

AN EVALUATION OF THE FACTORS THAT
AFFECTING THE JOB SATISFACTION AND
RELATIONSHIP BETWEEN JOB SATISFACTION AND
ORGANIZATIONAL COMMITMENT IN EDUCATION
INDUSTRY

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FACULTY OF BUSINESS AND FINANCE
DEPARTMENT OF BUSINESS

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DECLARATION

We hereby declare that:

- (1) This undergraduate research project is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.
- (2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.
- (3) Equal contribution has been made by each group member in completing the research project.
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TABLE OF CONTENTS

	Page
Copyright Page	ii
Declaration	iii
Acknowledgement	iv
Table of Contents	v - x
List of Tables	xi - xii
List of Figures	xiii
List of Appendices.....	xiv
Preface	xv
Abstract	xvi
CHAPTER 1 INTRODUCTION	1
1.0 Introduction.....	1 - 2
1.1 Research Background.....	2 - 4
1.2 Statement of Problem.....	4 - 6
1.3 Research Objectives.....	7
1.3.1 General Objectives.....	7
1.3.2 Specific Objectives.....	7
1.4 Research Questions.....	8
1.5 Hypotheses of the Study.....	8 - 9
1.6 Significant of the Study.....	9 - 10
1.7 Chapter Layout.....	10 - 11
1.8 Conclusion.....	11

CHAPTER 2	LITERATURE REVIEW.....	12
2.0	Introduction.....	12
2.1	Review of the Literature.....	12
2.1.1	Job Satisfaction.....	12 - 14
2.1.2	Pays and Benefits.....	14 - 17
2.1.3	Stress.....	17 - 18
2.1.4	Training.....	19 - 20
2.1.5	Organizational Commitment.....	20 - 23
2.2	Review of Relevant Theoretical Models.....	24 - 29
2.3	Proposed Theoretical / Conceptual Framework.....	29 - 30
2.4	Hypothesis Development.....	30
2.4.1	Pays and Benefits and Job Satisfaction.....	30 - 31
2.4.2	Stress and Job Satisfaction.....	32
2.4.3	Training and Job Satisfaction.....	33 - 34
2.4.4	Job Satisfaction and Organizational Commitment.....	34 - 38
2.4.5	Job Satisfaction and Independent Variables..... (Pays and Benefits, Stress and Training)	38 - 39
2.5	Conclusion.....	40
CHAPTER 3	RESEARCH METHODOLOGY	41
3.0	Introduction.....	41
3.1	Research Design	41 - 42
3.2	Data Collection Methods.....	43
3.2.1	Primary Data.....	43 - 44

3.2.2	Secondary Data.....	44
3.3	Sampling Design.....	45
3.3.1	Target Population.....	45
3.3.2	Sampling Frame and Sampling Location.....	45
3.3.3	Sampling Elements.....	45
3.3.4	Sampling Technique.....	46
3.3.5	Sampling Size.....	46
3.4	Research Instrument.....	47
3.4.1	Questionnaire Design.....	47 - 48
3.4.2	Pilot Test.....	49
3.4.2.1	Result of Pilot Test.....	50
3.5	Construct Measurement.....	50
3.5.1	Nominal Scale.....	50
3.5.2	Ordinal Scale.....	51
3.5.3	Interval Scale.....	52
3.5.4	Origins of Source Measurement.....	53 - 54
3.6	Data Processing.....	54
3.6.1	Questionnaire Checking.....	54
3.6.2	Data Editing.....	55
3.6.3	Data Coding.....	55 - 56
3.6.4	Data Transcribing.....	56
3.6.5	Data Cleaning.....	56
3.7	Data Analysis.....	57

	3.7.1 Descriptive Analysis.....	57
	3.7.2 Reliability Test.....	57 - 58
	3.7.3 Inferential Analysis.....	58 - 59
	3.7.3.1 Pearson Correlation Coefficient Analysis..	59 - 60
	3.7.3.2 Multiple Regressions Analysis.....	60 - 61
3.8	Conclusion.....	61
CHAPTER 4	RESEARCH RESULTS.....	62
4.0	Introduction.....	62
4.1	Descriptive Analysis	62
	4.1.1 Respondent Demographic Profile.....	63
	4.1.1.1 Gender.....	63 - 64
	4.1.1.2 Age.....	64 - 65
	4.1.1.3 Ethnic Group.....	65 - 67
	4.1.1.4 Marital Status.....	67 - 68
	4.1.1.5 Education level.....	69 - 70
	4.1.1.6 Service Length.....	70 - 71
	4.1.1.7 Monthly Income.....	72 - 73
	4.1.2 Central Tendencies Measurement of Constructs.....	73
	4.1.2.1 Job Satisfaction.....	73 - 75
	4.1.2.2 Pays and Benefits.....	75 - 76
	4.1.2.3 Stress.....	77 - 78
	4.1.2.4 Training.....	79 - 80
	4.1.2.5 Organizational Commitment.....	81 - 82

4.2	Scale Measurement.....	83
	4.2.1 Job Satisfaction.....	83
	4.2.2 Pays and Benefits.....	84
	4.2.3 Stress.....	84
	4.2.4 Training.....	85
	4.2.5 Organizational Commitment.....	85
4.3	Inferential Analysis.....	86
	4.3.1 Pearson Correlation Coefficient Analysis.....	86
	4.3.1.1 Pays and Benefits and Job Satisfaction...	87 - 88
	4.3.1.2 Stress and Job Satisfaction.....	88 - 89
	4.3.1.3 Training and Job Satisfaction.....	89 - 90
	4.3.1.4 Job Satisfaction and Organizational.....	90 - 91
	Commitment	
	4.3.2 Multiple Linear Regression Analysis.....	92 - 96
4.4	Conclusion.....	96
CHAPTER 5	DISCUSSION AND CONCLUSION.....	97
5.0	Introduction.....	97
5.1	Summary of the Statistical Analysis	98
	5.1.1 Descriptive Analysis.....	98 - 99
	5.1.2 Inferential Analysis (Pearson Correlation).....	99 - 100
	5.1.3 Inferential Analysis (Multiple Regressions).....	100
5.2	Discussion of Major Findings	101
	5.2.1 Pays and Benefits.....	101 - 102

	5.2.2 Stress.....	102
	5.2.3 Training.....	103
	5.2.4 Organizational Commitment.....	104
5.3	Implications of the Study.....	105
	5.3.1 Managerial Implications.....	105
5.4	Limitation.....	106
	5.4.1 Designing of Questionnaires.....	106
	5.4.2 Size and Scope of Research.....	106
	5.4.3 Difficulty in Finding and Falsification of Respondents.....	107
	5.4.4 Cost of Research.....	107
	5.4.5 Time Consuming.....	107 - 108
5.5	Recommendations for Future Research.....	108
5.6	Conclusion.....	109
References		110 - 125
Appendices		126 - 134

LIST OF TABLES

	Page
Table 3.1: Alpha Coefficient	50
Table 3.2: Original Sources of Measurement	52
Table3.3: Categories of Questionnaires	53 - 54
Table 3.4: Rules of Thumb about Cronbach's Alpha Coefficient Size	58
Table 3.5: Pearson Correlation Coefficient	60
Table 4.1: Statistics of Respondents' Gender	63
Table 4.2: Statistics of Respondents' Age	64 - 65
Table 4.3: Statistics of Respondents' Ethnic Group	66
Table 4.4: Statistics of Respondents' Marital Status	67 - 68
Table 4.5: Statistics of Respondents' Education Level	69
Table 4.6: Statistics of Respondents' Service Length	70 - 71
Table 4.7: Statistics of Respondents' Monthly Income	72
Table 4.7: Descriptive Statistics of Job Satisfaction	73 - 74
Table 4.8: Descriptive Statistics of Pays and Benefits	75
Table 4.9: Descriptive Statistics of Stress	77
Table 4.10: Descriptive Statistics of Training	79
Table 4.11: Descriptive Statistics of Organizational Commitment	81
Table 4.12: Reliability Statistics - Job Satisfaction	83
Table 4.13: Reliability Statistics - Pay and Benefits	84
Table 4.14: Reliability Statistics - Stress	84

Table 4.15:	Reliability Statistics - Training	85
Table 4.16:	Reliability Statistics - Organizational Commitment	85
Table 4.17:	Pearson Correlation Coefficient	86
Table 4.18:	Correlations between Pay and Benefits and Job Satisfaction	87
Table 4.19:	Correlations between Stress and Job Satisfaction	88
Table 4.20:	Correlations between Training and Job Satisfaction	89
Table 4.21:	Correlations between Job satisfaction and Organizational Commitment	90
Table 4.22:	Model Summary	92
Table 4.23:	ANOVA	93
Table 4.24:	Coefficients	94
Table 4.25:	Ranking of Independent Variables based on Standardized Coefficient, Beta	95
Table 5.1:	Hypothesis Test Results	99-100

LIST OF FIGURES

	Page
Figure 1.1: Student-Teacher Ratio in Government and Government Aided Schools in Malaysia	3
Figure 1.2: Overall Statistic of the School Amount, Student's Enrollment and Amount of Teachers	6
Figure 2.1: Model of Pay and Job Satisfaction	24
Figure 2.2: Model of Human Resource Management Practices such as Supervision, Job Training, and Pay Practices on Job Satisfaction and Turnover	25
Figure 2.3: Model of Job Stress and Job Satisfaction	26
Figure 2.4: Model of Workplace Stress as a Dependent Variable of Employees' Gender and Organizational Characteristics in its Relationship with Job Satisfaction	27
Figure 2.5: Model of Potential, Remuneration, Environment, Workload, Relationship and Management on Job Satisfaction and the Relationship among Job Satisfaction and Organizational Commitment	28
Figure 2.6: Model of Proposed Theoretical	29
Figure 4.1: Statistics of Respondents' Gender	63
Figure 4.2: Statistics of Respondents' Age	64
Figure 4.3: Statistics of Respondents' Ethnic Group	66
Figure 4.4: Statistics of Respondents' Marital Status	67
Figure 4.5: Statistics of Respondents' Education Level	69
Figure 4.6: Statistics of Respondents' Service Length	71
Figure 4.7: Statistics of Respondents' Monthly Income	72

LIST OF APPENDICES

	Page
Appendix 1.1: Application Letter for Permission to Conduct Survey	126
Appendix 1.2: Questionnaire	127 - 134

PREFACE

The research study that is conducted by our group is basically a part of the requirement by our degree course. It is mandatory for us to conduct this research study to complete our course Bachelor of Business Administration (Hons). Our research study topic is “Factors affect the job satisfaction of secondary school teacher and relationship between job satisfaction and organizational commitment”. The research study that will be conducted could probably prove vital in the field of education industry.

The main reason we choose education industry as our area is because we would like to investigation Malaysian Education nowadays. Furthermore, previous researchers at Universiti Tunki Abdul Rahman (UTAR) did not focus on the factors that affect the education industry, especially secondary school. Meanwhile, in our research study, we have covered a wider scope since we were looking at education industry as well as the commitment of secondary school teacher.

In this research study, we outline the 3 important variables that have most influences towards the secondary school teacher. The variables include pay and benefits, stress and training. These three variables play important roles in determining the possible factors that might influence the job satisfaction of secondary school teachers.

ABSTRACT

This study was designed to investigate the relationship between job satisfaction and factors such as pay and benefits, stress and training. At the same time, the study also designed to investigate the relationship between job satisfaction and organizational commitment. Specifically, the study sought to achieve the following: (1) to determine secondary school teachers' job satisfaction; (2) to find out what cause the job satisfaction of secondary school teacher; (3) to determine the relationship between the increasing number of teachers and factor such as pay and benefits, stress and training; (4) to find out the relationship between job satisfaction and organizational commitment. Data are collected from secondary sources and questionnaires distributed by researchers. Statistical Package for the Social Science (SPSS) version 16.0 is used to conduct new findings in the relationship of job satisfaction and factors such as pay and benefits, stress, training as well as organizational commitment.

CHAPTER 1: INTRODUCTION

1.0 Introduction

Education plays an important role in the development of the countries. Knowledge that passed to the younger generation will utilize in order to build up the countries. It leads the human being to build a brighter future of the country and also build up a group of knowledgeable citizen. Therefore, education will start at pre-school and learning will be continuing unless you stop to learn. Things are changing in a fast pace due to the phenomenon of globalization. Therefore, education is important to the citizen for coping with this phenomenon. As mentioned earlier, education is important to the development of the country, it can be said that education will be the base for a long-term development in the country.

In education field, educator also can be known as teacher playing the role to deliver the schooling to the people who want to be educated. Role of the teacher is formal as well as ongoing. Teacher not only the person who delivered the knowledge, but he or she is also carrying the responsibility of taking care of the pupils physical and mentally health. Since the phenomenon of the globalization occurring worldwide, things are changing in a fast pace as well as new knowledge are popping out nowhere. This included the teacher from pre-school, primary, secondary as well as university lecturer. Teacher will be the mentor, counselor, guidance to the pupils as well as the role model of their pupils. Therefore, teacher must be able to cope with it and willing to learn new things at every moment.

Measurement always link in between education and teacher will be the job satisfaction. Job satisfaction is one of the tools to measure teacher's passion in delivering the knowledge to the pupils. There are a lot of factors and causes affect teacher's passion in teaching. Besides that, the organization commitment among the

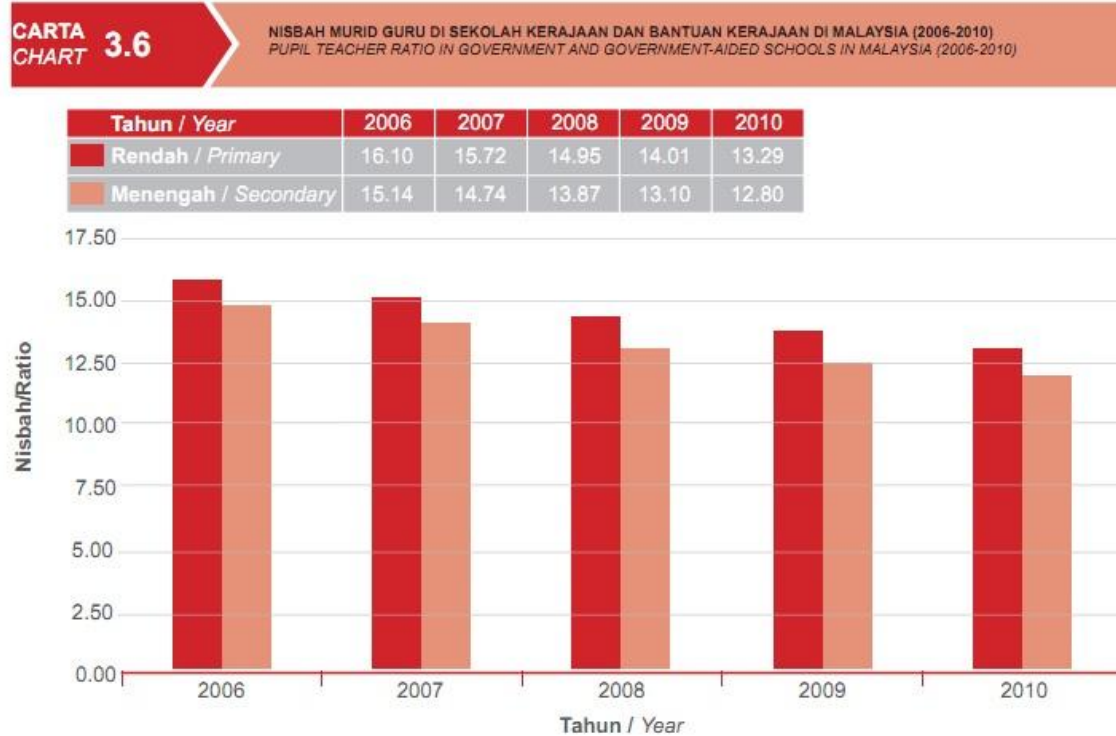
teachers is also an important factor to affect teacher's passion in teaching. The organization commitment within the teachers also will influence the feeling and behavior of the teacher towards the school and their intention to remain with the school. Therefore, we are interested to do a research on the topic of "An evaluation of the factors that affecting the job satisfaction and relationship between job satisfaction and organizational commitment in education industry".

1.1 Research Background

Nowadays, there are many challenges that need to response such as globalization, advance in information and communication technology in order success in this world. With the vision of Ministry of Education Malaysia is to develop an ideal school generates glorious generation and the mission is to develop a world-class quality education system which will realize the full potential of the individual and fulfill the aspiration of the Malaysian nation. Thus, education system is vital in order to response all these challenges with the objectives which are to produce loyal and united Malaysian, to produce happy, well mannered individuals who have faith, knowledge and vision, to prepare the nation's human resource for development needs, and to provide educational opportunities for all Malaysians.

Education system in Malaysia included pre-school, primary school, secondary school and tertiary school. Government of Malaysia provides 11 years of compulsory education to the students which are 6 years of primary school education and 5 years of secondary school education. In order to benefits all suitable school-age children for having education, in year 2002, government had amended the Education Act, whereby all suitable-age school children compulsory for the 6 year primary school education.

Figure 1.1: Student-Teacher Ratio in Government and Government Aided Schools in Malaysia.



Based on Comber, B., and Nixon, H., 2009, teachers have several of responsibilities which are educate students, guarantee student's safety and healthy environment, communicate and collaborate with student's parent, develop their own skills and knowledge, manage documents and others. Sometimes teachers may need to face many challenges such as problematic students. All these challenges will lead to burnout, depression or other physical and psychological health related issues, Chang, M. L., 2009, as well as influence teacher's job satisfaction.

According to Badreya Al Jenaibi, 2010, job satisfaction is the fundamental factor that affects employees' initiative and enthusiasm. Low level of job satisfaction can cause absenteeism and turnover in a workplace. Therefore, job satisfaction of teachers need to be concerned in order to deliver the best knowledge to students.

Based on Kumar Sharad, 2006, he specified that highly committed workers always keep the interest of the organization at the top and are not carried by the restraining forces of organizational culture.

Venkatachalam, 1998 stated that organizational commitment concept proved that its usefulness not only as a theoretical, empirical predictor, but it is also act as a powerful tool in aiding an organization to achieve higher levels of performance and discipline.

In order to develop a successful education system in Malaysia, there are many factors that influence job satisfaction of secondary teachers need to concern. Besides that, the higher the job satisfaction of secondary school teachers, the higher the organization commitment of secondary school teachers. To this end, the researchers are focus to determine the factors that affect job satisfaction and the relationship between job satisfaction and organizational commitment in secondary teachers in Kampar.

1.2 Statement of Problem

Nowadays teaching is very important. There are many authors such as Esteve, J. M., 2000 and Naugle et al., 2000 pay great attention on importance of education and role of educators. Besides, based on Hopkins, D., and Stern, D., 1996, quality in education are define as ‘knowledge, knowing how to do and knowing how to be’. It can also explain as knowing how to deliver certain concepts, skills and information to students.

Previously, Malaysia was facing severe teacher shortage in secondary school. This might be caused by the job dissatisfaction from the teachers. Some of the teachers not happy with the working environment and they believe that they are underpaid and over worked. Teachers will always compare between government schools with private school on the pay, benefits, as well as the promotion chance. Therefore, government had been urged to increase the number of teachers as the pupils in

primary and secondary school increases. In order to increase the number of teachers, the government should be enhancing the job satisfaction within the teachers and in the same time increasing the organizational commitment within the teachers. With the high organizational commitment, the teachers will be having strong intention to stay in the school.

Recently, the number of teachers increased according to the statistic that government distributes in the annual statistic 2010. Each state in Malaysia has a clear view that the number of teachers teaching increased. This shows that government takes in serious about the shortage of teachers in secondary school. Paid had been risen, added benefits to those who serve for education field for certain of period. Therefore, a lot of fresh grads university students willing to join this education industry.

According to Tillman, W. R., and Tillman, C. J., 2008, supervision, work itself, promotion and recognition are the important of dimensions for teachers' job satisfaction. In addition, based on Spector, P.E., 1997, other dimensions such as appreciation, communication, coworkers, fringe benefits, job conditions, nature of work, organization itself, organizations' policies and procedures, pay, personal growth, promotion opportunities, recognition, security, supervision will also influence teachers' job satisfaction.

In addition, a few studies indicate that job satisfaction generally influenced by a number of factors which include inter-personal relationships, conditions of service, type of social insurance possessed, supervision, promotion, job design, organizational environment, age, gender, equal treatment by management, income and attitude (Knowles MC, Knowles AD, 1978; Greenberg MM, 1986; Wiedmer SM, 1998; DeVaneySA, Chen ZS, 2003; Sur H, Mumcu G, Soylemez D, Atli Y, Idrim C, 2004; Onu MO, Madukwe MC, Agwu AE, 2005; Tutuncu O, Kozak M, 2006; Salmond SW, 2006). Therefore, these factors are necessary to be considering deeply in order increasing the job satisfaction of teachers.

Government spends millions of dollars per year to improve the education system in Malaysia as well as provides rewards to brilliant teachers throughout Malaysia. Not only that, budget that proof by government of Malaysia. There is always an amount allocated to the educational industry to make improvement. Improvement included increase teachers' salary, declare better benefits to teachers, provide training for career development. The job satisfaction has the potential to influence the organizational commitment of the teachers. Therefore, when the job satisfaction is enhancing, the organizational commitment of the teachers will increasing too. Thus, we need to study what factors cause the job satisfaction to the teachers and determine further improvement that can enhance better on the secondary school teachers' job satisfaction. Besides that, we also need to study the relationship among the job satisfaction and organizational commitment.

Figure 1.2: Overall Statistic of the School Amount, Student's Enrollment and Amount of Teachers.

Statistik Ringkas		
<i>(Data seperti pada 30 Jun 2010)</i>		
Bilangan Sekolah		
Rendah	Menengah	Jumlah
7,695	2,248	9,943
Bilangan Murid (Enrolmen)		
	Jumlah	
Prasekolah	163,746	
Rendah	2,899,228	
Menengah	2,344,891	
Jumlah	5,407,865	
Bilangan Guru		
	L	P
Rendah	70,600	159,849
Menengah	55,571	119,696
Jumlah	126,171	279,545
Pengumuman		

1.3 Research Objectives

1.3.1 General Objectives

1. Purpose of this research is to determine the secondary school teacher's job satisfaction levels.
2. We want to find out what cause the job satisfaction of secondary school teacher.
3. We want to determine the relationship between the increasing number of teachers and the factors such as pay and benefits, stress and training.
4. We want to find out the relationship between job satisfaction and organizational commitment.

1.3.2 Specific Objectives

1. To identify whether pay and benefits influence job satisfaction of secondary school teachers.
2. To identify whether stress influence job satisfaction of secondary school teachers.
3. To identify whether training influence job satisfaction of secondary school teachers.

4. To identify whether there is relationship between job satisfaction and organizational commitment.

1.4 Research Questions

Purpose of this research being carried out in order to answer a few questions as stated as below:

- a) Does pay and benefits do affect the job satisfaction of teacher?
- b) Does stress do affect the job satisfaction of teacher?
- c) Does training do affect the job satisfaction of teacher?
- d) Does job satisfaction has relationship with organizational commitment?

1.5 Hypotheses of the Study

Hypothesis 1

H₀: There is no significant relationship between pay and benefits and job satisfaction.

H₁: There is a significant relationship between pay and benefits and job satisfaction.

Hypothesis 2

H₀: There is no significant relationship between stress and job satisfaction.

H₁: There is a significant relationship between stress and job satisfaction.

Hypothesis 3

H₀: There is no significant relationship between training and job satisfaction.

H₁: There is a significant relationship between training and job satisfaction.

Hypothesis 4

H₀: There is no significant relationship between job satisfaction and organizational commitment.

H₁: There is a significant relationship between job satisfaction and organizational commitment.

Hypothesis 5

H₀ = The three independent variables (pay and benefits, stress and training) are not significant explain the variance in job satisfaction.

H₁ = The three independent variables (pay and benefits, stress and training) are significant explain the variance in job satisfaction.

1.6 Significance of the Study

The study is important to find out what are the factors relate to the job satisfaction of teachers in the secondary school.

We hope to bring more information to the public to prove that government of Malaysia do aware the importance of the education. Therefore the issue of teachers'

shortage in primary and secondary school that faced in the previous year had always been the main concern of government.

Through this research, the government, public as well as the private sector has an in-depth understanding on the factors that help to increase the job satisfaction among the primary and secondary school and understand the relationship between job satisfaction and organizational commitment.

1.7 Chapter Layout

Chapter 1:

Introduction in the beginning paragraph will be the overview of the whole research. Research background is presented followed by problem statement then end with research objectives, research question, hypotheses of the study, and significance of the study.

Chapter 2:

Important dependent variable and independent variable in this research will be defined clearly and theories and previous studies related to the topic will be presented. Furthermore, conceptual framework will be developed based on suitable statistical analysis to examine whether theory formulated is valid or not.

Chapter 3:

This chapter specifies the research design, data collection methods and sampling design. Besides, research instrument which contain of questionnaire design and pilot test are also need to present in this chapter. Follow by measuring of the instrument or questionnaire which used to operational definition of constructs measurement scales, ending with data processing and methods of data analysis. 300 sets of questionnaire will be distributed as we are targeting 300 secondary school's teacher. 20 sets of the questionnaire will be distributed to respondent as the pilot study.

Chapter 4:

Present the overall result and finding from the analysis of the questionnaire. Statistical Package for Social Science (SPSS) is widely used to illustrate the chart and tables. The interpretation is further elaborated in-depth of the result.

Chapter 5:

Summary the research finding and also discuss the major finding. Besides, it also discusses the limitation of the study as well as provided recommendations for future research. Lastly, overall conclusion of the entire research project was been provided.

1.8 Conclusion

Education becomes vital element in order to develop a country because it can deliver knowledge and skill to human being. Therefore, it is important to increase satisfaction and performance of teachers towards job to make sure they can deliver the best education to people. In order to remain the teachers with the school, the organization commitment should be include within the teacher. Therefore, the relationship between job satisfaction and organizational commitment should be illuminate. To clarify the statement, the researchers conduct this research with the objective to examine the factors that affect job satisfaction and relationship between job satisfaction and organizational commitment of secondary teachers in Kampar. In the next chapter, researchers may identify the secondary data from journals and articles that conducted by various scholar for doing the literature review.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

In Chapter 2, it consists of literature review, relevant theoretical models, conceptual framework and hypotheses development. Literature review also consists of discuss and evaluate of research studies which related to research topic. The purpose of the literature review is identifying secondary data from journal and articles which related to this research topic. By this, it can evaluate the factors that affecting job satisfaction and relationship between job satisfaction and organizational commitment in education industry.

2.1 Review of the Literature

The research topic is evaluating the factors that affecting job satisfaction and relationship between job satisfaction and organizational commitment in education industry. The dependent variable for this research is job satisfaction while the independent variable for this research is pays and benefits, stress and training as well as relationship between job satisfaction and organizational commitment.

2.1.1 Job Satisfaction

Dependent variable is the process outcome or variable that is predicted or explains by other variables. Job satisfaction is defined as an attitude that individuals have about their jobs. It is where one feels positively or negatively about the intrinsic and/or extrinsic aspects of own job (Bhuian and Menguc,

2002 and Hunt et al., 1985). In Herzberg theory, he suggested that job satisfactions are caused by several factors. When people are satisfied with the job, they attribute their job satisfaction to the work itself. Job satisfaction is also caused by a set of factors related to the work itself such as nature of the job, achievement in the job, possibilities of promotion and recognition. These factors are called motivators as they motivate people towards performing a better performance. Based on In-Sook Lee, n.d, job satisfaction is describes as quality of job by objective condition and subjective attitude of job. It is vital to identify the factors that affect job satisfaction in order to understand the major factor that affects job satisfaction. Okpara, Squillace and Erondy, 2004 mentioned that determining the job satisfaction factors for teachers help in improvement and innovation in teaching.

Pool and Pool, 2007 described job satisfaction is an attitude which formed by individuals in reference to their jobs. It results from where how the individual perceived their jobs as well as how good there is a fit between individual and the organization. Other than that, Job satisfaction also able to reflect the extent of individual enjoys their job (Pool and Pool, 2007). Furthermore, they also mentioned the importance of top management to identify the key element among employees, whereby the key elements will influence employees' level of job satisfaction within an organizational setting. Gunlu, Aksarayali and Percin, 2009 explained job satisfaction is a kind of response to a specific job or job-related issues.

According to Garton, 1976 and Strauss, 1974, employee's satisfaction and morale are attitudinal variables that reflect positive or negative feelings about particular persons or situations and satisfaction when applied to work context of teaching seems to refer to the extent to which a teacher can meet individual, personal and professional needs as an employees. Job satisfaction describes how content an individual is with his or her job. People are happy with their job are those who more satisfying their job. People are always measure job

satisfaction because if lack of job satisfaction, the employer will lose the good skill employees (Mohsin Nadeem, 2010). According to Badreya Al Jenaibi, 2010, job satisfaction can affect employees' initiative and enthusiasm.

Low job satisfaction is judge as a significant indicator of counterproductive employee behavior and can lead to the behavior such as absenteeism (Spector, 1985, Martin and Miller, 1986) and turnover intentions (Spector, 1985, Dupre and Day, 2007). Therefore, with the intention to establish quality worker, workplace and work itself, job satisfaction should be maintaining and enhancing (Nor Liyana and Mansor, 2009). Besides according to Ellickson and Logsdon, 2001, job satisfaction usually associated with increased productivity and organizational commitment, lower absenteeism and turnover as well as increased organizational effectiveness.

In addition, Locke and Lathan, 1976, reports that job satisfaction as pleasurable emotional state resulting from the appraisal of one's job or job experience. Job satisfaction is a result of employee's perception of how well the job provides those things that are viewed as important. According to Mitchell and Lasan, 1987, it is generally recognized in the organizational behaviour field that job satisfaction is the most important and frequently studied attitude. Below are the five independent variables.

2.1.2 Pays and Benefits

Pay practice is define as one of the human resources management practice which usually including pay, wage, salary and benefit, and so forth according to Hamdia and Phadett, 2011. Based on Konovsky, M. A., 2000, pay is important in an organization especially fair pay because if there is unfair pay happen among employees and it will lead to negative effects to organization such as job dissatisfaction, low organization commitment, loss of trust in an

organization, depression and somatic complaints. Therefore, an organization should maintain fair pay among employees to increase job satisfaction, employee engagement and reduce intention to leave among employees. Salimaki, A., Hakonen, A., and Heneman, R. L., 2009 also state that pay is important because employees are interesting to know how much company will pay them, so pay is important because it can affect the pay satisfaction as well as degree of work engagement of employees. If employees know they will get low pay, it will lead to low satisfaction as well as low degree of work engagement.

Luis Diaz-Serrano and Jose A. Cabral Vieira, 2005 mention that job can divide into good job and bad job. A good job is having good condition and high wages and it can lead to high job satisfaction. While a bad job is having bad condition and low wages which can cause low job satisfaction.

According to Sarfraz Ahmad, Imran Ali, Kashif ur Rehman, Muhammad Aslam Khan, Waseemullah, 2010, fair pay should be given based on the employees work description and without discrimination in pay system in order to increase job satisfaction. In addition, Mount, M., Ilies, R., and Johnson, E., 2006 state that in order to increase job satisfaction, employers should provide wages that similar to other position in the industry and same as benefits that they provide such as insurances, retirement contributions and attractive time-off packages.

Furthermore, Okpara, Squillace and Erondy, 2004 develop the hypothesis where female university teachers are indeed less satisfied with their pay compare with the male. This hypothesis was supported throughout their research. This result was in line with others scholar researches that female academics are pay less and lead to job dissatisfaction (Halpin and Johnson, 2004, Tang and Talpade, 1999 and Noble and Mears, 2000). Based on the conclusion of Okpara, Squillace and Erondy, 2004 research indicates that

female academics were less satisfied with the overall work because there are alert with the salary gap. They view this gap as unfair. This perception of unfairness leads to the responsible of low level of job satisfaction.

James H. Dulebohn, Janice C. Molloy, Shaun M. Pichler and Brian Murray, 2009 state that benefit is a significant factor in the attraction and retention of an employee. Employee benefits can define as part of the total compensation package which excludes pay for time work and it is provide by employer. According to Spector, P., 1997, fringe benefits can divide into monetary and non-monetary benefits. This author also state out some examples of contingent rewards are like appreciation, recognition and rewards for good work. Employee benefits are including life insurance, pension, worker's compensation, vacation and others (Moussa, F. M., 2000). According to James H. Dulebohn, Janice C. Molloy, Shaun M. Pichler and Brian Murray, 2009, one of the employee benefits is pension, pension divide into two types which is defined benefit (DB) plans and defined contribution (DC) plans. DB plans can define as a formula-based pension plans which employers promise to pay their employees a benefit based on the employee's retirement age, final average salary and years of service. On the other hand, DC plans is similar to savings plans and provide a benefit based on annual contributions as a percentage of pay made on behalf of the employee as well as accumulated investment earnings on the employee's account. In addition, Dencker, J. C., Joshi, A., and Martocchio, J., 2007 define benefits as value to employees if they meet their needs and preferences. Therefore, employer need to provide suitable benefits to employees based on their needs in order to satisfy them.

According to Robbins, S., 1993, if an employee feels that their efforts are not recognize or their rewards are not equitable which, they will feel dissatisfaction. If employees are satisfy with the benefits that provide by employer, they will perform their job well and lead to high organizational performance (James H. Dulebohn, Janice C. Molloy, Shaun M. Pichler and

Brian Murray, 2009). Therefore, if employees are satisfy with the benefits will lead to high satisfaction but if employees are not satisfy with the benefits will lead to low satisfaction.

2.1.3 Stress

Stress is a multi-dimensional concept and defined based on language and organizational perspectives. It often occurs when individuals' physical and emotional do not meet or cannot handle their job demands, constraints or opportunities (Leka et al., 2004; Ugoji, 2003; Ugoji & Isele, 2009).

Kartinah Ayupp, Tiong, M. N., 2011 define workplace stress as when there is a conflict between job demands placed on the employees and the amount of control he or she has over meeting those demands, this can cause physical, psychological and behavioral responses. Rohany, 2003 define the occupational stress as anything which has the relationship with the working environment or nature of work itself that may lead to the stress in an individual. On the other hand, Leka, Griffiths and Cox, 2004 define the occupational stress as the reaction of individual when presented with work demands and pressures that are mismatch with their knowledge and abilities and which challenge their ability to cope.

According to the Nor Liyana and Mansor, 2009, the source of occupational stress or stressor is the component which will lead to a stress reaction. Based on the research in behavioral psychology, it demonstrates that stress can either be good or be threat on individual by depending on the level of stress perceived.

Fevre et al., 2003; Sullivan & Bhagat (1992) mentioned there are split to two major types of stress which are eustress (good stress) and distress (bad stress).

Eustress is defined as individuals who have experienced moderate and low stress levels and distress is defined as individuals who have experienced high stress level. Individuals who experience eustress will be able to match job demands and it may help them to increase work satisfaction and positive moral values. (Fevre et al., 2003; Leka et al., 2004; Millward, 2005; Newell, 2002)

Occupational stress usually owns to organizational aspects, long work hours, lack of organizational support and organizational change (Davey, Obst and Sheehan, 2001), lack of support from supervisors and colleagues, and conflict with demands and pressures (Leka, et al., 2004). Moreover, occupational stress also rises from work design, job qualifications, job performance and organizational structure (Rogers, et al., 1987). As well as work overload which also contributes to the stress (Rogers, et al., 1987; Pflanz and Ogle, 2006).

According to Kartinah Ayupp and Kong, W., 2010, relationship such as boss, subordinate has positive relationship with stress. Hence, if boss keep on give pressure such as set unattainable goal to subordinate, it will lead to stress, low performance and follow by not satisfy with their job.

Teachers will reach its peak in a safe classroom climate in which they can teach their students at ease and feel that do not run the risk of threat. (Thanasoulas, 2002) So, the physical environment also will affect the job satisfaction.

Lee and Wang (2002) found that high level of occupational stress caused by workloads, personal responsibility, and education as well as working experience. Sveinsdottir , Biering and Ramel (2006) assumed that differs between cultures and countries , these also caused an occupational stress due

to different working conditions, education, social status and the autonomy that the person holds.

2.1.4 Training

Wexley and Latham, 1981 refers training as a planned program that attempt to brings the changes in employee knowledge, skills, attitude, and behavior while Noe, Hollenbeck, Gerhart, Wright, 2006, training is defined as a planned effort which assists the learning of job-related knowledge, skill, and behavior by employee. Patrick (2000) defined training as a systematic development of the knowledge; skills and expertise which required by a person to effectively perform a given task or job. . Training helps employees acquire new skills or information for their work. In addition, training can be used to teach employees how to solve problems at work and develop interpersonal skills to be better communicating with others.

Today's global economy make ongoing learning is significant for employees' career. Employees have to continue learning and growing in the job as it is one of the requisite for continuing employability. It can be concluded that ingoing training is significant to one's career development (Schmidt, 2007).

According to Tracey & Tews (1995), training motivation is important because motivated trainees receive training more effectively than others who are not motivated.

Mohsin Nadeem, 2010 state that training is a fundamental and effective instrument that helps to achieve the organization goals and objectives because training can improve employee's skill and knowledge as well as experience, employees will know his or her job well, adapt to organization changes, up to date about new technology and others.

Training can also help to reduce employee's anxiety or frustration, increase ability and bring on by work demand, Chen, T. Y., Chang, P. L., and Yeh, C. W., 2004.

Owens (2006) emphasized the reasons for training and the effects of training on job satisfaction, organizational commitment, and turnover. Training is an important strategy for motivating workers, so the organization must provide good training programme to them. This will give the professional opportunities for self-improvement and development to meet the challenges. Training is essential when the requirements of new equipment and new techniques to perform a task.

2.1.5 Organizational Commitment

Hunt and Morgan, 1994 defined the organizational commitment as the strong belief and acceptance of the goals and values of an organization in behalf of employees, put a devoted effort to attain the objectives and goals of the organization and have a strong desire to remain with the organization. The definition of organizational commitment supported by Mathews and Shepherd, 2002 refers to the workers' attitude, behavior and connection between the individuals and the organization. Furthermore, Porter, L. W., Steers R. M., Mowday, R. T. and Boulian. P. V., 2004, organizational commitment can define as the identification with an organization and acceptance of its goals and values as one's own. Dee et. al., 2006 define the organization commitment as the intention of an individual to devote to and loyal to the organization. According to Boles, et. al., 2007, organizational commitment can define as the feeling of employees towards the organizations and the values of the organizations. Pool and Pool, 2007 defined organizational commitment as it is able to reflect the extent an individual identifies with an organization and committed to its organizational goals. Besides that, they also mentioned that organizational commitment is an attitudinal behavior. Plus,

they stated organizational commitment eligible to define how strong the individual's beliefs towards the organization and goals. Pool and Pool concluded commitment enables employees to collaborate and solve business problems as successful teams due to employees valued the commitment.

According to Meyer and Allen, 1990; 1997, organizational commitment is a psychological state that illustrates the relationship among employee and organization and the employee has making the decision to remain as a membership in the organization. Therefore, Meyer and Allen had been introduced a model of commitment which contains of three components to differentiate the various psychological states. The three components include affective commitment, continuance commitment, and normative commitment.

Meyer and Allen, 1997 described affective commitment as the employee emotional attachment towards the organization. This is the degree of the employee which is identified and involved with the organization. Mueller et. al., 1992 believed that it is link to the employee's feeling of belonging, connection, and devotion. Meyer et. al., 1990 described that employees who are affectively committed incline to stay in the organization. Linda, 2010 believed that affective commitment is form from the positive experiences in the organization where the employees consider they are being supported and treated equally within the organization and from the psychologically rewarding. An employee who is high affective commitment level will stays in the organization because he or she wants to (Meyer & Allen, 1997).

Meyer and Allen, 1997 define continuance commitment as the degree of an employee who conscious the cost for quitting the organization. Employee who pursues high continuance commitment has a need to persist in the organization. There are two reasons for the employee to remain with the organization. The first reason is the employee will loss side bets if leave the organization which include payments, vacations, time, etc. Consequently, the

continuance commitment of employees will be increase if they are well paid compensated, rewarded, etc. Besides that, it also can remain the employee in the organization seem they fear of losing the side bets. The second reason is the employee lack of job alternative which means that employees choose to stay in the organization rather than choose to quit the organization if they realize that they might not be able to get another suitable job (Meyer & Allen, 1997).

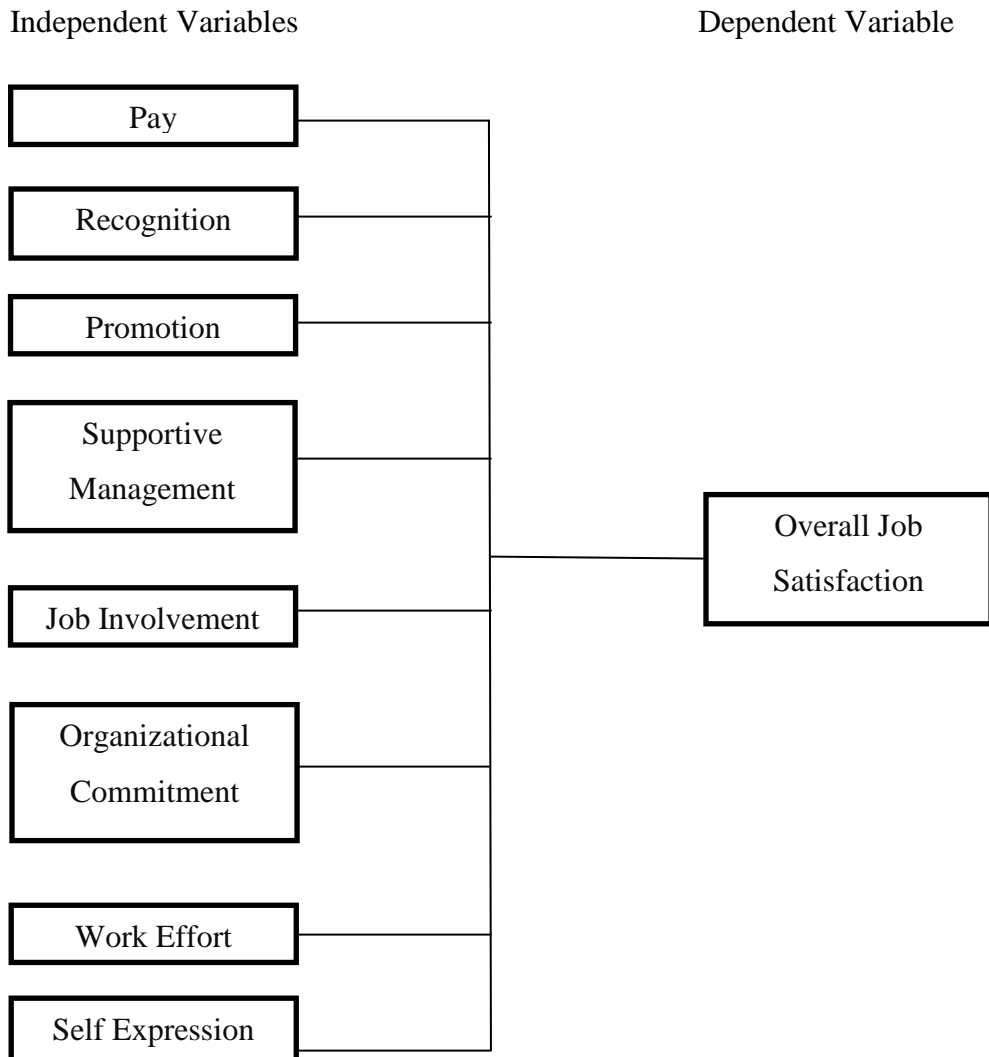
Meyer and Allen, 1997 clarified the normative commitment as the degree of an employee who possesses the feeling of obligation, duty and loyalty to remain in the organization. Generally, normative commitment generates from internal pressures which influenced by the norms from the socialization processes in society which compose of the feeling of loyalty and belonging. Normative commitment of employees will be increased if the organization provides the training and tuition for employees. In addition, employees with high normative commitment feel that they must remain with the organization (Meyer & Allen, 1991).

Meyer and Allen, 1991 also illustrated that the three components of commitment generate different consequences on job related result. Firstly, employees who possess high affective commitment have more motivation to work rather than those who possess low affective commitment. This also supported by Wasti, 2005 who said that affective commitment has a significant positive relationship with the work outcomes. In contrast, employees with high continuance commitment tend to be demotivated and frustrated for the reason of they remain with the organization merely because of the cost of leaving the organization is high. On the other hand, employees who scoring high normative commitment will be acting ethically and do the work which instruct to be done. Usually, these employees have high job performance, attendance and organizational citizenship.

According to Lumley, E., 2010, organizational commitment can use to understand intensity and stability of an employee's dedication to an organization. However, Lambert et. al., 2006 suggested that organizational commitment is the structural phenomenon of trading between workers and organizations. Gbadamosi, G., 2003, state that if an individual's attitudes more favorable toward the organization, the higher the individual acceptance of the goal of the organization and the individual will more willing to put more effort in the organization. In addition, if the person is high commitment will feel that he or she is work for himself or herself but not for other people. Besides, Shaw et al., 2003 stated that individual is committed to the organization not because of a general positive feeling but because of extraneous interests such as pensions, family concerns, etc. There are few situations which lead to high commitment among employees. First is when the employees own and belief with the mission and values of their organization. Second is when they are mutually ready to apply their devoted effort in the attainment of their organizational goals. Third is when they have intense desire to remain serving in their organizations (Robbins and Coulter, 2003; Jans, 1989; Hunt and Morgan, 1994; Mowday, Steers, and Porter, 1982). Highly committed employees possess strong intentions to oblige their organization and have low intentions to leave (Hunt and Morgan, 1994; Robbins and Coulter, 2003; Mowday, Steers and Porter, 1982). In addition, Valentine et. al., 2002 suggested that employees who are highly committed to their organization are more easily accept and adhere to the organizational objectives and goals. Moser, 1997 identified that the absence of job satisfaction in the employees will leads to the reducing in organizational commitment.

2.2 Review of Relevant Theoretical Models

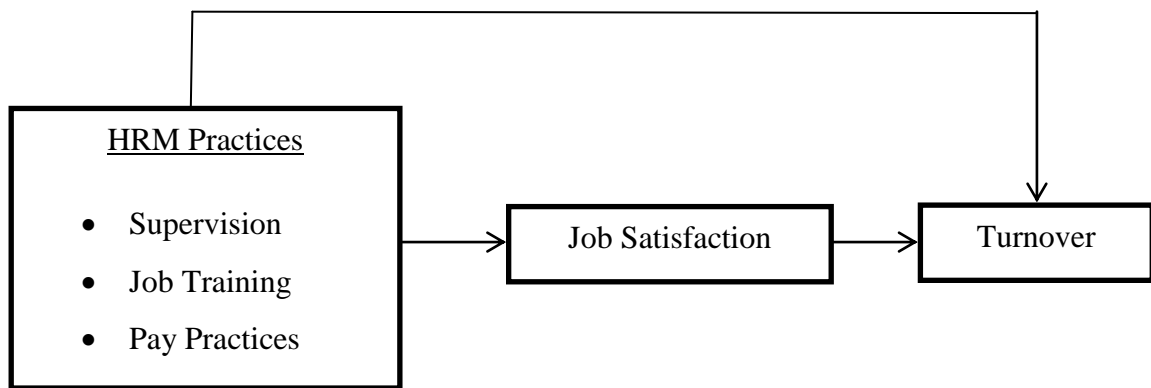
Figure 2.1: Model of Pay and Job Satisfaction



According to the research conducted by Muhammad Fawad Hanif et. al., 2009 in the banking sector, the model above is generated. The model shows the relationship among the independent variables such as pay, recognition, promotion, supportive management, job involvement, organizational commitment, work effort and self expression with dependent variable which is job satisfaction. Based on the result of the research, there is an evidence shows that pay has a significant positive

relationship with the job satisfaction. In the other words, the increase of the pay will lead to the increase of the job satisfaction. Therefore, this model provides us the understanding of the influence of the pay upon the job satisfaction and make it becomes the reference for our theoretical framework.

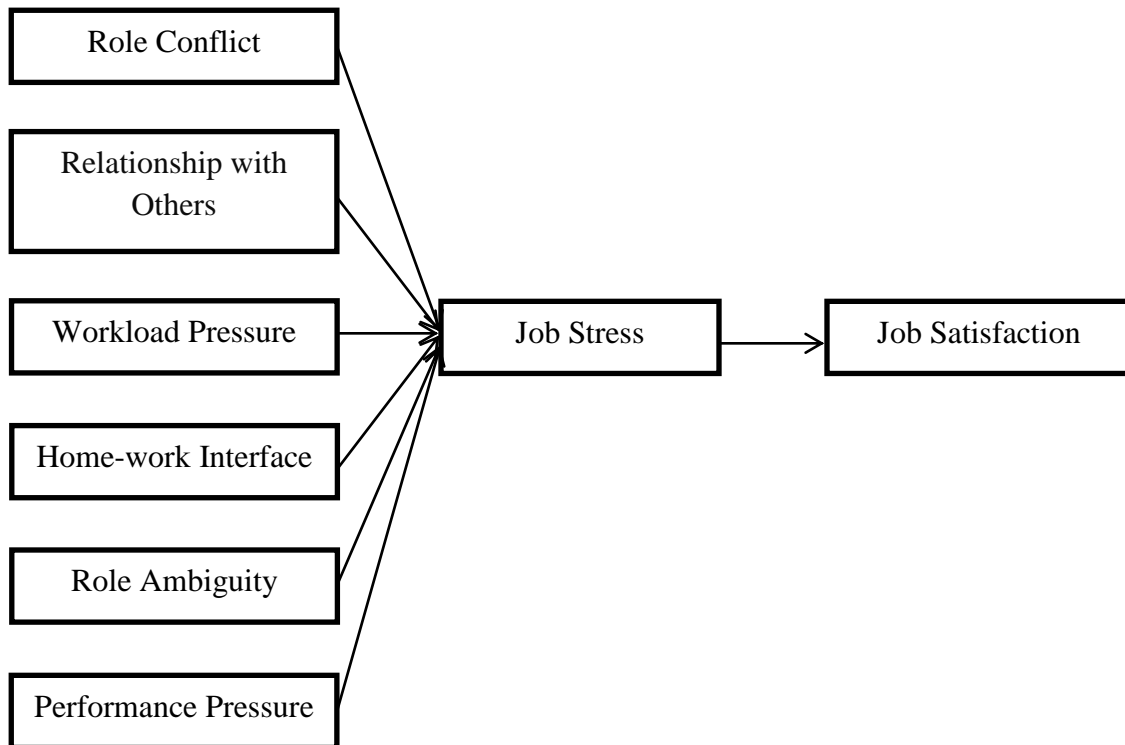
Figure 2.2: Model of Human Resource Management Practices such as Supervision, Job Training, and Pay Practices on Job Satisfaction and Turnover



According to the research conducted by Hamdia Mudor et. al., 2011, the model above is produced. The model links the independent variables to the mediating and the dependent variables where the independent variables consist of human resource management practices such as supervision, job training, and pay practices, job satisfaction as the mediating and turnover as the dependent variable. Based on the model, it shows that the human resource practices provided to the employees generate a negative relationship with the turnover. This study makes a conclusion in which the three independent variables: supervision, job training, and pay practices have a significant positive relationship with the job satisfaction. Moreover, the job satisfaction has a significant negative relationship with the turnover. In the other words, the independent variables play an important role to increase the job satisfaction among employees. Therefore, this model provides us the understanding of

the relationship between supervision, job training, and pay practices with the job satisfaction and make it becomes the reference for our theoretical framework.

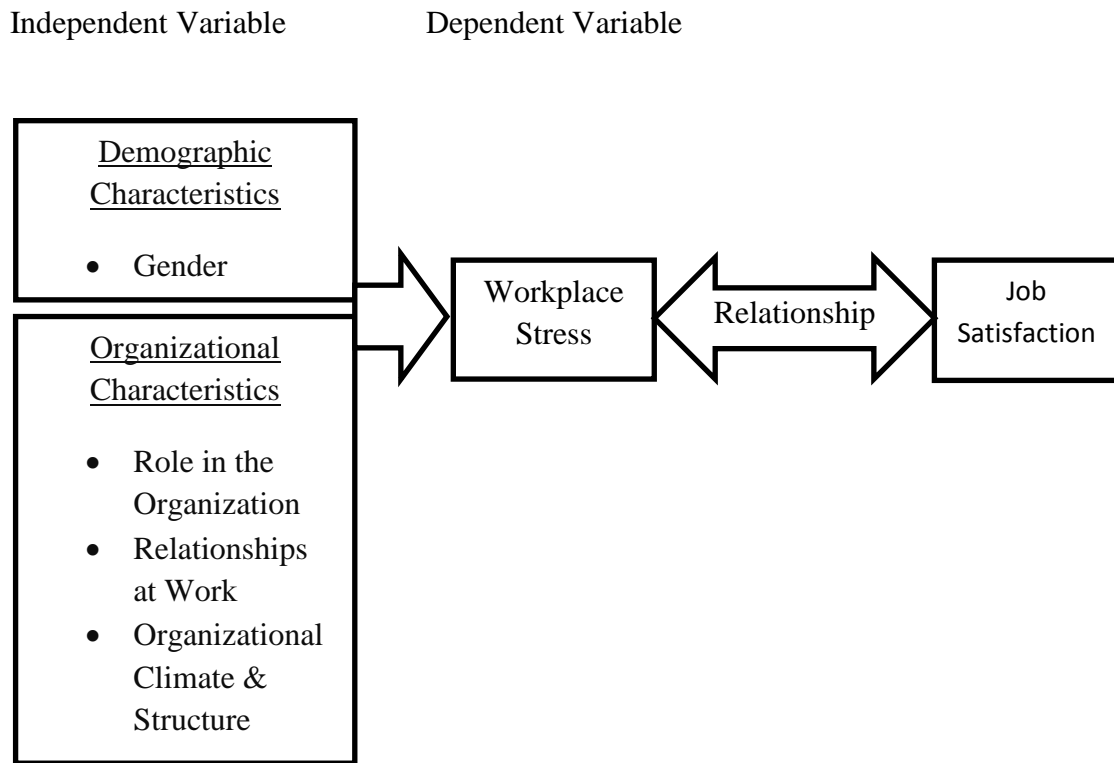
Figure 2.3: Model of Job Stress and Job Satisfaction



According to the research conducted by Nilufar Ahsan et. al., 2009 upon the university staff in Malaysia, the model above is formed. The model consists of six job stressors such as role conflict, relationship with others, workload pressure, home-work interface, role ambiguity, and performance pressure on job stress and job satisfaction. Based on the model, all the six stressors have a relationship with job stress while job stress will affect the job satisfaction. From the result of this study, there is evidence where the job stressors have a relationship with the job stress while job stress is negatively correlated with job satisfaction. Therefore, this study provides us the understanding of the relationship between job stressors with job stress and the

relationship among job stress with job satisfaction. We make this model as the reference for our theoretical framework.

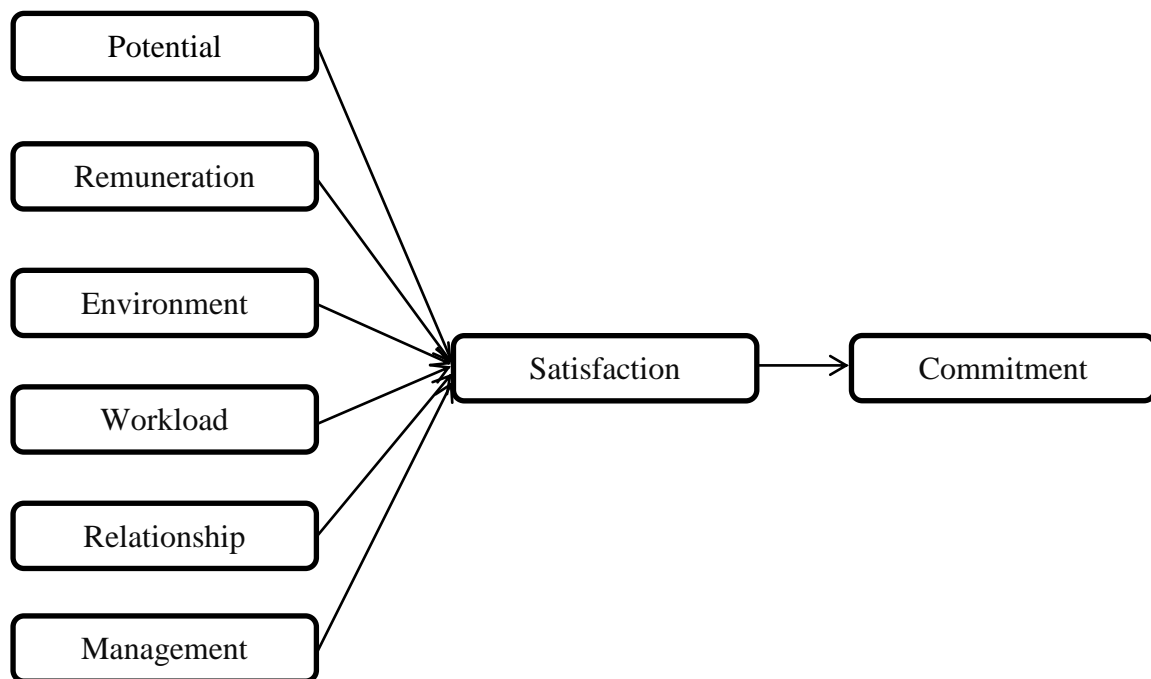
Figure 2.4: Model of Workplace Stress as a Dependent Variable of Employees' Gender and Organizational Characteristics in its Relationship with Job Satisfaction



According to the research conducted by Kartinah Ayupp, 2011 among officers in the Malaysian banking sector, the model above is generated. The model is created to examining the source of workplace stress and the relationship among workplace stress and job satisfaction. The model consists of independent variables which include demographic characteristics such as gender and organizational characteristics such as role in the organization, relationships at work, organizational climate and structure, dependent variable which is workplace stress and job satisfaction. From the result of the study, there is evidence that the independent variables will affect dependent variable workplace stress significantly and the workplace stress has a significant

relationship with the job satisfaction. Therefore, this model provides us the understanding of the relationship among the workplace stress and job satisfaction and make it as the reference for our theoretical framework.

Figure 2.5: Model of Potential, Remuneration, Environment, Workload, Relationship and Management on Job Satisfaction and the Relationship among Job Satisfaction and Organizational Commitment

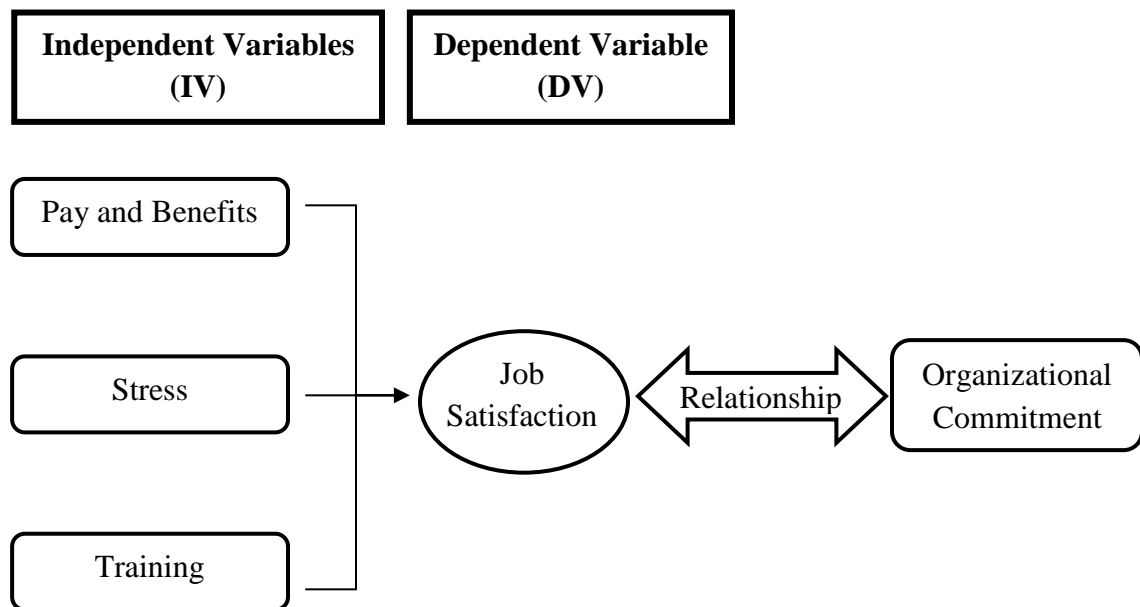


According to the research conducted by Zainudin et. al., 2010 regarding to the job satisfaction and work commitment among lecturers, the model above is created. Based on the model above, there are six independent variables which consist of potential, remuneration, environment, workload, relationship and management and job satisfaction as the dependent variable. Besides that, the model also illustrated the relationship among job satisfaction and organizational commitment. From the result of this study, it provides the evidence that the independent variables have a significant relationship with the dependent variable which is job satisfaction. In addition, the result of this study also provides the evidence where job satisfaction has a strong

positive relationship with organizational commitment. There, this study provides us the understanding of the relationship among potential, remuneration, environment, workload, relationship and management with job satisfaction and the relationship between job satisfaction with organizational commitment. This makes it as the reference for our theoretical framework.

2.3 Proposed Theoretical / Conceptual Framework

Figure 2.6: Model of Proposed Theoretical



Proposed theoretical or conceptual framework is a diagram that shows the relationship between independent variables and dependent variable. There are 3 independent variables which are pay and benefits, stress and training while the one dependent variable is job satisfaction. Besides, job satisfaction also has a significant positive relationship with the organizational commitment. In this study, the relationship between 3 independent variables and job satisfaction as well as

relationship between job satisfaction and organizational commitment of teachers in Kampar secondary school has been examined.

2.4 Hypothesis Development

2.4.1 Pay and Benefits and Job Satisfaction

Relationship between pay and benefits and job satisfaction has been well studied in the journals. Kamal and Hanif (2009) indicated pay always considered as major factor for the job satisfaction. Besides that, there are few journals mentioned that pay and benefits are the major influences of the job satisfaction. Therefore, according to Saif-ud-Din, Khair-uz-Zaman and Allah Nawaz, 2010, they found that pay is first and primary factor for job satisfaction. Whereas for Steijin (2002) assessed the relationship between the job satisfaction and pay of Dutch public workers. The finding of this study determines that there is a positive correlation exists between human resource management practice such as pay practice and job satisfaction.

Next, Bradley, Petrescu, and Simmons, 2004 examine the influence of human resource management practices and pay inequality on the worker's job satisfaction. The results of their studies revealed that there is a positive relationship pay practice with the job satisfaction. Another research conducted by Tulin Ural, 2008 on the influence of salary and compensation over job satisfaction, the finding showed that the higher the salary grants to the salespeople, the higher the job satisfaction of the salespeople. JM, Perez P, Anton C, 2005 conducted a research which is focus on the factors that may lead to the job satisfaction of sales managers. The result of this research indicates that human resource management practices based on the

compensation type and compensation level are the critical determinants of sales managers' job satisfaction.

Moreover, there is a study which accomplished by H.K. Ch'ng, W.K. Chong and Nakesvari at 2010. They found out that salary has a significant positive relationship against the level of job satisfaction among the private college lecturers. Next, according to Leontaridi, R., and Sloane, P., 2001 found out those low pay employees will have higher level of job satisfaction compare with high pay employees. Hence, low pay employees will get compensation in different form like non pecuniary benefits.

In Abdulla, Djebarni and Mellahi (2011) research, they find out salary and incentive emerged as the most powerful determinant of job satisfaction. The reason employees have strong emphasizes on the salary and incentives due to the impact on living standards. Employees believed that salary and incentives are able to provide a strong sense of security. The literature on job satisfaction and pay suggests that workers are not just concerned with the absolute amount of pay they receive but also about where they are in the distribution of pay; generally, the higher in the distribution they are, the more satisfied individuals are (Clark and Oswald, 1996, Sloane et al. 2005).

Hypothesis:

H₀: There is no significant relationship between pay and benefits and job satisfaction.

H₁: There is a significant relationship between pay and benefits and job satisfaction.

2.4.2 Stress and Job Satisfaction

Several studies showed the consequences of role stress included low satisfaction, high turnover intentions, low commitment and poor performance (Ortqvist and Wincent, 2006).

In an occupational stress model, several scholars believe that the ability of employees to control and manage their stress properly in implementing job may lead to higher job satisfaction in organizations. (Antoniou et al., 2003; Fairbrother & Warn, 2003; Stacciarini, 2004). The ability of employees to manage their emotions and manage other employees' emotions will strongly increase their abilities to cope with physiological and psychological stresses in implementing job. As a result, it may lead to higher job satisfaction in organizations. (Guleryuz et al., 2008; Sy et al., 2006; Thiebaut et al., 2005).

Lyne et al., (2000) supports the prediction that workplace factors have the direct effects on stress and job satisfaction as well as stress influencing the job satisfaction. Sanchez, Bray, Vincus and Bann, 2004 discover that job stress was negatively associated with job satisfaction and refer it as the significant predictor of job satisfaction.

Kartinah Ayupp, Tiong, M. N., 2011 also mention that weak stress management will lead to job dissatisfaction, feeling of disengagement from the job and low job performance.

Hypothesis:

H₀: There is no significant relationship between stress and job satisfaction.

H₁: There is a significant relationship between stress and job satisfaction.

2.4.3 Training and Job Satisfaction

Violino (2001) indicate that one of the major factors deciding the career would be the satisfaction towards the training and development. Blum and Kaplan, 2000 mentioned that most important in job satisfaction was the opportunity to learn new skills whereby company provide the training opportunities to the employees.

Lam et al. (2001) suggest in their research that having training and development programs for newcomers and well-educated employees in service industry, these able to help improve the job satisfaction.

In addition, Tsai et al, 2010 as cited in Mohsin Nadeem, 2010, state that high level of job satisfaction with positive effect on performance for those employees committed to learning. Based on Choo, S., Christine Bowley, 2007, training has positive influence on employee's productivity and it lead to high level in customer and employee satisfaction.

Ellinger, Ellinger abd Keller, 2003; Tansky and Cohen, 2001 suggested that relationship between job training satisfaction and overall job satisfaction is similar for the employees in variety of occupation. Simon and Kimberley (2002) concluded that employees who received training scored higher on job satisfaction surveys than those who had not.

According to Jones, Jones, Latreille and Sloane (2008), literature revealed that the when employees acquire the suitable general skills, it may help to raise job satisfaction as it is easier to move to other jobs where satisfaction is higher while for their research, it showed that workers who receive very short amounts of training (less than one day) in the previous year are actually less satisfied on several dimensions than those who received no training at all. They came out the conclusion that gender and age differences as well as

tenure have significant different impact on the training. Jones, Jones, Latreille and Sloane (2008) have clear evidence that training is positively and significantly associated with job satisfaction

However, there are few studies which focused on over- and under-education rather than over-skilling and under-skilling. The researchers believed that over- and under-education will affect most of the job satisfaction of employees. Battu *et al.* (2000) found a negative relationship between over-education and promotion for UK graduates and no evidence of employers upgrading tasks given to the over-educated. Yet Green and Tsitsianis (2005) likewise found for a cross-section of workers that job satisfaction was lower for both over-educated and under-educated workers in their British sample.

Hypothesis:

H₀: There is no significant relationship between training and job satisfaction.

H₁: There is a significant relationship between training and job satisfaction.

2.4.4 Job satisfaction and Organizational Commitment

Boles, Madupalli, Rutherford and Wood, 2007 stated that earlier studies indicate job satisfaction had a positively related to organizational commitment. Most of the research (Chen, 2006; Feinstein and Vondrasek, 2001; Kim et al., 2005; , Liao, S. H., Hu, D. H. and Chung, H. Y., McDonald and Makin, 2000; Silva, 20062008, Spence Laschinger et al., 2002, Tibrat and Teerawut, 2010) has addressed the relationship between satisfaction and commitment level of the employees. Research conducted by Commander, 2011 regarding the relationship of organizational commitment with job satisfaction, he concluded that there is a significant relationship among job satisfaction and organizational commitment.

According to the research conducted by Tsai, Cheng and Chang, 2010 in the hospitality industry, the finding of this research shows that hospitality industry employee's job satisfaction positively influences the organizational commitment.

Job satisfaction and organizational commitment haven been studied both as an outcome and an antecedent variable to each other (Currivan, 1999; Van Scotter, 2000; Ngunia et al., 2006).

Pool and Pool, 2007 mentioned that organizational commitment is critical among the executives in order to create a business environment that promotes motivation and job satisfaction at the workplace.

Woo, G. k., Jerrold, K. L. and Lee, Y. K., 2005 explain that if an employee has lower level of job satisfaction will has lower level of organizational commitment while if an employee has higher level of job satisfaction will has higher level of organizational commitment.

Based on Shanmukha Rao Padala, 2011, high level of satisfaction will lead to the employee identify the organization, accept its goals and values as well as lead to strong desire to stay in the organization.

Employees that satisfy will tend to commit to attend work, stay with the organization, punctual at work, perform well and engage in behaviors helpful to the organization (Aamodr. M. G., 2007).

According to Spector, P., 2008 explain that affective commitment and job satisfaction has significant relationship because job satisfaction and affective commitment are related to an individual's attitude towards their work. Besides, normative commitment and job satisfaction has significant relationship also because those who satisfy with their fringe benefits, contingent rewards, pay

and others which they will feel to stay with the organization. On the other hand, Meyer, J. and Allen, N., 1997 state that there is no significant relationship between job satisfaction and continuance commitment because those employees willing to stay the organization is due to affective commitment and normative commitment rather than the costs link with leave the organization.

Researchers have focused on job satisfaction and link this concept to other variables such as organizational commitment, stress and burnout, empowerment, organizational performance, motivation, turnover intention, and sometimes demographic and personal characteristics (Chen, 2006; Fairbrother and Warn, 2003; Furnham et al., 2002; Gaertner, 1999; Ghiselli et al., 2001; Jernigan et al., 2002; Karatepe et al., 2006; Lamet al., 2001; Linz, 2003; Silva, 2006; Spence Laschinger et al., 2002; Tepeci and Bartlett, 2002; Tsigilis et al., 2004).

Feinstein and Vondrasek (2001) analyzed the effects of job satisfaction on organizational commitment among the restaurant employees. Their finding in research proved that satisfaction level would predict employees' commitment to the organization.

Lau and Chong, 2002 studies revealed that the managers who are highly committed to the organizations may experiences higher level in job satisfaction. Managers who are highly committed to organizational would strive for the goals and interest.

According to Gunlu, Aksarayli and Percin, 2009 findings, there is a positive and significant relationship between the dimension of managers' organizational commitment and job satisfaction. Moreover, the test that conducted by them able to proves that when job satisfaction levels increased, organizational commitment increased as well. There is a positive interaction between 2 variables.

A few researchers suggested that job satisfaction was a significant predictor of organizational commitment (Mannheim et. al., 1997; Busch et. al., 1998; Chiu-Yueh, 2000; Freund, 2005; Feinstein and Vondraek, 2006).

On the other hand, Mannheim et. al., 1997 shows that job satisfaction is one of the determinants of organizational commitment. Therefore, a worker who possesses a high job satisfaction tends to be more committed to the organization.

Besides, a few studies examine the relationship among job satisfaction and organizational commitment in Turkey, while the relationship among job satisfaction and organizational commitment is recognized (Morrow, 1993; Meyer, Allen and Smith 1993).

In addition, there are few studies supported that a satisfied and happy employee tends to be committed to the organization (Cramer, 1996; Delobbe and Vandenberghe, 2000; Meyer et. al., 2002, Yilmaz, 2002; Yousef, 2001 and 2002).

Blegen, 1993; Al-Aameri, 2000 and Fand, 2001 conducted the studies and concluded that there is a significant association between organizational commitment and job satisfaction. Therefore, it is important to makes the employees satisfy with their jobs and thus can enhance the commitment of employees toward the organization.

Furthermore, Redfern, Hannan and Norman, 2002 conducted the research of the healthcare staff in a nursing home in the UK. The result of this research concluded that job satisfaction has a significant positive relationship with organizational commitment.

Hypothesis:

H₀: There is no significant relationship between job satisfaction and organizational commitment.

H₁: There is a significant relationship between job satisfaction and organizational commitment.

2.4.5 Job Satisfaction and Independent Variables (Pays and Benefits, Stress and Training)

From the result of this study, supervision, job training and pay practices play an important role to increase the job satisfaction of employee due to the positive relationship between supervision, job training, and pay practice with job satisfaction.

Tulin Ural,2008 illustrated that the pay is positively related to job satisfaction. Therefore, the higher pay will lead to higher job satisfaction. Besides that, this study also provided that training have a positive relationship with job satisfaction. Based on the study conducted by Muhammad FawalHanif& Kamal, 2009 in the Pakistani Commercial Banks regarding the relationship between pay and relationship, it proved that the pay has a significant positive relationship with job satisfaction. Besides, H. K. Ch'ng, W.K.. Chong and Nakesvari, 2010 show that there is a positive relationship among pay and job satisfaction in the study of Penang Private Colleges Lecturers. In addition, Hamdia&Phadett, 2011 had been conducted a study to analyze the relationship among supervision, job training, and pay practice with job satisfaction.

Mount, M., Ilies, R., and Johnson, E., 2006 state that in order to increase job satisfaction, employers should provide wages that similar to other position in the industry and same as benefits that they provide such as insurances, retirement contributions and attractive time-off packages. Abdulla, Djebarni and Mellahi, 2011 find out salary and incentive emerged as the most powerful determinant of job satisfaction.

According to Nilufaret. al., 2009, there is a negative relationship between job stress and job satisfaction in a study among University Staff in Malaysia. Lyne et al., (2000) agree that workplace factors have the direct effects on stress and job satisfaction as well as stress influencing the job satisfaction. From the research conducted by Nor Liyana&Mansor, 2009 for the occupational stress and job satisfaction, the result shows that the occupational stress have a significant negative relationship with the job satisfaction.

Simon and Kimberley (2002) concluded that employees who received training scored higher on job satisfaction surveys than those who had not.

Hypothesis:

H_0 = The three independent variables (pay and benefits, stress and training) are not significant explain the variance in job satisfaction.

H_1 = The three independent variables (pay and benefits, stress and training) are significant explain the variance in job satisfaction.

2.5 Conclusion

From the above, there are five major hypotheses are developed. These hypotheses are used to examine whether there are significant relationship among independent variables which include pay and benefits, stress, training and organizational commitment with job satisfaction. Prior to the development of hypotheses, researchers have read and analyze a lot of articles. Therefore, researchers are strongly agree that pay and benefits, stress and training will affect the job satisfaction of secondary school teachers. Besides that, the relationship among job satisfaction and organizational commitment does exist. The research methodology of our study will be discussed in the next chapter.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

The research methodology is defined as a highly intellectual human activity used in the investigation of nature and matter and also deals specifically with the manner in which data is collected, analyzed and interpreted. Therefore, this chapter portrays how the research is carried out in terms of the research design, data collection methods, sampling design, research instrument, construct measurement, data processing and data analysis. The practice of this research will be explained further in this chapter. For this research project, 300 questionnaires were distributed to our targeted respondents and collected back.

3.1 Research Design

In this research, we use quantitative research. Quantitative research is a research methodology that seeks to quantify the data and applies on statistical analysis. The aim is to classify the features, count them and also construct statistical models in attempt to explain what is observed. In this approach, the researcher knows clearly in advanced what they are looking for. The objective of the research is to seek accurate measurement and analysis of target concepts such as surveys, questionnaire and so on.

Our group has adopted quantitative research as it is use questionnaire to know about teacher perceptions on factors affecting job satisfaction among the secondary school teachers in Kampar and relationship between job satisfaction and organizational commitment. Quantitative data is more efficient and able to test the hypotheses, thus, it can be effective tools in our research to measure the teacher's job satisfaction,

teacher's pay and benefits satisfaction, teacher's stress level, teacher's training level and work outcomes for some other related data. Furthermore, quantitative research is much more efficiency in the time consuming compared to qualitative research.

The two research designs that we have used in this research are descriptive research and causal research.

Descriptive research is a type of conclusive research that has its major objective the description of something. Its main purpose is to describe the characteristics of a population or phenomenon. It involves large samples which are used to define attitude, opinions, or behaviors that are observed and measured in particular situation. Focus of descriptive research is to describe a particular situation and giving answer like what is happening and what has happened. It should be clear that the descriptive information is all that needed to solve business problems even though such research may not answer why it is happened. Unlike exploratory research, descriptive studies are based on some prior knowledge of the nature of research problems.

Our research is descriptive by nature because it deals with employee perceptions. The study is more structured and less flexible as it involves closed questions which make it a descriptive. The reason to use descriptive is also because the researcher has prior knowledge about the problem situation which could be discovered through journals and researches that related to intention to leave.

For causal research, we used this research design for the purpose of obtaining evidence to test the hypotheses of the cause-and-effect relationship between the independent variables and the dependent variable that we have recognized. The independent variables include pays and benefits, stress and training. While for dependent variable is job satisfaction. Besides that, we also want to find out the relationship between job satisfaction and organizational commitment. Through this research design, we were able to obtain results to either accept or reject the hypotheses.

3.2 Data Collection Methods

Data is that information collected from our respondents or through any other source that useful and relevant to the research topic that conducted by researcher. In this research, we use two methods to collect our data which are primary data and secondary data.

3.2.1 Primary Data

According to Zikmund (2003), primary data is the data gathered and assembled specifically for the project on hand. For solving the specific business problems, it could be performed by using observation, survey, and experimental research conducted by get the relevant information from the target population as sample.

Survey is a research technique in which the information are get by using the questionnaire or by interviewing. Survey typically is the most common and useful tool for generating data. Due to the information collected are typically reflect the people mind on the particular issue, so the result obtained will be more accurate.

For our research, we use questionnaire surveys as our main sources of data collection method. Zikmund (2003) stated that a survey is a research technique using questionnaire to gather information from a sample of people. A questionnaire is a reformulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives (Sekaran and Bougie, 2010).

The questionnaire is distributed to Kampar, Perak secondary school. Other than that, we are collected 300 respondents from various secondary schools in Kampar area. The primary data that collected were used to conduct our research.

3.2.2 Secondary Data

According to Sekaran and Bougie (2010), secondary data is those data gathered through such existing sources. In other words, the data is already existed and do not have to be collected by the researcher anymore. We will answer the research question by using both primary and secondary data. In this research, basically we are using internet, magazines, reference book, articles and journals as our secondary data. By using secondary data to gather the information is much more convenient than primary data.

Most of the online journals were obtained from several databases provided by our University Library such as ProQuest, ScienceDirect, JSTOR, Emerald, Google Scholar and books from the library. Besides, journals from authors' opinion, text book for business research and online articles were also used as the secondary data to obtain useful information. The secondary data was used widely in our research to determine a framework for our research.

3.3 Sampling Design

3.3.1 Target Population

Obviously it is hardly for us to target the market as a whole, hence we will specifying the target population in where the secondary schools teachers who perform. The Kampar area secondary school teachers will be our main indicator of this research.

3.3.2 Sampling Frame and Sampling Location

In actual practice, the sample will be drawn from a list of population elements that is often somewhat different from the target population that has been defined. In our research, a total of 300 questionnaires are prepared and distribute to the secondary school in Kampar area. The purpose of the various secondary schools chosen is mainly because we want to obtain more precise results.

3.3.3 Sampling Elements

For our research, the employee in education industry will take part in our study. The person who participates in our study will be the secondary schools teachers which include the headmasters in Kampar area. This particular respondent usually will make the result precisely and provide their experience knowledge to our research.

3.3.4 Sampling Technique

Sampling technique are typically includes of probability and non-probability samples. Probability samples are based on chance selection procedures whereas non-probability is a sampling technique in which units of the sample are selected on the basis of personal judgment or convenience.

For our research, the sampling technique of our research is simple random sampling which is one of four type of probability sampling technique. By using this simple random sampling, we are trying to require the respondent that who are willing to answer the questionnaire for us. The questions are set in basic language that easily to understand by anyone, by setting in this easy way so that respondent can answer the question quickly and on the spot we can collect.

3.3.5 Sampling Size

We distributed total of 300 questionnaires secondary school teachers who are teaching in the secondary schools in Kampar area. The sample size for this research will be 300 of respondent of selected secondary school in Kampar and 20 sets of questionnaires for pilot testing to check the validity and accuracy of the questions as well as to identify any errors in the questions.

3.4 Research Instrument

3.4.1 Questionnaire Design

Personal self-administered questionnaire has been used as a medium for data collection as it able to reach out to large number of respondents. The questionnaire consist of 32 questions and divided into 3 sections which are section A, section B and section C.

There are 5 questions in the section A. The purpose of this section designed is for the dependent variables of this research which is job satisfaction. The questions that ask are used to measure the job satisfaction of secondary schools' teacher towards their job, benefits that received, training provided, their stress level as well as the commitment towards the school they are teaching.

Sections B is designed for the independent variables of this research which are pays and benefits, stress, training and organizational commitment. Each independent variable consists of 5 questions which involve 5 questions for pays and benefits, 5 questions for stress, 5 questions for training, and 5 questions for organizational commitment. The first part of the questions is used to measure pays and benefits which allows researchers to clarify the pays and benefits provided for teachers. The second part is regarding stress level and the questions will help the researchers to know how the stress level in the school impact the teachers in handling the duty roaster. The third part will be the training that which will help the researchers in clarifying the effects of training towards the secondary school teachers. The forth part which consists of the independent variable of organizational commitment. The measurement helps the researchers to measure the level of commitment of teachers towards the school.

There are 7 questions in the section C. The purpose of this section designed is to gather the demographic and personal information from the respondents in education industry. The questions are asking questions such as gender, age, ethnic group, marital status, highest education attainment, length of service and monthly income. For section A, the personal information of respondents is gathered through the dichotomous-alternative and determinant-choice question. According to Zikmund (2003) respondents are required to choose one response from among several alternatives given in a question.

Information which is reliable, necessary and valid is collected from the designed questionnaire. Fixed-alternative question is the method used by the researchers to collect data. This is due to the method is more easy for the respondents to answer and for the researcher to analyze the data as well. In addition is the time efficiency factor which is take lesser time. In fixed alternative question, it consists of determinant-choice question and attitude rating scale which is Likert scale is used in the questions of section B.

From the interval scale, when the respondents express how strongly agree or disagree with the constructed statements, range from very positive to very negative toward an attitudinal object allowed the researchers to measure the level of attitudes. Respondents generally choose from five alternatives which are strongly agree, agree, neutral, disagree and strongly disagree (Zikmund, 2003).

3.4.2 Pilot Test

Pilot test is refers to the collection of the data from the ultimate subjects of the research project to serve as a guide for the larger study (Zikmund, 2003). We used the personal self-administered questionnaire distribution in our pilot test. We distributed the questionnaire to secondary school in Kampar which consists of few secondary schools.

The pilot test is often conducted prior to the distribution of actual surveys. The reason of pilot test conducted is because it mainly figures out the major or minor errors of the questionnaire that has been neglected initially. Besides that, the pilot test was primary used to check validity, reliability and accuracy of the questionnaires.

In our research, the 20 set of questionnaire are distributed to serve as pilot testing and the result is being tested its reliability and validity using the Statistical Package for Social Sciences (SPSS) software. When the result is out, it will enable to show respondent a clear picture and it will give better result and also will lead to more reliability. If the results are not reliable, researchers will need to redraft the questionnaire and perform a re-test until reliable results are obtained.

3.4.2.1 Result of Pilot Test

Table 3.1: Alpha Coefficient

Variable	Cronbach's Alpha	Sum of Items
Job satisfaction	0.787	5
Pays and benefits	0.805	5
Stress	0.784	5
Training	0.799	5
Organizational commitment	0.733	5

Source: Developed for this research.

3.5 Construct Measurement

A scale may be defined as any series of items that arranged progressively according to value or magnitude (Zikmund, 2003). There are many scales such as nominal scale, ordinal scale, ratio scale, interval scale, Likert scale and etc. However, our questionnaire only used nominal scale, ordinal scale and interval scale.

3.5.1 Nominal Scale

Nominal scale is the simplest type of scale which numbers or letters assigned to object serve as labels for identification in the questionnaire. The categories are mutually exclusive of all possibilities. According to Zikmund et al. (2010), a nominal scale assigns a value to an object for identification or classification purposes. For example, gender and ethnic group are measure using nominal scale.

3.5.2 Ordinal Scale

Ordinal scale involves nominal scale properties. However, ordinal scale allows things to be arranged based on how much of some concept they possess. In other words, an ordinal scale is a ranking scale but it does not tell the value of the interval between rankings. For example, education level which can range from primary school, secondary school, high school, college degree, master degree to doctoral degree (Zikmund et al., 2010).

3.5.3 Interval Scale

According to Zikmund et al. (2010), interval scale has both nominal and ordinal properties, but they also capture information about differences in quantities of a concept. An interval scale does not have a true zero. For example: 1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree, 5 – strongly agree

3.5.4 Origins of Source of Measurement

The Table 3.2 below show the original sources of measurement

Construct	Adopted from	No. of items
Job satisfaction	Paul E. Spector, 1994	1
	Karen S. Myers Giacometti, 2005	1
	Kim et. Al, 1996	2
	Aman Ali	1
Pays and benefits	Paul E. Spector, 1994	2
	Karen S. Myers Giacometti, 2005	3
Stress	Paul E. Spector, 1994	1
	Kim et. Al, 1996	1
	Maximillian Lewis, 2008	1
	Karen S. Myers Giacometti, 2005	2
Training	Aman Ali Al-Alawiyat, 2003	4
	Karen S. Myers Giacometti, 2005	1
Organizational commitment	Paul E. Spector, 1994	1
	Kim et. Al, 1996	1
	Abdullah Sanusi Othman, Nik	1
	Mu'tasim Ab.Rahman, Zakiah Abd.	
	Malek Ab. Razak Osman,	
	Valerie LaMastro,	1
J. Cook, T. D. Wall, 1980	1	

Table 3.3: Categories of Questionnaires

Construct	Sample Item
Job satisfaction	<ol style="list-style-type: none"> 1. I am fairly well satisfied with my job. 2. I am not satisfied with the benefits package I receive. 3. Overall, I am satisfied with the amount of training I receive on the job. 4. I get stressed almost every day on my job. 5. I think my present school is a great place for me to teach.
Pays and Benefits	<ol style="list-style-type: none"> 1. My salary adequately meets my needs. 2. I feel I am being paid a fair amount for the work I do. 3. My division provides a lucrative retirement package. 4. The fringe benefits (insurances, investment plans, etc) provided in my division is extremely generous. 5. I feel satisfied with my chances for salary increases.
Stress	<ol style="list-style-type: none"> 1. The school climate in my building is positive and creates a high level of staff morale. 2. The stress on my job reduces my confidence level as a teacher. 3. I have enough time to get everything done in my job. 4. I find I can work easily due to working with competence worker. 5. I am acceptable with current teaching workload.
Training	<ol style="list-style-type: none"> 1. My division has a staff development program that has enabled me to enhance my skills as a teacher. 2. My division provides training opportunities to meet the changing needs of the workplace. 3. Overall, the training I receive is applicable to my job. 4. Overall, the training I receive meets the needs of my

	<p>job.</p> <p>5. I am generally able to use what I learn in the on job training in my job.</p>
Organizational Commitment	<p>1. I am quite proud to be able to tell people who it is that I work for.</p> <p>2. I do not feel any obligation to remain with the school.</p> <p>3. I feel that I have too few options to consider leaving this organization.</p> <p>4. I feel a sense of pride of doing my job.</p> <p>5. In my work I like to feel I am making some effort, not just for myself.</p>

Source: Developed for the research.

3.6 Data Processing

3.6.1 Questionnaire Checking

Questionnaire checking is desired in order to identify errors earlier. Questionnaire checking involving few steps in this research. Firstly, checking for completeness and interviewing quality. This process begins after the first set of questionnaires done and is returned. The reason of this step is to detect any problem existed and then we able to make the immediate correction of the questionnaire before conducting the whole surveys. According to Malhotra and Peterson (2006), questionnaire checking is able to detect problems earlier in pilot test and real survey can conduct after the correction of error.

3.6.2 Data Editing

According to Hair, Bush and Ortinau, (2006), data editing is a second step process of checking mistakes made by either the interviewer or the respondent during data collection activities. After the questionnaire is being checked, data editing will be implemented. The reason for data editing is to review the questionnaire in order to increase the accuracy and precision. These poorly recorded responses such as incomplete answers and unanswered questions have been reviewed to check for consistency. Therefore, missing or incomplete questionnaires are eliminated.

3.6.3 Data Coding

Data coding is assigning a code to each possible response to each question. For the questionnaire, there are several different codes being assigned to represent different questions. This coding for the questionnaire is done after the whole questionnaire is being completed. According to Hair, Bush and Ortinau (2006), a code is being assigned with a specific numerical value to the response for each specific question in the survey instrument.

Section A questionnaire is about job satisfaction where the responses will be coded from 1 until 5 according to respondents' level of agreement. For example, "strongly disagree" is coded as "1" and "strongly agree" is coded as "5".

Section B of the questionnaire is about construct measurement which includes independent variables – pay and benefits, stress, training and organizational commitment. The responses will be coded from 1 until 5 according to respondents' level of agreement. For example, "strongly disagree" is coded as "1" and "strongly agree" is coded as "5".

Section C of the questionnaire is about respondent's demographic information. For example in Question 1, "male" is coded as "1" and "female" is coded as "2".

3.6.4 Data Transcribing

Data transcribing which the questionnaires are being transcribed by transformed the data into computers through keypunching (Malthotra and Peterson, 2006). In this research study, after questionnaire has collected and we had key into the Statistical Package for the Social Sciences (SPSS) in order to get the accurate result for the analysis purpose.

3.6.5 Data Cleaning

The data cleaning process is done after the step of data transcribed. The purpose of this step is to implement data cleaning, means that to make consistency checks and treatment of missing responses (Malthotra and Peterson, 2006). The differences between checking data at this step and second step is this step is more extensive and more detail than data editing. SPSS software is used to make consistency check. Purpose of consistency check is to identify data that are out-of-range, logically inconsistent or have extreme values. According Malthotra and Peterson (2006), data cleaning includes consistency checking and treatment of missing report responses. The raw data is checked and verified to ensure that the data has been correctly inputted from the data collection form (Burns & Bush, 2006). The SPSS software was used for consistency checking by identifying the out of range data which include logically not consistent or those that have extreme values.

3.7 Data Analysis

After all the data have been collected, researchers will analyze and interpret by using the Statistical Package for Social Science (SPSS) computer software program. Thus, the analysis is done by following:

3.7.1 Descriptive Analysis

According to Zikmund (2003), descriptive analysis refers to the statistics used to describe or summarize information about a population or sample. In other words, descriptive analysis refer to the transformation of raw data into a form that easy to understand and then interpret, rearranging, ordering and manipulating data to provide descriptive information (Groenewald, 2010). There are few common ways of summarizing data by calculating averages, frequency distributions and percentage. Based on our study, the descriptive statistics will be presented through frequencies and percentages by means of tables and graphics. With descriptive statistics, researchers are simply describing what the data is or what it shows.

3.7.2 Reliability Test

According to Golafshani (2003), reliability which is refers to the results that are consistent over time and also an accurate representation of total population under the research study. If the results can be remake under a similar methodology, then the research instrument is considered reliable. SPSS provides a measurement of internal consistency or reliability of the test items which is called Cronbach's Alpha. The higher the correlation among the variables and the greater the alpha will be tested. According to Sekaran, 2003,

Cronbach’s Alpha Technique is a common reliability coefficient that shows how well the items in a set are positively correlated to one another. If the Cronbach’s Coefficient value is 0.6 or more, it indicates high level of reliability and also signifies satisfactory internal consistency and reliability.

Table 3.4: Rules of Thumb about Cronbach’s Alpha Coefficient Size

Alpha Coefficient Range	Strength of Association
< 0.6	Poor
0.6 to 0.7	Moderate
0.7 to 0.8	Good
0.8 to 0.9	Very Good
0.9	Excellent

If Alpha >0.95, items should be inspected to ensure they measure different aspect of the concept.

Sources: Hair, J. F. Jr., Babin, B., Money, A. H., & Samouel, P. (2003). Essential of business research methods. New Jersey: John Wiley & Sons.

3.7.3 Inferential Analysis

According to Arsham (1996) stated that inferential analysis concerned with making inferences from samples about the populations which they have been drawn. If there is any inferred conclusion from a sample data to the population in which the sample is drawn must be showed in a probabilistic term. Next, inferential statistics can be used to explain a phenomenon or checking the validity of a claim. Based on our study, we will be focused on the two

techniques which are Pearson correlation coefficient analysis and multiple regressions analysis.

3.7.3.1 Pearson Correlation Coefficient Analysis

According to Sorana-Daniela & Lorentz (2006), Pearson correlation coefficient refers to the measure of strength and direction of the linear relationship between the two variables and also describes the direction and degree that the variable is related to others. The Pearson correlation coefficient is values from -1 to +1. The value with +0.1 indicates that the variables are perfectly linear related by an increasing relationship, however a value with -1 which indicates that the variables are perfectly linear related by a decreasing relationship, a zero value indicates that the variables are not linear related by each other. If the correlation coefficient is more than 0.8 then there is a strong correlation, however there is a weak correlation if the correlation coefficient is less than 0.5.

R^2 which means coefficient of determination that provides the information about the proportion of variation in the dependent variable with the variation in the independent variable. In our research study, Pearson correlation analysis is used to find a correlation between the independent variables and dependent variable.

Table 3.5: Pearson Correlation Coefficient

Coefficient range	Strength
± 0.91 to ± 1.0	Very Strong
± 0.71 to ± 0.90	High
± 0.41 to ± 0.70	Moderate
± 0.21 to ± 0.40	Small but definite relationship
0 to ± 0.20	Slight, almost negligible

Source: Hair, J. F. Jr., Money, A. H., Samouel, P., & Page, M. (2007). Research methods for business. Chichester. West Susseex: John Wiley & Sons, Inc.

3.7.3.2 Multiple Regressions Analysis

Multiple regressions is a set of independent variables that describe a proportion of the variance in a dependent variable at a significant level and thus set up the relative predictive importance of independent variables. Next, we are able to how much variance in the dependent can be explained by a set of independent variables by using hierarchical regression. According to Garson (2007) stated that the higher the correlation, the closer the scores will fall to the regression line and then yield a more accurate prediction. Associated with multiple regressions is R^2 , multiple correlations, which means the percentage of variance of the dependent variable can be explained jointly by all of the independent variables.

Based on our research study, the independent variables include pays and benefits, stress, training and organizational commitment whereas dependent variable is job satisfaction. Those independent variables listed above might significantly affect job satisfaction of secondary

schools' teacher. By collecting data on all of these variables, we will be able to know how many and which of these variables gave rise to the most accurate prediction of job satisfaction.

3.8 Conclusion

In conclusion for chapter 3, a sample of 300 respondents was chosen to conducting a research paper entitled “factors affect the job satisfaction of secondary school teacher and relationship between job satisfaction and organizational commitment”. For the research design, the descriptive and causal research design and quantitative research is used to identify and quantify the data and applies on statistical analysis. There are two approaches that we are used to collect data, which are primary data and secondary data. Besides that, personal self-administered questionnaire has been used as a medium for data collection as it able to reach out to large number of respondents. Then, 20 sets of questionnaire for pilot test is carry out by using SPSS version 16.0 in order to test its reliability and validity. Data processing like questionnaire checking, data editing, data coding, data transcribing and data cleaning is also in this chapter. After all the data have been collected, SPSS version 16.0 will use to interpret the data. By using SPSS, we are able to describe and summarize the information about a sample. We also will know the reliability of the test items. Next, inferential statistics to checking the validity of a claim and explain a phenomenon. Based on our study, Pearson correlation coefficient analysis and multiple regressions analysis will be used as well.

CHAPTER 4: RESEARCH RESULTS

4.0 Introduction

In this chapter, result is obtained through the data collection method from 300 questionnaires. The data obtained from questionnaires are analyzed and computed by using the Statistical Package social Science (SPSS) software. Tables and charts will be exhibited to present the results in an understandable manner. This chapter started off with the descriptive analysis of the respondent demographic profile and central tendencies measurement of constructs. Next, scale measurement is to provide the results of reliability test. This is followed by the inferential analysis with the Pearson correlation coefficient analysis and multiple linear regression analysis. Lastly is to conclude this chapter.

4.1 Descriptive Analysis

In this section, the researchers analyze respondents' demographic information by using frequency analysis. It's included gender, age, education level, respondents' position in company, respondents' service length in current company and training type. In order to obtain this data, researchers have included the demographic profile at the section A of the questionnaire which let the respondents to fill up. Below are the results of the frequency analysis.

4.1.1 Respondent Demographic Profile

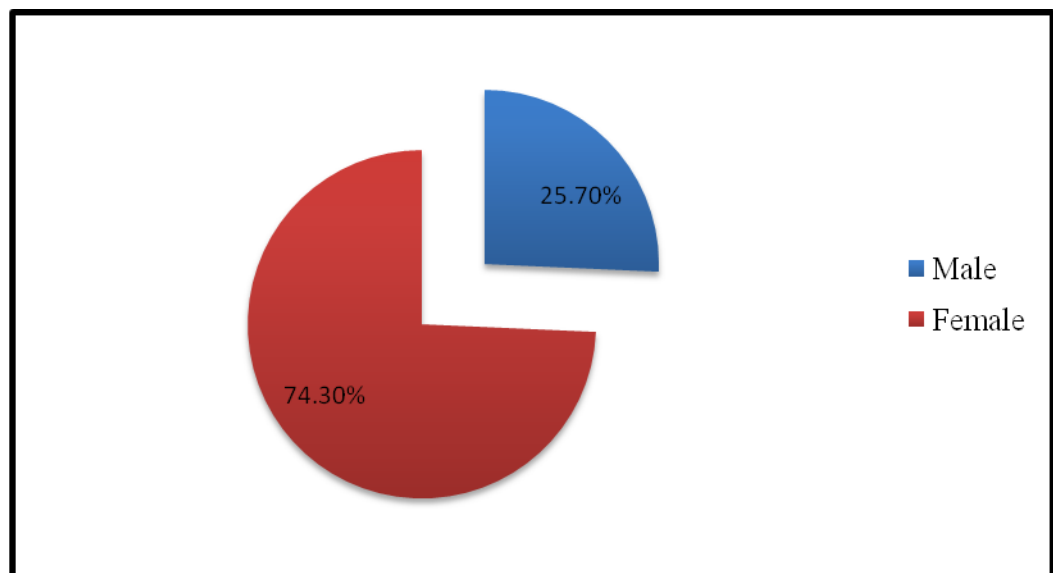
This section explains the demographic data of the respondents such as gender, age, ethnic, marital status, respondents' service length in current secondary school and monthly income.

4.1.1.1 Gender

Table 4.1: Statistics of Respondents' Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	77	25.7	25.7	25.7
female	223	74.3	74.3	100.0
Total	300	100.0	100.0	

Figure 4.1: Statistics of Respondents' Gender



Based on table 4.1 figure 4.1, there are 77 male respondents and 223 female respondents from the 300 set of questionnaires that had distributed. The result shows that among 300 respondents, there are 25.70% of the respondents are male and 74.30% are female which compose the majority of the gender category.

4.1.1.2 Age

Table 4.2: Statistics of Respondents' Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20-29 years old	142	47.3	47.3	47.3
30-39 years old	76	25.3	25.3	72.7
40-49 years old	59	19.7	19.7	92.3
50 years old and above	23	7.7	7.7	100
Total	300	100.0	100.0	

Figure 4.2: Statistics of Respondents' Age

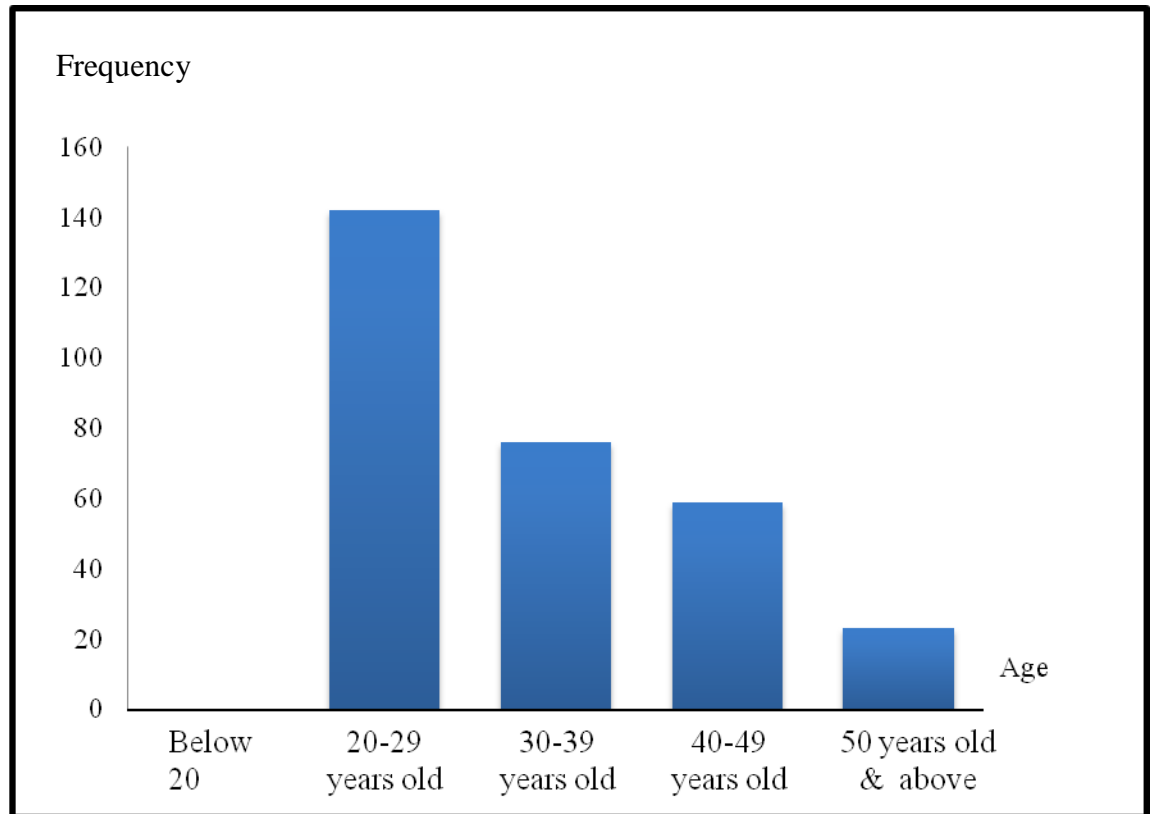


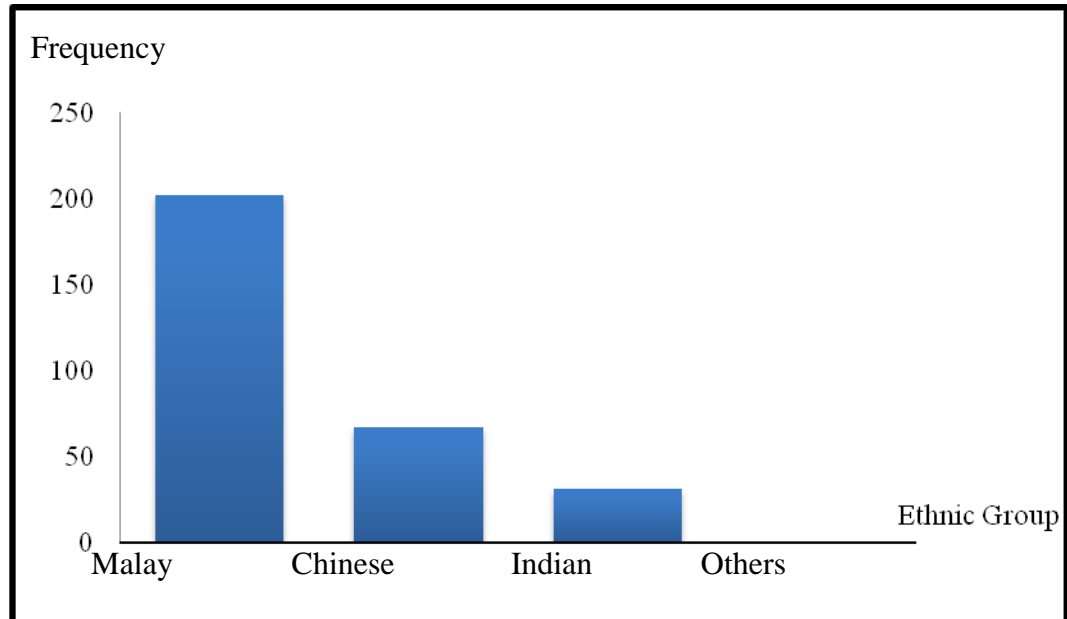
Table 4.2 and figure 4.2 show the age group of respondents in the survey. The result shows that the largest age group of respondents is between 20 - 29 years old which contributes 47.3%, consists of 142 respondents. This follow by 25.30% second largest age group of respondents are between 30 - 39 years old which are 76 respondents. The respondent from the age group 40 - 49 years old contributes 19.70% which are 59 respondents. The respondent from the age group 50 years old and above contributes 7.70% which are 23 respondents. Overall, there are 300 respondents who assist in completing this survey.

4.1.1.3 Ethnic Group

Table 4.3: Statistics of Respondents' Ethnic Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Malay	202	67.3	67.3	67.3
Chinese	67	22.3	22.3	89.7
Indian	31	10.3	10.3	100.0
Others	0	0	0	100.0
Total	300	100.0	100.0	

Figure 4.3: Statistics of Respondents' Ethnic Group



For ethnic group, we have 3 major types which are Malay, Chinese and Indian. However, in this survey, we did not come across others

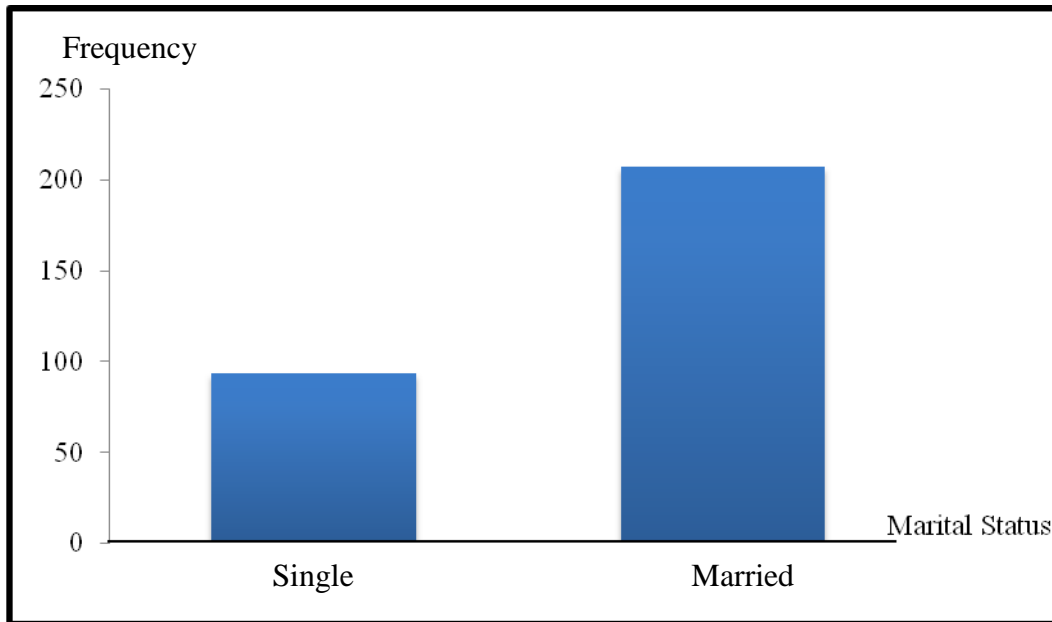
ethnic groups. Table 4.3 and figure 4.3 show that there are 67.30% of the respondents which consists of 202 respondents are Malay teachers. It followed by 22.30% of the respondents are Chinese which are 67 respondents and 10.30% of the respondents are Indian, which are 31 respondents. For others ethnic group, we do not have any respondents for that.

4.1.1.4 Marital Status

Table 4.4: Statistics of Respondents' Marital Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	93	31.0	31.0	31.0
Married	207	69.0	69.0	100.0
Total	300	100.0	100.0	

Figure 4.4: Statistics of Respondents' Marital Status



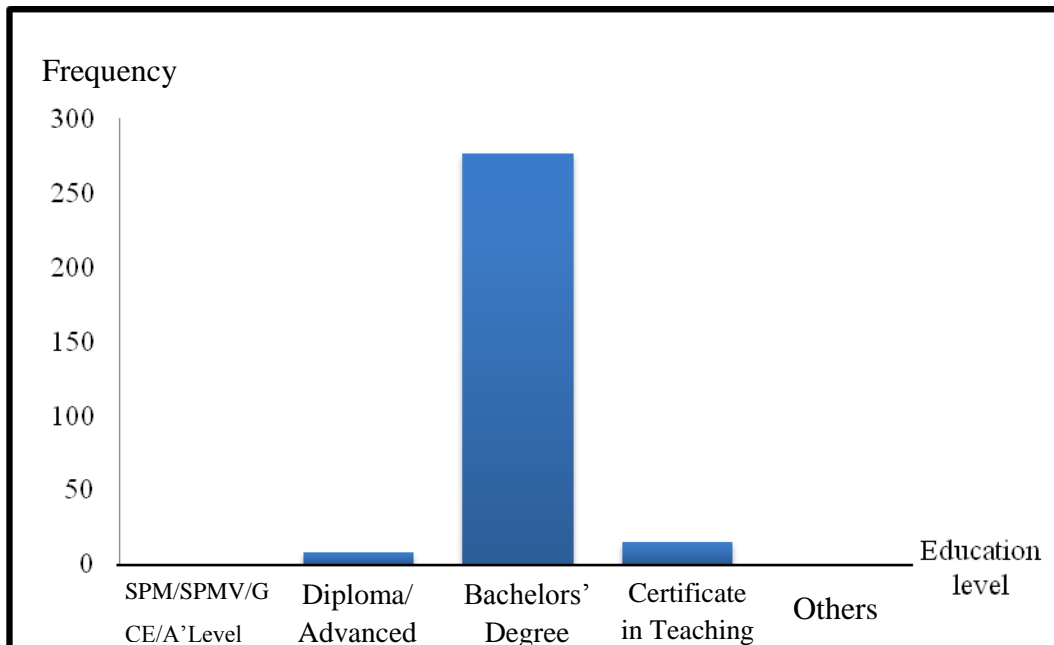
According to table 4.4 and figure 4.4, there are 93 of the respondents are still single which contributes of 31.0%. Most of the respondents are married, which comprised of 69.0% which are 207 respondents out of 300 respondents.

4.1.1.5 Education Level

Table 4.5: Statistics of Respondents' Education Level

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SPM/SPMV/GCE/A'Level	0	0	0	0
Diploma/Advanced Diploma	8	2.7	2.7	2.7
Bachelors' Degree	277	92.3	92.3	95.0
Certificate in Teaching	15	5.0	5.0	100.0
Others				
Total	300	100.0	100.0	

Figure 4.5: Statistics of Respondents' Education Level



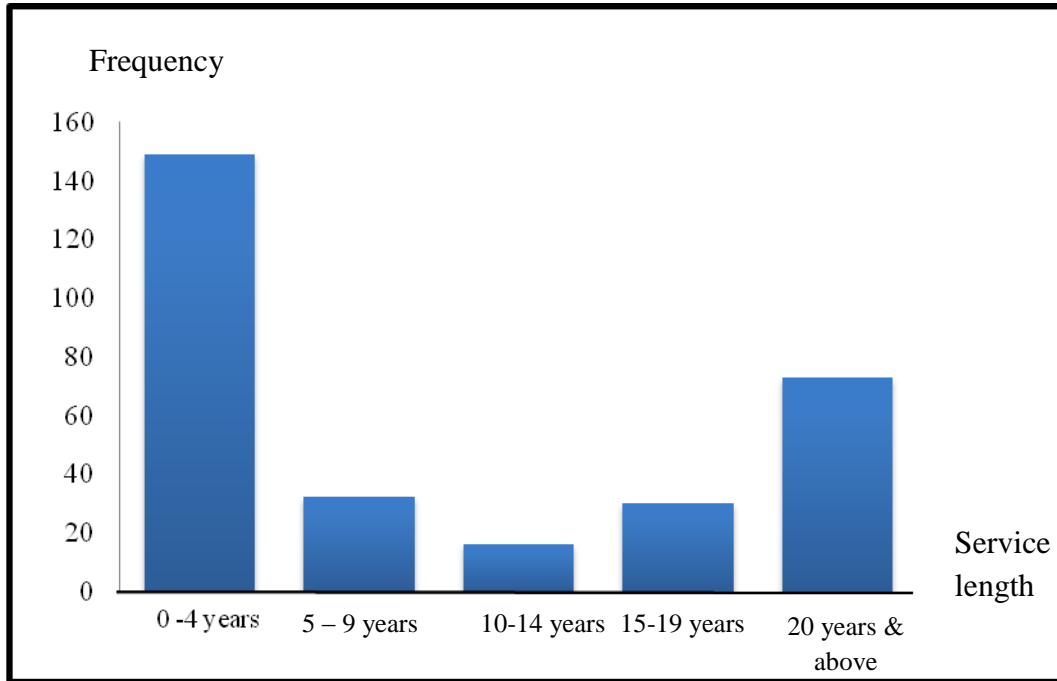
In the term of education level, there have 4 levels of qualification which are SPM/SPMV/GCE/A' Level, Diploma or Advanced Diploma, Bachelors' Degree and Certificate in Teaching. Table 4.3 and figure 4.3 show that there are 92.30% of the respondents which consists of 277 respondents are bachelor degree holder. It followed by 5.0% of the respondents have their certificate in teaching which consists of 15 respondents and 2.70% of the respondents are holding their diploma/advanced diploma certificate, which are only 8 respondents out of 300.

4.1.1.6 Service Length

Table 4.6: Statistics of Respondents' Service Length

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0 - 4 years	149	49.7	49.7	49.7
5 – 9 years	32	10.7	10.7	60.3
10 -14 years	16	5.3	5.3	65.7
15 – 19 years	30	10.0	10.0	75.7
20 years and above	73	24.3	24.3	100.0
Total	300	100.0	100.0	

Figure 4.6: Statistics of Respondents' Service Length



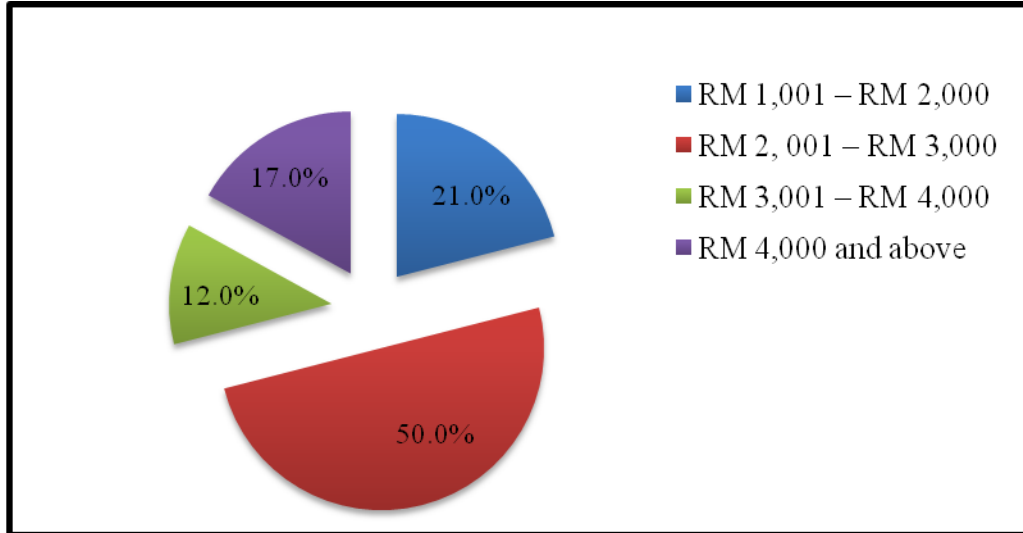
Based on the result at above, most of the respondents have just working not more than 5 year in education level, which are 149 respondents and consists 49.7% of the respondents. There are 24.30% of respondents have working experiences as a teacher more than 20 years and above which consists of 73 respondents. Besides, there are 10.7% of the respondents have working for 5 – 9 years in education field which are 32 respondents. There is 10.0% of respondents work as a teacher for 15 – 19 years which consists of 30 of respondents. While only 16 respondents out of 300 have working for 10 -14 years in education field which consists 5.3%.

4.1.1.7 Monthly Income

Table 4.7: Statistics of Respondents' Monthly Income

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid RM 1,001 – RM 2,000	63	21.0	21.0	21.0
RM 2, 001 – RM 3,000	150	50.0	50.0	73.0
RM 3,001 – RM 4,000	36	12.0	12.0	83.0
RM 4,000 and above	51	17.0	17.0	100.0
Total	300	100.0	100.0	

Figure 4.7: Statistics of Respondents' Monthly Income



In this term, respondents are requested to disclose their monthly income that they get in order to complete the questionnaire. From the result at above, 50.0% of the respondents had their monthly income around RM 2,001 – RM 3,000, which are 150 respondents. Besides,

21.0% of the respondents which are 63 respondents had their pay around RM 1,001 – RM 2,000 and 17.0% of the respondents which are 51 respondents had their salary RM4,000 and above. While 12.0% of respondents had their monthly income from RM3, 001 – RM 4, 000 which consists of 36 respondents out of 300.

4.1.2 Central Tendencies Measurement of Constructs

In this section, measure of central tendencies is to show the means score for the five interval scaled constructs. Total of 32 items being measured using SPSS. All the constructs are measured using the 5 point interval scale ranging from strongly disagree (SD) to strongly agree (SA).

4.1.2.1 Job Satisfaction

Table 4.7: Descriptive Statistics of Job Satisfaction

Statement	SD	D	N	A	SA	Mean	Ranking
I am fairly well satisfied with my job.	1.7	7.0	40.3	39.0	12.0	3.53	2
I am not satisfied with the benefits package I receive.	1.7	10.7	33.3	38.0	16.3	3.57	1
Overall, I am satisfied with the amount of training I receive on the job.	3.7	8.0	36.0	44.0	8.3	3.45	4

I get stressed almost every day on my job.	5.7	8.7	38.0	39.7	8.0	3.36	5
I think my present school is a great place for me to teach.	1.3	6.7	43.3	39.7	9.0	3.48	3

Table at above comprised of five statement. *“I am not satisfied with the benefits package I receive”* is the statement with the largest mean score of 3.57. Most of the respondents felt agree with a percentage of 38.0% towards the statement.

Second ranked statement is *“I am fairly well satisfied with my job”*. Mean score for the statement is 3.53. 40.3% of the respondents are neutral with the statement. There are 39.0% of the respondents agree with this statement.

The mean score of the third largest ranked statement is 3.48. For the statement of *“I think my present school is a great place for me to teach”*. Majority of the respondent are neutral with the statement by having a percentage of 43.3%. This is followed by a percentage of 39.7% of respondents agree with the statement and a percentage of 9.0% of respondents are strongly disagree.

The mean of the statement of *“Overall, I am satisfied with the amount of training I receive on the job”* ranked number four for job satisfaction. The mean is 3.45 with 44.0% of respondents agree with this statement. This is followed by a percentage of 36.0% of respondents felt neutral and a percentage of 8.3% of respondents felt strongly agree with this statement.

“I get stressed almost every day on my job” is the last ranking statement for job satisfaction. The mean is 3.36 with 39.7% of the respondents are agree with this statement. This is followed by a percentage of 38.0% of respondents felt neutral and a percentage of 8.7% of respondents disagree with this statement.

4.1.2.2 Pays and Benefits

Table 4.8: Descriptive Statistics of Pays and Benefits

Statement	SD	D	N	A	SA	Mean	Ranking
My salary adequately meets my needs.	4.0	11.7	32.0	37.3	15.0	3.48	3
I feel I am being paid a fair amount for the work I do.	5.7	8.7	38.0	39.7	8.0	3.36	4
My division provides a lucrative retirement package.	1.3	6.7	43.3	39.7	9.0	3.48	3
The fringe benefits (insurances, investment plans, etc) provided in my division are extremely generous.	1.7	11.3	33.0	36.7	17.3	3.57	1
I feel satisfied with my chances for salary increases.	3.0	8.7	35.0	38.3	15.0	3.54	2

Table at above comprised of five statement. The statement with the highest mean score is “*The fringe benefits (insurances, investment*

plans, etc) provided in my division are extremely generous” with the score of 3.57. Majority of the respondents felt agree on this statement with the percentage of 36.7%. This is followed by 33.0% of respondents who felt neutral and 17.3% of respondents strongly agree with this statement.

The second highest ranked statement is *“I feel satisfied with my chances for salary increases”* with the mean score of 3.54. Majority of the respondents are agreeing on this statement which is 38.3%. This is followed by a percentage of 35.0% of respondents who felt neutral and 15.0% of respondents are strongly agree with this statement.

The mean score of the third largest ranked statement is 3.48. For the statement of *“My division provides a lucrative retirement package”*, majority of the respondents felt neutral towards the statement and with the percentage of 43.3%. This is followed by a percentage of 39.7% of respondents who agree and 9.0% of respondents who strongly agree with this statement.

Statement *“My salary adequately meets my needs”* has same mean with the statement of *“My division provides a lucrative retirement package”*, both also have 3.48 mean. 37.3% of the respondents agree with the statement. Then followed by 32.0% of the respondents felt neutral and 15.0% of the respondents strongly agree with this.

“I feel I am being paid a fair amount for the work I do” is the last ranking statement. The mean is 3.36 with 39.7% of respondents are agreed with this statement. This is followed by a percentage of 38.0% of respondents are neutral towards the statement and 8.7% of respondents disagree with this statement.

4.1.2.3 Stress

Table 4.9: Descriptive Statistics of Stress

Statement	SD	D	N	A	SA	Mean	Ranking
The school climate in my building is positive and creates a high level of staff morale.	16.0	45.7	28.7	5.7	4.0	2.36	4
The stress on my job reduces my confidence level as a teacher.	11.3	49.3	25.0	13.0	1.3	2.44	2
I have enough time to get everything done in my job.	17.3	39.3	28.7	12.3	2.3	2.43	3
I find my work is easy due to working with competence worker.	14.0	27.3	45.3	8.3	5.0	2.63	1
I am acceptable with current teaching workload.	19.0	44.7	23.7	10.0	2.7	2.33	5

Table at above comprised of five statement. The statement with the highest mean score is “*I find my work is easy due to working with competence worker*”, with the mean score of 2.63. 45.3% of respondents are neutral with this statement, followed by 27.3% of respondents disagree and 14.0% of respondents are strongly disagree with this statement.

“*The stress on my job reduces my confidence level as a teacher*” is the statement with the second largest mean score of 2.44. For this statement, 49.3% of the respondents disagree with it, followed by the 25.0% of respondents felt neutral and 13.0% of respondents agree with the statement.

The mean score of the third largest ranked statement is 2.43. For the statement of “*I have enough time to get everything done in my job*”, 39.3% of the respondents disagree with it. This is followed by 28.7% of respondents felt neutral and 17.3% of respondents strongly disagree with this statement.

Next, the statement about “*The school climate in my building is positive and creates a high level of staff morale*”, mean score for this statement is 2.36. 45.7% of the respondents are disagreeing towards the statement. 28.7% of the respondents felt neutral with this statement. 16.0% of respondents strongly disagree with the statement while only 5.7% of respondents agree and 4.0% of respondents strongly agree with it.

Statement of “*I am acceptable with current teaching workload*” ranked number five for stress content. The mean is 2.33 with 44.7% of respondents disagree with this statement. This is followed by a percentage of 23.7% of respondents neutral with the statement. 19.0% of respondents are strongly disagreeing with it. 10.0% of respondent agree while only 2.7% respondents strongly agree.

4.1.2.4 Training

Table 4.10: Descriptive Statistics of Training

Statement	SD	D	N	A	SA	Mean	Ranking
My division has a staff development program that has enabled me to enhance my skills as a teacher.	1.7	10.7	33.3	38.0	16.3	3.57	1
My division provides training opportunities to meet the changing needs of the workplace.	5.7	8.7	38.0	39.7	8.0	3.36	4
Overall, the training I receive is applicable to my job.	1.7	11.3	33.0	36.7	17.3	3.57	1
Overall, the training I receive meets the needs of my job.	1.7	12.7	33.0	42.0	10.7	3.47	2
I am generally able to use what I learn in the on job training in my job.	2.7	8.3	40.7	37.7	10.7	3.45	3

Table at above comprised of five statement. The statement with the highest mean score is “*My division has a staff development program that has enabled me to enhance my skills as a teacher*” and “*Overall, the training I receive is applicable to my job*”. Both also achieved 3.57 mean score.

For statement “*My division has a staff development program that has enabled me to enhance my skills as a teacher*”, there are 38.0% of the respondents agree with it, 33.3% of the respondents voted neutral.

16.3% of respondents are strongly agreed with the statement. While for the statement “*Overall, the training I receive is applicable to my job*”, 36.7% of the respondents agree on it, 33.0% of the respondents have a neutral opinion towards this statement. It followed by 17.3% of the respondents are strongly agree with it.

The second highest ranked statement is “*Overall, the training I receive meets the needs of my job*” with a mean score 3.47. There are 42.0% of the respondents agree on it, it followed by 33.0% of the respondents stand neutral with the statements. 12.7% of the respondents are disagreeing with it and only 1.7% of respondents disagree and only 1.7% of the respondents strongly disagree with it.

“*I am generally able to use what I learn in the on job training in my job*” with the mean score of 3.45 is ranked at the third highest mean score. Most of the respondents (40.7%) are neutral with this statement, then followed by 37.7% of respondents agree and 10.7% of respondents strongly agree. 2.7% of respondents strongly disagree and 8.3% of the respondents disagree with it.

“*My division provides training opportunities to meet the changing needs of the workplace*” is the last ranking statement for training content. The mean is 3.36 with 39.7% of the respondents agree on it, followed by 38.0% of respondents voted neutral with this statement. 8.7% of respondents disagree and only 8% strongly agree with this statement. Remaining 5.7% of the respondents strongly disagree on it.

4.1.2.5 Organizational Commitment

Table 4.11: Descriptive Statistics of Organizational Commitment

Statement	SD	D	N	A	SA	Mean	Ranking
I am quite proud to be able to tell people who it is that I work for.	1.7	6.7	40.0	42.3	9.3	3.51	3
I do not feel any obligation to remain with the school.	2.7	3.3	39.7	43.0	11.3	3.57	1
I feel that I have too few options to consider leaving this organization.	5.3	7.3	40.0	36.0	11.3	3.41	5
I feel a sense of pride in doing my job.	3.0	8.7	35.0	38.3	15.0	3.54	2
In my work I like to feel I am making some effort, not just for myself.	5.0	9.0	36.3	37.3	12.3	3.43	4

Table at above comprised of five statement. The statement with the highest mean score is “*I do not feel any obligation to remain with the school*” with the score of 3.57. Majority of the respondents felt agree on this statement where there have 43.0%. This is followed by 39.7% of respondents felt neutral and 11.3% of respondents felt strongly agree with this statement. 3.3% of respondents are disagreeing and 2.7% of the respondents strongly disagree with the statements.

The second highest ranked statement is *“I feel a sense of pride in doing my job”* with the score of 3.54. Majority of the respondent, 38.3% agree on this statement. This is followed by 35.0% of respondents felt neutral and 15.0% of respondents strongly agree with this statement. 8.7% of the respondents disagree and 3.0% are strongly disagreeing with the statement.

The mean score of the third largest ranked statement is 3.51. For the statement of *“I am quite proud to be able to tell people who it is that I work for”*, 42.3% of the respondents agree with this statement. This is followed by a percentage of 40.0% of respondents stand neutral with the statement. 9.3% of the respondents strongly agree with it. Only 1.7% of the respondents strongly disagree and 6.7% of them disagree with it.

“In my work I like to feel I am making some effort, not just for myself” is ranking number four for the commitment content. The mean is 3.43 with 37.3% of respondents are agree with this statement. This is followed by a percentage of 36.3% of respondents felt neutral with this statement. 12.3 % of the respondents strongly agree with it. 5.0% of the respondents strongly disagree with it while 9.0% of respondents are disagreeing on it.

Last ranking is *“I feel that I have too few options to consider leaving this organization”*. Mean for this statement is 3.41. Majority of the respondents neutral with this statement with the 40.0%, followed by 36.0% of respondents agree with the statement. 11.3% of the respondent are strongly agree with it. 7.3% of respondents strongly disagree while 5.3% of the respondents strongly disagree with the statement.

4.2 Scale Measurement

Reliability measurement is to ascertain whether the data which have been collected is reliable to produce good and accurate results. The reliability of a measure is established by testing for both consistency and stability. Reliability analysis's purposes are to give convenient and help researcher to check whether the data that collected can be trust or not. Cronbach's Alpha is a reliability coefficient that indicates how well the items in a set are positively correlated to one another. Based on the Cronbach's Alpha rule of thumb, 0.80 to 0.95 is very good reliability, 0.70 to 0.80 is good reliability, 0.60 to 0.70 is fair reliability, and less than 0.6 is poor reliability. Normally, 0.6 is an acceptable level for early stage of the basic research, the closer the reliability coefficient gets to 1.0 the better.

4.2.1 Job Satisfaction

Table 4.12: Reliability Statistics - Job Satisfaction

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.787	.784	5

Based on table 4.12, the Cronbach's Alpha is equal to 0.787 which mean 78.7% of the questions which measure the dependent variables of the research are reliable. This Cronbach's Alpha value 0.787 is fall under the range 0.70 - 0.80, the 5 items measuring job satisfaction are good reliability.

4.2.2 Pay and Benefits

Table 4.13: Reliability Statistics - Pay and Benefits

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.805	.805	5

Based on table 4.13, the Cronbach's Alpha is equal to 0.805 which mean 80.5% of the questions which measure the independent variables of the research are reliable. This Cronbach's Alpha value 0.805 is fall under the range 0.80 - 0.95, the 5 items measuring pay and benefits are very good reliability.

4.2.3 Stress

Table 4.14: Reliability Statistics - Stress

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.784	.788	5

Based on table 4.14, the Cronbach's Alpha is equal to 0.784 which mean 78.4% of the questions which measure the independent variables of the research are reliable. This Cronbach's Alpha value 0.784 is fall under the range 0.70 - 0.80, the 5 items measuring stress are good reliability.

4.2.4 Training

Table 4.15: Reliability Statistics - Training

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.799	.799	5

Based on table 4.15, the Cronbach's Alpha is equal to 0.799 which mean 79.9% of the questions which measure the independent variables of the research are reliable. This Cronbach's Alpha value 0.799 is fall under the range 0.70 - 0.80, the 5 items measuring training are good reliability.

4.2.5 Organizational Commitment

Table 4.16: Reliability Statistics - Organizational Commitment

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.733	.730	5

Based on table 4.16, the Cronbach's Alpha is equal to 0.733 which mean 73.3% of the questions which measure the independent variables of the research are reliable. This Cronbach's Alpha value 0.733 is fall under the range 0.70 - 0.80, the 5 items measuring organizational commitment are good reliability.

4.3 Inferential Analysis

4.3.1 Pearson Correlation Coefficient Analysis

Pearson's correlation coefficient is known as a method of measuring the correlation and it is based on the method of covariance. Pearson's correlation coefficient will indicate the direction, strength and significant of the bivariate relationship among all the variables that were measured at an interval or ratio level (i.e. job satisfaction, pays and benefits, stress, training, and organizational commitment). The number representing the Pearson correlation is referred to as a correlation coefficient. Correlations of +1 mean that there is a perfect relationship between two variables.

Table 4.17: Pearson Correlation Coefficient

Coefficient Range	Strength
± 0.91 to ± 1.00	Very strong
± 0.71 to ± 0.90	High
± 0.41 to ± 0.70	Moderate
± 0.21 to ± 0.40	Small but definite relationship
± 0.00 to ± 0.20	Slight, almost negligible

Source: Pearson Correlation Coefficient from Hair, et al. (2007)

4.3.1.1 Pay and Benefits and Job Satisfaction

Hypothesis 1

H₀ = There is no significant relationship between pay and benefits and job satisfaction.

H₁ = There is a significant relationship between pay and benefits and job satisfaction.

Table 4.18: Correlations between Pay and Benefits and Job Satisfaction

		Pay and Benefits	Job Satisfaction
Pay and Benefits	Pearson Correlation	1	.858"
	Sig. (2-tailed)		.000
	N	300	300
Job Satisfaction	Pearson Correlation	.858"	1
	Sig. (2-tailed)	.000	
	N	300	300

** . Correlation is significant at the 0.01 level (2-tailed).

Based on table 4.18, there is positive relationship between pay and benefits and job satisfaction because of the positive value for correlation coefficient. The pay and benefits variable has a 0.858 correlation with the job satisfaction variable. Thus, when pay and benefits is high, job satisfaction is high. The value of this correlation coefficient 0.858 is fall under coefficient range from ± 0.71 to ± 0.90 . Therefore, the relationship between pay and benefits and job satisfaction is high. The relationship between pay and benefits and job satisfaction is significant. It is because the p-value 0.000 is less than

alpha value 0.01. Therefore, reject null hypothesis and accept alternative hypothesis.

4.3.1.2 Stress and Job Satisfaction

Hypothesis 2

H₀ = There is no significant relationship between stress and job satisfaction.

H₁= There is a significant relationship between stress and job satisfaction.

Table 4.19: Correlations between Stress and Job Satisfaction

		Stress	Job Satisfaction
Stress	Pearson Correlation	1	-.723 ^{**}
	Sig. (2-tailed)		.000
	N	300	300
Job Satisfaction	Pearson Correlation	-.723 ^{**}	1
	Sig. (2-tailed)	.000	
	N	300	300

** . Correlation is significant at the 0.01 level (2-tailed).

Based on table 4.19, there is negative relationship between stress and job satisfaction because of the negative value for correlation coefficient. The stress variable has a -0.723 correlation with the job satisfaction variable. Thus, when stress is high, job satisfaction is low. The value of this correlation coefficient -0.723 is fall under coefficient range from ±0.71 to ±0.90. Therefore, the relationship between stress

and job satisfaction is high. The relationship between stress and job satisfaction is significant. It is because the p-value 0.000 is less than alpha value 0.01. Therefore, reject null hypothesis and accept alternative hypothesis.

4.3.1.3 Training and Job Satisfaction

Hypothesis 3

H₀ = There is no significant relationship between training and job satisfaction.

H₁= There is a significant relationship between training and job satisfaction.

Table 4.20: Correlations between Training and Job Satisfaction

		Training	Job Satisfaction
Training	Pearson Correlation	1	.833 ^{**}
	Sig. (2-tailed)		.000
	N	300	300
Job Satisfaction	Pearson Correlation	.833 ^{**}	1
	Sig. (2-tailed)	.000	
	N	300	300

** . Correlation is significant at the 0.01 level (2-tailed).

Based on table 4.20, there is positive relationship between training and job satisfaction because of the positive value for correlation coefficient.

The training variable has a 0.833 correlation with the job satisfaction variable. Thus, when training is high, job satisfaction is high. The value of this correlation coefficient 0.833 is fall under coefficient range from ± 0.71 to ± 0.90 . Therefore, the relationship between training and job satisfaction is high. The relationship between training and job satisfaction is significant. It is because the p-value 0.000 is less than alpha value 0.01. Therefore, reject null hypothesis and accept alternative hypothesis.

4.3.1.4 Job satisfaction and Organizational Commitment

Hypothesis 4

H_0 = There is no significant relationship between job satisfaction and organizational commitment.

H_1 = There is a significant relationship between job satisfaction and organizational commitment.

Table 4.21: Correlations between Job satisfaction and Organizational Commitment

		Organizational Commitment	Job Satisfaction
Organizational Commitment	Pearson Correlation	1	.787**
	Sig. (2-tailed)		.000
	N	300	300
Job Satisfaction	Pearson Correlation	.787**	1
	Sig. (2-tailed)	.000	
	N	300	300

** . Correlation is significant at the 0.01 level (2-tailed).

Based on table 4.21, there is positive relationship between job satisfaction and organizational commitment because of the positive value for correlation coefficient. The organizational commitment has a 0.787 correlation with the job satisfaction variable. The value of this correlation coefficient 0.787 is fall under coefficient range from ± 0.71 to ± 0.90 . Therefore, the relationship between job satisfaction and organizational commitment is high. The relationship between job satisfaction and organizational commitment is significant. It is because the p-value 0.000 is less than alpha value 0.01. Therefore, reject null hypothesis and accept alternative hypothesis.

4.3.2 Multiple Linear Regression Analysis

Multiple linear regression analysis is a method which uses more than one independent variable to explain variance in a dependent variable.

Hypothesis 5

H_0 = The three independent variables (pays and benefits, stress, and training) are not significant explain the variance in job satisfaction.

H_1 = The three independent variables (pays and benefits, stress, and training) are significant explain the variance in job satisfaction.

Table 4.22: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.879 ^a	.773	.771	.31340

a. Predictors: (Constant), Pays and benefits, Stress, and Training

b. Dependent Variable: Job Satisfaction

The R value is the correlation coefficient between the dependent variable and the independent variables taken together. According to table 4.22, the value of correlation coefficient (R value) for this study is 0. 879. This is positive and high correlation between dependent variable (job satisfaction) and independent variables (pays and benefits, stress, and training). The R Square indicates the extent or percentage the independent variables can explain the variations in the dependent variable. In this study, independent variables (pays and benefits, stress, and training) can explain 77.3% of the variations in dependent variable (job satisfaction). However, it is still leaves 22.7% (100% - 77.3%) unexplained in this study. In other words, there are other additional

variables that are important in explaining job satisfaction that have not been considered in this study.

Table 4.23: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	99.053	3	33.018	336.168	.000 ^a
	Residual	29.073	296	.098		
	Total	128.126	299			

a. Predictors: (Constant), Pays and benefits, Stress, and Training

b. Dependent Variable: Job Satisfaction

Based on table 4.23 (ANOVA), p-value 0.000 is less than alpha value 0.05. Hence, the F-statistic is significant. The model for this study is a good descriptor of the relation between the dependent and predictor variables. Therefore, the independent variables (pays and benefits, stress, and training) are significant explain the variance in job satisfaction. The alternate hypothesis is supported by the data.

Table 4.24: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.236	.231		5.361	.000
Pays and Benefits	.479	.054	.515	8.858	.000
Stress	-.134	.040	-.144	-3.330	.001
Training	.258	.059	.273	4.398	.000

a. Dependent Variable: Job Satisfaction

Based on table 4.24, pays and benefits is significant to predicts dependent variable (job satisfaction) for this study. This is because p-value for pays and benefits is 0.000 which is less than alpha value 0.05. Stress is significant to predicts dependent variable (job satisfaction) for this study. This is because p-value for stress is 0.001 which is less than alpha value 0.05. Training is significant to predicts dependent variable (job satisfaction) for this study. This is because p-value for training is 0.000 which is less than alpha value 0.05.

Table 4.25: Ranking of Independent Variables based on Standardized Coefficient,
Beta

Independent Variables	Standardized Coefficients, Beta	Ranking
Pays and Benefits	0.515	1
Training	0.273	2
Stress	-0.144	3

Based on table 4.24,

Regression equation,

$$Y = a + b_1 (X_1) + B_2(X_2) + B_3(X_3)$$

X_1 = Independent variable 1

X_2 = Independent variable 2

X_3 = Independent variable 3

Job satisfaction = 1.236 + 0.479 (pays and benefits) - 0.134 (stress) + 0.258 (training)

Based on table 4.25, the independent variables (pays and benefits, stress, and training) can rank according from ascending to descending order as to how much contribution they have on the dependent variable (job satisfaction).

Highest Contribution

Pays and benefits is the predictor variable that contributes the highest to the variation of the dependent variable (job satisfaction) because Beta value (under standardized coefficients) for pays and benefits is the largest 0.515 if compare to other predictor variables (stress and training). This means that pays and benefits make the strongest unique contribution to explain the

variation in dependent variable (job satisfaction), when the variance explained by all other predictor variables in the model is controlled for.

Second Highest Contribution

Training is the predictor variable that contributes the second highest to the variation of the dependent variable (job satisfaction) because Beta value (under standardized coefficients) for training is the second largest 0.273 if compare to other predictor variables (pays and benefits and stress). This means that training make the second strongest unique contribution to explain the variation in dependent variable (job satisfaction), when the variance explained by all other predictor variables in the model is controlled for.

Lowest Contribution

Stress is the predictor variable that contributes the lowest to the variation of the dependent variable (job satisfaction) because Beta value (under standardized coefficients) for stress is the smallest -0.144 if compare to other predictor variables (pays and benefits and training). This means that stress make the least contribution to explain the variation in dependent variable (job satisfaction), when the variance explained by all other predictor variables in the model is controlled for.

4.4 Conclusion

All of the independent variables (pays and benefits, stress, training and organizational commitment) for this research are found to have significant relationship with the independent variable (job satisfaction). Results of the analysis and supporting reasons for the results are being discussed in the following chapter.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.0 Introduction

Chapter 5 is the final chapter for our research project. In this chapter, we will make a conclusion on the result in chapter 4 and the whole research project. As we can see, there are a few factors involved in determining a secondary school teacher's job satisfaction levels. It is important to understand and allow teacher to feel satisfied and happy when working with a school or management as well as the government.

This chapter will focus on discussion toward the research results and findings as observed in chapter 4. Also, we will take this opportunity to understand and determine on the achievement of the overall research objective, which are:

1. Identify whether pay and benefits influence job satisfaction of secondary school teachers
2. Identify whether stress influence job satisfaction of secondary school teachers
3. Identify whether training influence job satisfaction of secondary school teachers
4. Identify whether there is relationship between job satisfaction and organizational commitment.

Beside from discussing the objective, the limitations of the study and recommendations that can help the government to identify and understand the some of the key areas to improve that can boost their teachers' motivation and ultimately increase productivity that meets organizations goals will also discuss in this chapter.

5.1 Summary of the Statistical Analysis

5.1.1 Descriptive Analysis

The main objective of this research is to determine the secondary school teacher's job satisfaction levels and to find out what cause the job satisfaction of secondary school. The characteristic of respondents are described by using the demographic factors such as gender, age, ethnic, marital status, education level, respondents' service length in current company and monthly income.

In this research, 25.7% (77 respondents) of the respondents were male while 74.3% (223 respondents) of respondents were female. For the age range of respondents, 142 respondents (47.3%) are aged 20 to 29, 76 respondents (25.3%) are between 30 to 39 years old and 59 respondents (19.7%) are between 40 to 49 years old, 23 respondents (7.7%) are 50 years old and above. For the ethnic group, 67.3% (202 respondents) are Malay, 22.3% (67 respondents) are Chinese, and 10.3% (31 respondents) are Indian. For the marital status of the respondents, there are 31.0% (93 respondents) of the respondents are still single; however 69.0% (207 respondents) are married. The education level of the respondents shows that there are 92.30% of the respondents (277 respondents) are Bachelor Degree Holder, 5.0% (15 respondents) of the respondents have their Certificate in Teaching and only 2.70% (8 respondents) of the respondents are holding their Diploma/Advanced Diploma Certificate.

For the length of service, 149 respondents (49.7%) have just working not more than 5 year in education industry. There are 73 respondents (24.30%) have working experiences as a teacher more than 20 years and above and 32 respondents (10.7%) of the respondents have working for 15 – 19 years in

education field. There are 30 respondents (10.0%) work as a teacher for 10 – 14 years, while only 16 respondents (5.3%) have working for 10 -14 years in education field. As for the monthly income, 50.0% (150 respondents) of the respondents had their monthly income around RM 2,001 – RM 3,000, 21.0% (63 respondents) of the respondents had their pay around RM 1,001 – RM 2,000 and 17.0% (51 respondents) of the respondents had their salary RM4, 000 and above, while 12.0% (36 respondents) of respondents had their monthly income from RM3, 001 – RM 4, 000.

5.1.2 Inferential Analysis (Pearson Correlation)

Table 5.1: Hypothesis Test Results

No. of Hypothesis	Alternative Hypothesis	Result
Hypothesis 1	There is a significant relationship between pay and benefits and job satisfaction.	Supported since p-value = 0.000; $r = 0.858$, positive and high relationship between pay and benefits and job satisfaction.
Hypothesis 2	There is a significant relationship between stress and job satisfaction.	Supported since p-value = 0.001; $r = -0.723$, negative and high relationship between stress and job satisfaction.
Hypothesis 3	There is a significant relationship between training and job	Supported since p-value = 0.000; $r = 0.833$, positive and high

	satisfaction.	relationship between training and job satisfaction.
Hypothesis 4	There is a significant relationship between job satisfaction and organizational commitment.	Supported since p-value = 0.000; $r = 0.787$, positive and high relationship between job satisfaction and organizational commitment.

5.1.3 Inferential Analysis (Multiple Regressions)

The multiple regression analysis is used to examine the relationship between factors and secondary school teachers' job satisfaction. It shows that all factors have significant relationship with the job satisfaction. The factors are pays and benefits, stress, training and organizational commitment. Pays and benefits contribute the highest to the variation of job satisfaction because beta value for pays and benefits is the largest 0.515 if compare to other predictor variables (stress and training). Follow by training that contributes the second highest to the variation of the job satisfaction with the beta value of 0.273. However, stress is the predictor variable that contributes the lowest to the variation of the job satisfaction, beta value is -0.144. Overall, alternative hypothesis $H_1 =$ The three independent variables (pay and benefits, stress and training) are significant explain the variance in job satisfaction is accepted.

5.2 Discussions of Major Findings

The overall objective of this research is to investigate whether there is a significant relationship between the four independent variables (pays and benefits, stress, training and organizational commitment) and dependent variable (secondary school teachers' job satisfaction).

5.2.1 Pays and Benefits

H₁: There is a significant relationship between pays and benefits and job satisfaction.

Based on the result computing in chapter 4 using Pearson Correlation Test, with its analysis showing a correlation of 0.858, this indicates that there is a positive relationship between pay and benefits and job satisfaction because of the positive value for correlation coefficient. Thus, when pay and benefits is high, job satisfaction is high.

According to Saif-ud-Din, Khair-uz-Zaman and Allah Nawaz, 2010, pay is first and primary factor for job satisfaction. The reason employees have strong emphasizes on the salary and incentives due to the impact on living standards. Employees believed that salary and incentives are able to provide a strong sense of security. In addition, Mount, M., Ilies, R., and Johnson, E., 2006 state that in order to increase job satisfaction, employers should provide wages that similar to other position in the industry and same as benefits that they provide such as insurances, retirement contributions and attractive time-off packages. A reasonable compensation scheme provided by government is the most important factor especially in this growingly challenging economical environment, where nowadays citizens fear of the high cost of living, inflation

and jobs compensation. Once the salary received able to support their living condition comfortable, their basic needs will be fulfilled and will have less worry or stress about monetary thus they are then motivated to work and perform more efficiently in their work.

5.2.2 Stress

H₁: There is a significant relationship between stress and job satisfaction.

Based on the result computing in chapter 4 using Pearson Correlation Test, with its analysis showing a correlation of -0.723, this indicates that there is negative relationship between stress and job satisfaction because of the negative value for correlation coefficient. Thus, when stress is high, job satisfaction is low.

From the literature review in chapter 2, this research result is also proven by Sanchez, Bray, Vincus and Bann (2004) who discover that job stress was negatively associated with job satisfaction and refer it as the significant predictor of job satisfaction. Stress is a multi-dimensional concept and defined based on language and organizational perspectives. It often occurs when individuals' physical and emotional do not meet or cannot handle their job demands, constraints or opportunities. There are two types of stress eustress (good stress) and distress (bad stress) as mention in chapter 2. The source of stress such as workload, personal responsibility, differs between cultures and education as well as working experience. The higher the stress will eventually decreased the job satisfaction. So, the government need to emphasis more on the eustress (good stress) and minimize the distress (bad stress) in order to increase the secondary school teachers' job satisfaction.

5.2.3 Training

H₁: There is a significant relationship between training and job satisfaction.

Based on the result computing in chapter 4 using Pearson Correlation Test, with its analysis showing a correlation of 0.833, this indicates that there is positive relationship between training and job satisfaction because of the positive value for correlation coefficient. Thus, when training provided is much, job satisfaction is high.

The result of the research shows that there is a significant relationship between training and job satisfaction of secondary school teachers. It means that the training has the impact on the level of job satisfaction in second schools. Therefore, government should provide more training programs for the fresh graduate teachers or the teachers with less experiential. This will give the professional opportunities for self-improvement and development to meet the job challenges (Owens, 2006). The job performance and satisfaction will be increase if they have received the benefits that they needed. With these training programmed, the teachers are able to build their confident and learn the new technique and skill of teaching. It could help the organization to retain the talented and experiential teachers.

5.2.4 Organizational Commitment

H₁: There is a significant relationship between job satisfaction and organizational commitment.

Based on the result computing in chapter 4 using Pearson Correlation Test, with its analysis showing a correlation of 0.787 this indicates that there is positive relationship between job satisfaction and organizational commitment because of the positive value for correlation coefficient.

According to the result developed, the positive relationship between organizational commitment and job satisfaction is consistent with the past researchers where Wasti, 2005 who said that affective commitment has a significant positive relationship with the work outcomes. Organizational commitment defines as the feeling of employees towards the organizations and the values of the organizations. Employees who are highly committed will have strong intention to oblige and stay with their organization. Moser, 1997 identified that the absence of job satisfaction in the employees will leads to the reducing in organizational commitment. It may make the teachers more likely to leave their organization or shows bad attitude or behaviour toward their job such as absenteeism, attend late to class and etc. So, the performance of the organization will be affected. Therefore, the organization should emphasis on their job satisfaction in order to enhance the organizational commitment of the teachers.

5.3 Implications of the Study

5.3.1 Managerial Implications

This research has provided useful information to the management of private secondary school and government. This study is also useful for the future researchers especially for those who are doing research relevant to define the factors that influence the job satisfaction. With this information, the employers are able to know how to avoid the unnecessary problems and satisfy their employees. It may help them more understanding toward their employees' needs and try to meet their expectation. Indirectly, it can help to reduce the problem of absenteeism, turnover and the bad attitude of the employees towards their job. Besides, the employers are able to know which factors are significantly affecting the employees' job satisfaction and what should they pay more attention on it. Job satisfaction usually associated with increased productivity, organizational commitment and improved the organizational effectiveness. In order to enhance the motivation and job satisfaction of the teachers, the employers and researchers can create awareness towards intrinsic and extrinsic rewards because both rewards are crucial in influencing the job satisfaction. With the results proven in this study, the researchers can realize that the pay and benefits, stress, and training are the factors that affect the job satisfactions of the teachers.

5.4 Limitation

When researchers stated our research project, researchers discovered that it has virtually put a lot of problems out of view and we can just make them clear after beginning of the entire research process. Despite the problems have some impacts on our research process, most of them are considered as inevitable, so researchers could not prevent or eliminate them completely, the only thing we can do is always put them down.

5.4.1 Designing of Questionnaires

The questionnaires design has to be simplified and no ambiguity happen to ensure that the respondents will be able to complete the questionnaires in short time. So, it must able to gain as much as information as possible in order to obtain valid and reliable data. Besides that, the questionnaire has to be amended and to be tested for a few times before its being distributed. Moreover the scope of research might be small and other factors may not be able to bring into account.

5.4.2 Size and Scope of Research

The research is conducted by five members, so the scope of survey is limited. Due to limitation of survey size, the data for analysis received might not be sufficient. Thus, the questionnaires were only distributed for those who are willingly to participate. Moreover, this research scope is secondary school in Kampar area, which could acts as a limiting factor in presenting the whole education industry. Besides that, the sample size is small that only 300 respondents which are not large enough to obtain a more accurate and reliable result.

5.4.3 Difficulty in Finding and Falsification of Respondents

It is difficult to find co-operate respondents who are willing and sincere in answering the entire questionnaire. In addition, the research project may consist of variances due to selective perspective of respondent. This is due to different people have different view and preference. Some of the personal information such as age and education level might be altered. Some of the respondents might purpose falsify the answer since there is no indication in the obligation and sincerity of the respondents to participate. In other words, the validity and reliability may be affected if the information given was falsified.

5.4.4 Cost of Research

Since the research has no sponsorship from outsider or university, the cost of the research is fully bear by present researchers. The costs for printing fee, transportation and other administrative cost have to bear by only five members of the research team.

5.4.5 Time Consuming

The time to set the research title, find information, designation of questionnaire, distributes questionnaires and analysis the data are time consuming. Furthermore, all five researches are full time undergraduates and the time frame for this research is limited to six months, we might not have sufficient time for the research as compared to the full time researcher.

Though this research we can further understand and identify the key area that can influence secondary school's teacher to either directly or indirectly contribute toward their job satisfaction level. This study however has certain limitations with some underlying assumptions that may affect the outcome of the analysis. Researchers are facing several limitations when conducting this research. However, the identified limitations later will help improve future research in the future.

5.5 Recommendations for Future Research

Throughout this research, we found that there are significant relationship between pay and benefits, stress, training and organizational commitment with the secondary school teachers' job satisfaction. From above there are quite a number of limitations in our research. Therefore, there are several recommendations for future research.

The questionnaire only distributed to the small portion of secondary school teachers in Kampar and this cannot represent the whole education industry. The researchers can targeted a more wide range of participants in order to increase the accuracy and reliability of the result. Besides that, more teachers from different place and state should be involved in the administration of questionnaire to avoid bias. This will certainly increase the opportunities of acquiring a thorough and accurate data on the level of job satisfaction of the secondary schools' teachers.

Due to time constraints, researchers have chosen questionnaire method in gaining research data. It is recommend the researchers uses different data collection such as personal interview, telephone interview and observation method. Through the personal interview can reduce the ambiguity and the researcher can explain more detail the question to the respondent to get a reliable data. Although it may time consuming but it can decrease the falsification of respondents. The telephone interview can shorten the time to distribute and collect the questionnaire that may take many times.

5.6 Conclusion

After conducting this research, a better understanding about the factors affecting job satisfaction of the secondary school teachers is known. Based on the finding, the three factors which are pay and benefits, stress, and training play an important role in influencing teachers' job satisfaction in organizations. In addition, the higher the job satisfaction will lead to the higher organizational commitment.

This research proven that the right type of rewards provided by the management can lead to a boost of motivation and satisfaction. These research findings are not only useful for education industry but also crucial for every organization. The findings could recommend potential implications for top management to review their salary and reward programs. Based on it, employers can know that which type of rewards are more matching to their reward system and also can really satisfy and motivate their employees. Hence, the employees will be more likely to perform well and feel a higher level of commitment towards the organization. When the employees are satisfied with their job, they will not leave the organization and will assist the organization to achieve their company's goals. Directly, it also may help to retain the talented employees and improve the loyalty in organization.

So, this research is providing a very useful insight for future studies on factors that affect the teachers' job satisfaction in education industry.

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Appendix 1.1 Application Letter for Permission to Conduct Survey



UNIVERSITI TUNKU ABDUL RAHMAN

14th July 2011**To Whom It May Concern**

Dear Sir/Madam

Permission to Conduct Survey

This is to confirm that the following students are currently pursuing their Bachelor of *Business Administration (Hons)* program at the Faculty of Business and Finance, Universiti Tunku Abdul Rahman (UTAR) Perak Campus.

I would be most grateful if you could assist them by allowing them to conduct the research at your institution. All information collected will be kept confidential and used only for academic purposes.

The students are as follows:

Name of Student	Student ID	Mobile Phone No.
Chong Piao Ni	09ABB00174	016-5275686
Law Pik Yee	09ABB00039	012-3260678
Kah Ka Yin	09ABB00333	016-5118369
Tee Cian Sin	09ABB00291	016-2333172
Tey Sin Ling	09ABB00113	017-7574687

If you need further verification, please do not hesitate to contact us.

Thank you.

Yours sincerely

Fong Chee Yang
Head of Department
Faculty of Business and Finance
Email: fongcy@utar.edu.my

LEE CHEW ING
Penolong Kanan Kokurikulum,
SMK Sentosa, Taman Bandar Baru,
31900 Kampar, Perak.

Guru 2 yang free teleap pengajaran
memberi kerjasama
melengkapkan penyelidikan.

Thanaletchumi a/p Letchumanan
Supervisor
Faculty of Business and Finance
Email: thana@utar.edu.my

Address: 13, Jalan 13/6, 46200 Petaling Jaya, Selangor Darul Ehsan, Malaysia Postal Address: P O Box 11384, 50744 Kuala Lumpur, Malaysia.
Tel: (603) 7958 2628 Fax: (603) 7956 1923 Homepage: <http://www.utar.edu.my>

Appendix 1.2 Questionnaires



UNIVERSITI TUNKU ABDUL RAHMAN

Faculty of Business and Finance

BACHELOR OF BUSINESS ADMINISTRATION

FINAL YEAR PROJECT

**TITLE OF TOPIC: Factors Affect The Job Satisfaction Of
Secondary School Teacher And Relationship Between Job
Satisfaction And Organizational Commitment**

Survey Questionnaire

Dear respondent,

We are final year undergraduate student of Bachelor of Business Administration, from Universiti Tunku Abdul Rahman (UTAR). The **purpose** of this survey is to identify the factors affected job satisfaction of secondary schools' teacher and relationship between job satisfaction and organizational commitment of secondary schools' teacher in Kampar area.

Thank you for your participation.

Instructions:

- 1) There are **THREE** (3) sections in this questionnaire. Please answer **ALL** questions in **ALL** sections.
- 2) Completion of this form will take you approximately 10 to 15 minutes.
- 3) Please feel free to share your comment in the space provided. The contents of this questionnaire will be kept **strictly confidential**.

Section A:

Please circle your answer to each statement using 5 Likert scale [(1) = strongly disagree; (2) = disagree; (3) = neutral; (4) = agree and (5) = strongly agree]

1.0 Dependent Variable

1.1 Job satisfaction

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am fairly well satisfied with my job.	1	2	3	4	5
2. I am not satisfied with the benefits package I receive.	1	2	3	4	5
3. Overall, I am satisfied with the amount of training I receive on the job.	1	2	3	4	5
4. I get stressed almost every day on my job.	1	2	3	4	5
5. I think my present school is a great place for me to teach.	1	2	3	4	5

Section B

2.0 Independent Variable

2.1 Pays and Benefits

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My salary adequately meets my needs.	1	2	3	4	5
2. I feel I am being paid a fair amount for the work I do.	1	2	3	4	5
3. My division provides a lucrative retirement package.	1	2	3	4	5
4. The fringe benefits (insurances, investment plans, etc) provided in my division are extremely generous.	1	2	3	4	5
5. I feel satisfied with my chances for salary increases.	1	2	3	4	5

2.2 Stress

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The school climate in my building is positive and creates a high level of staff morale.	1	2	3	4	5
2. The stress on my job reduces my confidence level as a teacher.	1	2	3	4	5
3. I have enough time to get everything done in my job.	1	2	3	4	5
4. I find my work is easy due to working with competence worker.	1	2	3	4	5
5. I am acceptable with current teaching workload.	1	2	3	4	5

2.3 Training

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My division has a staff development program that has enabled me to enhance my skills as a teacher.	1	2	3	4	5
2. My division provides training opportunities to meet the changing needs of the workplace.	1	2	3	4	5
3. Overall, the training I receive is applicable to my job.	1	2	3	4	5
4. Overall, the training I receive meets the needs of my job.	1	2	3	4	5
5. I am generally able to use what I learn in the on job training in my job.	1	2	3	4	5

2.4 Organizational Commitment

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am quite proud to be able to tell people who it is that I work for.	1	2	3	4	5
2. I do not feel any obligation to remain with the school.	1	2	3	4	5
3. I feel that I have too few options to consider leaving this organization.	1	2	3	4	5
4. I feel a sense of pride in doing my job.	1	2	3	4	5
5. In my work I like to feel I am making some effort, not just for myself.	1	2	3	4	5

Section C: Personal details

Please tick (/) in the appropriate checkbox.

1. Gender

- Male
- Female

2. Age

- Below 20 years old
- 20 – 29 years old
- 30 – 39 years old
- 40 – 49 years old
- 50 years old and above

3. Ethnic group

- Malay
- Chinese
- Indian
- Others (please specify: _____)

4. Marital status

- Single
- Married
- Others (please specify: _____)

5. Highest education attainment

- SPM/SPMV/GCE/A 'Level
- Diploma/Advanced Diploma
- Bachelors' Degree
- Certificate in Teaching
- Others (please specify: _____)

6. Length of service

- 0 – 4 years
- 5 – 9 years
- 10 – 14 years
- 15 -19 years
- 20 years and above

7. Monthly income

- Below RM 1,000
- RM 1,001 – RM 2,000
- RM 2,001 – RM 3,000
- RM 3,001 – RM 4,000
- RM 4,000 and above