how good their outcomes. This is possibly because such systems, as Ball has strongly emphasized, make 'teachers calculable, describable and comparable' and not many teachers in Sarawak, as indicated by the findings of this study, agree with such a system of evaluation.

There are other similarities between the present findings and those in the literature. For example, pay was indicated as not being a major source of satisfaction, by Herzberg (1966) and Dinham (1995). Based on the findings from his study, Dinham asserts that "teachers'

dissatisfaction was found to be more school and system centred and revolved around the conditions of work such as policies, procedures and administration." (Dinham 1995, p5). While these factors are regarded as sources of dissatisfaction, they can also become significant sources of career satisfaction when they are properly managed. And this is related to the policy governing practices.

6.1.3.2 Administrators

The study shows that there are more significant predictor variables for *Extrifacts* for the administrators than the teacher respondents. Six of the twelve predictor variables used show significant β coefficients in the prediction of extrinsic factors of satisfaction. However, only teachers' facilities rating and tenure in senior position are positive predictors for administrators' career satisfaction. Similar to the teachers, the administrators who have rated facilities higher are more satisfied in general than those who have rated teachers' facilities lower.

The study also showed that teaching loads has a strong and negative β coefficient indicating that administrators with higher teaching loads are less satisfied with their career than those with lower loads. Similarly, older administrators indicate that they are less satisfied with their career in relation to the extrinsic factors than younger administrators. The negative β coefficient for age in the *Extrifacts* regression model for administrators shows that there is a degree of 'age concern' in relation to career satisfaction among senior teachers in Sarawak, in other words the older teachers tend to feel discontented with the external aspects of their job. The β coefficient for age is second to teaching loads in terms of strength.

The next strongest β coefficient in the *Extrifacts* regression model in the administrators' sample is professional qualifications. Administrators with higher professional qualifications indicated that they are less satisfied than those with lower professional qualifications.

Regions is another strong predictor of administrators' career satisfaction. The negative β coefficient of regions shows that urban administrators are less satisfied than the rural administrators in relation to the extrinsic factors. This is another interesting finding since there are fewer administrators who would willingly serve in rural and remote schools in Sarawak than urban areas. Findings from Dinham's (1995) and Ghazali's (1979) research with

regard to 'teachers' dissatisfaction over posting to isolated schools', are thus in contrast with the findings of this study with respect to teachers with administrative responsibilities.

However, administrators' tenure in the senior position is a good predictor for career satisfaction as indicated by its positive β coefficient in the *Extrifacts* regression model. Educational administrators in Sarawak are more satisfied the longer they serve in their senior or promotional position.

The *Intrifacts* regression model for administrators shows that age, regions and teaching loads remain as predictors as they are in the *Extrifacts* regression model. Being the only significant predictors, and having negative β coefficients, they are apparently the administrators' consistent sources of career dissatisfaction. The age concern mentioned above is further reinforced in this regression model for the administrators in relation to the intrinsic factors. As in the *Extrifacts* model, age is second to teaching loads as predictor in the *Intrifacts* model, indicating that older administrators are not satisfied in relation to the intrinsic factors. Similarly, the region of the school where they serve is another consistent predictor of administrators' career satisfaction. Teaching loads is nevertheless the strongest predictor of satisfaction in relation to the intrinsic factors for administrators.

6.2 Implications

The implications of this study inevitably touch on a number of aspects of government policies and practices as implemented within the Sarawak Education Department's context. As teaching is a public service in Malaysia, norms and regulations attached to it are those of the public service in general. These may have little relevance to teachers' lives in particular. Some of the major shortcomings with regards to government policies pertaining the management of teachers, schools and education as a whole have been noted in the background of the study and in the literature review in relation to the teaching profession in Malaysia. In view of the complexity of managing teachers in such a diversified culture as that of Malaysia, and Sarawak in particular, issues that have been highlighted in chapter one and two are contextual and relative in nature. They might be unusual in the international literature because most of the problems are typical of developing countries, particularly Malaysia. For instance, issues pertaining to teachers' housing and hardship allowances and welfare in Sarawak may not be an issue at all in the more developed countries such as the USA or the UK.

The major implications of the study, nevertheless, relate to the overall sources of teachers' career satisfaction. The findings from the study improve our understanding of teachers and the teaching career in general and of situations like that of Sarawak in particular. As noted in the literature, the general public will often unhesitatingly assume that teachers are satisfied with their job because their voices are seldom heard complaining about their work. But this study has shown that there are several important respects in which teachers and administrators in Sarawak are not satisfied with their situations.

Some implications of the study have a bearing on practices within the Sarawak Education Department with regards to aspects such as the management of teachers' posting and transfer and policies about promotion, salary, welfare, administration and supervision. Examining promotion (in terms of its policy), the findings of this study have shown that six of the twelve demographic characteristics have significant negative correlations with promotion. For example, the more experienced and older teachers reported lower satisfaction with their career in relation to promotion. Teachers with higher academic qualifications, those serving longer in their present school, and those who are awarded with better performance appraisal results also report lower satisfaction levels with regard to promotion.

It is evident that the promotion policy presently adopted and practised by the department does not provide the career advancement anticipated by experienced, academically qualified and older teachers. This strongly implies that the promotion policy has to consider these three aspects as fundamental considerations for promotion of teachers in addition to their clean and excellent records of service in education.

The previous discussions have highlighted Sarawak teachers' career satisfaction levels in relation to both the intrinsic and extrinsic factors used in the study. Three main comparisons

were made. They were based on regions, schools and gender for both teachers and administrators. The next two subsections will discuss the implications of the study for the management of teachers based on four major factors. These are the urban-rural dimension, the primary-secondary school dimension, professional development and teachers' welfare.

There are several other substantive issues surrounding the management of teachers in Sarawak. These include the resourcing of schools throughout the state, the placement of teachers, teachers' professionalism and the process of professionalisation of the teaching profession. As shown by responses from both categories of respondents in this study, these issues influence their overall perception of career satisfaction. Efforts made in addressing these issues have been mainly constrained by the physical nature of Sarawak, especially its communication system and the widespread locations of schools.

Those issues are significantly related to the possibilities for professional development programs for teachers in Sarawak. Such programs, as indicated by teachers and administrators' responses in 'aspects', are positively regarded despite the fact that not all teachers benefit from the programs.

6.2.1 The rural-urban dimension

Levels of satisfaction among rural teachers and administrators are higher than those of urban teachers and administrators. Rural teachers and administrators perceive cordial working relations among colleagues as one of the contributing factors to their career satisfaction. Influenced by the good relationships these teachers have, they manifest an overall satisfaction in their work as reflected in their mean scores for *Intrifacts.* Both rural and urban teachers indicate high satisfaction levels in terms of colleagues. The rural administrators, on the other hand, are more satisfied than their urban counterparts in this regard. What this suggest for policy development is that effort should be made to create more opportunities for teachers and administrators in terms of both professional and social activities in urban schools.

Class size is probably one of the most pertinent issues as far as urban schools are concerned. As discussed in the background section in the first chapter, Sarawak's urban schools are

mostly over sized. Compared to most rural schools, where class size ranges from 20 to 30 students per class in primary schools and 35 to 40 students per class in secondary schools, the class sizes of 50 to 55 in urban schools is one of the dissatisfying factors for urban teachers. This is a likely reason for the finding that urban teachers are less satisfied than their rural counterparts in relation to the extrinsic factors investigated in this study.

The urban-rural dimension of the state no doubt continues as a major factor underpinning any discourse regarding education development in Sarawak. Most decisions regarding the overall development of education need to take into consideration this particular factor. On the other hand the primary–secondary dimension is an equally crucial factor. These two factors are inter-related as far as teachers' satisfaction is concerned. Issues pertaining to class size, teachers' quota, facilities and financial allocation to schools are also implied from the findings of this study in respect of teachers' and administrators' career satisfaction.

6.2.2 Primary and secondary schools

As explained in the research context of chapter one, the scheme of service for teachers in Malaysia involves two categories – graduate and non-graduate. All graduate teachers teach in secondary schools while the non-graduate teachers serve in primary schools. However, as the country is constantly facing an acute shortage of graduate teachers, more than 60% of the secondary school teachers in Sarawak are non-graduate teachers who are trained to teach in secondary schools. The government's policy to replace all secondary school teachers with graduate teachers was mooted in 1988 when the two-tier scheme (graduate and non-graduate) of service was first introduced. Among the programs conducted then were those to provide teachers with in-service courses so that they could be placed into the two-tier scheme.

Teachers' pay, however, is not decided by the category of schools they teach in but is based on their academic and professional qualifications and in terms of facilities, secondary schools are better off than primary schools. These two facts mean that most secondary teachers are better off than primary teachers especially the graduates.

In terms of administration and management, the school principal directly manages most aspects. The budget allocation for secondary schools is directly administered and managed by the school. In primary schools the respective divisional and district education officers centrally manage those aspects.

There is thus continuing disparity in terms of management and administration between primary schools and secondary schools. Primary school teachers' dissatisfaction over the management of the annual performance appraisal result is one of the several aspects of concern. As explained in chapter one, most primary schools are staffed with less than 50 staff and this denies them the opportunity of having a centre of their own. As secondary schools are much bigger in terms of the number of employees, the appraisal result quota is based on the school's entire staff population. Schools with less than 50 staff are grouped together into several zones within the district so as to meet the set criteria. The advantage of having a centre of their own is that school heads can strategically plan for their staff development activities in line with the underpinning aims of the performance appraisal policy whereas small primary schools can find that such activities are not well adjusted to their own perceptions of their needs.

6.2.3 Professional development opportunities

The current emphasis on more involvement among rural teachers in professional development could be perceived as depriving a substantial percentage of urban teachers of such opportunities. Rural teachers are given this consideration because they are considered as professionally isolated compared to urban teachers. The department's stance can also be interpreted as one of the approaches to motivate rural teachers and retain them in the teaching profession.

The increasing involvement in distance learning programs of non-graduate teachers in both urban and rural schools of Sarawak is seen as a reciprocal approach towards the ministry's call for teachers to improve themselves. As discussed in the first chapter, this move was not only vital to encourage more teachers to up-date

their academic and professional knowledge, but also to gradually improve the teaching profession as whole so that every teacher in the country will eventually be a graduate teacher.

Such opportunities are important, although, as implied by the findings of this study, the non-graduates are more satisfied than the graduate teachers in spite of serving in rural schools without proper facilities compared to those provided to their graduate urban counterparts. These teachers might have experienced their needs as having been fulfilled. However, as argued by Smith et al. (1969), it is a question of what influences the standard of comparison these teachers have made. Has their level of education, for example, encouraged them to set a low standard? And why are graduate teachers not as satisfied as the non-graduate teachers in spite of the better work environment and facilities made available to them? The overall system, policy and practice pertaining to the management of teachers as discussed in chapters one and two, are considered as some of the factors that cause dissatisfaction among teachers and administrators. However, when there are more graduate teachers because of the future implementation of the distance learning programs for non-graduate teachers, not only must these factors be changed, the whole perspective of the teaching profession including its professionalism, will need to be reoriented to meet new expectations and demands. The alternative is a situation accommodating even more dissatisfied graduate teachers than at the present time.

The next section outlines some of the recommendations which can be put forward to both the Sarawak Education Department, which deals with Sarawak teachers directly, and also to the Ministry of Education, Malaysia, where education policy is centrally developed and implemented.

6.2.4 Teachers' welfare

Closely related to the rural-urban factor, teachers' overall welfare in Sarawak, as discussed in the background of this study, has been a demoralising factor among teachers. This is not directly indicated by in the findings of this study. However, interpreting some peculiarities in the relationships between such demographic characteristics as academic and professional qualifications and the extrinsic and intrinsic factors for both teachers and administrators, what has been discussed in the background of the study suggests that there are implications from the study in respect of teachers' and administrators' satisfaction levels based on those correlations.

Perceived as one of the three compensatory factors to their low pay, the welfare of teachers in Sarawak is an ongoing issue that promotes emerging tension, both professionally and politically. As explained in chapter one, there are three basic aspects teachers relate to their

needs for properly managed welfare services. Those aspects are well-equipped teachers living quarters, housing allowances and hardship allowances for those serving in rural schools. It is conventional to believe that such problems are only facing rural teachers. But for teachers serving in urban schools, especially where accommodation is expensive, such facilities are also badly needed.

Although teachers' housing allowances were introduced almost five years ago, teachers argue that they still need improvement and to be provided fairly. Their provision needs to take into account the recommendations made by teachers' unions that government quarters must be well equipped if they are provided in lieu of those allowances. The point is that, given the teachers are employed as public servants, their accommodation needs to be as well equipped and regularly serviced by the education department as those of other government agencies.

6.3 Recommendations

Based on the findings of this study the following serve as recommendations to both the Ministry of Education Malaysia (MOEM) and the Sarawak Education Department (SED).

6.3.1 Recommendations to the MOEM and SED

The first recommendation deals with the facilities in schools – for both teachers and students. As discussed in the literature review and the findings of the study, teachers' facilities rating correlated significantly with teachers' career satisfaction and served as a positive predictor of their career satisfaction. Facilities in the context of Sarawak's educational infrastructure include teaching aids, furniture for classrooms, provision of staff rooms and teachers' living quarters, recreational facilities for students, computers, fans for classrooms and staff rooms, and well-equipped resource centres. It is timely that those facilities be upgraded if teachers' levels of satisfaction are to be improved.

In particular, it is recommended that both the Ministry and the Sarawak Education Department continue to develop the teachers' housing scheme, especially in areas where houses are expensive to rent or in areas where such houses are unavailable. In this context both rural and

urban teachers face similar problems. Although there are living quarters in rural schools, they are not furnished or equipped to suit the needs of teachers. A housing scheme that can accommodate teachers in an area close to schools they serve in could solve a number of other problems, such as transportation, distance and isolation. This also would solve some problems in relation to the annual management of teachers' transfer and posting.

The annual performance appraisal as shown by the research findings has become an important source of dissatisfaction among teachers. It is recommended that the system be reviewed to suit the teaching community in Malaysia. Such a review should be able to take into consideration a school-based evaluation regardless the number of staff in the school. This means giving more authority to school heads and principals, in big and also small schools, to exercise their professional authority in matters where such authority is called for. While the researcher understands the highly bureaucratic nature involved in the whole process of administering the appraisal system, a more practical approach should be adopted whereby decisions regarding the annual appraisal results become decentralised. This means empowering primary school heads and principals to build trust among their teachers and staff. In this way teachers would feel closer to the context of their work, and most importantly would feel more committed towards their responsibilities for the school and students they serve.

Teachers, like any other government employees in Malaysia, and Sarawak in particular, would like to serve with full assurance of security and safety. The workplace environment is one of the most important factors in teachers' career satisfaction as shown in this study. Teachers and administrators in both primary and secondary schools need further improvements to security and safety measure at their workplace. Schools require fencing for the safety and security of both students and teachers. In addition, school security guards need to be employed in many locations.

Teachers' work has increased voluminously for the past five to ten years, especially with the introduction of the New Remuneration System or the *SSB*. Although the research reveals teaching loads as a source of dissatisfaction to school administrators, its implication for the overall teacher population cannot be disregarded because current practices among school

principals and school heads affect their teachers. They normally assign other teachers to take their teaching periods when they have to attend to other official duties outside the school.

In terms of subject allocation, secondary school teachers have less to complain about since most of them teach their subject options or the subject they are trained to teach. Primary school teachers, on the other hand, teach more subjects than secondary school teachers. It is recommended that teaching should be a subject-based profession at both primary and secondary schools. Subject-based teaching ensures a degree of professionalism while strengthening teachers' professional authority.

In terms of school operation, it is recommended that all schools should be made single session schools. As revealed by the findings, urban teachers are often dissatisfied with their school environment. Such dissatisfaction arises due to factors such as large class sizes, cramped staff facilities (eg. desks used by more than one teacher each day) in addition to congested schools. Congestion normally creates more disciplinary problems even with an increase in teacher-student ratio. The student population as a whole is much easier to control with lower enrolments compared to the current situations where urban secondary schools' populations normally exceed two thousand students. This means that more schools need to be built and more teaching posts have to be created. It is also recommended that teaching loads be reduced and that there should be provision during working hours for lesson preparation. This will enable teachers to have more time to prepare for their teaching rather than doing it at the expense of the limited time they have with their family at home.

Finally, it is recommended that the present two schemes of service for teachers be abolished and replaced with a single scheme – the Teaching Profession Scheme. This means teachers would have one salary system compared to existing practice. The introduction of the teaching profession scheme of service would address the long-standing debate over the

professionalization of teaching, as discussed in background and the literature review. The suggested scheme would still recognise the existence of non-graduate teachers. However, the scheme would differentiate those categories of teachers in terms of their starting salary. This strategy would provide opportunities for the non-graduate teachers to improve themselves and their professional standing.

6.3.2 Future research

Studies in teachers' career satisfaction are more meaningful when more diversified methods are employed. The use of more than one approach in the research is generally to be recommended. Mixed methods, employing both quantitative and qualitative techniques, are highly recommended for future research in teacher satisfaction in Sarawak. While the survey questionnaires have been used to collect the quantitative data in the present study, interviews would also result in the collection of valuable qualitative data. Although this approach is time-consuming, it provides both depth and the breadth of study and thus greater validity. The constraints of the current researcher's candidature unfortunately prevented the utilization of qualitative interview data.

Summary

This chapter has discussed the research findings of the study in three main sections. Firstly, it summarised the major findings reported in chapter four and five, and linked them with the literature review. Secondly, it discussed the implications of the findings while relating them with the context and aspects of the teaching profession in Sarawak and Malaysia. Thirdly, a set of recommendations was made.

The implications of the study inevitably touch some aspects of government policies in relation to teaching profession in Malaysia. The policies and practices with regards to the management of teachers in Sarawak, as recommended, need to ensure a realistic approach. Since both the

system values and social norms have changed, the approach to managing teachers and the teaching profession also needs to change. Matters relating to teachers' work need to be fully understood at all levels of the bureaucracy so that a more transparent style of management can be fully realised.

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Teachers' Quota for Primary Schools in Sarawak

No. of Pupils	Teachers' Quota
< 45	4
46 - 70	5
71 - 95	*n* + 1
96 - 120	*n* + 3
121 - 149	*n* + 5
>150	*n* x 1.5

*All school head positions are included in the quota

Extra quota for schools with more than 150 students	
Resource and media teacher	– 1
Remedial teachers (schools with such classes only)	– 1
Double session school	– 1
*School head	– 1

Notes:

1. '*n*' is the number of classes
2. Secondary School Teachers Quota is *n* x 1.5
3. School head position is included in the quota for 'small school' but an extra quota for schools with more than 150 students.

Source: Sarawak Education Department, 1999

SOAL SELIDIK TENTANG KEPUASAN KERJAYA GURU NEGERI SARAWAK, MALAYSIA

QUESTIONNAIRE ON TEACHERS' CAREER SATISFACTION
IN THE STATE OF SARAWAK, MALAYSIA

PENGENALAN

Soal selidik ini mengandungi 109 item kesemuanya.
Ia bertujuan mendapat respon guru-guru sekolah rendah dan menengah berhubung kepuasan kerjaya mereka sebagai guru.
Soal selidik telah direkabentuk sedemikian rupa supaya anda bebas memberi pandangan dan perasaan anda berhubung kerja, tugas dan tanggung jawab serta kesannya sepanjang perkhidmatan anda sebagai guru. Kejayaan kajian ini akan bergantung pada kerjasama dan sokongan, respon anda yang jujur dan berterus-terang.
Semua respon akan dirahsiakan dan hanya akan diguna untuk tujuan kajian ini semata-mata.

INTRODUCTION

There are 109 items altogether in this questionnaire.
It seeks to obtain various responses from the teachers, both at the primary and secondary schools. The questionnaire is designed in such a way that you are free to express your opinions and feelings about your works, tasks, duties, responsibilities and outcomes throughout your entire service as a teacher.
The success of this study will depend on your kind cooperation and support, honest and frank, thoughtful responsible responses and serious consideration.

All responses you give will be kept in strict confidentiality and anonymity, and will strictly serve the purposes of this study only.

UNTUK GURU
(For Teachers)

ARAHAN
Soal selidik ini mengandungi empat bahagian. Setiap bahagian mempunyai arahannya sendiri. Sila baca setiap arahan dan sila beri respon anda seperti dikehendaki oleh setiap soalan.

INSTRUCTION:
This questionnaire has four sections. Each section has its own instruction. Please, kindly read the instruction very carefully and provide your response as required by each item.

BAHAGIAN I
SECTION I

Bahagia ini mengandungi 13 item. Anda dengan segala hormatnya dikehendaki menanda dengan (✓) di dalam ruang yang disediakan atau di mana dikehendaki menulis dengan pernyataan yang lengkap bagi setiap respon atau jawapan.

This section has 13 items. You are kindly requested to tick (✓) in the appropriate space provided or to write the complete statement for your response or answer.

UNTUK KEGUNAAN PENYELIDIK
(FOR RESEARCHER ONLY)

BUTIR PERIBADI *(Personal Information)*

1. Jantina*(gender)*: Lelaki*(Male)* ❑ — 001 ❍
   Perempuan*(Female)* ❑

2. Tempat tinggal
   (Place of residence) _____ — 002 ❍

3. Taraf perkahwinan*(Marital status)* — 003 ❍
   - Bujang *(Single)* ❑
   - Berkahwin *(Married)* ❑
   - Belum kahwin semula *(No longer married)* ❑

4. Umur *(Age)* — 004 ❍
   - Kurang daripada 30 tahun (*Less than 30 years)* ❑
   - 31 – 40 tahun *(31 – 40 years)* ❑
   - Lebih daripada 41 tahun *(More than 41 years)* ❑

5. Kelayakan akademik tertinggi anda. — 005 ❍
   (Your highest academic qualification)
   - Sijil Rendah Pelajaran *(Lower Certificate of Education)* ❑
   - Sijil Persekolahan Malaysia *(Malaysian Certificate of Education)* ❑
   - Sijil Tinggi Persekolahan *(Higher School Certificate)* ❑
   - Ijazah Sarjana Muda *(Bachelor's Degree)* ❑
   - Ijazah Sarjana *(Master's Degree)* ❑
   - Ijazah Kedoktoran *(Doctorate Degree)* ❑

6. Kelaakan ikhtisas anda 006 ❍
(Your professional qualifications):
Sijil guru, Sijil pendidikan
(*Teaching Certificate/Certificate of Education)* ❑
Diploma Pendidikan
(*Diploma of Education)* ❑
Diploma Pendidikan Malaysia
(Malaysian Diploma of Education) ❑
Diploma Pendidikan Tinggi
(*Advanced Diploma in Education)* ❑
Sarjana Muda Pendidikan
(Bachelor of Education) ❑

7. Tempoh perkhidmatan menjadi guru 007 ❍
(Teaching experience)
Kurang dari 5 Tahun *(Less than 5 years)* ❑
6-15 Tahun *(6-15 years)* ❑
16-30 Tahun *(16-30 years)* ❑
Lebih dari 31 Tahun *(More than 31 years)* ❑

8. Tempoh berkhidmat di sekolah sekarang 008 ❍
(Tenure in present school)
Kurang dari 5 Tahun *(Less than 5 years)* ❑
6-15 Tahun *(6-15 years)* ❑
16-30 Tahun *(16-30 years)* ❑
Lebih dari 31 Tahun *(More than 31 years)* ❑

9. Bilangan waktu mengajar? 009 ❍
(Number of teaching periods?)
_____

10. Keputusan Penilaian Prestasi Tahunan bagi 1998? 010 ❍
(Annual Performance Appraisal Result for 1998?)
Melintang *(Diagonal)* ❑
Menegak *(Vertical)* ❑
Mendatar *(Horizontal)* ❑
Mendatar dengan prestasi cemerlang
(Horizontal with excellent performance) ❑
Mendatar dengan prestasi baik
(Horizontal with good performance) ❑
Statik *(Static)* ❑

BUTIR SEKOLAH *(Information of school)*

11. Bagaimanakah kemudahan untuk guru di sekolah anda? 011 ❍
(How do you rate teachers' facilities in your school?)
Tidak memuaskan *(Not satisfactory)* ❑
Memuaskan *(Satisfactory)* ❑
Sangat memuaskan *(Very satisfactory)* ❑

12. Kedudukan sekolah 012 ❍
(Locality of school)
Bandar ❑
(Town)
Luar bandar ❑
(Rural)

13. Gred Sekolah 013 ❍
(School's Grade)
Gred A *(Grade A)* ❑
Gred B *(Grade B)* ❑

Akhir Bahagian I
End of Section One

BAHAGIAN II
SECTION II

Bahagian ini mengandungi 18 item. Berikut adalah pernyataan berhubung dengan kerja anda secara umum. Sila baca setiap pernyataan dan nyatakan respon anda dengan menanda (✓) pada ruang yang disediakan. Sila fikirkan pekerjaan anda secara umum. Bagaimanakah persetujuan anda dengan pernyataan berikut pada keseluruhannya?

This sections has 18 items. Below are statements related to your job in general. Please read every statement carefully and indicate your opinion by ticking (✓) the provided space that corresponds to your opinion. Think of your job in general. What is it like most of the time?

STS=Sangat Tidak Setuju ***(Strongly Disagree)***
TS=Tidak setuju ***(Disagree)***
S=Setuju ***(Agree)***
SS=Sangat Setuju ***(Strongly Agree)***

		STS	TS	S	SS	UNTUK KEGUNAAN PENYELIDIK
1.	Menarik *(Pleasant)*	❑	❑	❑	❑	014 ❍
2.	Tidak baik *(Bad)*	❑	❑	❑	❑	015 ❍
3.	Amat baik *(Ideal)*	❑	❑	❑	❑	016 ❍
4.	Membuang masa *(Waste of time)*	❑	❑	❑	❑	017 ❍
5.	Baik *(Good)*	❑	❑	❑	❑	018 ❍
6.	Tidak memberi faedah *(Undesirable)*	❑	❑	❑	❑	019 ❍
7.	Berfaedah *(Worthwhile)*	❑	❑	❑	❑	020 ❍
8.	Tahap profesionalisme yang	❑	❑	❑	❑	021 ❍

	rendah dari profesion lain *(Lower professionalism than other professions)*					
9.	Boleh diterima *(Acceptable)*	❑	❑	❑	❑	022 ❍
10.	Tinggi *(Superior)*	❑	❑	❑	❑	023 ❍
11.	Lebih baik daripada kebanyakan pekerjaan lain *(Better than most)*	❑	❑	❑	❑	024 ❍
12.	Bertentangan *(Disagreeable)*	❑	❑	❑	❑	025 ❍
13.	Membuat saya berpuashati *(Makes me content)*	❑	❑	❑	❑	026 ❍
14.	Tidak mencukupi *(Inadequate)*	❑	❑	❑	❑	027 ❍
15.	Cemerlang (*Excellent)*	❑	❑	❑	❑	028 ❍
16.	Masih di takuk lama *(Rotten)*	❑	❑	❑	❑	029 ❍
17.	Menyeronokkan *(Enjoyable)*	❑	❑	❑	❑	030 ❍
18.	Tidak membangunkan saya *(Does not develop me)*	❑	❑	❑	❑	031 ❍

Akhir Bahagian II
End of Section Two

BAHAGIAN III
SECTION III

Bahagian ini mengandungi 68 item dari lima aspek seperti berikut. Bahagian ini bertujuan mendapat pandangan anda mengenai profesion anda sebagai guru. Anda dikehendaki menyatakan tahap persetujuan anda berhubung lima aspek tentang kerjaya anda. Aspek berkenaan ialah **Kerja (**15 item), **Gaji** (9 item), **Kenaikan pangkat** (9_item), **Penyeliaan** (17 item) (oleh ketua anda secara langsung), dan **Rakan Sekerja** (18_item). Sila tandakan (✓) pada petak yang disediakan.

This section has 68 items from five aspects as follows. It aims to get your opinions regarding your profession as a teacher. You are asked to state your levels of agreement on five aspects of your career as a teacher. They are Work(15 items), Pay (9 items), Promotion (9 items), Supervision (17 items) (by your immediate superior) and Colleagues (18 items). Please tick (✓) in the appropriate box provided.

STS=Sangat Tidak Setuju ***(Strongly Disagree)***
TS=Tidak Setuju ***(Disagree)***
S=Setuju ***(Agree)***
SS=Sangat Setuju ***(Strongly Agree)***

Kerja *(Work)*

Sila fikirkan tentang kerja anda sekarang. Bagaimanakah anda menyatakan tahap persetujuan anda terhadap setiap pernyataan berhubung kerja anda di sekolah? Sila pilih satu respon sahaja. Tandakan pada ruang yang sesuai. Kerja saya sekarang adalah:

Think of the work you do at present. How do you describe your level of agreement for each of the following words or phrases, which describe your work. There are four responses. Choose only one. My present career is:

	STS	TS	S	SS	UNTUK KEGUNAAN PENYELIDIK
1. Menyeronokkan *(Fascinating)*	❑	❑	❑	❑	032 ❍
2. Perkara yang sama *(Routine)*	❑	❑	❑	❑	033 ❍
3. Memuaskan *(Satisfying)*	❑	❑	❑	❑	034 ❍

4. Membosankan *(Boring)*	❑	❑	❑	❑	035 ❍
5. Kreatif *(Creative)*	❑	❑	❑	❑	036 ❍
6. Dihormati *(Respected)*	❑	❑	❑	❑	037 ❍
7. Kurang selesa *(Uncomfortable)*	❑	❑	❑	❑	038 ❍
8. Menyelesakan *(Pleasant)*	❑	❑	❑	❑	039 ❍
9. Berfaedah *(Useful)*	❑	❑	❑	❑	040 ❍
10. Meletihkan *(Tiring)*	❑	❑	❑	❑	041 ❍
11. Menyihatkan *(Healthful)*	❑	❑	❑	❑	042 ❍
12. Mencabar *(Challenging)*	❑	❑	❑	❑	043 ❍
13. Terlalu banyak kerja *(Too much to do)*	❑	❑	❑	❑	044 ❍
14. Mengecewakan *(Frustrating)*	❑	❑	❑	❑	045 ❍
15. Memberi rasa satu pencapaian *(Gives sense of accomplishment)*	❑	❑	❑	❑	046 ❍

Gaji *(Pay)*

Fikirkan tentang gaji yang anda terima sekarang. Apakah pandangan anda berhubung pernyataan berikut tentang gaji anda? Gaji saya sekarang adalah:

Think of the pay you get now. How well does each of the following words or phrases describe your present pay? My present pay is:

	STS	TS	S	SS	UNTUK KEGUNAAN PENYELIDIK
1. Mencukupi untuk perbelanjaan biasa *(Income adequate for normal expenses)*	❑	❑	❑	❑	047 ❍
2. Sederhana *(Fair)*	❑	❑	❑	❑	048 ❍
3. Sekadar mencukupi *(Barely live on income)*	❑	❑	❑	❑	049 ❍
4. Tidak baik *(Bad)*	❑	❑	❑	❑	050 ❍
5. Pendapatan memberi kemewahan *(Income provides luxuries)*	❑	❑	❑	❑	051 ❍
6. Tidak selamat *(Insecure)*	❑	❑	❑	❑	052 ❍
7. Kurang daripada yang selayaknya *(Less than I deserve)*	❑	❑	❑	❑	053 ❍
8. Lumayan/Memuaskan *(Well paid)*	❑	❑	❑	❑	054 ❍
9. Kurang *(Underpaid)*	❑	❑	❑	❑	055 ❍

Kenaikan Pangkat *(Promotion)*

Fikirkan tentang peluang untuk kenaikan pangkat yang ada sekarang bagi kerjaya anda. Bagaimanakah pandangan anda berhubung pernyataan berikut? Kenaikan pangkat dalam kerjaya saya adalah:

Think of the opportunities for promotion that you have now. How do you describe your level of agreement for each for the following word or phrase.

Promotion in my profession is:

	STS	TS	S	SS	UNTUK KEGUNAAN PENYELIDIK

1. Peluang baik untuk naik pangkat *(Good opportunity for promotion)*	❑	❑	❑	❑	056 ❍
2. Peluang agak terhad *(Opportunity somewhat limited)*	❑	❑	❑	❑	057 ❍
3. Kenaikan mengikut kebolehan *(Promotion on ability)*	❑	❑	❑	❑	058 ❍
4. Tiada kenaikan *(Dead-end-job)*	❑	❑	❑	❑	059 ❍
5. Harapan baik untuk naik pangkat *(Good chance for promotion)*	❑	❑	❑	❑	060 ❍
6. Dasar naik pangkat yang kurang adil *(Unfair promotion policy)*	❑	❑	❑	❑	061 ❍
7. Kenaikan pangkat tidak selalu *(Infrequent promotion)*	❑	❑	❑	❑	062 ❍
8. Kenaikan pangkat berterusan *(Regular promotion)*	❑	❑	❑	❑	063 ❍
9. Harapan naik pangkat agak baik *(Fairly good chance for promotion)*	❑	❑	❑	❑	064 ❍

Penyeliaan *(oleh ketua anda secara langsung)* ***(Supervision** by your immediate superior)*

Fikirkan tentang penyeliaan (oleh ketua anda secara langsung) terhadap kerjaya anda di sekolah sekarang. Bagaimanakah pandangan anda berhubung pernyataan berikut. Penyelia saya adalah:

Think of the kind of supervision that you get (from your immediate superior) on your job. How well does each of the following words or phrases describe this? My supervisor is:

	STS	**TS**	**S**	**SS**	**UNTUK KEGUNAAN PENYELIDIK**
1. Mohon nasihat daripada saya *(Asks my advice)*	❑	❑	❑	❑	065 ❍
2. Sukar dipuji *(Hard to please)*	❑	❑	❑	❑	066 ❍

3. Kurang sopan *(Impolite)*	❑	❑	❑	❑	067 ❍
4. Memuji kerja yang baik *(Praises good work)*	❑	❑	❑	❑	068 ❍
5. Berhemah *(Tactful)*	❑	❑	❑	❑	069 ❍
6. Berpengaruh *(Influential)*	❑	❑	❑	❑	070 ❍
7. Kemaskini *(Up-to-date)*	❑	❑	❑	❑	071 ❍
8. Tidak menyelia secukupnya *(Doesn't supervise enough)*	❑	❑	❑	❑	072 ❍
9. Mempunyai pilihan tertentu *(Has favourites)*	❑	❑	❑	❑	073 ❍
10. Berterus-terang *(Tells me where I stand)*	❑	❑	❑	❑	074 ❍
11. Degil *(Stubborn)*	❑	❑	❑	❑	075 ❍
12. Arif tentang pekerjaannya *(Knows job well)*	❑	❑	❑	❑	076 ❍
13. Agak keterlaluan *(Quite extreme)*	❑	❑	❑	❑	077 ❍
14. Cerdas *(Intelligent)*	❑	❑	❑	❑	078 ❍
15. Perancang yang kurang cekap *(Poor planner)*	❑	❑	❑	❑	079 ❍
16. Sentiasa ada bila diperlu *(Around when needed)*	❑	❑	❑	❑	080 ❍
17. Malas *(Lazy)*	❑	❑	❑	❑	081 ❍

Rakan sekerja *(Colleagues)*

Fikirkan tentang kebanyakan rakan sekerja anda di sekolah anda atau mereka yang anda sering hubungi berkaitan dengan pekerjaan anda. Apakah pandangan anda mengenai pernyataan berikut? Rakan-rakan saya adalah:

Think of the majority of the people you work with or those you meet in connection with your work at school. How well does each of the following words or phrases describe these people? My colleagues are:

	STS	TS	S	SS	UNTUK KEGUNAAN PENYELIDIK
1. Memberangsangkan *(Stimulating)*	❑	❑	❑	❑	082 ❍
2. Membosankan *(Boring)*	❑	❑	❑	❑	083 ❍
3. Lambat *(Slow)*	❑	❑	❑	❑	084 ❍
4. Suka menolong *(Helpful)*	❑	❑	❑	❑	085 ❍
5. Bodoh *(Stupid)*	❑	❑	❑	❑	086 ❍
6. Bertanggungjawab *(Responsible)*	❑	❑	❑	❑	087 ❍
7. Pantas *(Fast)*	❑	❑	❑	❑	088 ❍
8. Cerdas *(Intelligent)*	❑	❑	❑	❑	089 ❍
9. Mudah bermusuh *(Easy to make enemies)*	❑	❑	❑	❑	090 ❍
10. Bercakap banyak *(Talk too much)*	❑	❑	❑	❑	091 ❍
11. Bijak/kemas *(Smart)*	❑	❑	❑	❑	092 ❍
12. Malas *(Lazy)*	❑	❑	❑	❑	093 ❍

13. Kurang menggembirakan *(Unpleasant)*	❑	❑	❑	❑	094 ❍
14. Pengumpat *(Gossipy)*	❑	❑	❑	❑	095 ❍
15. Aktif *(Active)*	❑	❑	❑	❑	096 ❍
16. Minat yang sedikit *(Narrow interest)*	❑	❑	❑	❑	097 ❍
17. Setia *(Loyal)*	❑	❑	❑	❑	098 ❍
18. Degil *(Stubborn)*	❑	❑	❑	❑	099 ❍

Akhir Bahagian III
End of Section Three

BAHAGIAN IV
SECTION IV

Bahagian ini mengandungi 10 item mengenai beberapa aspek profesion keguruan berdasarkan perspektif pengurusannya di Jabatan Pendidikan Sarawak. Anda dengan segala hormatnya diminta memilih dari 1 hingga 10 untuk menyatakan tahap kepuasan anda dengan membulatkan skala yang disediakan.

This section contains 10 items on aspects of the teaching profession based on their management in Sarawak Education Department's perspective. You are kindly requested to circle the scale which you think best reflects your level of satisfaction.

Aspek / ***Aspects***	**Sangat Tidak Memuaskan** / ***Totally Dissatisfied***	**Sangat Memuaskan** / ***Totally Satisfied***	**UNTUK KEGUNAAN PENYELIDIK**
1. Program pembangunan profesional *(Professional Development Program)*	**1 2 3 4 5 6 7 8 9 10**		100 ❍

2.	Penilaian prestasi kerja *(Staff performance appraisal)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	101 ❍
3.	Kuota guru *(Teachers' quota)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	102 ❍
4.	Penempatan dan pertukaran guru *(Teachers' transfer and posting)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	103 ❍
5.	Kebajikan guru pada keseluruhannya *(Overall Teachers' welfare)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	104 ❍
6.	Kemudahan di sekolah *(School facilities)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	105 ❍
7.	Disiplin pelajar *(Students discipline)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	106 ❍
8.	Sokongan daripada ibu bapa *(Parents' support)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	107 ❍
9.	Tugas lain selain mengajar *(Extra tasks besides teaching)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	108 ❍
10.	Jumlah waktu mengajar *(Teaching loads)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	109 ❍

Akhir Bahagian IV
End of Section Four

Ruangan ini untuk kegunaan penyelidik sahaja
(This space for researcher's use only)

1. Kategori Sekolah:
   (Category of school)

2. Kawasan:
   (Region)

3. Bilangan:
   (No.)

Terima kasih kerana sudi meluangkan masa dan kerja sama anda
Thank you for your time and cooperation.

Shahri Abdul Rahman
The University of Western Australia
Nedlands, PERTH
AUSTRALIA

SOAL SELIDIK TENTANG KEPUASAN KERJAYA GURU NEGERI SARAWAK, MALAYSIA

QUESTIONNAIRE ON TEACHERS' CAREER SATISFACTION
IN THE STATE OF SARAWAK, MALAYSIA

UNTUKU

PENGENALAN

Soal selidik ini mengandungi 111 item kesemuanya.
Ia bertujuan mendapat respon guru-guru sekolah rendah dan menengah berhubung kepuasan kerjaya mereka sebagai guru.
Soal selidik telah direkabentuk sedemikian rupa supaya anda bebas memberi pandangan dan perasaan anda berhubung kerja, tugas dan tanggung jawab serta kesannya sepanjang perkhidmatan anda sebagai guru. Kejayaan kajian ini akan bergantung pada kerjasama dan sokongan, respon anda yang jujur dan berterus-terang.
Semua respon akan dirahsiakan dan hanya akan diguna untuk tujuan kajian ini semata-mata.

INTRODUCTION

There are 111 items altogether in this questionnaire.
It seeks to obtain various responses from the teachers, both at the primary and secondary schools. The questionnaire is designed in such a way that you are free to express your opinions and feelings about your works, tasks, duties, responsibilities and outcomes throughout your entire service as a teacher.
The success of this study will depend on your kind cooperation and support, honest and frank, thoughtful responsible responses and serious consideration.

All responses you give will be kept in strict confidentiality and anonymity, and will strictly serve the purposes of this study only.

2

UNTUK PENGETUA, GURU BESAR DAN PENOLONG KANAN
(For Administrators)

ARAHAN
Soal selidik ini mengandungi empat bahagian. Setiap bahagian mempunyai arahannya sendiri. Sila baca setiap arahan dan sila beri respon anda seperti dikehendaki oleh setiap soalan.

INSTRUCTION:
This questionnaire has four sections. Each section has its own instruction. Please, kindly read the instruction very carefully and provide your response as required by each item.

BAHAGIAN I
SECTION I

Bahagian ini mengandungi 15 item. Anda dengan segala hormatnya dikehendaki menanda dengan (✓) di ruang yang disediakan atau di mana dikehendaki, menulis dengan pernyataan yang lengkap bagi setiap respon atau jawapan.

This section has 15 items. You are kindly requested to tick (✓) in the appropriate space provided or to write the complete statement for your response or answer.

UNTUK KEGUNAAN PENYELIDIK
(FOR RESEARCHER ONLY)

BUTIR PERIBADI

1. Jantina *(gender)*: Lelaki *(Male)* ❑ — 001 ❍
   Perempuan *(Female)* ❑

2. Tempat asal — 002 ❍
   (Place origin) _____

3. Taraf perkahwinan*(Marital status)* — 003 ❍
   - Bujang *(Single)* ❑
   - Berkahwin *(Married)* ❑
   - Belum kahwin semula *(No longer married)* ❑

4. Umur *(Age)* — 004 ❍
   - Kurang daripada 30 tahun (*Less than 30 years)* ❑
   - 31– 40 tahun *(31– 40 years)* ❑
   - Lebih daripada 41 tahun *(More than 41 years)* ❑

5. Kelayakan akademik tertinggi anda. — 005 ❍
   (Your highest academic qualification)
   - Sijil Rendah Pelajaran *(Lower Certificate of Education)* ❑
   - Sijil Persekolahan Malaysia *(Malaysian Certificate of Education)* ❑
   - Sijil Tinggi Persekolahan *(Higher School Certificate)* ❑
   - Ijazah Sarjana Muda *(Bachelor's Degree)* ❑
   - Ijazah Sarjana *(Master's Degree)* ❑
   - Ijazah Kedoktoran *(Doctorate Degree)* ❑

6. Kelayakan ikhtisas anda — 006 ❍
   (Your professional qualifications):
   - Sijil guru, Sijil pendidikan (*Teaching Certificate/Certificate of Education)* ❑

Diploma Pendidikan
(*Diploma of Education)* ❑
Diploma Pendidikan Malaysia
(Malaysian Diploma of Education) ❑
Diploma Pendidikan Tinggi
(*Advanced Diploma in Education)* ❑
Sarjana Muda Pendidikan
(Bachelor of Education) ❑

7. Tempoh perkhidmatan menjadi guru 007 ❍
(Number of years in the teaching service)
Kurang dari 5 Tahun *(Less than 5 years)* ❑
6-15 Tahun *(6-15 years)* ❑
16-30 Tahun *(16-30 years)* ❑
Lebih dari 31 Tahun *(More than 31 years)* ❑

8. Tempoh berkhidmat di sekolah sekarang 008 ❍
(Number of years in present school)
Kurang dari 5 Tahun *(Less than 5 years)* ❑
6-15 Tahun *(6-15 years)* ❑
16-30 Tahun *(16-30 years)* ❑
Lebih dari 31 Tahun *(More than 31 years)* ❑

9. Sudah berapa lamakah anda menjadi Pengetua/ 009 ❍
Guru Besar/Penolong Kanan/Guru Kanan?*
*(How long have you been a Principal/Headmaster/ Senior Assistant/Senior Teacher?)**
_____Tahun/Bulan (Years/months)*

10. Bilangan waktu mengajar? 010 ❍
(Number of teaching periods?)
_____

11. Keputusan Penilaian Prestasi Tahunan bagi 1998? 011 ❍
(Annual Performance Appraisal Result for 1998?)
Statik *(Static)* ❑
Mendatar *(Horizontal)* ❑
Mendatar dengan prestasi baik
(Horizontal with good performance) ❑
Mendatar dengan prestasi cemerlang
(Horizontal with excellent performance) ❑
Menegak *(Vertical)* ❑
Melintang *(Diagonal)* ❑

BUTIR SEKOLAH *(Information of school)*

12. Bagaimanakah kemudahan untuk guru di sekolah anda? 012 ❍
(How do you describe teachers' facilities in your school?)
Tidak memuaskan *(Not satisfactory)* ❑
Memuaskan *(Satisfactory)* ❑
Sangat memuaskan *(Very satisfactory)* ❑

13. Kedudukan sekolah 013 ❍
(Locality of school)

Bandar ❑
(Town)
Luar bandar ❑
(Rural)
Pedalaman ❑
(Remote)

14. Gred Sekolah 014 ❍
(School's Grade)
Gred A *(Grade A)* ❑
Gred B *(Grade B)* ❑

15. Adakah sekolah anda mempunyai kemudahan asrama? 015 ❍
(Does your school provide boarding facilities?)
Ya *(Yes)* ❑
Tidak *(No)* ❑

Akhir Bahagian I
End of Section One

BAHAGIAN II
SECTION II

Bahagian mengandungi 18 item. Berikut adalah pernyataan berhubung dengan kerja anda secara umum. Sila baca setiap pernyataan dan nyatakan respon anda dengan menanda **(✓)** pada ruang yang disediakan. Sila fikirkan pekerjaan anda secara umum. Bagaimanakah persetujuan anda dengan pernyataan berikut pada keseluruhannya?

This section has 18 items. Below are statements related to your job in general. Please read every statement carefully and indicate your opinion by ticking (✓) the provided space that corresponds to your opinion. Think of your job in general. What is it like most of the time?

STS=Sangat Tidak Setuju ***(Strongly Disagree)***
TS=Tidak setuju ***(Disagree)***
S=Setuju ***(Agree)***
SS=Sangat Setuju ***(Strongly Agree)***

		STS	TS	S	SS	UNTUK KEGUNAAN PENYELIDIK
19.	Menarik *(Pleasant)*	❑	❑	❑	❑	016 ❍
20.	Tidak baik *(Bad)*	❑	❑	❑	❑	017 ❍
21.	Amat baik *(Ideal)*	❑	❑	❑	❑	018 ❍
22.	Membuang masa *(Waste of time)*	❑	❑	❑	❑	019 ❍
23.	Baik *(Good)*	❑	❑	❑	❑	020 ❍
24.	Tidak memberi faedah *(Undesirable)*	❑	❑	❑	❑	021 ❍
25.	Berfaedah *(Worthwhile)*	❑	❑	❑	❑	022 ❍
26.	Tahap profesionalisme yang rendah dari profesion lain *(Lower professionalism than other professions)*	❑	❑	❑	❑	023 ❍
27.	Boleh diterima *(Acceptable)*	❑	❑	❑	❑	024 ❍

28.	Tinggi *(Superior)*	❑	❑	❑	❑	025 ❍
29.	Lebih baik daripada kebanyakan pekerjaan lain *(Better than most)*	❑	❑	❑	❑	026 ❍
30.	Bertentangan *(Disagreeable)*	❑	❑	❑	❑	027 ❍
31.	Membuat saya berpuashati *(Makes me content)*	❑	❑	❑	❑	028 ❍
32.	Tidak mencukupi *(Inadequate)*	❑	❑	❑	❑	029 ❍
33.	Cemerlang (*Excellent)*	❑	❑	❑	❑	030❍
34.	Masih di takuk lama *(Rotten)*	❑	❑	❑	❑	031 ❍
35.	Menyeronokkan *(Enjoyable)*	❑	❑	❑	❑	032 ❍
36.	Tidak membangunkan saya *(Does not develop me)*	❑	❑	❑	❑	033 ❍

Akhir Bahagian II
End of Section Two

BAHAGIAN III
SECTION III

Bahagian ini mengandungi 68 item dari lima aspek seperti berikut. Bahagian ini bertujuan mendapat pandangan anda mengenai profesion anda sebagai guru. Anda dikehendaki menyatakan tahap persetujuan anda berhubung lima aspek tentang kerjaya anda. Aspek berkenaan ialah **Kerja** (18 item), **Gaji** (9 item), **Kenaikan pangkat** (9 item), **Penyeliaan** (17 item) (oleh ketua anda secara langsung), dan **Rakan Sekerja** (18 item). Sila tandakan (✓) pada petak yang disediakan.

This section has 68 items from five aspects as follows. This section seeks to get your opinions regarding your profession as a teacher. You are asked to state your levels of agreement on five aspects of your career as a teacher. They are Work (18 items), Pay (9 items), Promotion (9 items), Supervision (17 items) (by your immediate superior) and Colleagues (18 items). Please tick (✓) in the appropriate box provided.

STS=Sangat Tidak Setuju ***(Strongly Disagree)***
TS=Tidak Setuju ***(Disagree)***
S=Setuju ***(Agree)***
SS=Sangat Setuju ***(Strongly Agree)***

Kerja *(Work)*

Sila fikirkan tentang kerja anda sekarang. Bagaimanakah anda menyatakan tahap persetujuan anda terhadap setiap pernyataan berhubung kerja anda di sekolah? Sila pilih satu respon sahaja. Tandakan pada ruang yang sesuai. Kerja saya sekarang adalah:

Think of the work you do at present. How do you describe your level of agreement for each of the following words or phrases, which describe your work. There are four responses. Choose only one. My present career is:

	STS	TS	S	SS	UNTUK KEGUNAAN PENYELIDIK
16. Menyeronokkan *(Fascinating)*	❑	❑	❑	❑	034 ❍
17. Perkara yang sama *(Routine)*	❑	❑	❑	❑	035 ❍
18. Memuaskan *(Satisfying)*	❑	❑	❑	❑	036 ❍
19. Membosankan *(Boring)*	❑	❑	❑	❑	037 ❍
20. Kreatif *(Creative)*	❑	❑	❑	❑	038 ❍
21. Dihormati *(Respected)*	❑	❑	❑	❑	039 ❍

22. Kurang selesa *(Uncomfortable)*	❑	❑	❑	❑	040 ❍
23. Menyelesakan *(Pleasant)*	❑	❑	❑	❑	041 ❍
24. Berfaedah *(Useful)*	❑	❑	❑	❑	042 ❍
25. Meletihkan *(Tiring)*	❑	❑	❑	❑	043 ❍
26. Menyihatkan *(Healthful)*	❑	❑	❑	❑	044 ❍
27. Mencabar *(Challenging)*	❑	❑	❑	❑	045 ❍
28. Terlalu banyak kerja *(Too much to do)*	❑	❑	❑	❑	046 ❍
29. Mengecewakan *(Frustrating)*	❑	❑	❑	❑	047 ❍
30. Memberi rasa satu pencapaian *(Gives sense of accomplishment)*	❑	❑	❑	❑	048 ❍

Gaji *(Pay)*

Fikirkan tentang gaji yang anda terima sekarang. Apakah pandangan anda berhubung pernyataan berikut tentang gaji anda? Gaji saya sekarang adalah:
Think of the pay you get now. How well does each of the following words or phrases describe your present pay? My present pay is:

	STS	**TS**	**S**	**SS**	**UNTUK KEGUNAAN PENYELIDIK**
10. Mencukupi untuk perbelanjaan biasa *(Income adequate for normal expenses)*	❑	❑	❑	❑	049 ❍
11. Sederhana *(Fair)*	❑	❑	❑	❑	050 ❍

12. Sekadar mencukupi *(Barely live on income)*	❑	❑	❑	❑	051 ❍
13. Tidak baik *(Bad)*	❑	❑	❑	❑	052 ❍
14. Pendapatan memberi kemewahan *(Income provides luxuries)*	❑	❑	❑	❑	053 ❍
15. Tidak selamat *(Insecure)*	❑	❑	❑	❑	054 ❍
16. Kurang daripada yang selayaknya *(Less than I deserve)*	❑	❑	❑	❑	055 ❍
17. Lumayan/Memuaskan *(Well paid)*	❑	❑	❑	❑	056 ❍
18. Kurang *(Underpaid)*	❑	❑	❑	❑	057 ❍

_____

Kenaikan Pangkat *(Promotion)*

Fikirkan tentang peluang untuk kenaikan pangkat yang ada sekarang bagi kerjaya anda. Bagaimanakah pandangan anda berhubung pernyataan berikut? Kenaikan pangkat dalam kerjaya saya adalah:

Think of the opportunities for promotion that you have now. How do you describe your level of agreement for each for the following word or phrase. Promotion in my profession is:

	STS	TS	S	SS	UNTUK KEGUNAAN PENYELIDIK
10. Peluang baik untuk naik pangkat *(Good opportunity for promotion)*	❑	❑	❑	❑	058 ❍
11. Peluang agak terhad *(Opportunity somewhat limited)*	❑	❑	❑	❑	059 ❍
12. Kenaikan mengikut kebolehan *(Promotion on ability)*	❑	❑	❑	❑	060 ❍
13. Tiada kenaikan *(Dead-end-job)*	❑	❑	❑	❑	061 ❍
14. Harapan baik untuk naik pangkat *(Good chance for promotion)*	❑	❑	❑	❑	062 ❍

15. Dasar naik pangkat yang kurang adil *(Unfair promotion policy)*	❑	❑	❑	❑	063 ❍
16. Kenaikan pangkat tidak selalu *(Infrequent promotion)*	❑	❑	❑	❑	064 ❍
17. Kenaikan pangkat berterusan *(Regular promotion)*	❑	❑	❑	❑	065 ❍
18. Harapan naik pangkat agak baik *(Fairly good chance for promotion)*	❑	❑	❑	❑	066 ❍

Penyeliaan *(oleh ketua anda secara langsung)*
(Supervision** by your immediate superior**)
Fikirkan tentang penyeliaan (oleh ketua anda secara langsung) terhadap kerjaya anda di sekolah sekarang. Bagaimanakah pandangan anda berhubung pernyataan berikut. Penyelia saya adalah:
Think of the kind of supervision that you get (from your immediate superior) on your job. How well does each of the following words or phrases describe this? My supervisor is:

	STS	**TS**	**S**	**SS**	**UNTUK KEGUNAAN PENYELIDIK**
12. Mohon nasihat daripada saya *(Asks my advice)*	❑	❑	❑	❑	067 ❍
13. Sukar dipuji *(Hard to please)*	❑	❑	❑	❑	068 ❍
14. Kurang sopan *(Impolite)*	❑	❑	❑	❑	069 ❍
15. Memuji kerja yang baik *(Praises good work)*	❑	❑	❑	❑	070 ❍
16. Berhemah *(Tactful)*	❑	❑	❑	❑	071 ❍
17. Berpengaruh *(Influential)*	❑	❑	❑	❑	072 ❍
18. Kemaskini *(Up-to-date)*	❑	❑	❑	❑	073 ❍
19. Tidak menyelia secukupnya *(Doesn't supervise enough)*	❑	❑	❑	❑	074 ❍

20. Mempunyai pilihan tertentu ❑ ❑ ❑ ❑ 075 ❍
(Has favourites)

21. Berterus-terang ❑ ❑ ❑ ❑ 076 ❍
(Tells me where I stand)

22. Degil ❑ ❑ ❑ ❑ 077 ❍
(Stubborn)

12. Arif tentang pekerjaannya ❑ ❑ ❑ ❑ 078 ❍
(Knows job well)

18. Agak keterlaluan ❑ ❑ ❑ ❑ 079 ❍
(Quite extreme)

19. Cerdas ❑ ❑ ❑ ❑ 080 ❍
(Intelligent)

20. Perancang yang kurang cekap ❑ ❑ ❑ ❑ 081 ❍
(Poor planner)

21. Sentiasa ada bila diperlu ❑ ❑ ❑ ❑ 082 ❍
(Around when needed)

22. Malas ❑ ❑ ❑ ❑ 083 ❍
(Lazy)

Rakan sekerja *(Colleagues)*

Fikirkan tentang kebanyakan rakan sekerja anda di sekolah anda atau mereka yang anda sering hubungi berkaitan dengan pekerjaan anda. Apakah pandangan anda mengenai pernyataan berikut? Rakan-rakan saya adalah:

Think of the majority of the people you work with or those you meet in connection with your work at school. How well does each of the following words or phrases describe these people? My colleagues are:

	STS	TS	S	SS	UNTUK KEGUNAAN PENYELIDIK
19. Memberangsangkan *(Stimulating)*	❑	❑	❑	❑	084 ❍
20. Membosankan *(Boring)*	❑	❑	❑	❑	085 ❍
21. Lambat *(Slow)*	❑	❑	❑	❑	086 ❍
22. Suka menolong *(Helpful)*	❑	❑	❑	❑	087 ❍
23. Bodoh *(Stupid)*	❑	❑	❑	❑	088 ❍
24. Bertanggungjawab *(Responsible)*	❑	❑	❑	❑	089 ❍
25. Pantas *(Fast)*	❑	❑	❑	❑	090 ❍
26. Cerdas *(Intelligent)*	❑	❑	❑	❑	091 ❍
27. Mudah bermusuh *(Easy to make enemies)*	❑	❑	❑	❑	092 ❍
28. Bercakap banyak *(Talk too much)*	❑	❑	❑	❑	093 ❍
29. Bijak/kemas *(Smart)*	❑	❑	❑	❑	094 ❍

30. Malas *(Lazy)*	❑	❑	❑	❑	095 ❍
31. Kurang menggembirakan *(Unpleasant)*	❑	❑	❑	❑	096 ❍
32. Pengumpat *(Gossipy)*	❑	❑	❑	❑	097 ❍
33. Aktif *(Active)*	❑	❑	❑	❑	098 ❍
34. Minat yang sedikit *(Narrow interest)*	❑	❑	❑	❑	099 ❍
35. Setia *(Loyal)*	❑	❑	❑	❑	100 ❍
36. Degil *(Stubborn)*	❑	❑	❑	❑	101 ❍

Akhir Bahagian III
End of Section Three

BAHAGIAN IV
SECTION IV

Bahagian ini mengandungi 10 aspek profesion keguruan berdasarkan perspektif pengurusannya di Jabatan Pendidikan Sarawak. Anda dengan segala hormatnya diminta memilih dari 1 hingga 10 untuk menyatakan tahap kepuasan anda dengan membulatkan skala yang disediakan.

This section contains 10 aspects of the teaching profession based on their management in Sarawak Education Department's perspective. You are kindly requested to circle the scale which you think best reflects your level of satisfaction.

Aspek / ***Aspects***	**Sangat Tidak Memuaskan** / ***Totally Dissatisfied***									**Sangat Memuaskan** / ***Totally Satisfied***	**UNTUK KEGUNAAN PENYELIDIK**
11. Program pembangunan profesional *(Professional Development Program)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	102 ❍
12. Penilaian prestasi kerja *(Staff performance appraisal)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	103 ❍
13. Kuota guru *(Teachers' quota)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	104 ❍
14. Penempatan dan pertukaran guru *(Teachers' transfer and posting)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	105 ❍
15. Kebajikan guru pada keseluruhannya *(Overall Teachers' welfare)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	106 ❍
16. Kemudahan di sekolah *(School facilities)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	107 ❍
17. Disiplin pelajar *(Students discipline)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	108 ❍
18. Sokongan daripada ibu bapa *(Parents' support)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	109 ❍
19. Tugas lain selain mengajar *(Extra tasks besides teaching)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	110 ❍
20. Jumlah waktu mengajar *(Teaching loads)*	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	111 ❍

Akhir Bahagian IV
End of Section Four

Ruangan ini untuk kegunaan penyelidik sahaja
(This space for researcher's use only)

4. Kategori Sekolah:
   (Category of school)

5. Kawasan:
   (Region)

6. Bilangan:
   (No.)

Terima kasih kerana sudi meluangkan masa dan kerja sama anda
Thank you for your time and cooperation.

Shahri Abdul Rahman
The University of Western Australia
Nedlands, PERTH
AUSTRALIA

Table 3.11 Population of teachers in Sarawak 1999

Divisions	Primary schools		Secondary schools		Total
	Male	Female	Male	Female	
Kuching & Samarahan	2,272	3,002	1,331	1,924	8,529
Sri Aman	983	741	480	384	2,588
Sibu	1,037	1,473	605	857	3,972
Miri & Bintulu	1,194	1,585	771	1,036	4,586
Limbang	392	364	171	198	1,125
Sarikei	728	717	333	336	2,114
Kapit	668	356	208	160	1,392
Total	7,274	8,238	3,899	4,895	24,306

Source: Sarawak Education Department Statistic, 1999

Educational Policy Research and Planning Division,
Ministry of Education Malaysia,
Level 2, 3 & %, Block J,
Pusat Bandar Damansara, Telephone: 03 2583204
50604 KUALA LUMPUR. Fax: 03 2554960

Encik Shahri Abdul Rahman, Our Ref: KP(BPPDP) 13/15 Jld.50(477)
Graduate School of Education, Date: 2 Ogos 1999
University of Western Australia,
Nedlands 6009 WA.

Sir,

Approval for Conducting a Research in Schools, Teachers' Colleges, Education Offices and Divisions within the Ministry of Education Malaysia

I am directed to inform you that your application to conduct a research study under the following topic:

"An investigation into teachers' career satisfaction in the State of Sarawak, Malaysia',

is hereby approved.

2. This approval is based on the contents of your research proposal you have earlier submitted to this Division. An approval to use the research sample, however, must be obtained from the Divisional Head/Director of Education of the State concerned. Please, submit a copy of the report of your research to this Division once you have completed the study.

Thank you.

"BERKHIDMAT UNTUK NEGARA"

Yours truly,

(Signed)
(DR. AMIR BIN MOHD. SALLEH)
for Director,
Educational Policy Research and Planning Division,
Ministry of Education Malaysia.

[Translation of an approval letter from the Ministry of Education, Malaysia]

Shahri Abdul Rahman

Graduate School of Education
The University of Western Australia
Nedlands
6009 WA
AUSTRALIA

karyawan@student.ecel.uwa.edu.au

Kepada: 9 Ogos 1999
Pengetua/Guru Besar,

_____

Tuan/Puan,

Soalselidik Tentang Kepuasan Kerjaya Guru di Negeri Sarawak, Malaysia

Penyelidikan ini bertujuan menyelidiki tahap dan punca kepuasan kerjaya guru-guru sekolah rendah dan menengah di negeri Sarawak.

2. Sebagai memenuhi sebahagian daripada syarat kursus Ijazah kedoktoran yang sedang saya ikuti di University of Western Australia, kelicinan perjalanan penyelidikan ini amat memerlukan kerjasama tuan/puan demi memastikan pulangan soalselidik yang menggalakkan.

3. Soalselidik ini adalah untuk tuan/puan dan penolong kanan sahaja dan hendaklah dikembalikan bersama soalselidik untuk guru.

4. Sukacita kiranya tuan/puan dapat mengembalikan semua soalselidik pada atau sebelum 12 November 1999 di alamat:

Urus Setia Penyelidikan
Jabatan Pendidikan Sarawak
Tingkat 11, Bangunan TDPTHB,
Jalan Simpang Tiga,
93604 Kuching
Sarawak
(U.P. Encik Hassan Haji Wa Gani)

5. Semua respon dan jawapan tuan/puan akan diklasifikasikan sebagai maklumat yang terperingkat dan ditempatkan di tahap kerahsiaan. Segala maklumat yang diberi adalah untuk tujuan penyelidikan ini sahaja sepertimana dikehendaki oleh syarat dan etika penyelidikan.

Semuga dengan kerjasama serta sokongan tuan/puan, penyelidikan ini dapat memenuhi tujuan serta matlamatnya.

Sekian, terima kasih.

(signed)
Shahri Abdul Rahman

Shahri Abdul Rahman

Graduate School of Education
The University of Western Australia
Nedlands
6009 WA
AUSTRALIA

karyawan@student.ecel.uwa.edu.au

To: 9 August 1999
Principal/ School head,

_____

Sir/Mdm,

Survey questionnaires – A study of teachers' career satisfaction in Sarawak

In reference to our earlier communication, I forward two sets of questionnaires to be completed by yourself and all trained teachers presently teaching in your school.

As part of the requirements for my doctoral studies at the University of Western Australia, I hope the returns will be good. Please remind your teachers to read the instructions carefully before they respond to the questions in the questionnaires.

All completed questionnaires are to be submitted on or before 12 November 1999 at the following address:

Research Secretariat,
Sarawak Education Department,
Tingkat 11, Bangunan TDPTHB ,
Simpang Tiga,
93604 Kuching
Sarawak
(Attention: Mr Hassan Haji Wa Gani)

All responses and answers will be categorised as classified information and will be placed in strict confidentiality. All information will only be used for the purpose of this study as stipulated in the conditions and ethics of research.

I wish to extend my appreciation for your support and assistance in this study.

Yours truly,

(signed)
Shahri Abdul Rahman

[Translation of the researcher's letter to principals and school heads]

Samples of timetables of both teachers and administrators in Rural and urban schools for primary and secondary

Administrator – Urban Secondary School 6 periods

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
0710 – 0715					
0715 – 0755			T.3J		
0755 – 0835			T.3J		
0835 – 0915					
0915 – 0950					
0950 – 1010	Break				
1010 – 1050				T.4I	T.3J
1050 – 1130				T.4I	T.3J
1130 – 1205					
1205 – 1240					

Subject taught: Mathematics Form Three and Four

Administrator – Urban Secondary School 7 periods

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
0710 – 0715					
0715 – 0755					
0755 – 0835			M3 (T.5Q)		
0835 – 0915		M3 (T.5Q)	M3 (T.5Q)	M3 (T.5Q)	
0915 – 0950		M3 (T.5Q)	M3 (T.5Q)	M3 (T.5Q)	
0950 – 1010	Break				
1010 – 1050					
1050 – 1130					
1130 – 1205					
1205 – 1240					

Subject taught: Mathematics Form Five

Administrator – Rural Secondary School 10 periods

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
0710 – 0715					
0715 – 0755	T.5E/F			T.3J	
0755 – 0835		T.5Sc	T.5G	T.5G	T.3I
0835 – 0915					
0915 – 0950					
0950 – 1010	Break				
1010 – 1050			T.5Sc		
1050 – 1130					T.5E/F
1130 – 1205				T.5Sc	T.3J
1205 – 1240					

Subject taught: Science Form Five and Three

Teacher – Urban Secondary School 26 periods

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
0710 – 0715					
0715 – 0755		SM(T.5A)	BM(4D)	BM(4G)	
0755 – 0835		SM(T.5A)	BM(4D)	BM(4G)	
0835 – 0915	BM(T.4D)	SM(T.4B)		SM(5B)	SM(5A)
0915 – 0950	BM(T.4D)	SM(T.4B)		SM(5B)	SM(5A)
0950 – 1010	Break				
1010 – 1050			BM(4C)		SM(4A)
1050 – 1130		SM(4A)	BM(4C)		SM(4A)
1130 – 1205	BM(T.4G)		SM(4B)	BM(4D)	SM(5B)
1205 – 1240	BM(T.4G)			BM(4D)	SM(5B)

Subject taught: Bahasa Melayu Form Four, Malay Literature Form Four and Five

Teacher – Rural Secondary School 25 periods

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
0710 – 0715					
0715 – 0755	T 4A		T 4B		T 4A
0755 – 0835	T 4A		T 4B		T 4A
0835 – 0915		T 4A		T 4I	
0915 – 0950		T 4I		T 4I	
0950 – 1010	Break				
1010 – 1050	T 4G		T 4C	T 4B	T 4B
1050 – 1130	T 4G		T 4C		T 4B
1130 – 1205	T 4C	T 4G	T 4I		T 4G
1205 – 1240	T 4C	T 4C	T 4I		T 4G

Subject taught: Mathematics Form Four

Teacher – Rural Secondary School 26 periods

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
0710 – 0715					
0715 – 0755	T 3C	T 3H	T 3A	T 3H	T 3A
0755 – 0835	T 3C	T 3A	T 3A	T 3H	T 3A
0835 – 0915	T 3D				
0915 – 0950	T 3D			T 3D	
0950 – 1010	Break				
1010 – 1050		T 3D		T 3F	T 3H
1050 – 1130		T 3D		T 3F	T 3H
1130 – 1205	T 3F		T 3C		T 3C
1205 – 1240	T 3F	T 3F	T 3C		T 3C

Subject taught: English Form Three

Teacher (Urban Secondary School) 24 periods

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
0710 – 0715					
0715 – 0755	BI (4C)				BI(4B)
0755 – 0835	BI (4C)	BI (4B)	BC(3C/D)	BC(3A/B)	BI(4B)
0835 – 0915		BI (4D)	BI(4D)		BI(4C)
0915 – 0950		BI (4D)		BI (4C)	BI(4C)
0950 – 1010	Break				
1010 – 1050	BI (4B)		BC(3A/B)	BC(3C/D)	
1050 – 1130	BI (4B)	BI (4C)	BC(3A/B)	BC(3C/D)	
1130 – 1205					BI(4D)
1205 – 1240	BI (4D)		BI(4B)		BI(4D)

Subject taught English and Chinese Form Three and Four

Teacher – Urban Secondary School 24 periods

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
0710 – 0715					
0715 – 0755	T 4H		T 4G	T 4A	T 4H
0755 – 0835	T 4H		T 4G	T 4A	T 4H
0835 – 0915				T 4E	T 4G
0915 – 0950	T 4A	T 4C		T 4E	T 4G
0950 – 1010	Break				
1010 – 1050	T 4A		T 5G	T 4H	
1050 – 1130			T 5G		
1130 – 1205	T 5G	T 4E			T 4C
1205 – 1240	T 5G	T 4E			T 4C

Subject taught Science Form Four and Five

Administrator – Urban Primary School 6 periods

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
0700 – 0730					
0730 – 0800					
0800 – 0830				6 cerdas	
0830 – 0900				6 cerdas	
0900 – 0930					
0930 – 1000					
1000 – 1020	Break				
1020 – 1050		6 cerdas	6 cerdas		

1050 – 1120		6 cerdas	6 cerdas		
1120 – 1150					
1150 – 1220					

Subject taught: Moral Education – Primary Six

Administrator – Urban Primary School 10 periods

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
0700 – 0730		4 bijak			
0730 – 0800		4 bijak			
0800 – 0830		4 bijak		4 bestari	4 bijak
0830 – 0900				4 bestari	4 bijak
0900 – 0930					
0930 – 1000					
1000 – 1020	Break				
1020 – 1050					
1050 – 1120			4 bestari		
1120 – 1150			4 bestari		
1150 – 1220			4 bestari		

Subject taught: Science – Primary Four

Administrator – Rural Primary School 13 periods

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
0700 – 0730					
0730 – 0800					
0800 – 0830		PM 5C			
0830 – 0900		PM 5C			
0900 – 0930			PM 5C		MM 4B
0930 – 1000			PM 5C		MM 4B
1000 – 1020	Break				
1020 – 1050					PM 5C
1050 – 1120		MM 4B			PM 5C
1120 – 1150		MM 4B		MM 4B	
1150 – 1220		MM 4B		MM 4B	

Subject taught: Mathematics and Moral Education – Primary Four and Five

Administrator –Rural Primary School 17 periods

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
0700 – 0730					
0730 – 0800		PS 2P			
0800 – 0830		PS 2P			

0830 – 0900			PM 2A	PM 1A	
0900 – 0930	PM 2 A		PM 2A	PM 1A	
0930 – 1000	PM 2 A		PM 2A		
1000 – 1020	Break				
1020 – 1050	PM 2 A	MZ 2C	PS 2C		
1050 – 1120		MZ 2C	PS 2C		
1120 – 1150			PM 1A		
1150 – 1220	PM 1 A		PM 1A		

Subject taught: Music, Moral Education and Arts – Primary One and Two

Administrator – Rural Primary School 16 periods

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
0700 – 0730					4 cergas
0730 – 0800					4 cergas
0800 – 0830			4 cergas		
0830 – 0900			4 cergas		4 bestari
0900 – 0930				4 bestari	4 bestari
0930 – 1000				4 bestari	4 bestari
1000 – 1020	Break				
1020 – 1050					
1050 – 1120				4 cergas	
1120 – 1150		4 bestari		4 cergas	
1150 – 1220		4 bestari		4 cergas	

Subject taught: Mathematics – Primary Four

Teacher – Rural Primary School 31 periods

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
0700 – 0730		PI 6B			PI 6C
0730 – 0800		PI 6B			PI 6C
0800 – 0830			PI 6B	PI 6C	PI 6A
0830 – 0900		JA 5B	PI 6B	PI 6C	PI 6A
0900 – 0930	PI 6A	PI 5P	PI 5P	PI 6A	PI 6B
0930 – 1000	PI 6A	PI 5P	PI 5P	PI 6A	PI 6B
1000 – 1020	Break				
1020 – 1050	PI 5P	PI 6C	PI 6C		
1050 – 1120	PI 5P	PI 6C	PI 6C		
1120 – 1150	PI 6C			PI 6C	
1150 – 1220	PI 6C			PI 6C	

Subject taught Islamic Studies Year Six

Teacher – Urban Primary School 30 periods

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
0700 – 0730		BI 6P		MZ 4B	BI 5C
0730 – 0800		BI 6P			BI 5C

0800 – 0830		BI 6P	BI 6C		BI 5C
0830 – 0900	BI 4B		BI 6C	BI 4C	
0900 – 0930	BI 4B		BI 4B	BI 4C	BI 6P
0930 – 1000	BI 4B		BI 4B	BI 4C	BI 6P
1000 – 1020	Break				
1020 – 1050	BI 5C	MZ 4B		BI 5C	BI 4B
1050 – 1120	BI 5C			BI 5C	BI 4B
1120 – 1150		BI 4C	BI 4C		
1150 – 1220		BI 4C	BI 4C		

Subjects taught: English and Music – Primary Four, Five and Six

Teacher – Rural Primary School 33 periods

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
0700 – 0730		1 arif	1 arif	1 cemer.	
0730 – 0800	1 cergas	1 arif	1 arif	1 cemer.	
0800 – 0830		1 arif	1 bestari	1 cemer.	
0830 – 0900	1 bestari	1cemer.	1 bestari		1 bestari
0900 – 0930	1 bestari				1 bestari
0930 – 1000	1 bestari				1bestari
1000 – 1020	Break				
1020 – 1050	1 arif	1 bijak		1 bijak	1 bijak
1050 – 1120	1 arif	1 bijak		1 bijak	1 bijak
1120 – 1150	1 arif	1 cemer.	1 cemer.	1 bijak	1 bijak
1150 – 1220		1 cemer.	1 cemer.		

Subject taught: Bahasa Melayu, Mathematics – Primary One

Teacher – Urban Primary School 30 periods

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
0700 – 0730		PK 2B		PK 1C	
0730 – 0800					
0800 – 0830		PK 2B			
0830 – 0900	PK 1B		PK 1CM	PK 1C	PK 2BS
0900 – 0930	PJ 1A	PJ 1C	PJ 1C	PJ 1C	PJ 2BS
0930 – 1000	PJ 1A	PJ 1C	PJ 1C	PJ 1C	PJ 2BS
1000 – 1020	R	E	H	A	T
1020 – 1050	PJ 1P	PK 1A			PK 3P
1050 – 1120	PJ 1P				PJ 2B
1120 – 1150	PJ 1B	PJ 1B	PJ 2A	PK 1C	PJ 2B
1150 – 1220	PJ 1B	PJ 1B	PJ 2A		

Subject taught: Physical Education and Health – Primary One and Two

Teacher – Urban Primary School 30 periods

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday

0700 – 0730		6 bijak	6 cerdik	4 cergas	
0730 – 0800	6 cerdik	6 bijak	6 cerdik	4 cergas	
0800 – 0830	6 cerdik	6 bijak	6 cerdik	4 cergas	
0830 – 0900	6 cerdik		4 cergas		6 bijak
0900 – 0930			4 cergas	4 cerdik	6 bijak
0930 – 1000			4 cergas	4 cerdik	6 bijak
1000 – 1020	Break				
1020 – 1050	4 cergas	6 cerdik			4 cergas
1050 – 1120	4 cergas	6 cerdik			4 cergas
1120 – 1150	6 bijak			6 bijak	
1150 – 1220	6 bijak			6 bijak	

Subjects taught Bahasa Melayu and Mathematics – Primary Four and Six

Table 4.24 Frequencies, mean score and standard deviations for JiG

Items	N	Responses				Mean	SD
		1	2	3	4		
1. Pleasant	776	2	47	522	205	3.20	.54
2. Bad	776	3	27	391	355	3.41	.58
3. Ideal	776	15	118	464	179	3.04	.68
4: Waste of time	776	5	15	274	482	3.59	.57
5. Good	776	6	19	521	230	3.26	.54
6: Undesirable	776	3	15	239	519	3.64	.54
7. Worthwhile	776	4	16	370	386	3.47	.57
8. Lower professionalism than other professions	776	33	146	320	227	3.08	.84
9. Acceptable	776	9	29	562	176	3.17	.53
10. Superior	776	16	186	458	116	2.87	.67
11. Better than most	776	9	102	460	205	3.11	.66
12: Disagreeable	776	7	51	431	287	3.29	.62
13. Makes me content	776	4	110	521	141	3.03	.59
14: Inadequate	776	25	225	404	122	2.80	.73
15. Excellent	776	10	182	474	110	2.88	.64
16: Rotten	776	14	141	451	170	3.00	.69
17. Enjoyable	776	7	87	531	151	3.06	.58
18: Does not develop me	776	15	97	399	265	3.18	.72

Note:Items in italic are negatively worded

Table 4.25 Frequencies, mean score and standard deviation for work

Items	N	Responses				Mean	SD
		1	2	3	4		
1. Fascinating	776	8	112	527	129	3.00	.59
2. Routine	776	39	461	253	23	2.34	.62
3. Satisfying	776	1	102	592	81	2.97	.49
4. Boring	776	5	106	499	166	3.06	.61
5. Creative	776	2	89	582	103	3.01	.51
6. Respected	776	14	130	519	113	2.94	.62
7. Uncomfortable	776	13	156	500	107	2.90	.63
8. Pleasant	776	6	144	558	68	2.89	.54
9. Useful	776	1	15	536	224	3.27	.49
10. Tiring	*776*	*63*	*368*	*287*	*58*	*2.44*	*.75*
11. Healthful	776	18	206	507	45	2.75	.59
12. Challenging	776	3	38	474	261	3.28	.57
13. Too much to do	776	187	414	158	17	2.01	.73
14. Frustrating	776	25	170	453	128	2.88	.71
15. Gives sense of accomplishment	776	4	97	538	137	3.04	.57

Note:Items in italic are negatively worded

Table 4.26 Frequencies, mean score and standard deviation for pay

Items	N	Responses				Mean	SD
		1	2	3	4		
1. Income adequate for normal expenses	776	63	215	453	45	2.62	.72
2. Fair	776	17	94	626	39	2.89	.50
3. Barely live on income	776	77	531	149	19	2.14	.61
4. Bad	776	20	182	465	109	2.85	.68
5. Incomes provide luxuries	776	336	392	44	4	1.63	.61
6. Insecure	776	18	148	511	99	2.89	.63
7. Less than I deserve	776	82	342	313	39	2.40	.74
8. Well paid	776	158	389	211	18	2.11	.75
9. Underpaid	776	80	311	329	56	2.47	.77

Table 4.27 Frequencies, mean score and standard deviation for JDI for promotion

Items	**N**	Responses				Mean	**SD**
		1	2	3	4		
1. Good opportunity for promotion	776	83	365	301	27	2.35	.72
2. Opportunity somewhat limited	776	159	472	135	10	1.99	.66
3. Promotion on ability	776	50	162	487	77	2.76	.71
4. Dead-end-job	776	35	140	450	151	2.92	.74
5. Good chance for promotion	776	56	304	386	30	2.50	.69
6. Unfair promotion policy	776	104	315	318	39	2.38	.78
7. Infrequent promotion	776	95	516	150	15	2.11	.62
8. Regular promotion	776	48	385	299	44	2.44	.70
9. Fairly good chance for promotion	776	67	320	364	25	2.45	.70

Note:Items in italic are negatively worded

Table 4.28 Frequencies, mean score and standard deviation for supervision

Items	N	Responses				Mean	SD
		1	2	3	4		
1. Asks my advice	776	59	371	334	12	2.39	.65
2. Hard to please	776	20	267	445	44	2.66	.62
3. Impolite	776	8	36	507	225	3.22	.57
4. Praises good work	776	8	73	593	102	3.02	.52
5. Tactful	776	4	33	629	110	3.09	.44
6. Influential	776	6	105	578	87	2.96	.53
7. Up-to-date	776	6	52	589	129	3.08	.51
8. Doesn't supervise enough	776	14	188	489	85	2.83	.63
9. Has favourites	776	38	448	255	35	2.37	.65
10. Tells me where I stand	776	7	136	539	94	2.93	.57
11. Stubborn	776	11	93	503	169	3.07	.62
12. Knows job well	776	9	79	532	156	3.08	.59
13. Quite extreme	776	12	93	572	99	2.98	.56
14. Intelligent	776	2	53	624	97	3.05	.45
15. Poor planner	776	14	120	514	128	2.97	.63
16. Around when needed	776	6	171	519	80	2.87	.58
17. Lazy	776	5	18	430	323	3.38	.57

Note:Items in italic are negatively worded

Table 4.29 Frequencies, mean score and standard deviation for colleagues

Items	N	Responses				Mean	SD
		1	2	3	4		
1. Stimulating	776	7	90	587	92	2.98	.52
2. Boring	776	9	71	557	139	3.06	.56
3. Slow	776	8	114	570	84	2.94	.54
4. Helpful	776	9	49	578	140	3.09	.53
5. Stupid	776	6	12	350	408	3.49	.57
6. Responsible	776	4	46	613	113	3.08	.47
7. Fast	776	5	118	600	53	2.90	.49
8. Intelligent	776	2	45	655	74	3.03	.40
9. Easy to make enemies	776	14	61	458	243	3.20	.65
10. Talks too much	776	34	246	434	62	2.68	.68
11. Smart	776	3	39	638	96	3.07	.43
12. Lazy	776	5	43	465	263	3.27	.59
13. Unpleasant	776	5	119	517	135	3.01	.59
14. Gossipy	776	21	173	453	129	2.89	.70
15. Active	776	2	68	616	90	3.02	.46
16. Narrow interest	776	8	214	498	56	2.78	.58
17. Loyal	776	9	103	606	58	2.92	.50
18. Stubborn	776	11	95	477	193	3.10	.65

Note:Items in italic are negatively worded

Table 4.30 Frequencies, mean score and standard deviations for aspects

Aspects of the teaching profession	N	Responses										Mean	SD
		1	2	3	4	5	6	7	8	9	10		
1. Professional development	776	12	23	47	59	183	143	134	122	32	21	5.95	1.89
2. Staff performance appraisal	776	30	29	63	74	189	143	95	111	35	7	5.56	1.99
3. Teachers' quota	776	25	33	70	100	170	111	112	105	39	11	5.54	2.05
4. Teachers' transfer and posting	776	62	46	69	107	172	112	89	71	36	12	5.10	2.20
5. Overall teachers' welfare	776	26	42	89	96	161	110	114	90	38	10	5.39	2.08
6. School facilities	776	12	17	63	77	166	134	139	114	39	15	5.88	1.90
7. Students' discipline	776	37	47	93	116	183	108	104	69	16	3	5.01	1.96
8. Parents' support	776	20	55	101	123	180	108	101	62	19	7	5.05	1.93
9. Extra tasks beside teaching	776	19	27	57	86	161	152	120	101	39	14	5.73	1.96
10. Teaching loads	776	17	22	45	75	163	140	95	116	62	41	6.07	2.10

Correlation between items

Table 4.31 Correlation of items in JiG

Items	N	Mean	SD		(r<0.3)	
JIG 1. Pleasant	776	3.2	.54	8 (.209)	12 (.300)	14 (.179)
				16 (.261)		
JIG 2. Bad	776	3.41	.58	8 (.206)	9 (.299)	11 (.254)
				14 (.241)	16 (.141)	
JIG 3. Ideal	776	3.04	.68	8 (.261)	12 (.302)	14 (.179)
				16 (.149)		
JIG 4: Waste of time	776	3.59	.57	8 (.211)	9 (.240)	10 (.281)
				11 (.264)	14 (.196)	16 (.174)
JIG 5. Good	776	3.26	.53	8 (.190)	11 (.287)	12 (.297)
				14 (.155)	16 (.150)	18 (.278)
JIG 6: Undesirable	776	3.64	.54	8 (.208)	9 (.266)	10 (.288)
				11 (.234)	13 (.294)	14 (.150)
				16 (.133)	17 (.303)	
JIG 7. Worthwhile	776	3.47	.57	8 (.232)	12 (.300)	14 (.172)
					16 (.167)	
JIG 8: Lower professionalism	776	3.08	.84	9 (.234)	13 (.293)	14 (.240)
than other professions				15 (.299)	16 (.236)	17 (.265)
				18 (.286)		
JIG 9. Acceptable	776	3.17	.53	12 (.288)	14 (.206)	16 (.130)
				18 (.210)		
JIG 10. Superior	776	2.87	.67	14 (.216)	16 (.109)	
JIG 11. Better than most	776	3.11	.65	14 (.214)	16 (.125)	18 (.299)
JIG 12: Disagreeable	776	3.29	.62	16 (.299)		
JIG 13. Makes me content	776	3.03	.58	14 (.296)	16 (.198)	
JIG 14: Inadequate	776	2.81	.73	16 (.300)	17 (.272)	
JIG 15. Excellent	776	2.89	.64	16 (.233)		
JIG 16: Rotten	776	3.01	.68	17 (.299)		
JIG 17. Enjoyable	776	3.07	.58			
JIG 18: Does not develop me	776	3.18	.71			

Table 4.32 Correlations of items in work

Items	N	Mean	SD		(r <.3)	
Work 1. Fascinating	776	3	.59	2 (.238)	10 (.260)	
Work 2: Routine	776	2.33	.62	3 (.177)	4 (.301)	5 (.212)
				6 (.2230	7 (.222)	8 (.241)
				9 (.189)	10 (.260)	11 (.256)
				12 (.155)	13 (.184)	14 (.218)
				15 (.211)		
Work 3. Satisfying	776	2.97	.49	10 (.233)	12 (.289)	
Work 4: Boring	776	3.06	.61	11 (.305)	13 (.181)	
Work 5. Creative	776	3.01	.51	10 (.220)	13 (-.018)	
Work 6. Respected	776	2.94	.62	10 (.225)	12 (.307)	
Work 7: Uncomfortable	776	2.90	.63	12 (.212)	13 (.226)	
Work 8. Pleasant	776	2.89	.54	10 (.261)	12 (.267)	
Work 9. Useful	776	3.27	.49	10 (.155)	13 (-.008)	
Work 10: Tiring	776	2.44	.75	12 (.033)	15 (.183)	
Work 11. Healthful	776	2.75	.59	12 (.234)	13 (.177)	
Work 12. Challenging	776	3.28	.57	13 (-.110)	14 (.279)	
Work 13: Too much to do	776	2.01	.73	14 (.212)	15 (.059)	
Work 14: Frustrating	776	2.89	.71			
Work 15. Gives sense of accomplishment	776	3.04	.56			

Table 4.33 Correlations of items in pay

Items	N	Mean	SD		(r <.3)	
Pay 1. Income adequate for normal expenses	776	2.62	.72	2 (.279)	3 (.136)	
				6 (.209)		
Pay 2. Fair	776	2.89	.5	3 (-.203)	4 (.123)	
				6 (.116)	7 (.110)	
				9 (.099)		
Pay 3: Barely live on income	776	2.14	.61	4 (.292)	5 (.215)	
				7 (.240)	8 (.229)	
Pay 4: Bad	776	2.85	.68	5 (.164)	6 (.304)	
Pay 5. Incomes provide luxuries	776	1.63	.61	6 (.033)	7 (.227)	

Pay 6: Insecure	776	2.9	.63	7 (.244)	8 (.169)
Pay 7: Less than I deserve	776	2.4	.74		
Pay 8. Well paid	776	2.11	.75		
Pay 9: Underpaid	776	2.47	.77		

Table 4.34 Correlations of items in promotion

Items	N	Mean	SD		(r <.3)
Promotion 1. Good opportunity for promotion	776	2.35	.72	7 (.231)	8 (.182)
Promotion 2. Opportunity somewhat limited	776	2	.66	3 (.179) 8 (.067)	4 (.256)
Promotion 3. Promotion on Ability	776	2.76	.71	6 (.243) 9 (.280)	7 (.062)
Promotion 4: Dead-end-job	776	2.92	.74	6 (.238)	7 (.212)
Promotion 5. Good chance for Promotion	776	2.5	.69	6 (.259)	7 (.223)
Promotion 6: Unfair promotion Policy	776	2.38	.78	8 (.051)	
Promotion 7: Infrequent Promotion	776	2.11	.62	8 (.150)	9 (.255)
Promotion 8. Regular promotion	776	2.44	.70		
Promotion 9. Fairly good chance for promotion	776	2.45	.70		

Table 4.35 Correlations of items in supervision

Items	N	Mean	SD		(r <.3)
Supervision 1. Asks my advice	776	2.39	.65	2 (.020)	3 (-.061)
				5 (.033)	6 (-.002)
				8 (.058)	9 (-.026)
				11 (.080)	12 (.045)
				14 (.034)	15 (.050)
				17 (-.041)	
Supervision 2: Hard to please	776	2.66	.62	3 (.186)	4 (.178)
				6 (.074)	7 (.167)
				9 (.045)	10 (.119)
				12 (.176)	13 (.167)
				15 (.156)	16 (.132)
Supervision 3: Impolite	776	3.22	.57	6 (.260)	8 (.276)
				10 (.269)	14 (.251)
Supervision 4. Praises good	776	3.02	.52	8 (.279)	9 (.066)
Work				11 (.240)	13 (.235)
				15 (.305)	16 (.223)
Supervision 5. Tactful	776	3.09	.44	8 (.298)	9 (.114)
Supervision 6. Influential	776	2.96	.53	8 (.276)	9 (.072)
				13 (.200)	15 (.283)
				17 (.270)	
Supervision 7. Up-to-date	776	3.08	.51	9 (.145)	13 (.304)
Supervision 8: Doesn't supervise	776	2.83	.63	9 (.289)	13 (.273)
Enough				16 (.295)	17 (.282)
Supervision 9: Has favourites	776	2.37	.65	10 (.200)	11 (.197)
				13 (.231)	14 (.138)
				16 (.195)	17 (.147)
Supervision 10. Tells me where	776	2.93	.57	13 (.258)	17 (.256
I stand					
Supervision 11: Stubborn	776	3.07	.62	14 (.282)	
Supervision 12. Knows job well	776	3.08	.59		
Supervision 13: Quite extreme	776	2.98	.56	14 (.248)	16 (.242)
Supervision 14. Intelligent	776	3.05	.44	17 (.288)	

Supervision 15: Poor planner	776	2.97	.63	
Supervision 16. Around when Needed	776	2.87	.58	
Supervision 17: Lazy	776	3.38	.57	

Table 4.36 Correlations of items in colleagues

Items	N	Mean	SD	(r <.3)	
Colleagues 1. Stimulating	776	2.98	.52	3 (.3040	5 (.234)
				10 (.240)	12 (.249)
				16 (.261)	17 (.284)
Colleagues 2: Boring	776	3.06	.56	8 (.288)	11 (.277)
				17 (.274)	
Colleagues 3: Slow	776	2.94	.54	15 (.304)	17 (.274)
Colleagues 4. Helpful	776	3.09	.53	10 (.220)	12 (.261)
				16 (.260)	18 (.270)
Colleagues 5: Stupid	776	3.49	.57	6 (.307)	7 (.264)
				10 (.220)	11 (.276)
				16 (.260)	17 (.241)
Colleagues 6. Responsible	776	3.08	.47	10 (.222)	
Colleagues 7. Fast	776	2.90	.49	9 (.268)	10 (.192)
				18 (.304)	
Colleagues 8. Intelligent	776	3.03	.40	10 (.225)	13 (.295)
				18 (.304)	
Colleagues 9: Easy to make Enemies	776	3.20	.65		
Colleagues 10: Talks too much	776	2.68	.68	11 (.204)	12 (.298)
				17 (.256)	
Colleagues 11. Smart	776	3.07	.43	13 (.300)	14 (.274)
Colleagues 12: Lazy	776	3.27	.59	15 (.280)	17 (.277)
Colleagues 13: Unpleasant	776	3.01	.59	15 (.309)	
Colleagues 14: Gossipy	776	2.89	.70		
Colleagues 15. Active	776	3.02	.46		
Colleagues 16: Narrow interest	776	2.78	.58		
Colleagues 17. Loyal	776	2.92	.50		
Colleagues 18: Stubborn	776	3.10	.65		

Table 4.37 Aspects of teaching in Sarawak Education Department (aspects)

Items	N	Mean	SD		(*r* <.3)
Aspects 1. Professional development	776	5.95	1.89		
Aspects 2. Staff performance appraisal	776	5.56	1.99		
Aspects 3. Teachers' quota	776	5.54	2.05		
Aspects 4. Teachers' transfer and posting	776	5.10	2.20	7 (.299)	8 (.2910)
Aspects 5. Overall teachers' welfare	776	5.39	2.08		
Aspects 6. School facilities	776	5.88	1.89		
Aspects 7. Students' dicipline	776	5.01	1.96		
Aspects 8. Parents' support	776	5.05	1.93		
Aspects 9. Extra tasks beside teaching	776	5.73	1.96		
Aspects 10. Teaching loads	776	6.07	2.10		

Table 4.39 Component matrix for JiG

Items	Components		
	1	2	3
1. Pleasant	.711	-.153	-.184
2. Bad	.630	-.317	.273
3. Ideal	.720	-.223	-.180
4: Waste of time	.584	-.340	.401
5. Good	.636	-.337	*
6: Undesirable	.599	-.402	.375
7. Worthwhile	.682	-.318	*
8. Lower professionalism than other professions	.468	.362	*
9. Acceptable	.539	*	-.140
10. Superior	.649	.116	-.303
11. Better than most	.614	.257	-.294
12: Disagreeable	.609	.248	.356
13. Makes me content	.725	.164	-.282
14: Inadequate	.427	.468	.340
15. Excellent	.720	.200	-.263
16. Rotten	.360	.405	.370
17. Enjoyable	.737	.155	-.210
18: Does not develop me	.591	.187	.312

Extraction Method: Principal Component Analysis
a. 3 components extracted
*Missing entries indicate factor loading < .10

Table 4.40 Component matrix for work

Items	Components	
	1	2
1. Fascinating	.753	*
2: Routine	.405	.256
3. Satisfying	.695	*
4: Boring	.669	*
5. Creative	.699	-.278
6. Respected	.670	*
7: Uncomfortable	.678	.202
8. Pleasant	.697	*
9. Useful	.635	-.319
10: Tiring	.466	.601
11. Healthful	.590	.178
12. Challenging	.507	-.497
13: Too much to do	.240	.732
14: Frustrating	.689	.148
15. Gives sense of accomplishment	.680	-.260

Extraction Method: Principal Component Analysis.
a. 2 components extracted.
*Missing entries indicate factor loading <.01

Table 4.41 Component matrix for pay

Items	Components		
	1	2	3
1. Income adequate for normal expenses	.634	.334	*
2. Fair	.227	.813	-.117
3: Barely live on income	.432	-.644	.194
4: Bad	.674	*	.290
5. Incomes provide luxuries	.470	-.250	-.636
6: Insecure	.459	.104	.620
7: Less than I deserve	.705	*	*
8. Well paid	.720	*	-.353
9. Underpaid	.715	*	*

Extraction Method: Principal Component Analysis.
a. 3 components extracted.
*Missing entries indicate factor loading <.01

Table 4.42 Component matrix for promotion

Items	Components	
	1	2
1. Good opportunity for promotion	.750	*
2. Opportunity somewhat limited	.606	.379
3. Promotion on ability	.534	-.338
4: Dead-end-job	.614	-.149
5. Good chance for promotion	.746	-.211
6: Unfair promotion policy	.568	.523
7: Infrequent promotion	.475	.517
8. Regular promotion	.389	-.508
9. Fairly good chance for promotion	.736	-.177

Extraction Method: Principal Component Analysis.
a. 2 components extracted.
*Missing entries indicate factor loading <.01

Table 4.43 Component matrix for supervision

Items	Components			
	1	2	3	4
1. Asks my advice	*	-.170	.508	.706
2: Hard to please	.280	.178	-.172	.478
3: Impolite	.586	.254	-.444	*
4. Praises good work	.592	-.420	-.224	.170
5. Tactful	.681	-.343	-.227	*
6. Influential	.553	-.421	-.142	-.179
7. Up-to-date	.759	-.248	*	*
8: Doesn't supervise enough	.597	.114	.210	*
9. Has favourites	.305	.405	.348	-.373
10. Tells me where I stand	.615	*	.309	*
11: Stubborn	.632	.410	*	.203
12. Knows job well	.740	-.108	*	*
13: Quite extreme	.578	.440	-.166	*
14.Intelligent	.608	-.173	.228	-.169
15: Poor planner	.674	.190	*	*
16. Around when needed	.574	*	.416	*
17: Lazy	.601	.193	-.216	*

Extraction Method: Principal Component Analysis.
a. 4 components extracted.
*Missing entries indicate factor loading <.01

Table 4.44 Component matrix for colleagues

Items	Components	
	1	2
1. Stimulating	.576	-.263
2: Boring	.661	.173
3: Slow	.654	.110
4. Helpful	.615	-.320
5: Stupid	.531	.149
6. Responsible	.701	-.386
7. Fast	.663	-.417
8. Intelligent	.660	-.429
9: Easy to make enemies	.680	.355
10: Talks too much	.532	.420
11. Smart	.628	-.385
12: Lazy	.634	.291
13: Unpleasant	.673	.271
14: Gossipy	.677	.393
15. Active	.629	-.327
16: Narrow interest	.620	.169
17. Loyal	.581	-.128
18: Stubborn	.662	.351

Extraction Method: Principal Component Analysis.
a. 2 components extracted.

Table 4.45 Component matrix for aspects

Items	Component
	1
1. Professional development	.709
2. Staff performance appraisal	.750
3. Teachers' quota	.739
4. Teachers' transfer and posting	.670
5. Overall teachers' welfare	.803
6. School facilities	.672
7. Students' discipline	.635
8. Parents' support	.615
9. Extra tasks beside teaching	.734
10. Teaching loads	.674

Extraction Method: Principal Component Analysis.
a. 1 component extracted.

Summary statistics

Table 4.49 Mean scores of *Intrifacts* by category of respondents

Respondents		JiG	Work	Intrifacts
Administrators		47.48	39.04	86.52
Primary school administrators	PSA	39.84	88.72	48.89
Secondary school administrators	SSA	38.04	83.78	45.73
Teachers		47.83	38.33	86.16
Primary school teachers	PST	39.53	88.90	49.38
Secondary school teachers	SST	37.31	83.83	46.51

Table 4.50 Mean scores of *Intrifacts* by gender

Respondents		JiG	Work	*Intrifacts*
Male primary administrators	MPA	40.16	89.24	49.09
Female primary administrators	FPA	38.94	87.25	48.31
Male secondary administrators	MSA	38.42	83.91	45.48
Female secondary administrators	FSA	37.25	83.50	46.25
Male primary teachers	MPT	39.90	89.95	50.05
Female primary teachers	FPT	39.34	88.38	49.03
Male secondary teachers	MST	37.88	85.01	47.14
Female secondary teachers	FST	36.99	83.14	46.15

Table 4.51 Mean scores of *Intrifacts* by category of schools

Respondents		**Intrifacts**	JiG	Work
Rural primary administrators	RPA	90.58	50.10	40.48
Urban primary administrators	UPA	80.27	43.36	36.91
Rural secondary administrators	RSA	85.48	47.13	38.35
Urban secondary administrators	USA	80.83	43.33	37.50
Rural primary teachers	RPT	90.52	50.59	39.94
Urban primary teachers	UPT	85.79	47.04	38.75
Rural secondary teachers	RST	84.41	46.95	37.46
Urban secondary teachers	UST	82.89	45.81	37.08

Table 4.52 Mean scores of *Extrifacts* by category of respondents

Respondents	*Extrifacts*	Pay	Promotion	Supervision	Colleagues	Aspects
Administrators	200.52	20.09	23.00	45.86	54.47	57.09
Peimary	205.33	20.49	23.92	46.39	55.30	59.23
Secondary	194.53	19.59	21.86	45.20	53.45	54.43
Teachers	195.74	19.12	21.90	44.91	54.51	55.29
Primary	201.09	19.43	22.64	45.67	55.95	57.39
Secondary	191.20	18.85	21.28	44.27	53.30	53.51

Table 4.53 Mean scores of *Extrifacts* by gender

Gender	***Extrifacts***	Pay	Promotion	Supervision	Colleagues	Aspects
MPA	205.64	20.49	23.98	46.64	55.60	58.93
FPA	204.44	20.50	23.75	45.69	54.44	60.06
MSA	196.70	19.52	21.67	45.76	54.03	55.73
FSA	190.06	19.75	22.25	44.06	52.25	51.75
MPT	202.67	18.67	22.27	46.55	56.95	58.24
FPT	200.30	19.82	22.83	45.24	55.45	56.97
MST	194.03	18.49	21.75	44.79	53.37	55.63
FST	189.54	19.06	21.00	43.97	53.25	52.27

Table 4.54 Mean scores of *Extrifacts* by category of schools.

Respondents	*Extrifacts*	Pay	Promotion	Supervision	Colleagues	Aspects
RPA	207.42	20.48	23.76	47.14	56.26	59.78
UPA	195.82	20.55	24.64	43.00	50.91	56.73
RSA	196.71	19.71	22.71	44.71	53.45	56.13
USA	190.78	19.39	20.39	46.06	53.44	51.50
RPT	201.82	19.24	22.75	45.96	56.00	57.87
UPT	199.68	19.80	22.43	45.13	55.85	56.48
RST	192.36	18.81	21.58	43.98	53.17	54.82
UST	189.32	18.91	20.79	44.74	53.49	51.38

Table 4.55 Mean scores for extrinsic and intrinsic factors of teachers by gender

Factors	Male (N=274)	Female (N=502)
JiG	48.4	47.5
Work	38.8	38.1
Total	87.2	85.6
Pay	18.6	19.4
Promotion	22.0	21.9
Supervision	45.6	44.6
Colleagues	54.9	54.3
Aspects	56.8	54.5
Total	197.8	194.6

Table 4.56 Mean scores for extrinsic factors of teachers by gender and regions (N=776)

Factors	Male		Female	
	Rural	Urban	Rural	Urban
Pay	18.4	19.1	19.5	19.4
Promotion	22.1	21.6	22.2	21.5
Supervision	45.2	46.5	44.7	44.4
Colleagues	54.6	55.8	54.4	54.1

Aspects	57.1	55.6	55.7	52.8
Extrifacts	197.5	198.7	196.4	192.1

Table 4.57 Mean scores for intrinsic factors of teachers by gender and regions (N=776)

Factors	Male		Female	
	Rural	Urban	Rural	Urban
JiG	48.60	47.83	48.73	45.83
Work	38.62	39.14	38.64	37.34
Intrifacts	87.22	86.97	87.37	83.17

Table 4.58 Mean scores for extrinsic and intrinsic factors of administrators by gender

Factors	Male (N=78)	Female (N=32)
JiG	47.6	47.3
Work	39.4	38.7
Total	87.0	85.4
Pay	20.0	20.1
Promotion	23.0	23.0
Supervision	46.3	44.9
Colleagues	54.9	53.3
Aspects	57.6	55.9
Total	201.9	197.3

Table 4.59 Mean scores for extrinsic factors of administrators by gender and regions (N=110)

Factors	Male		Female	
	Rural	Urban	Rural	Urban
Pay	20.0	20.3	20.7	19.2
Promotion	23.3	21.9	23.6	22.2
Supervision	46.6	45.0	45.0	44.8
Colleagues	55.6	52.5	53.6	52.5
Aspects	59.0	51.8	56.2	55.6
Extrifacts	204.5	191.5	199.4	197.3

Table 4.60 Mean score for intrinsic factors of administrators by gender and regions (N=110)

Factors	Male		Female	
	Rural	Urban	Rural	Urban
JiG	48.8	42.5	49.3	44.4
Work	39.2	37.5	38.8	37.0
Intrifacts	88.8	80.0	88.1	81.4