JOB SATISFACTION AND ATTRITION
AMONG PRIMARY SCHOOL TEACHERS

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DEDICATION

I would like to dedicate this project report to my family and friends that always give
their best support through my ups and downs, especially when I am struggling to
get this project report done. I am grateful that they are always being there to
support me mentally and physically. They are the great support system I
ever have and I would be forever thankful for that.

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ABSTRACT

Being a teacher is never an easy job because they must deal with a variety of challenges on a daily basis, not to mention that it is now mandatory for a teacher to equip himself or herself with the most up-to-date teaching techniques, knowledge, and skills because the expectations are rather high, particularly from the Ministry of Education, parents, and students. Thus, the purpose of this study was to investigate the job satisfaction and attrition dimensions of teachers in the hope of assisting teachers in expressing their thoughts, as teachers appeared to have no platform to voice out what they had been experiencing throughout their years of teaching. As a result, in order to investigate both dimensions, the researcher used a semi-structured interview to gather information directly from the primary school teachers who were the study's respondents. In terms of analysis, the researcher had used thematic analysis to decipher the necessary information for this particular study. Thus, in terms of job satisfaction, respondents largely agreed that the factors that satisfied them can be divided into six categories. To begin, the teachers agreed that their workload as teachers is typical. Second, the school's payment was regarded as average and acceptable. Third, the teachers mentioned that their co-workers were extremely helpful, tolerable, and committed to the same mission as they were. Fourth, the teachers stated that their opportunities for advancement were based on fairness, responsibility, performance, and expertise, which led them to be content with their current position as teachers. Fifth, the teachers were appreciated and well supervised by their superior, who used a democratic approach to dealing with the subordinates. Sixth, it was the students' accomplishments that made them feel satisfied with their current job, particularly when the students were able to understand the lesson and demonstrated some good progress in learning. As for the attrition part, the teachers claimed that, it was the stress to handling the parents and being burdened by too many works at the same time respondents share the aspects teachers consider before make the decision. Hence, the plans that could be implement to motivate by government sector and schools. Concerning attrition, teachers claimed that it was due to the stress of dealing with parents and being burdened by too many tasks at the same time.

ABSTRAK

Guru secara amnya perlu mempunyai kemahiran mengajar. Di samping keperluan untuk mempunyai pengetahuan yang tinggi sesuatu yang akan diajar kepada pelajar kerana alasan yang relevan. Sebagai contoh, di Kementerian Pendidikan, ibu bapa dan pelajar umumnya mempunyai harapan yang lebih tinggi untuk pengajaran guru pelajar-pelajar ini. Oleh itu, tujuan penyelidikan ini adalah untuk mengkaji dengan lebih mendalam apa yang membuat guru merasa puas dengan profesion mereka sebagai guru, tetapi juga berpuas hati dengan perkara-perkara yang membuat guru mengantuk dalam jangka masa yang lama. Penyelidikan ini pada dasarnya boleh dikatakan sebagai alat bagi guru untuk menyatakan perasaan mereka secara keseluruhan kepada orang ramai. Dalam sesuatu cara khususnya, penyelidik menggunakan temu bual separa berstruktur untuk mendapatkan maklumat yang lebih tepat dan jelas dari responden kajian ini, iaitu guru sekolah rendah. Setelah mendapat maklumat daripada guru, penyelidik juga menggunakan analisis topik untuk menjelaskan bahagikan semua maklumat yang diperoleh ke dalam beberapa topik yang berkaitan. Secara amnya, orang yang ditemu ramah bersetuju bahawa terdapat enam perkara yang menjadikan guru ini berpuas hati dengan profesion keguruan mereka. Pertama sekali, guru-guru ini bersetuju bahawa jumlah pekerjaan yang harus mereka laksanakan tidaklah besar. Kedua, guru boleh menerima dan berpuas hati dengan gaji atau imbuhan yang diberikan oleh sekolah. Ketiga, apabila rakan sekerja di sekitar guru-guru ini dikatakan mempunyai misi yang sama, tahap toleransi yang tinggi, dan pertolongan yang besar kepada orang yang ditemu ramah, mereka mengatakan bahawa guru berpuas hati dengan profesion keguruan mereka. Keempat, guru ini juga puas dengan isu kenaikan pangkat di sekolah. Pada ketika ini, ia dianggap adil. Ini kerana guru akan dinilai berdasarkan tanggungjawab, prestasi dan kemahiran mereka. Kelima, para guru juga menyatakan kepuasan mereka untuk menjadi pengetua Hargai pengorbanan yang mereka lakukan sebagai guru dan selalu beri mereka bimbingan yang sesuai. Enam, guru itu sama puas apabila pelajar yang diajar dapat memahami apa yang diajar dan menunjukkan peningkatan dari masa ke masa. Untuk bahagian menghadapi rasa mengantuk guru pada gilirannya, para penemu ramah bersetuju bahawa buat mereka berasa mengantuk kerana keletihan. Mereka harus menghadapi tingkah laku ibu bapa yang berbeza dan ketika mereka t ugaskan banyak perkara pada masa yang sama. Oleh itu, bagi mengatasi kelesuan ini, guru-guru menyatakan bahawa mereka akan lebih banyak berinteraksi dengan murid-murid dan juga membuat koreksi diri.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter basically introduces the topics and variables (job satisfaction and teacher attrition) that have been used by the researcher throughout this study. It is important to introduce the whole study accordingly in order to provide an overview of what has been done by previous researchers. Basically, this chapter will introduce the background of the problem first as it shows the importance of why this study should be conducted. Theoretically, the overall content of the problem will provide some insight into why the issue, in this context, job satisfaction and teacher attrition is relevant to this day. Later, this chapter will shift its focus to problem statement, where this section will explain the causes of this job satisfaction problem and teacher attrition to be the focus of this study.

The next list is the theoretical framework and the conceptual framework. Basically, these two frameworks are just as important because these two help the researcher in making an overall outline of this study. Later, this chapter will briefly discuss the definition of teacher attrition and job satisfaction as it is very important for the researcher to understand the two variables before doing some research on it. Finally, the conclusion is the closing part because it consists only important information's in this chapter.

1.2   Problem background

Attrition is a continual decline in organizational membership by way of retirement, resignation or death. In other words, the reduction could be the number of employees who quit their jobs which includes voluntary and voluntary separation. Friction problems cannot be solved either in the education sector or other professions, some friction is unavoidable. This is because, some teachers will retire, some others will quit for personal reasons, and others will be fired from their jobs while others are encouraged to leave the profession, finding that about 50 percent of those who work as class teachers quit in five years, and the best and most outstanding teacher was the first to leave. This incident has raised concerns as to why teachers left their jobs within a few years of entering the profession. (Anna Toropova, 2020).

The study looked into the factors that influence teacher attrition in public secondary schools in Ondo State's North Senatorial District. It used a descriptive survey design. To guide the study, one question and two hypotheses were raised and developed. Teachers are unquestionably important in any educational system. Unfortunately, teacher shortage has been a persistent and recurring issue in Nigeria. It has been observed that the number of available teachers in schools is significantly lower than the required capacity for effective teaching. Teacher attrition is exacerbating the problem of a severe teacher shortage. In Nigeria, there has been a high rate of teacher attrition in secondary schools. According to statistics, teacher turnover in Nigeria increased from 12% in 2010 to 15% in 2011 and 20% in 2012, indicating a concerning trend. Some teachers enjoy leaving the classroom for jobs in unrelated fields, while others leave the job temporarily to have children, start a family, and then return to the classroom. Teacher attrition not only jeopardises school objectives, but it also wastes resources due to leaving costs, replacement costs, replacement training costs, and the indirect cost of down time required for new teachers to gain proficiency (Matthew, 2019).

According to (Marinette, 2019), the quality of secondary education in Cameroon has been noted to be standard. Students lack the necessary skills to find employment after graduation. The quality of education is determined by the teaching force. The quality of the teaching force, in turn, is determined by the educational opportunities and welfare services made available to teachers. Teachers play a critical role in the proposed global goal of ensuring equitable, high-quality education, as well as Cameroon's development vision of becoming an emerging nation by 2035. It is obvious that the quality of educational outcomes is heavily dependent on the quality of the individual teacher. Today, many people in developing countries see teaching as a stepping stone to more lucrative careers. Teachers are less motivated to do their jobs as a result of such societal attitudes toward the profession. Many teachers have recently left the teaching profession in Cameroon for a variety of reasons. This could be due to inadequate or poor pay, principal leadership styles, a lack of opportunities for promotion in teaching, a lack of prestige in elementary teaching, a lack of job satisfaction, or a poor relationship with fellow teachers, all of which can have an impact on teachers' professional commitment. This situation may have an impact on the implementation of the education strategy required to facilitate the achievement of the Sustainable Development Goals by 2030 and the development of Cameroon by 2035.

While the actual percentage of early career teachers who leave teaching in their first five years varies, "one very stable finding is that attrition is high for young teachers." Every year, over two billion dollars are spent in the United States to replace teachers who leave the profession (Alliance for Excellent Education, 2005). While not solely the result of early career teacher attrition, early leavers account for a sizable proportion of teachers who leave the profession. The cost of early career teacher attrition is more than just monetary. A non-cohesive environment is created by the revolving door of frequent newcomers and leavers, which can be a major impediment to school efficiency in promoting student development and attainment. The best and brightest among the newcomers appear to be the most likely to leave, according to the researchers, which is an important finding given that "there is a growing

consensus among researchers and educators that the single most important factor in determining a student's performance is the quality of his or her teachers. " One could frame research into teacher attrition by considering the reasons teachers give for leaving the classroom, such as salary or family obligations. One might also consider the social dimensions of attrition, such as how school culture protects against or contributes to teacher attrition. One could also investigate attrition by looking at who leaves teaching and when they leave, for example, by taking into account personal characteristics or demographics (Lee Schaefer, Julie S. Long, D. Jean Clandinin, 2012).

Meanwhile, in terms of job satisfaction, it has been stated that the reason for the effective functioning of any educational institution is the professional commitment of teachers. Teachers' commitment, on the other hand, was determined by their job satisfaction in their current position (Velmurugan, 2016) According to some studies, the factors that cause teachers to be satisfied with their current jobs are salary, working time, and professional growth (Velmurugan, 2016). While (Khanale, P. & Vaingankar, A., 2006) discovered in their study of job satisfaction that teachers felt satisfied when their co-workers behaved well and when their working environment appeared to be good.

(Dave, N. & Raval, D., 2014) In their study, they discovered that faculty job satisfaction is related to satisfaction from classroom lessons, physical activity, and faculty development programmes, being credited for good work, co-worker cooperation and attitude, physical working conditions, interaction with students, students achievement and progress, clearly defined promotion policies, payment, and participation in faculty development programmes. Decision-making, top-level management style, challenging and interesting work, job security, and organisational culture are all factors to consider.

Thus, based on previous findings and issues concerning teacher burnout and job satisfaction, it is safe to say that this issue is still relevant today, as most studies prefer quantitative methods over qualitative methods. The differences between the two methods ultimately depend on how the researcher collects data. The quantitative method, on the other hand, would only discover things around its dimension alone, with no opportunity for respondents to write beyond a specific set of questions. As a result, the researcher may miss out on opportunities to delve deeper into a particular issue, such as the one being discussed right now (job satisfaction and teacher attrition). The qualitative method, on the other hand, allows respondents to express themselves and share their life experiences face to face. Due to this reason, conducting a study using a qualitative method is almost a requirement, as the researcher would be able to delve deeply into the dimensions of job satisfaction and teacher attrition.

1.3 Problem Statement

Essentially, teachers have one of the top five most stressful jobs in the world because they must deal with teaching students, forming relationships with administration, and a variety of other issues all of which are related to human service and relationships (Coombe, 2008). As a result, it strengthened the researcher's motivation to investigate the dimensions of burnout and job satisfaction, as both issues had been matched for a few times in previous research.

Initially, attrition is difficult to eliminate because the burden of workloads may increase day by day, and this is also one of the causes that lead to attrition, and this would be the best thing to investigate as the researcher may have the opportunity to go in-depth while interviewing the respondents. Meanwhile, in

terms of job satisfaction, it was critical to investigate it because a study conducted by (Queyrel-Bryan, 2017) emphasised how knowledge of job satisfaction dimensions would eventually help teachers. School administrators and school districts can improve job satisfaction, retain teachers, improve student achievement, and save money on public education by retaining dedicated teachers.

As previously stated, it is clear that the researcher's target respondents are teachers, as it appears that the majority of teachers suffer from attrition (Muniandy, 2016). As a result, it is hoped that this study will help the community understand in depth about teachers' attrition as well as help teachers themselves identify things that motivate them to be satisfied with their jobs even when they are suffering from attrition.

1.4   Research Objectives

Research objectives are the goal of this research and the researcher had decided to form five objectives that targeted to explore the dimension of job satisfaction and attrition among primary school teachers.

1.4.1   To explore the reasons teachers to choose education field as their career path.

1.4.2   To investigate the reasons of the teachers to feel satisfied at the current job.

1.4.3   To explore the reasons of teacher attrition.

1.4.4   To explore the aspects teachers should consider before make the decision of leaving profession.

1.4.5   To explore the ways to make teachers stay in their profession.

1.5   Research Questions

Research questions are some of the question that needed to be answered by the researcher by gathering the answer from the respondents. Below are the research questions of this study.

1.5.1   What are the reasons of the teachers to choose education field as their career path?

1.5.2   What are the reasons of the teachers to feel satisfied at the current job?

1.5.3   What are the reasons for teacher attrition?

1.5.4   What are the aspects teacher should examine before make the decision on leaving profession?

**1.5.5**   What plans could motivate teachers to stay in their profession?

1.6   Theoretical Framework

This study's underpinning model is based on the expectancy theory and self-determination theory, as much research has used these theories concepts to

explain the expectations of job satisfaction and teacher attrition (Vroom, 1964; Deci & Ryan 1985). The diagram below depicts the theoretical framework employed by the researcher throughout this study.

Figure 1.1: Theoretical Model of Theories Used

EXPECTANCY THEORY	←→	SELF-DETERMINATION THEORY
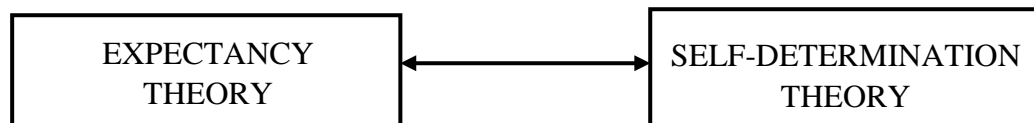
1.6.1   Expectancy Theory

In general, Victor Vroom (1964) was the first to develop the Expectancy Theory with a direct application to work settings, and the theory has since been expanded and refined by (Porter, 1968) and (Pinder, 1987).

According to (Lunenburg, 2011), Victor Vroom's Expectancy Theory provides a set of cognitive variables that reflect individual differences in work motivation. In detail, this theory is based on the idea that people believe there are relationships between their efforts at work, the performance they achieve as a result of that effort, and the rewards they receive as a result of their effort and performance (Lunenburg, 2011).

In his article, Lunenburg (2011) mentions four assumptions that underpin Expectancy Theory. According to the first assumption, the reason for people to join an organisation or company is based on their expectations of something (motivation or past experiences). The second assumption stated that an

individual's behaviour is the result of a wise decision. The third assumption addressed how different people expect different things from organisations. The fourth assumption stated that people will choose among alternatives to maximise their personal outcomes.

Based on these assumptions, the Expectancy Theory has three key elements: expectancy, instrumentality, and valence (Lunenburg, 2011). According to Lunenburg (2011), a person is motivated if he or she believes that (a) effort will result in acceptable performance (expectancy), (b) performance will be rewarded (instrumentality), and (c) the value of the rewards is highly positive (valence).

Figure 1.2: Basic Expectancy Theory's Model

```
┌──────────────┐                    ┌──────────────────┐
│  Expectancy  │                    │ Instrumentality  │
└──────┬───────┘                    └────────┬─────────┘
       │                                     │
       ▼                                     ▼
┌──────────┐      ┌───────────────┐      ┌──────────┐
│  Effort  │─────▶│  Performance  │─────▶│ Rewards  │
└──────────┘      └───────────────┘      └──────────┘
```

Valence
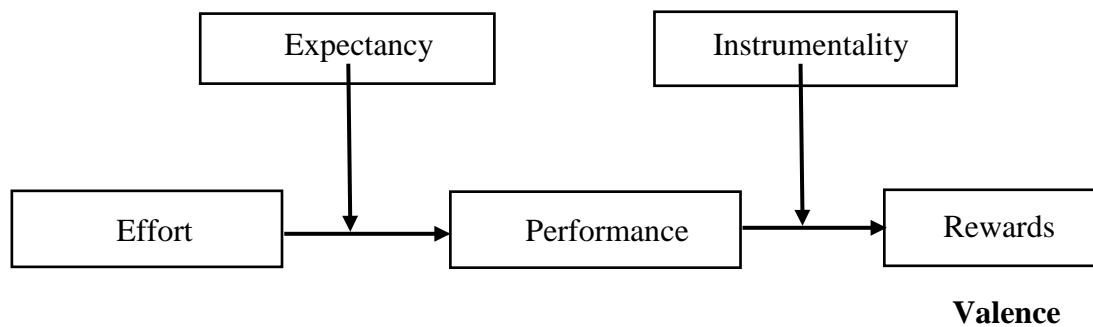
Source: Lunenburg, F. C. (2011). *Expectancy Theory of Motivation: Motivating by Altering Expectations*. International Journal of Management, Business, and Administration.

1.6.2   Self-Determination Theory

According to Deci & Ryan (2000) Self-Determination Theory conceptualise attrition. The theory examines the inherent, positive human tendency to grow and identifies three core needs that facilitate that growth. These are the needs for Autonomy, Competence, and Relatedness. According to this theory, attrition involves motivation of individual if the individual themselves believe they can manage themselves properly, they would more likely to find motivation in whatever task they wish to carry out. The explanations for the three components are as follows:

Table 1.1: The Components of Attrition

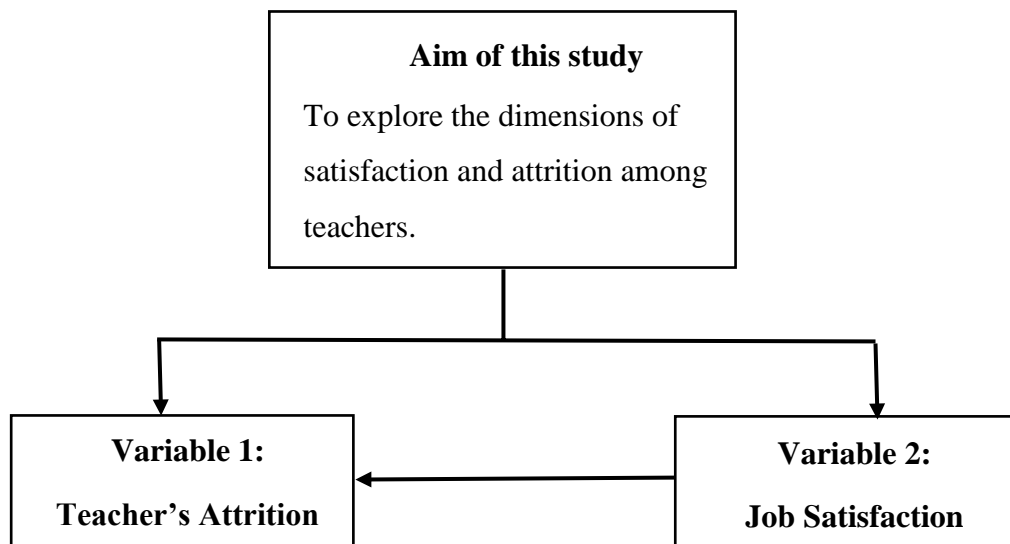|	Core Components	Explanations
1)	Competence	Refers to the capable & effective not incompetent and inefficient.
2)	Relatedness	Refers to the regular emotional intimacy & shared activities not isolation and loneliness.
3)	Autonomy	Refers to the personal choice not compulsion by outside forces.

Source: *Deci & Ryan (2000). Self-Determination Theory.*

1.7 Conceptual Framework

Conceptual framework basically gave some insight of what the researchers done in this particular study. Some of the things that will be included in this framework such as how the two variables of this study seemed to be related with one another.

Figure 1.3: Conceptual Framework used by this study

```
┌─────────────────────────────┐
│       Aim of this study     │
│   To explore the dimensions │
│   of satisfaction and       │
│   attrition among teachers. │
└─────────────────────────────┘
        │           │
   ┌────┘           └────┐
   ▼                     ▼
┌──────────────┐   ┌──────────────┐
│ Variable 1:  │◄──│ Variable 2:  │
│ Teacher's    │   │ Job          │
│ Attrition    │   │ Satisfaction │
└──────────────┘   └──────────────┘
```

Initially, by looking at the conceptual framework above, it was clear that, there were some connection between teacher's attrition with job satisfaction. According to the previous study about relationship of job satisfaction and teacher attrition by (Rahman, Md. Mizanur, 2012) the researcher found that there is a negative relationship between job satisfaction and teacher attrition. The continuous outflow of teachers has a negative impact on the academic chart of students and breaks continuity in the teaching-learning process, indicating that teacher attrition has a negative impact on the quality of education at private universities in Bangladesh. It has also been discovered that

job satisfaction is effective in preventing teacher attrition universities, particularly private universities. If private universities want to reduce teacher attrition, the administration must change relevant administrative policies and implement strategies that will ensure teacher job satisfaction (e.g., better pay, working conditions, ensuring professional development, attempting to meet teachers' reasonable expectations, valuing them, and controlling external influence).

A study by (Janice LeaTolliver, 2018) about the job satisfaction, the data showed that there was no significant difference in job satisfaction across any subcategory; however, it is unclear whether job satisfaction is the sole cause of teacher attrition. It is possible that a teacher is dissatisfied with his or her job but chooses not to leave for other reasons. The scope of this study does not include an examination of the reasons for teacher attrition. The North Carolina Teacher Working Conditions Survey was completed independently by participants in this study, and the results are dependent on participants answering the questions honestly. Participants completed the survey anonymously, so this researcher hopes that they answered truthfully and to the best of their ability.

Based on the previous study of attrition and job satisfaction among teachers, it can be concluded that both variables did have some relationship with one another. However, according to previous research that linked both variables, it appeared that it was burnout that was influenced by teachers' job satisfaction. As a result, the researcher has a stronger case for combining both variables for this particular study.

1.8   Terms and Definitions

The present subtopics have been divided into two parts that will discuss the terms and definitions used in this study. First and foremost, the conceptual definition section will go into detail about how other scholars define the terms in general, whereas the operational definition section will go into detail about how one term would work throughout the study. The complete discussion is as follows.

1.8.1   Job Satisfaction

Job satisfaction, according to (Hoppock, 1935) can be defined as "any combination of psychological, physiological, and environmental circumstances that cause a person to say truthfully that he or she is satisfied with his or her job."

In his definition of job satisfaction, (Vroom, 1964) focuses on the employee's role in the workplace, ultimately defining job satisfaction as an affective orientation on the part of the employee towards work roles that he or she is currently occupying. In his study, (Statt, 2004) defines job satisfaction as the degree to which an employee is satisfied with the rewards he or she receives from his or her job, particularly in terms of intrinsic motivation.

(Schermerhorn, 1993) Defines job satisfaction as an employee's affective or emotional response to his or her various aspects of work. Job satisfaction is defined by Wanous and Lawler (1972) as the sum of job dimension satisfaction across all dimensions of a job. According to (Spector, 1997)job satisfaction is related to the way and thinking about work, and various aspects relate to happiness and the interest that an employee has in his or her job.

Job satisfactions are examined in this study by focusing on the factors that ultimately satisfy teachers. Essentially, the researcher needed to be aware of anything mentioned by the respondents because it would be the most important point for this specific study.

1.8.2 Attrition

According to (S.Guru Vignesh, V.Sarojini, S.Vetrivel, 2018) Employee attrition and employee/labour attrition are terms that are used interchangeably. The majority of employees leave their jobs due to ergonomic discomfort and functional incompatibility between corporate management and the employees. When there is a conflict between co-workers and supervisors, attrition occurs on a variety of occasions. Another important reason for attrition is that employees' remuneration is low and there is no room for advancement in their current position. The formula below can be used to calculate the employee attrition rate for a given time period.

(Dr. M. Rahul Das, 2018) In his study defines that attrition is defined as "a decrease in the number of employees due to retirement, resignation, or death." Attrition is defined as the ratio of the number of employees that a company must replace in a given time period to the average number of total employees. Voluntary and involuntary attrition are the two broad definitions of attrition. Involuntary Attrition: Involuntary attrition occurs when employees are fired or laid off from an organisation. It is simply a decision made by an employer to terminate an employee, usually due to poor performance or a violation of organisational policy. Layoffs, reductions in the workforce, or job position elimination that is deemed involuntary are all examples of involuntary attrition. Voluntary Attrition: This is the type of attrition in which an employee leaves the organisation on his own accord. Attrition occurs when an employee

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leaves an organisation for personal or professional reasons. If the employer leaves the vacant position or eliminates it entirely, it is referred to as voluntary attrition.

In this study, attrition is defined as the things that eventually caused the respondents to suffer from it, as well as the effects of it and the things that the respondents did in order to overcome burnout. Essentially, it was critical for the researcher to be aware of anything mentioned by the respondents because it would be critical in answering the research questions of this study.

1.9   Research Rationale

The significance of this study was to provide a basic understanding to society of the dimensions of job satisfaction and attrition among primary school teachers. This study was significant because it may serve as a wake-up call for society to better understand teachers.

As for the researcher, this study benefited by providing a better understanding of both subjects and answering the questions of why and how they were related to one another. In terms of society, this study aimed to help people understand the factors that contribute to teacher satisfaction and attrition.

1.10 Research Limitations

The limitations of this study can be divided into several parts:

i. The scope of this study focus only on particular place which is Skudai area only.

ii. The respondents of this study was primary school teachers, thus there was possibility where the experience of the respondents might not represent secondary school teachers.

1.11 Conclusion

Clearly, by reading this chapter, the researcher can finally understand in detail how important this study would be, especially for the target respondent, as it would be focusing on the issue that appears to be critically and currently occurring among respondents. This introduction is believed to be essential to the chapter, and it may also serve as a guideline for the researcher in dealing with the study in the future. It is also hoped that this study will produce similar results to previous studies because the consistency found in both previous and current studies will strengthen the study and prove its validity.

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