

QUALITY MANAGEMENT SYSTEM AND ORGANIZATIONAL EXCELLENT FOR TEACHERS JOB SATISFACTION

Mohd Rendall Izaroshahmi Mohd Azmi, Mohd Saiful Izwaan Saadon, Khairul Za'im Kamarulzaman

Department of Quality Engineering
Universiti Kuala Lumpur Malaysian Institute of Industrial Technology
Masai, Johor, Malaysia

Email: rendzaa_89@yahoo.co.uk, msaiful@mitec.unikl.edu.my,
khairulzaim@mitec.unikl.edu.my

ABSTRACT

This research seeks to measure the level of job satisfaction and the impact among teachers of a school that implement the Quality Management System (QMS) ISO 9001: 2008 certification. The factors studied job satisfaction and its relationship between related factors such as QMS Responsibilities, Work environment, Colleagues, Quality Culture, Quality Management, Quality Improvement, Training and Certification and Job Satisfaction. In meeting the objectives of the research, data has been collected by running a survey via questionnaire among teachers in Sekolah Menengah Kebangsaan Chalok (Model Khas), Setiu, Terengganu. Quantitative research method is used in this research for comparison and analyses of statistical data by utilizing IBM Statistical Package for the Social Sciences (SPSS 20) and Minitab 16 software which use Descriptive statistics, T-test, correlation. In conclusion, teachers and employees are an important asset for the education institute. While almost every teacher works in order to satisfy their needs in life and constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teacher's need and improve their job/teaching performance. The knowledge of QMS in the future will achieve job satisfaction of teachers and encourage them to work in earnest.

Keywords: job satisfaction, quality management system, performance.

1.0 INTRODUCTION

The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system in Malaysia Ghazali Ismail (2001). They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance.

Professional knowledge, skills and center competencies occur when one feels effective in one's behavior. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance Filak & Sheldon (2003). The above factors are closely similar to efficacy, and of course, it is well known that many teachers lose or fail to develop self-efficacy within educational settings Dweck (1999). Similarly, the roles and contexts of education's motivational methods and tools cannot be underemphasized because high motivation enhances productivity which is naturally in the interests of all educational systems Ololube (2004). The overall purpose of the study was to explore and explain job satisfaction and teacher's work motivation in relation to Malaysian teacher's need satisfaction for school effectiveness. To a large extent, this work is built on the theoretical frameworks of scholars like Herzberg, Mausner and Snyderman (1959) and Maslow (1970).

During the implementation of QMS in schools will provide a work culture that new teachers and workers must be carried out working for customer satisfaction them. Failure to achieve the goals of the school is the failure of principals and teachers to manage employees well and regularly. This situation will create deficiencies in the administration problems are ignored, not evaluated commensurate services, lack of discussion and no understanding of the principals with the teachers and employees. Pascale and Athos (1981) states the organization achieve success does not depend on financial and material but also depends on the workers. The teachers and employees is an important asset for the school.

2.0 METHODOLOGY

In part A there are five questions related to demographic the respondents. Respondents are required to mark (/) in the space provided to statements in accordance with them. In section B of the questionnaire there are 38 questions (see Appendix A on the last page). Respondents are required rounding is considered the most appropriate response to their perception of either TA (totally agree), A (agree), NA (not agree) and TD (totally disagree). Researchers use a questionnaire known as the Organizational Climate Description Questionnaire (OCDQ) designed by Prof. Dr. Nini B Rusgal (1996). OCDQ has five questions about demographic and 33 question and divided to eight variables. Eight independent variables associated with the QMS the Responsibility, Working Condition, Communication, Colleagues,

Quality Culture, Quality Improvement, Training and Certification, and Job Satisfaction. While a variable dependent of the effect of job satisfaction associated with the implementation of QMS in Sekolah Menengah Kebangsaan Chalok (Model Khas). To analyze the data, all questions are fully answered questionnaires were collected and reviewed by research investigators have carried out the coding and data compiled accordance with the code numbers from 1 to 4. All data collected will be processed and analysis of factors. This study aims to test the significant relationships between independent variables dependent variable and significant differences in the levels of variables independent of the dependent variable.

3.0 ANALYSES AND FINDINGS

This chapter will discuss all the findings from this study. In this study a total of 66 questionnaires were distributed to teachers who served in Sekolah Menengah Kebangsaan Chalok (Model Khas) all responses were collected again. Discussion will follow the objectives of the study in Pearson Correlation Analysis. Table 4.2 shows the distribution of respondents based on gender. From 66 respondents in this study, that the number of male teachers 23 teachers of representing 27.38%. While the number of female teachers are 43 teachers and represent 51.19% of the total respondents.

Table 1: Distribution of Respondents According to Gender.

GENDER	TEACHERS/POPULATION	SAMPEL	PERCENT GET FEEDBACK (%)
MALE	34	23	27.38
FEMALE	50	43	51.19
TOTAL	84	66	78.57

Respondent's job satisfaction is the dependent variable in this study. Respondent's job satisfaction is determined by the score divided into three categories: high satisfaction, moderate satisfaction and low satisfaction. The determination of job satisfaction score was determined from questionnaire items about job satisfaction. Minimum scores for these items are 4 while the maximum score is 16.

Each respondent in accordance with job satisfaction scores were:

- i. Low job satisfaction is to score 4 to 7
- ii. Moderate job satisfaction is to score 8 to 11
- iii. High job satisfaction is to score 12 to 16.

Table 2 shows the distribution of job satisfaction, the score, and the number of respondents and percentage. Obtained from the number of 66 teachers at this school is who obtain a score of 7 (0.00%), which has a level of job satisfaction low. A total of 5 persons (7.58%) obtained scores of 8 to 11 have a moderate level of job satisfaction. Number of teachers who earn score of 12 to 16 is 61 (92.42%) of those with higher levels of high job satisfaction. By it was clear that the teacher’s job satisfaction Sekolah Menengah Kebangsaan Chalok (Model Khas) is high.

Table 2: Distribution of Respondents According to Job Satisfaction.

LEVEL JOB SATISFACTION	SCORE	NO OF RESPONDENT	PERCENTAGE (%)
LOW	7	0	0
MODERATE	8	0	0
	9	0	0
	10	0	0
	11	5	7.58
HIGH	12	23	34.85
	13	7	10.61
	14	7	10.61
	15	7	10.61
	16	17	25.76
TOTAL		66	100.00

Responsibility is the importance factors in overall respondent this study. Correlation coefficients between the factors of responsibility with job satisfaction overall among the teachers of Sekolah Menengah Kebangsaan Chalok (Model Khas) after implementation of the QMS is significant at $r = 0.690$. These results indicate a significant positive relationship and responsibilities of factors have an influence on overall job satisfaction. However, if seen at a given value of r is substantial showing influence on job satisfaction of teachers. Based on individual factors of gender, the responsibility factor is an important factor of job satisfaction among male teachers than female teachers are more likely to work condition factors. This finding supports the findings of researchers such as Ghazali Ismail (2001). These results are shown in Table 3.

Table 3: Overall Result Pearson Correlation Analysis

Correlations: RESPONSIBILI, COMMUNICATIO, COLLEAGUES, QUALITY CULT, ...			
	RESPONSIBILITY	COMMUNICATION	COLLEAGUES
COMMUNICATION	0.302		
COLLEAGUES	0.428	0.628	
QUALITY CULTURE	0.357	0.533	0.630
QUALITY IMPROVEM	0.212	0.425	0.475
WORK CONDITION	0.218	0.279	0.348
TRAINING AND CER	0.301	0.479	0.507
JOB SATISFICATIO	0.690	0.427	0.464
	QUALITY CULTURE	QUALITY IMPROVEM	WORK CONDITION
QUALITY IMPROVEM	0.409		
WORK CONDITION	0.344	0.324	
TRAINING AND CER	0.659	0.395	0.362
JOB SATISFICATIO	0.463	0.241	0.566
	TRAINING AND CER		
JOB SATISFICATIO	0.233		
Cell Contents: Pearson correlation			

Responsibility is the importance factors in male respondent this study. Correlation coefficients between the factors of responsibility with job satisfaction overall among the teachers of Sekolah Menengah Kebangsaan Chalok (Model Khas) after implementation of the QMS is significant at $r = 0.916$. These results indicate a significant positive relationship and responsibilities of factors have an influence on overall job satisfaction. However, if seen at a given value of r is very strong showing influence on job satisfaction of teachers. Teachers may feel the same way during the traditional method of management before the implementation of QMS. Finding is consistent with the Azizi Yahaya & Norliza Othman (2010) and Aminah Haji Hassan (1997). These results are shown in Table 4.

Table 4: Male Result Pearson Correlation Analysis.

Correlations: RESPONSIBILI, COMMUNICATIO, COLLEAGUES, QUALITY CULT, ...			
	RESPONSIBILITY	COMMUNICATION	COLLEAGUES
COMMUNICATION	0.230		
COLLEAGUES	0.427	0.739	
QUALITY CULTURE	0.560	0.661	0.630
QUALITY IMPROVEM	0.343	0.695	0.702
WORK CONDITION	0.421	0.478	0.460
TRAINING AND CER	0.351	0.718	0.703
JOB SATISFICATIO	0.916	0.456	0.508
	QUALITY CULTURE	QUALITY IMPROVEM	WORK CONDITION
QUALITY IMPROVEM	0.411		
WORK CONDITION	0.525	0.511	
TRAINING AND CER	0.822	0.426	0.497
JOB SATISFICATIO	0.650	0.505	0.514
	TRAINING AND CER		
JOB SATISFICATIO	0.524		
Cell Contents: Pearson correlation			

Working Condition is the importance factors in female respondent this study. Correlation coefficients between the factors of Working Condition with job satisfaction overall among the teachers of Sekolah Menengah Kebangsaan Chalok (Model Khas) after implementation of the QMS is significant at $r = 0.647$. These results indicate a significant positive relationship and Working Condition of factors have an influence on overall job satisfaction. However, if seen at a given value of r is substantial showing influence on job satisfaction of teachers. This result is consistent with the theory Dauglas MC Gregor (1960), Bingham (1996), Ely (1993) dun-Vellez Padella (1993) sets out the factors that affect job satisfaction for the employees in an organization. These results are shown in Table 5.

Table 5: Female Result Pearson Correlation Analysis.

Correlations: RESPONSIBILI, COMMUNICATIO, COLLEAGUES, QUALITY CULT, ...			
	RESPONSIBILITY	COMMUNICATION	COLLEAGUES
COMMUNICATION	0.406		
COLLEAGUES	0.519	0.529	
QUALITY CULTURE	0.244	0.416	0.648
QUALITY IMPROVEM	0.090	0.212	0.315
WORK CONDITION	0.083	0.146	0.276
TRAINING AND CER	0.264	0.291	0.395
JOB SATISFICATIO	0.530	0.529	0.566
	QUALITY CULTURE	QUALITY IMPROVEM	WORK CONDITION
QUALITY IMPROVEM	0.417		
WORK CONDITION	0.275	0.232	
TRAINING AND CER	0.540	0.360	0.277
JOB SATISFICATIO	0.391	0.166	0.647
	TRAINING AND CER		
JOB SATISFICATIO	0.114		
Cell Contents: Pearson correlation			

The results of this research shows these factors together with responsible and work condition only showed substantial strength relationship a correlation significantly related to overall job satisfaction teachers of Sekolah Menengah Kebangsaan Chalok (Model Khas) after the implementation of QMS. Other factors such as communication include colleagues, quality culture showed moderate strength relationship. Then, quality improvement, and training and certification showed low strength relationship between their overall job satisfactions among teachers of Sekolah Menengah Kebangsaan Chalok (Model Khas) after the implementation of QMS.

4.0 DISCUSSION AND CONCLUSION

In this part we will discuss about the differences, the relationship and influence that exists between occupational factors and non-

occupational factors in overall job satisfaction related to the teachers at Sekolah Menengah Kebangsaan Chalok (Model Khas). Non-occupational factors such as gender, colleagues, and communication is a factor, while working factors are related colleagues, training and certification, work environment, the responsibilities, quality culture, facilities and quality improvement. Research was conducted to identify the importance factor the implementation of QMS provides impact on the level of teacher's job satisfaction in Sekolah Menengah Kebangsaan Chalok (Model Khas).

The conclusion of the research, shows that only the responsibility and work condition were significantly related to job satisfaction while other factors such as gender, does not affect job satisfaction. Responsibilities and work condition factor has a substantial relationship to job satisfaction, while communication, colleagues and quality culture has a moderate relationship while quality improvement and training and certification relatively low relationship with overall job satisfaction among teachers of Sekolah Menengah Kebangsaan Chalok (Model Khas).

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