

# Relationship Satisfaction with the Level of Application of Training Knowledge in Teacher's Services in Singapore

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## Abstract

Knowledge and skills in various aspects of teaching are essential to improving teachers' confidence in school. These in turn, will produce high quality teaching which gives job satisfaction to the teachers themselves. This study is a quantitative approach using a survey method through questionnaire to obtain correlation data between teachers' satisfaction with the level of knowledge and application of knowledge from in-service training. The data from the questionnaires were analyzed descriptively and inferred. This method was chosen because there were many advantages and it was in line with this study. Among its benefits according to (Mok, 2010) is a survey method suitable for measuring opinions, achievements and sample attitudes. The study was conducted at 18 branches of the Andalus Islamic Education Center (PPIA) in Singapore. Review the selection of the Andalus Islamic Education Center as it is one of the largest part-time religious education centers in Singapore. There are 18 PPIA branches in Singapore with more teachers less than 80 people. In this study, the researchers refer to Krejcie and Morgan (1970) sample size tables to determine the size of the study sample. Based on the table of determinants of the sample, the appropriate number of samples was 66 people because the total population of teachers had approached 80 people. The items of job satisfaction were modified from the questionnaires used by Mat (1997). The items studied were job satisfaction, job conditions, colleagues, workplace conditions and promotion opportunities. This section contains 18 items. For the application of knowledge there are 10 items modified from the questionnaire used by Ibrahim (2008). After the questionnaire was quoted, the researcher would make an analysis of the data on the raw data obtained. The raw data will be analyzed using Statistical Package for Social knowledges (SPSS) version 20.0.

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### Abstract

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### **Introduction**

Training is part of an organization's efforts to broaden the knowledge, skills and capabilities of its employees in the long run. Abdul Ghafar (2010) explains that training is all initiatives taken by the organization to encourage its employees to learn and increase their knowledge. Training can be defined as the process of educating new employees on the basic skills they need in carrying out their duties. Training is more focused on acquiring knowledge for the short term. For the purpose of learning new staff, the term commonly used is training, while for older employees in the organization, using the term human resource development (Ibrahim, 2008).

Pardi et al. (2012) concludes that in-service training is a form of education for teachers to help them develop skills in the field of certain knowledge or skills in carrying out tasks and work. Training in services is also only given to teachers in school and have responsibilities for tasks and it works. Often training in services is carried out on weekends or during school holidays to avoid interruptions in teaching and learning processes in schools (Ibrahim, 2008).

Mohd Zairi (Husain, 2007) in his related thesis that identifies the training needs to clarify that the general purpose of training and development involves acquiring knowledge and skills. Hence, many organizations provide training programs for their employees in order to improve the performance of employees and increase organizational productivity. Organizations that provide training programs will certainly want the program to provide a wide range of benefits to the organization. Unfortunately, not all of the training programs will provide benefits in terms of knowledge, skills and attitudes, knowledge and skills (KSA) An organization.

Andalus Islamic Education Center (PPIA = Andalus Corporation Pte Ltd / ACPL) established in 1996 is one of the institutions that emphasize serious service training on its teachers. Since then, PPIA has provided its teachers with many continuous service courses. The company It also goes on with reference, taking advice, and guidance from experienced consultants. PPIA staff training activities include teachers designed in the short and long term managed by the Human Resources and Training Department (SML). Among the key courses and exercises that are followed by Andalus teachers are the Basic Education Workshop (BAP) for a year and Diploma of Islamic Education Teaching DPPI) for three years.

In-service training also affects job satisfaction. Job satisfaction is indispensable in the life of an employee. Researchers such as Herzberg et al. (1959) and Maslow (1954) emphasize that job satisfaction is one of the most important human needs and must be fulfilled, especially to achieve the level of self-perfection. Job satisfaction to an individual whether he is a

principal or other career is dependent on the value of the work in accordance with the interpretation of the individual's own judgment (Mohd Noor, 2012). The high value of employment perceived by an individual can cause him to be satisfied, committed, interested and loyal to his job, so he will always carry out his duties and duties with a willingness without compulsion.

This scenario is more serious when there are new teachers serving less than ten years starting to feel bored and refused to serve as teachers (Noor Hamdan & Othman, 2011). The teacher's favorite form is to carry out personal interest in school time so that it can affect teaching professionalism (Abdullah, et al., 2008). At the same time, there were 98% of teachers in Kelang Valley intending to retire early, while 1,045 teachers ventured into the private sector in anticipation of an attractive prospect of being retained in the state-of-the-art teaching scheme in the country (Mohd Kosnin & Man, 2010). This is all because of the inadequacy of doing a job as a teacher.

The presumption of teaching is simple and trivial, uninspiring, always depressing and indifferent is growing among teachers lately (Noor Hamdan & Othman, 2011). Troubled teachers can be classified into three types, namely negative, mental illness and physical illness (Noor Hamdan & Othman, 2011). Attitudes such as laziness, stubbornness, clumsy dresses, against administrators, school trips and classes, not interested in teaching, not preparing lesson plans, out-of-school on personal affairs, often taking sick leave certainly have a serious impact on interest and learning performance their students (Gardner, 2010; Sprenger, 2011).

### **Problem Statement**

The negative response of the public to the professionalism of teaching becomes apparent when the teacher is unable to carry the message and maintain the teaching professionalism. Teachers themselves think the teaching profession is an inanimate profession. In fact, school institutions and members are often bombarded with a variety of additional burdens that arise suddenly. The findings show that many teachers who experience stressful work and lose interest in the teaching profession are the result of this problem. Teachers cannot work professionally if they work in a stressful situation, not to mention if teachers make teaching professions as the final choice. Teachers who often lose focus during work will fail to enjoy job satisfaction and will definitely decide to withdraw from the teaching profession (Abd Rashid, 2011). This will make teachers more stressful and likely to cause problems of job satisfaction (Md Kassim, 2009; Abd Rashid, 2011).

Therefore, the study of the level of knowledge application from the training in the service of the teacher and its relationship with job satisfaction should be made to obtain many benefits from it and be utilized by PPIA itself and other education centers in managing the part-time classes from pre-school to adulthood. It can also be used for those who want to open a new Islamic education company. The results of this study will also improve the quality of its services towards excellence (Abdul Wahid, 2015).

### **Study Objectives**

The objective of the study:

1. Identify the level of teacher satisfaction (satisfaction, working conditions, colleagues, workplace conditions and promotion opportunities) while working.
2. Identify the level of application of teacher knowledge while undergoing training in service.
3. Identify satisfaction level relationships (satisfaction, working conditions, colleagues, workplace conditions and promotion opportunities) with the level of teacher knowledge application while undergoing in-service training.

### **Hypothesis Studies**

Ho1: There is no significant relationship between level of satisfaction with the level of application of teacher knowledge while undergoing in-service training.

Ho2: There is no significant relationship between the level of job satisfaction, with the level of application of teacher knowledge while undergoing in-service training.

Ho3: There is no significant relationship between the level of satisfaction of colleagues and the level of application of teacher knowledge while undergoing in-service training.

Ho4: There is no significant relationship between the level of satisfaction of the workplace and the level of application of teacher knowledge while undergoing training in service.

Ho5: There is no significant relationship between the level of promotion opportunities and the level of application of teacher knowledge while undergoing in-service training.

### **Finding of Study**

**Teacher Satisfaction Level (Satisfaction, Working Conditions, Working Partners, Workplace Conditions and Promotion Opportunities) during Working.**

The results showed that the distribution of respondents according to the level of satisfaction of teachers (satisfaction, working conditions, colleagues, working conditions and promotion opportunities) while working showed the total mean of min was 3.94. the level of colleague, which has a mean value of 4.45 is the highest, the second highest level of job satisfaction with a mean value of 4.11, the third highest is the working condition level, which is the mean value of 3.89, the level of workplace conditions is second lowest and has mean value a total of 3.69 and the lowest level of teacher satisfaction is the level of chances of promotion which has a mean value of 3.53.

**Table 1:** Distribution of Respondents Based on Teacher Satisfaction (Satisfaction, Working Conditions, Work Partners, Job Conditions and Promotion Opportunities) during Working

No	Level of Teachers' Satisfaction	low f (%)	medium f (%)	high f (%)	Min	Standard Deviation (SD)
1	Job Satisfaction	1	8	57	4.11	0.60
		1.5	12.1	86.4	high	
2	Working conditions	2	14	50	3.89	0.63
		3.0	21.2	75.8	high	
3	Working partners	1	2	63	4.45	0.65
		1.5	3.0	95.5	high	
4	Workplace Conditions	6	21	39	3.69	0.91
		9.1	31.8	59.1	high	
5	Promotion Opportunity	4	30	32	3.53	0.66
		6.1	45.5	48.5	medium	
	Overall	1	9	56	3.94	0.51
		1.5	13.6	84.8	high	

**Level of Application When Following In-Service Training.**

Frequency analysis shows that the level of application and the use of knowledge when undergoing training in the service is high. It is found that overall the mean value of application level and the use of knowledge is 5.14 with the standard deviation is 0.82. The comparative analysis of items showing the highest item is item C37 which states that I always ensure regular Class Management (min = 5.71, SD = 0.94), the second highest item is C34a item which states Class Teaching (min = 5.68, SD = 1.04), item the third highest was item C31 which stated that I used the Curriculum and Syllabus set by the organization (min = 5.44, SD = 1.10) while the lowest third item was C34f item which stated Project respondent (min = 4.83, SD = 1.31) C36b which states Indirect Teaching Strategies (the method of teaching and learning involved are case studies, inquiries, finding meaning, reflective learning, problem solving, concept attainment and concept formation) (min = 4.68, SD = 1.19) and the lowest item is C30 item states I always use the Introduction of Educational Psychology during Teaching and Learning (min = 4.64, SD = 1.21).

**Identify Relationship Level Satisfaction (Satisfaction, Working Conditions, Workers, Workplace Conditions and Promotion Opportunities) with Teacher's Knowledge Application Level.**

Identifying Relationship Levels of Satisfaction With teacher's Application Levels.

Pearson correlation analysis shows  $p = 0.558$ , which is more than the value of  $\alpha = 0.05$ . Hence, the null hypothesis is accepted. This shows that there is no significant relationship between satisfaction and satisfaction with the application of teacher knowledge. The



Pearson correlation strength ( $r$ ) is 0.073, indicating a direct proportional relationship with a weak relationship strength.

Identifying Relationship Satisfaction Aspects (Working Conditions) With teacher's Application Levels.

Pearson's correlation analysis shows the value of  $p = 0.159$ , which is more than the value of  $\alpha = 0.05$ . Hence, the null hypothesis is accepted. This shows that there is no significant relationship between satisfaction (working condition) with the application stage of teacher knowledge. The strength of the Pearson correlation ( $r$ ) is 0.175, indicating a direct proportional relationship with a weak relationship strength.

Identifying Relationship Levels of Satisfaction (Working Partner) With teacher's Application Levels.

Pearson correlation analysis shows  $p = 0.572$ , which is more than the value of  $\alpha = 0.05$ . Hence, the null hypothesis is accepted. This shows that there is no significant relationship between satisfaction (colleague) and the level of application of teacher knowledge. Pearson correlation ( $r$ ) strength is 0.071, which shows a direct proportional relationship with the weak strength of the relationship.

Identifying the Level of Satisfaction Relations (Workplace Conditions) With the teacher's Application Level of knowledge.

The result of Pearson correlation analysis shows the value of  $p = 0.895$ , which is more than the value of  $\alpha = 0.05$ . Hence, the null hypothesis is accepted. This shows that there is no significant relationship between satisfaction (working conditions) with the application stage of teacher knowledge. The Pearson correlation strength ( $r$ ) is -0.17, which shows inversely proportional relationships with very weak relationship strengths.

Identifying the Level of Satisfaction Relations (Rank Promotion Opportunities) With teacher's Application Levels.

The result of Pearson correlation analysis shows the value of  $p = 0.355$ , which is more than the value of  $\alpha = 0.05$ . Hence, the null hypothesis is accepted. This shows that there is no significant relationship between satisfaction (promotion opportunities) with the application stage of teacher knowledge. The Pearson correlation strength ( $r$ ) is -0.166, which shows inverse proportional relationships with very weak relationship strengths.

### **Summary of Study**

Based on the research elements and the data obtained, the majority of teachers involved in this study showed that teachers had high level of job satisfaction. This is in line with Mat (1997) study which found that job satisfaction among secondary school teachers in Felda Jengka said that job satisfaction was high and moderate. Job factors are related to salaries, service periods, employment conditions and promotion opportunities. Non-employment factors are related to gender, age, colleagues and workplace conditions. This is because

besides the need to teach, teachers are burdened with performance monitoring and student discipline especially students who are under their responsibility. The division of responsibilities of classroom supervision that is not efficient will result in a slight pressure on the teacher and will cause emotional harm and thus affect teachers' performance. This is in line with the study by Koustelios (2011) which, according to the study, effectively managed teachers are expected to be more committed to their work and will be satisfied with the task of teachers.

The same situation was obtained by Khaleque and Rahaman (2013) by studying teacher satisfaction about the opportunity to advance in the profession where the majority of teachers involved in the study were simply satisfied. This is because they feel that teaching professions are limited to teaching tasks for long periods of time before being absorbed by the administration. This will cause pressure for teachers especially for young teachers because they are still unclear with the goals to be achieved before going to college (Opsahl and Near, 2010).

In addition, not many teachers are satisfied with the opportunity to discuss problems with the administrator. This is because the time constraints of administrators make it difficult for a teacher to meet up with them (Koustelios, 2011). Dumping teacher's duties day by day to improve the performance of teachers in mitigating the quality of teachers including improving the task of the administrator. This leads to disharmony in the community in a school and can affect the relationship between the teacher and the administrator as the majority of teachers do not have full faith in the administrator (Linz, 2012). This statement is based on the findings of the study showing only a small number of teachers who have faith in the administrator. This is also supported by the study conducted by Koustelios, 2011 which states that job satisfaction is associated with work environment and job satisfaction can be increased if the teacher has a good and friendly relationship with the employer.

Hence, most of the teachers involved in this study are satisfied with their career in the school system. This is because the college profession promises a bright future and has a certain hierarchy in the local community (Opsahl and Near, 2010). This motivates teachers to continue to serve as teachers in order to uphold the national education system to produce insightful students in line with the government's call. This statement is supported by research findings that show that the majority of teachers are satisfied with the opportunity to advance in the areas of interest. This is because of the government approach that does not limit the activities of a teacher in the classroom. All teachers are encouraged to develop existing potentials either continuing to study at a higher level or work in business (Linz, 2012).

Training is one of the most important development and management functions of human resources (Linz, 2012). It is often defined as a planned learning process aimed at improving the ability of employees to solve current problems, solving possible problems in the future, developing employee competencies and developing organizational competitiveness in the future (Koustelios, 2011). History of training program development can be divided into two

perspectives: traditional approach oriented training and contemporary approach oriented exercises. Traditional approach-oriented training exists in organizations operating in a stable and less competitive environment. Under these circumstances, training programs are carried out in the form of routine, informal and ad hoc activities to enhance the ability of employees to perform short-term tasks and responsibilities (Opsahl and Near, 2010). Although this practice can help improve current job performance, it is not able to attract, retain and encourage employees to enhance the competitiveness of organizations in the global economy (Linz, 2012).

Overall, job satisfaction aspect has no significant relationship with the level of application of teacher knowledge. This is evidenced by Maslow (1954). Maslow does not incorporate knowledge and knowledge applications as a basic necessity in achieving self-esteem. introducing Maslow's Hierarchy Requirement theory which clarifies that human needs are stages. A higher level of requirement is unlikely to be obtained before the lower requirements of its rank are fulfilled. At the very basic level, there is a need for life or physiological needs. Once these needs are met, then the need for safety, followed by the need for affection, then the level of self-esteem or self-esteem and the high level of human need is the stage of self-improvement. Each stage is related to each other (Opsahl and Near, 2010).

### **Conclusion**

Some of the implications can be made based on the research conducted:

- i. Recognition and promotion are among factors that are closely linked to the level of job satisfaction of teachers. In addition, recognition or promotion is closely related to the salary, emotion and motivation of a teacher. The school or educational center may apply this method effectively in producing high motivated staff.
- ii. Organizations where academicians are required to provide periodic training to ensure their level of motivation is at their highest level as well as to monitor the emotions of supervisors and teachers to stay stable as well as improve the quality of their services.
- iii. Salary and promotion factors can be said to be contributing to motivation and satisfaction of teachers. It cannot be denied that money is the most important factor in the motivation of industrial workers to achieve higher productivity. Similarly, the establishment of incentive pay systems as a way to stimulate employees for higher performance, commitment, and ultimately satisfaction. Money has the power of motivation as important in how much it can symbolize intangible goals such as security, power, prestige, and sense of accomplishment and success.

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