

## The relationship between Human Resource Practices (HRM) and Teachers' Satisfaction in Malaysian School

*Intan Fazlin Fuzi and Norlaile Salleh*

Faculty of Management and Economics, Universiti Pendidikan Sultan Idris, Malaysia

**Abstract:** This research investigates of human resource practice on job satisfaction among teacher in UPSI. The main objective of this study is to identify the relationship between Human Resource practices (training and development, career development, compensation and performance appraisal) and teachers' job satisfaction. To attain the objectives, the quantitative method was used and data were collected through questionnaires in pilot study. A total of 70 questionnaires were distributed to teachers in UPSI Tanjung Malim Perak. The findings from the pilot study shows there have positive relationship between training and development, career development, compensation and performance appraisal (Independent variables) with job satisfaction (Dependent variables). In conclusion, HR practices were related to job satisfaction. This disclosed that, in developing teacher's satisfaction, administrator needs to involve HR practices in order to immerse the feelings of vigor, absorption and dedication among teachers.

**Keywords:** *Human resource practice, job satisfaction, training and development, career development, compensation and performance appraisal.*

### INTRODUCTION

Our Malaysian education system is undergoing a transformation process to cater the economic and social changes, which is so dependent on today's global trend of producing highly skilled and high performing individuals [1]. With that transformation, the demand for quality teachers in the classroom also has been highlighted in the blueprint. A teacher has a great role in an educational system as the coordinator of educational processes and interpersonal relationships. To ensure quality teachers to be in the system, a selection criterion to capture the right candidate to be identified as a teacher to bring out quality students also need to be amended.

Over the past few decades, academic researchers are focusing on work related behavior which is more critical for job as well organizational success like job satisfaction. Job satisfaction can be best describes as positive feelings about job. Theoretically, job satisfaction is best predictor of positive work related outcome such as increased performance. If employees are satisfied with their job, organization productivities and performance of employees will be increased and turnover of employees and absenteeism will be decreased. Armstrong [2] defines job satisfaction as the attitudes and feelings people have about their work. Positive and favorable attitude towards the job

indicate job satisfaction, negative and unfavorable attitude indicate dissatisfaction.

Teachers are key players in supporting learning institutions to achieve their goals and objectives of molding students to develop their capabilities and eventually succeed in life. Teachers therefore need motivation to enhance their level of job satisfaction in order to undertake their duty effectively and efficiently. Sarah [3] examined the factors which influence employee satisfaction in higher educational institution in Malaysia. She found that strategic employee recognition, improved working condition, job security and training play a pivotal role and consequently employee satisfaction leads to ensuring that a higher productivity is derived from all employees within an organization. However an attempt by government, communities and school administrators to address job satisfaction among teachers has not been done adequately.

### PROBLEM STATEMENT

Job satisfactions are important aspect for all organizations including schools in any country and there have been several studies about the effect of low job satisfaction on teachers' absenteeism, lateness and lack of commitment to their work [4]. Teacher absenteeism is one of the issues that gains

increasing attention from many scholars as the number of reported cases also showed an increase. In 2010, The Education Ministry's School Inspectorate and Quality Assurance (JNJK) reported that a total of 117 teachers from 11 schools absent from duty on 2011. Satisfaction with teaching as a career is an important policy issue since it is associated with teacher effectiveness which ultimately affects student achievement, understanding factors that contribute to teacher satisfaction is essential in improving the information needed to support a successful educational system [5].

For the first of elements of HRM practices that included in this study is training and development. In 2010, the Ministry of Education has decided that candidates for the "Kursus Perguruan Lulusan Ijazah" (KPLI) need to have a longer period of training at the teaching institution. This decision was made because the younger teachers were found to be less effective compared to senior teachers. The initiatives to implement inclusive education in Malaysia by the Ministry of Education were conducted through seminars, workshops and field works to upgraded their knowledge and skills, know about recent technologies, updated issues and skills in teaching. According to Rozana [6], there is some teacher that faces a lot of problems in teaching profession compared to the senior teachers. The researcher identified that, these groups of teachers cannot tackle their student efficiently and it is also difficult for them to adjust themselves in school and teaching environment.

Pertaining to the second elements of HRM practice, performance appraisal, The Organization for Economic Cooperation Development that cited by Syahir [7] report, that only 3% of teacher in Malaysia had not received feedback on appraisal in their school and there still have 2% of teachers are in schools that had no evaluation, external or self-evaluation in the last 5 years. The problems in performance appraisal that haunting Malaysian teachers is unfair evaluation on their performance. In reality, some of the evaluator (principle) evaluates base on emotion. If teacher always against them, that teacher will be evaluated lower and this directly will lead to unsatisfied teachers in their work [7]. The unprofessional attitudes of evaluator become a bind in teacher performance appraisal.

For the third and fourth elements in HRM practices is career development and compensation. Teachers found it difficult to get promoted especially for non-graduate and non-degree holder teachers. Although they were served a long time in teaching, they are not able to get a promotion to higher grade. Most on non-graduates are in grade DG29 and diploma holder teachers in grade DG32

[1]. This cause by administrators is more focuses on development of graduated teachers. Around 55% of Malaysia teachers report that they will receive some reward (monetary and non-monetary) for improving the quality of their work or being innovative in their teaching [7]. This study aims to contribute to the concept of HRM practices and teachers satisfaction which is still lacking by educators in the field of education.

## **RESEARCH OBJECTIVE**

- I. To examine the relationship between performance appraisal, training and development, career development and compensation on teacher satisfaction.
- II. To identify the impact of performance appraisal, training and development, career development and compensation on teacher job satisfaction in school.

## **LITERATURE REVIEW**

### *Job Satisfaction*

According to Spector [8], job satisfaction is defined as 'simply how people feel about their different aspects of their jobs'. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. Garson [9] had defined job satisfaction as in regard to one's feelings or state of mind regarding the nature of their work. It shows that job satisfaction is involving the mind, emotion and feeling of someone regarding on the job involved. By receiving the positive treatment in the work, someone can reflect the positive impact through the mind state, emotion and feeling. Teacher Job Satisfaction is conceptually defined as individual teacher's subjective feeling or emotional responses regarding the teaching job itself, the work environment and the reward for teaching job. Teacher job satisfaction refers to whether teachers are happy with their job or not. In other words, if teachers have positive attitudes or good feelings about their job, this quality imply his/her job satisfaction satisfied [10].

### *Human Resource Practices*

HRM is an activity found in organizations whether they are business or service-oriented, large or small and a simple definition of an organization is a group of people who work together to achieve common goals [11]. HRM is the development and implementation of systems in an organization for attracting, developing and retaining a high performing workforce. The purpose of HRM is to ensure that the people employed by the organization are being used as efficiently and effectively as possible and that they are able to

contribute towards achieving the organizational goals. HRM practices are a process of attracting, motivating, and retaining employees to ensure the survival of the organization [11].

#### *Training and development*

Jones [12] concluded with clear evidence that training is positively and significantly associated with job satisfaction. This is because training and development can lead to superior knowledge, skills, abilities and attitudes of employees that enhance the financial and non-financial performance of organization. According to Maimunah [13] when training is properly conducted, a number of positive outcomes can be expected and nasty problems can be avoided. Training and development of teachers is crucial to complement the goals of parallel to the current transformation of education. Active involvement of teachers in training and development can improve teachers' efficacy, teacher job satisfaction, avoid burnout situations and further enhance student achievement [14].

#### *Career development*

Career development defines by Zheng and Kleiner [15] as the approach taken by an organization to certify that individuals who meet the proper criteria and knowledge are available when required. It also refers to a system of training, development programs, incentives, promotion and salary in an organization. Under favorable conditions, HRM managers should promote the managerial learning skills so as to decrease their staff turnover for career development [15]. Additionally, promotion opportunity factors also play an important role in influencing job satisfaction among teachers. With a chance of promotion, it becomes a motivation for a worker to perform the task better. By limited opportunities for promotion, it indirectly undermines the spirit of a person to work better.

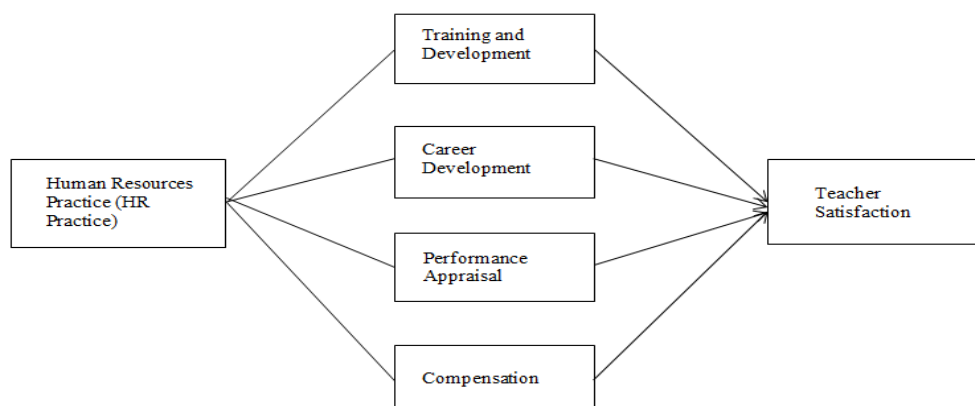
#### *Performance Appraisal*

Wilson and Western, [16] mentioned that performance appraisal is part of the larger process of performance management. Marchington and Wilkinson [17] describe it as a cyclical process: determining performance expectations; supporting performance; reviewing and appraising performance; and finally, managing performance standards. Appraisal should be perceived as an important tool for the development of the individual to achieve organizational objectives. Motivated employees are delighted, committed and productive. Performance appraisal played a role which can motivate the employee [18]. When an employee received a high quality appraisal experience, they will tend to feel satisfied to their job and task given. Besides that, performance appraisal is integrated as a part of managing people, and plays a major role in improving the employee job satisfaction in many organizations. Performance appraisals must be linked to the goals and objectives of the organization in order to be effective work.

#### *Compensation*

Compensation refers to all the provided tangible and intangible rewards an employee receives from the employer as part of the employment relationship. Compensation may achieve several purposes like assisting in recruitment, job performance, and job satisfaction. It can be said that compensation is the “hinge” that binds the employee and the employer together in the organized sector, which is further codified in the form of a contract or a mutually binding legal document that spells out exactly how much should be paid to the employee and the components of the compensation package. Rewards and benefits are also type of compensation program that are important for employees [19].

Research Model



## RESEARCH METHODOLOGY

The research follows the quantitative methodology was used in this study with the purpose of utilizing the quantitative methodologies known for cost reduction in educational management. A survey questionnaire was designed to collect the primary data in order to determine the relationship between human resource practices (training and development, career development, performance appraisal and compensation) and teacher job satisfaction and these data was converted to statistical method such as table and charts. Empirical data is collected using this self-administered questionnaire. The usage of questionnaires allows a large amount of data to be collected from a large number of respondents with a short period of time. It is also a cost effective way of collecting data with limited affect to its validity and reliability.

The questions are designed in a simple and clear manner by using easily understandable English and less uncertainty. In this research, a pilot testing of the questionnaire was conducted on

70 teachers, who were selected from UPSI teachers that currently enrolled in academic programs in the same district of the actual sample. The instrument used in this study is a close ended questionnaire that was designed by the researchers. In confirming the validities of the instrument, face and content validities were ensured the instrument was given to professionals for scrutiny and evaluation. The aim is was to find the level of understanding of the items in the questionnaires. The software that will use is SPSS software to test the reliability and validity of the result. The result provided a clear picture of the respondents and led to more reliable result. Dependent and independent variables are measured on Likert scale of 1 to 5 by formulating 5 questions for each variable.

## RESULTS

### Reliability and Validity

Cronbach's alpha coefficient tests were conducted on all five variables. Details as follows:

Table 1: Cronbach's Alpha Reliability Coefficients

Items	Number of items	Cronbach's Alpha
Training and development	5	0.832
Career development	5	0.789
Performance appraisal	5	0.841
Compensation	5	0.800
Job Satisfaction	5	0.789
All Variables	25	0.923

The reliability of each of the instruments used in the study was examined through the use of the scale reliability analysis procedure, as discussed in the later section. The internal consistency of items was measured using the Cronbach's Alpha and ranges from 0 to 1. According to Garson [9] and Watson & Rose [20], an Alpha score of 0.7 and above is widely accepted in social science study as having a very strong correlation and an Alpha score of 0.5 to 0.7 is accepted as showing strong correlation. In this study, the value of job satisfaction (0.852), performance appraisal (0.841), training and development (0.832), compensation (0.800) and career development (0.789) respectively suggested very good internal consistency reliability for the scale of this sample. The overall value for the 25 items scales is 0.923.

The Cronbach's Alpha value of 0.923 according to Hair et al. [18] is considered very high.

## CONCLUSION AND RECOMMENDATION

This study has investigated the relationship of performance appraisal, training and development, career development and compensation on teachers' job satisfaction in school. The results revealed that there is strong relationship between human resource practices elements (training and development, career development, performance appraisal and compensation) and teachers' job satisfaction. On the basis of the findings of this study, it can be concluded that training and development, career development, performance appraisal and

compensation were jointly and independently predict job satisfaction.

The management sector plays a vital role for education development of Malaysia so teachers of this sector in education prefer to get compensation rewards, moral supervision, supportive co-worker environment and loyalty related to their and it put great impact on job satisfaction. So, management of schools should focus on co-worker programs to enhance employee job satisfaction. Besides that also focus on providing environment that reduces intent to leave to increase employee job satisfaction. Other HR variables can be explored such as motivation, training, organizational culture in this area. The findings could recommend potential implications for top management to make changes to meet expectation of employees. The employees will be likely to perform their task well after all these adjustment, they will assist the organization to achieve their company goals and will not simply quit. In other words, it is also help to retain the employees due to the high level of job satisfaction.

These HRM practices dimensions should be given more focus and be strengthening in order to retain job satisfaction among teachers in Malaysian school. This is because, teachers are an asset and to care for teachers, HRM is a good channel to do so. Therefore, it is recommended that, administrator in district, state and educational ministry need to provide relevant training and development base on the needs of today education especially on how to attract and cope in teaching. Besides that, teachers also need to be told about their progress in performance appraisal, so they can overcome their weaknesses in the future. This suggestion also needs to be implemented on job promotion. Teachers who work hard require promotion. If not, they would be reluctant to work hard because there are less opportunity and no reward if they do so. Lastly, it is recommended to study more into human resource management practices because the success of the organization starts from the grassroots workforce. Therefore, it is important for administrator to satisfy their employees in order for them to be engaged to their tasks and responsibilities.

## REFERENCES

- [1] Christie A., 2016. The relationship between emotional intelligence, teacher job satisfaction, and organisational citizenship behaviour among teachers in public primary school (Unpublished doctoral dissertation). Universiti Pendidikan Sultan Idris, Tanjung Malim, Malaysia.
- [2] Armstrong, M., 2006. Human resource management (10th Ed.). London: Kogan Page.
- [3] Sarah Yuliarini, 2012. Factors Affecting Employee Satisfaction among Non-teaching Staff in Higher Educational Institutions in Malaysia. *American Journal of Economics*, 93-96.
- [4] Bennell, P. & Akyeampong, K., 2007. Teacher motivation in sub-Saharan Africa and South Asia. Brighton, Centre for International Education, University of Sussex.
- [5] Siti Aslidah, 2006. A study of satisfaction human resource practices on job satisfaction among teachers in Kota Kinabalu, Sabah (Unpublished master's thesis). Universiti Malaysia Sabah, Sabah, Malaysia.
- [6] Rozana, O., 2010. Pengurusan Sumber manusia: menghadapi cabaran era pengetahuan. Dewan Bahasa dan Pustaka Kuala Lumpur. Organization for economic co-operation and development (OECD).
- [7] Syahir Ezzudin, 2010. Relationship between human resource practices and teachers work engagement (Unpublished master's thesis). Universiti Utara Malaysia, Sintok, Malaysia.
- [8] Spector, P.E., 1997. Job satisfaction: Application, assessment, cause, and consequences. Thousand Oaks, CA: Sage Publications, Inc.
- [9] Garson, D. G., 2008. Factor Analysis: Statnotes. North Carolina State University Public Administration Program.
- [10] Tessema, M. and Soeters, J., 2006. Challenges and prospects of HRM in developing countries: testing the HRM- performance link in Eritrean civil service. *International Journal of Human Resource Management*, 17(1), 86-105.
- [11] Schulan, R.S & Jackson, S.E, 1987. Linking Competitive Strategies with HRM practices. *Academy of management executive*, 1(3), 207-210.
- [12] Jones, M., 2006. Which is a better predictor of job performance: job satisfaction or life satisfaction? *Institute of behavioral and applied management*, 15(6), 20-25.
- [13] Maimunah Aminuddin., 2009. Human resource management. Principles and Practices. Shah Alam: O'xford University Press.
- [14] Armstrong-Stassen, M. & Cameron, S., 2005. Factors Related to the Career Satisfaction of Older Managerial and Professional Women. *Career Development International*, 10(3), 203-215.

- [15] Zheng, Y. and Kleiner, B. H., 2001. Developments Concerning Career Development and Transition. *Management Research News*, 24(3), 33–44.
- [16] Wilson, J. P. & Western, S., 2001. Performance appraisal: an obstacle to training and development. *Career Development International*, 6(2), 93 – 100.
- [17] Marchington, M., & Wilkinson, A., 2005. *Human Resource Management at Work: People Management and Development* (3rd ed.). London: CIPD. 3rd edn, London: CIPD.
- [18] Hair, J. F., A. H., Samouel, P., & Page, M., 2007. *Research methods for business*. Chichester: West Susseex: John Wiley & Sons, Inc.
- [19] Eskildsen, J., Kristensen, K., & Antvor, H.G., 2010, the relationship between job satisfaction and national culture. *The TQM Journal*, 22(4), 369 – 378.
- [20] Watson, R., Atkinson, I., & Rose, K., 2007. Pilot studies. *Journal of Clinical Nursing*, 16, 619–620 [6] *Environmental Quality Act, Act 127, 1974. Law of Malaysia.*