

The Influence of Human Resource Practices on Teachers' Job Satisfaction

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Abstract

The purpose of this study is to determine the influence of human resource (HR) practices namely training, career development, performance appraisal and compensation on teachers' job satisfaction. Quantitative correlational method was used and data were collected by using questionnaires from teachers pursuing their studies in a public university in Malaysia. The samples were selected by using simple random sampling technique. Upon receiving 148 returned questionnaires, data was cleaned and missing values were amputated by using mean. Data were then analysed by using multiple regression analysis. The findings of this study revealed that teachers were generally satisfied (mean>3.69) with all of the HR practices. However, only training ($\beta=0.326$, p -value<0.05) and performance appraisal ($\beta=0.255$, p -value<0.05) contribute significantly to teachers' job satisfaction. Overall, 30.3 percent of the variance in job satisfaction could be predicted by the independent variables. In conclusion, this study confirmed that training and performance appraisal influenced teachers' job satisfaction. The implication of this study is that schools principals should develop better training structure and carry out performance appraisal ethically and objectively in order to increase job satisfaction among teachers.

Keywords:

Training, career development, performance appraisal, compensation, teachers' job satisfaction

INTRODUCTION

The Malaysia Education Blueprint 2013-2025 highlights the importance of teachers in providing innovative education delivery to produce holistic students who possess adequate cognitive, psychomotor and affective competencies. The challenges in new education system require teachers to remain motivated, knowledgeable and skilful in dealing with emerging situations which demand for creative and effective solutions. Nevertheless, continuous transformation in the new education results in adverse consequences for teachers. For example, a survey among 356 teachers in 6 schools in Klang revealed that teachers had a high prevalence of depressive (43.0%), anxiety (68.0%) and stress (32.3%) symptoms (Othman & Sivasubramaniam, 2019). In addition, secondary school teachers faced higher stress level compared to primary teachers which among others due to recognition and support issues (Kavita & Hassan, 2018). In addition, work stress was found to be negatively correlated with promotion and career development opportunities (Malik, Björkqvist, & Österman, 2017). Another research also confirmed that less acknowledgement for well-performed teachers and lack of technology training contributed to job stress among Malaysian teachers (Ismail & Abdullah, 2019). Inability of teachers to solve students' misbehavior (Ismail & Abdullah, 2019) also implied that teachers were lack of pedagogical training that could increase students' engagement in learning. In corroboration with previous researches, this study

establishes that the basic pay, allowances and work environment affects teachers' job satisfaction to a great extent (Muguongo, Muguna, & Muriithi, 2015). Therefore, the aim of this study is to determine the influence of human resource (HR) practices namely training, career development, performance appraisal and compensation on teachers' job satisfaction.

LITERATURE REVIEW

Teachers' Job Satisfaction

Job satisfaction can be defined as a positive emotion emerged from pleasant working experience (Locke, 1976). It describes an employee's feeling, perceptions, and behavior towards their job (Amzat, Don, Fauzee, Hussin, & Raman, 2017). Teachers' job satisfaction represents by how a teacher feels about his or her job. More specifically, teachers' job satisfaction refers to how much the teacher enjoys teaching as a profession as well as his or her current appointment, which includes the positive emotions in their interpersonal relationship with others or positive emotions towards their working conditions.

Teacher's job satisfaction not only helps to retain quality teachers, but it can also improve the teaching and learning process. In general, job satisfaction has been proven to be related to organizational commitment and reduced the tendency of turnover intention (Tarigan & Ariani, 2015). Satisfied teachers also showed significant difference in job performance in contrast to dissatisfied teachers (Afshar & Doosti, 2016). The attempt to improve the education quality has positioned the focus in teachers and other organizational factors that affect the teachers working environment. Teachers' job satisfaction was believed to be the factor affecting teachers' quality and could lead to more effective schools.

HR Practices and Job Satisfaction

HR practices could be divided into recruitment, training and development, compensation and employee relation (Dessler & Varrkey, 2005). However, more recent studies further elaborated various HR practices including training and development, performance appraisal, career planning system, employee participation, and compensation system (Hassan, 2016). This study focuses on four tenets of HR practices that are training, career development, compensation and performance appraisal.

Training refers to plans structured to enhance or rebuild current knowledge, skills, attitudes and/or social behaviors to improve future performance at the individual, group organizational levels (Christopher, 2019). Employee training has a significant positive effect on job satisfaction (Hanaysha & Tahir, 2016). In particular, orientation training provided significant and positive effect on new male and female public sector employees' job satisfaction compared to other types of training including training to improve employees' skills needed for the job, training to prepare employees' for future job, and training to develop employees' skills generally (Tabvuma, Georgellis, & Lange, 2015). In Malaysia, teachers only managed to deliver 50 percent of their teaching effectively (Malaysia Education Blueprint, 2016) indicating the lack of training or poor training structures in Malaysian schools.

Meanwhile career development could be explained as job crafting, mentoring and informal leadership (Russell, Ferris, Thompson, & Sikora, 2016) which employees and organizations benefit from advancing the careers of employees. To get promoted, public school teachers in Malaysia were given four options including (1) normal career path, (2)

career path for excellent teachers, (3) time-based career path, and (4) special career path for school principals (Halim, Haslinda, Hamdan, Ali Othman, & Jantan, 2017). Typical public school teachers will be required to apply for promotion but any decision is subject to availability of placement and resources.

On the other hands, compensation is normally linked with remuneration and incentives that an employee receives for doing a job (Christopher, 2019). Some scholar further divided compensation structure based on hourly pay, salary pay and commission pay (Duncan & Malini, 2016). According to Service Circular No.1/2012, the minimum salary for public school teachers is depicted in Table 1 below.

Table 1: Public school teachers’ salaries per month (RM)

Grade/position	Level	Minimum salary	Maximum salary	Salary increments
DG54	P1	5,839.43	7,917.35	320.00
	P2	6,355.18	8,612.34	
DG52	P1	5,537.53	7,434.53	290.00
	P2	6,062.71	8,091.80	
DS48	P1	4,921.15	6,798.15	270.00
	P2	5,408.60	7,417.69	
DG44	P1	3,370.78	5,828.39	250.00
	P2	3,730.86	6,372.54	
DG41	P1	1,916.31	5,474.81	225.00
	P2	2,023.23	5,789.26	
	P3	2,134.88	6,130.59	

Performance appraisal which is used interchangeably with performance management is a process of identifying, measuring and developing the performance of individual in an organization (Gorman, Meriac, Roch, Ray, & Gamble, 2017). It is a summative assessment of teachers’ performance for making administrative decisions such as, deciding annual increment and making teachers more accountable to school rule and regulations (Khan, 2015). Nevertheless, past study reported that the interpersonal relationship between teachers and performance appraiser affected performance appraisal in a way that having good relationships increase leniency of appraisers (Khan, 2015). This practice affects how objective the performance appraisal would be, thus lead to satisfaction or dissatisfaction among teachers. Existing literature suggests that organizational justice in performance appraisal will enhance teachers’ satisfaction in performance appraisal (Saraih, Ali, & Khalid, 2015).

METHODOLOGY

Quantitative correlational method was used and data were collected by using questionnaires from teachers pursuing their studies in one of the public universities in Malaysia. This decision was made in order to increase the diversity of geographical distribution of teachers. The questionnaire consisted of 2 sections which were section A and B. In section A, respondents were asked about their demographics information such as gender, age, race, and experience level. Section B contained constructs of HR practices including training, career

development, performance appraisal and compensation as well as one constructs representing the dependent variable which was teachers' job satisfaction. Table 2 summarized the sections in the questionnaire. All items in section B were measured by five-point Likert scale which rated from 1 to 5 where 1- strongly disagree, 2-disagree, 3-slightly agree, 4- agree, and 5-strongly agree.

Table 2: Description of questionnaire sections

Sections	Description	Number of Items	Cronbach's Alpha
A	Demographic information	7	
	Teachers' job satisfaction	5	0.833
	Training	5	0.830
B	Career development	5	0.841
	Performance appraisal	5	0.813
	Compensation	5	0.798

The questionnaire used was adapted and modified from the work of Syahir Ezzudin (2010) and Chan et.al (2013). A pilot study was performed on 30 teachers to ensure the reliability of the instrument. The result showed the value of Cronbach’s alpha obtained was 0.923 meaning that the research instrument was reliable (Nunnally, 1978; Taber, 2018). Before distributing the questionnaires, a list of teachers undergoing academic programs in the university was obtained from the graduate school so that simple random sampling technique could be conducted. The simple random sampling procedure was started by assigning random numbers to all teachers in the list. In the meantime, a set of random numbers were generated by using Excel and teachers with the corresponding number were selected as the study sample. To expedite the data collection phase, the selected teachers were contacted through email and asked to answer the questionnaire online. As the total numbers of teachers in that university were 240 teachers, thus the recommended sample size was 148 (Krejcie & Morgan, 1970). Upon receiving 148 returned questionnaires, data was cleaned and missing values were amputated by using mean. Data were then analyzed by using multiple regression analysis. The following section describes the findings of this study.

FINDINGS

Descriptive analysis was performed on the data collected from the survey. Table 3 presents frequency and percentage of the demographic information of the 148 survey respondents. It shows that majority of the respondents were female which account for 69.9 percent (103 female teachers) of the total sample. Most of the respondents (56 teachers) were also around 25 – 35 years old which corresponds to 37.8 percent of the overall sample. The next highest group of teachers aged between 36 – 45 years old (26.4 percent). In terms of marital status, 59.5 percent of the samples were married compared to only 37.8 percent who were single. In addition, data about highest education attainment demonstrates that most teachers in the sample (70.9 percent) had bachelor degree while 26.4 percent of them had master degree. In parallel with data about teachers’ age, highest portion of teachers in the sample (29.7 percent) had less than 5 years of teaching experience, thus as expected, majority of the sample (51.4 percent) were grade 41 teachers.

Table 3: Descriptive analysis results

Demographic	Characteristics	Frequency	Percentage (%)
Gender	Male	45	30.4%
	Female	103	69.6%
Age	Under 24	29	19.6%
	25 – 35	56	37.8%
	36 – 45	39	26.4%
	46 – 55	17	11.5%
	Above 56	7	4.7%
Marital status	Single	56	37.8%
	Married	88	59.5%
	Others	4	2.7%
Higher education level	SPM/STPM	0	0
	Diploma	4	2.7%
	Degree	105	70.9%
	Master	39	26.4%
	Ph.D	0	0
Duration of service	<5 years	52	35.1%
	5 – 10 years	44	29.7%
	11-15 years	39	26.4%
	>15 years	13	8.8%
Job Grade	Grade 32	7	4.7%
	Grade 41	76	51.4%
	Grade 44	36	24.3%
	Grade 48	15	10.1%
	Grade 52	10	6.8%
	Grade 54	4	2.7%

Table 4 illustrates the overall descriptive analysis results for 4 facets of HR practices such as training, career development, performance appraisal and compensation along with teachers’ job satisfaction as the dependent variable. The mean value for job satisfaction (M=3.72), training (M=3.75), career development (M=3.74), performance appraisal (M=3.70) and compensation (M=3.72). It can be seen that most of the respondents answered the scale of 4 (agreed) which implies that most of the respondents were satisfied with all of four HR practices.

Table 4: Mean and standard deviation of the variables

Variables	Mean	Std. Deviation
Teachers' Job Satisfaction	3.7162	.73845
Training	3.7514	.68158
Career Development	3.7351	.68580
Performance Appraisal	3.6986	.62792
Compensation	3.7230	.53479

A model is said to achieve good fit if it reaches minimum of 60 percent variation of the dependent variable (Zygmunt & Smith, 2014). However, according to Table 5, $R^2 = 0.321$ and adjusted $R^2 = 0.303$, indicating that only 30.3 percent of the variance in job satisfaction could be predicted by the independent variables that are training, career development, performance appraisal and compensation. Nevertheless, the p -value for the F-test is 0.000, thus the null hypothesis is rejected. In conclusion, the model with independent variables fits better compared to the intercept-only model.

Table 5: F-test result

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics
					Sig. F Change
1	.567 ^a	.321	.303	61.67225	.000

a. Predictors: (Constant), Training, Career Development, Performance Appraisal, Compensation

Based on $\alpha=0.05$, the null hypothesis of multiple regression analysis will be rejected if $\alpha < 0.05$. The multiple regression result in Table 6 exhibits that only two HR practices are significantly and positively influence teachers' job satisfaction which are training ($\beta=0.301$, $p=0.025$) and performance appraisal ($\beta=0.217$, $p=0.028$). It means that teachers who received better training and performance appraisal were expected to have higher teachers' job satisfaction. Career development and compensation have insignificant influence towards teachers' job satisfaction.

DISCUSSION

Data analysis shows that teachers were generally satisfied with all of the HR practices. However, the multiple regression analysis revealed that only training and performance appraisal contribute significantly to teachers' job satisfaction. The finding of this study bolsters previous research which found the positive effects of training on job satisfaction (Adesola, Oyeniya, & Adeyemi, 2013; Fuzi & Salleh, 2017; Hanaysha & Tahir, 2016; Uddin, Rahman, Abdul, Dato'Mansor, & Reaz, 2019). Effective teacher training will develop teachers who are well motivated, fresh with new input and engage in their work. Highly skilled and knowledgeable teachers could also perform any task given by the administrators effectively and efficiently. As a result, teachers develop a sense of self-effectiveness as a

member of an organization who contribute to the organizational goals, thus experience job satisfaction.

Table 6: Multiple regression analysis result

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	β	Std. Error	Beta		
(Constant)	137.066	42.923		3.193	.002
1 Training	.326	.144	.301	2.266	.025
Career Development	.136	.159	.127	.859	.392
Performance Appraisal	.255	.115	.217	2.214	.028
Compensation	-.089	.099	-.064	-.897	.371

a. Dependent Variable: Teachers' Job Satisfaction

In Malaysia, largest number of teachers works for the public schools. The important government teachers' job scope includes academic and non-academic tasks (Antin & Kiflee, 2018). The academic tasks comprise of teaching and evaluating students' performance while non-academic tasks comprise of maintaining student welfare, managing and administrating schools, and organizing co-curriculum activities. Changes in the current teaching landscape for example the introduction of 21st century education, service learning pedagogy (Hudin, Osman, Shokory, & Ab Wahid, 2018), mobile learning (Hanafi, Zainuddin, Wahab, & Ariffin, 2018) and students' demographic shifts require teachers to continuously update their knowledge and skills so that teaching and evaluation remain relevant to the current education context. For that reason, the government provided various training throughout the years for example computer literacy training as well as teaching methods training. These trainings help teachers to increase their knowledge and skills to successfully achieve their own key performance index, which eventually lead to teachers' job satisfaction.

The finding of this study also reveals that compensation contributes positively and significantly to teachers' job satisfaction which aligns with earlier researches (Amzat, et al., 2017; Fuzi & Salleh, 2017; Ijigu, 2015; Muguongo, et al., 2015; Mustagfirin, Wulan, & Haryono, 2019; Uddin, et al., 2019). Compared to secondary school teachers in Kenya (Muguongo, et al., 2015), Vietnam (Wang & Tran, 2015) and Bangladesh (Uddin, et al., 2019) teachers in this study were generally satisfied with the compensation that they received.

CONCLUSION

This study was carried out to determine the influence of HR practices that were training, career development, performance appraisal and compensation on teachers' job satisfaction. The findings of this study revealed that teachers were generally satisfied (mean>3.69) with all of the HR practices. However, only training ($\beta=0.326$, p -value<0.05) and performance appraisal ($\beta=0.255$, p -value<0.05) contribute significantly to teachers' job satisfaction.

Overall, 30.3 percent of the variance in job satisfaction could be predicted by the independent variables. In conclusion, this study confirmed that training and performance appraisal influence teachers' job satisfaction.

The implication of this study is that schools principals should perform training needs analysis among the teachers so that better training which provide adequate knowledge and skills to enable teachers successfully conduct effective teaching and learning, create good interpersonal relationship with students and parents, and manage their emotion or administrative tasks could be structured (Antin & Kiflee, 2018). Besides, school principals are strongly suggested to practice ethical performance appraisal to objectively evaluate teachers' performance. Performance appraisal which is tainted by discrimination, favouritism and lack of transparency should be improved.

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