

An Analysis of Factors Influencing Job Satisfaction among Sekolah Jenis Kebangsaan Tamil (SJKT) Teachers in Klang District, Selangor

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Abstract

This study examines the factors influencing job satisfaction among Tamil school (SJKT) teachers in the Klang District, Selangor. Drawing from Herzberg's Two-Factor Theory, the study explores the relationship between job satisfaction and four key factors: school environment, compensation and benefits, reward structure, and work commitment. Data were collected through a survey of 488 SJKT teachers using structured questionnaires. Results from multiple regression and correlation analysis reveal significant positive relationships between all independent variables and job satisfaction. The study also finds that age moderates the relationship between school environment and job satisfaction. The findings offer valuable insights for school administrators and policymakers to improve teacher satisfaction and retention.

Keywords: Job Satisfaction, School Environment, Rewards, Compensation, Work Commitment, SJKT Teachers, Herzberg Theory

Introduction

Teacher job satisfaction has emerged as a central topic in educational and social science research because it affects teacher performance, student learning outcomes, and institutional success (Siaw & Hassan, 2018; Leow et al., 2020). In recent years, discussions surrounding teacher well-being have gained momentum globally, particularly as educators face increasing workloads, accountability pressures, and emotional strain (Collie, 2021; OECD, 2023). Job satisfaction is no longer viewed merely as an individual concern but as a social and organizational issue that influences the sustainability and quality of the education system (Hee et al., 2019).

In Malaysia, the issue of teacher satisfaction has drawn attention in the context of educational equity and diversity, particularly in vernacular schools such as Sekolah Jenis Kebangsaan Tamil (SJKT). SJKT teachers often face unique challenges, including limited resources, infrastructural

constraints, and cultural-linguistic barriers (Mustapha, 2019; Subramaniam & Krishnan, 2022). Studies on Malaysian communities, including those focusing on rural development, environmental conditions, and local engagement, also highlight how structural limitations influence overall organizational effectiveness (Ahmad et al., 2021). Recent qualitative work on Malaysian communities also shows that local development challenges and limited resource availability can influence institutional sustainability and stakeholder well-being (Azhari et al., 2023). Findings from community-based studies further indicate that environmental and infrastructural constraints often undermine the effectiveness of local institutions, mirroring the challenges faced by schools in under-resourced settings (Azhari et al., 2023). Despite Malaysia's commitment to inclusive education, teachers in Tamil schools continue to experience lower institutional support and professional development opportunities compared to their counterparts in national schools. These disparities contribute to differences in job satisfaction, motivation, and retention.

While prior research has explored teacher satisfaction in national, secondary, and vocational schools (Ooi Phaik Wei et al., 2016; Heng Joe Shen et al., 2018), there is a notable research gap concerning SJKT teachers—particularly in the Klang District, where Tamil schools are concentrated and face persistent staffing and resource issues. Limited empirical data exist on how workplace factors such as compensation, reward systems, and school environment shape the satisfaction of SJKT teachers, who play an important role in preserving linguistic and cultural identity within Malaysia's multicultural framework.

Moreover, the COVID-19 pandemic has intensified existing inequalities, requiring teachers to adapt rapidly to online instruction with minimal technological support (Collie, 2021). This has reignited social science discussions about teacher resilience, digital inclusion, and the psychosocial dimensions of teaching in under-resourced contexts (UNESCO, 2022). Grounded in Herzberg's Two-Factor Theory of Motivation (Herzberg et al., 1959), this study investigates the factors influencing job satisfaction among SJKT teachers in Klang, focusing on school environment, compensation and benefits, reward structure, and work commitment. It also examines the moderating role of age. The study contributes to current debates in social science and education by addressing an underexplored segment of Malaysia's teaching workforce, offering insights that can inform policies to enhance teacher motivation, equity, and retention.

Research Objectives

RO 1: To identify a significant relationship between School environment and Job satisfaction among Sekolah Jenis Kebangsaan Tamil in Klang

RO2: To identify a significant relationship between Compensation & benefit and Job satisfaction among Sekolah Jenis Kebangsaan Tamil in Klang

RO3: To identify a significant relationship between Reward Structure and Job satisfaction among Sekolah Jenis Kebangsaan Tamil in Klang

RO4: To identify the significant between work commitment and Job satisfaction among Sekolah Jenis Kebangsaan Tamil in Klang

RO5: To identify the effectiveness of age as a moderator between independent variables and job satisfaction.

Research Questions

RQ1: What is the relationship between School Environment and Job satisfaction among Sekolah Jenis Kebangsaan Tamil in Klang?

RQ2: What is the relationship between Compensation and benefit and Job satisfaction among Sekolah Jenis Kebangsaan Tamil in Klang?

RQ3: What is the relationship between Reward structure and Job satisfaction among Sekolah Jenis Kebangsaan Tamil in Klang?

RQ4: What is the relationship between Work Commitment and Job satisfaction among Sekolah Jenis Kebangsaan Tamil in Klang?

RQ5: Does age effectively moderate the relationship between school environment and job satisfaction?

Literature Review

Job Satisfaction

Job satisfaction is a key area of interest in educational research due to its direct impact on teacher performance and student success. It is broadly defined as a favorable emotional state resulting from one's job experience (Locke, 1969), and involves both internal perceptions and external work conditions (Hoppock, 1935). Teachers who are satisfied with their jobs are more motivated and productive, contributing positively to the school environment and student learning (Ramlee Mustapha, 2009).

According to Herzberg's Two-Factor Theory, job satisfaction is driven by two sets of factors: motivators (e.g., recognition, achievement, growth) and hygiene factors (e.g., salary, supervision, working conditions) (Herzberg, Mausner, & Snyderman, 1959). In the education sector, both intrinsic and extrinsic components play a vital role. Spector (1996) classified intrinsic factors such as relationships and acknowledgment, and extrinsic factors like salary and job stability, as central to job satisfaction.

Numerous studies in Malaysia have reinforced the link between compensation, leadership behavior, and teacher satisfaction (Liza Watti Abas et al., 2014; Ooi Phaik Wei et al., 2016; Siaw & Hassan, 2018). For example, low salaries and poor working conditions have been found to lower satisfaction levels among teachers (Heng Joe Shen et al., 2018). Conversely, supportive and transformational leadership styles have shown positive correlations with teacher job satisfaction (Jamalullail Abdul Wahab, 2014; Azinuddin Mat Din, 2014).

Given its multifaceted nature, job satisfaction among educators must be addressed holistically to enhance retention, performance, and institutional success.

School Environment

The school environment plays a critical role in influencing teacher job satisfaction. It encompasses working conditions, regulations, supervision, interpersonal relationships, and physical and emotional safety (Hee et al., 2019). A poor work environment, including heavy workloads and inadequate facilities, often leads to dissatisfaction and attrition among teachers (Ramlee Mustapha, 2009). For instance, vocational instructors who juggle multiple roles—teaching, administrative duties, and extracurricular responsibilities—often find the environment unsupportive and demanding. Research also indicates that transformational leadership can enhance job satisfaction by creating a more supportive and motivating atmosphere (Siaw Yan-Li & Hassan, 2018). Therefore, improving infrastructure, fostering

open communication, and enhancing school leadership can significantly impact teacher morale.

Compensation and Benefits

Compensation is one of the most frequently cited contributors to job satisfaction. It includes direct financial rewards as well as additional benefits such as health insurance, allowances, and incentives. Studies have shown that Malaysian teachers often feel underpaid, contributing to emotional stress and dissatisfaction (Muhammad Madi Bin Abdullah, 2007). Anantha Raj Arokiasamy (2013) emphasized two dimensions of compensation: satisfaction from immediate financial reward and from future financial potential. Higher compensation improves productivity, commitment, and reduces turnover. Similarly, Noraani Mustapha (2013) found a strong correlation between job satisfaction and the adequacy of compensation packages, highlighting the importance of fair and motivating pay structures.

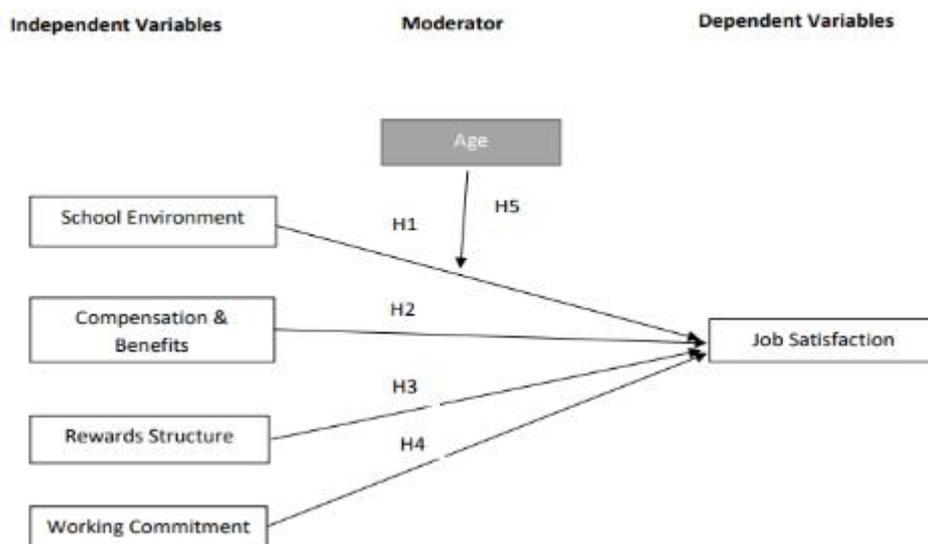
Reward Structure

The reward structure consisting of recognition, achievement, and personal growth—is essential to ensuring teachers feel valued and motivated. Recognition, in particular, has been found to have a significant impact on job satisfaction (Lai Chee Yee, 2018). Teachers who feel appreciated for their efforts tend to have higher morale and are more committed to their profession. Zarisfzadeh (2012) identified personal growth and achievement as key factors in selecting and remaining in the teaching profession. Additionally, leadership behaviors that support teacher development contribute positively to job satisfaction (Siaw Yan-Li et al., 2018). However, satisfaction from rewards may vary among individuals, emphasizing the need for personalized recognition strategies (Hee et al., 2019).

Work Commitment

Work commitment is multifaceted, encompassing dedication not only to the institution but also to students, peers, and the teaching profession itself (Ni, 2017). High workload and stress levels may reduce commitment and job satisfaction (Liza Watti Abas et al., 2014; Siaw Yan-Li & Hassan, 2018). Nonetheless, studies show that when teachers are more engaged and supported, their sense of responsibility and teaching performance improves (Lai Chee Yee, 2018). Leadership practices, particularly those aligned with transformational leadership, also positively influence work commitment and satisfaction (Jaapar et al., 2017). Ultimately, enhancing teachers' sense of purpose and responsibility can improve both their commitment and satisfaction.

Theoretical Framework



Statement of Hypothesis

The goal of this study is to figure out what makes people happy at work at Sekolah Jenis Kebangsaan Tamil (SJKT) in Selangor's Klang District. Therefore, five hypotheses were predicted to test the relationship of each independent variable.

H1: There is a significant relationship between school environment and job satisfaction

H2: There is a significant relationship between Compensation & benefits and Job Satisfaction

H3: There is a significant relationship between Rewards structure and Job satisfaction

H4: There is a significant relationship between work commitment and job satisfaction

H5: There is a significant relationship between the effectiveness of age as moderator between school environment and job satisfaction.

Methodologies

This study employed a quantitative research design using a structured survey to investigate the relationship between school environment, compensation and benefits, reward structure, work commitment, and job satisfaction among teachers in Sekolah Jenis Kebangsaan Tamil (SJKT) in the Klang District. The survey-based approach allowed for systematic data collection and statistical analysis of the targeted variables.

The population for this study comprised all 488 teachers from 14 SJKT schools in Klang District, Selangor. A probability sampling method was adopted to ensure that every member of the population had an equal chance of participating, thus enhancing the generalizability of the findings.

Data were collected using a structured questionnaire developed based on Herzberg's Two-Factor Theory and validated instruments such as the Minnesota Satisfaction Questionnaire (MSQ). The questionnaire was divided into several sections measuring job satisfaction and the four independent variables. Responses were captured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The collected data were analyzed using SPSS version 22. Descriptive statistics were first used to summarize demographic information. Factor analysis and Cronbach’s Alpha were employed to assess the validity and internal consistency of the instrument, with acceptable reliability thresholds set at $\alpha > 0.7$. Pearson correlation analysis was conducted to examine the relationships between variables, while multiple regression analysis was used to identify the most significant predictors of job satisfaction.

Findings

Demographic Profile

A total of 488 teachers from 14 SJKT schools in Klang District participated in the study. The demographic analysis revealed that 53.7% of respondents were female. A significant proportion of participants were aged between 36 and 45 years, indicating a mature teaching workforce. Most teachers reported earning between RM4,000 and RM5,000 per month and working an average of 46 to 50 hours weekly, reflecting a considerable workload and moderate income range.

Table 1

Respondent Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	226	46.3	46.3	46.3
	Female	262	53.7	53.7	100.0
	Total	488	100.0	100.0	

Table 2

Respondent Age

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 25 years old	80	16.4	16.4	16.4
	26-35 years old	99	20.3	20.3	36.7
	36-45 years old	144	29.5	29.5	66.2
	46-55 years old	137	28.1	28.1	94.3
	More than 55 years old	28	5.7	5.7	100.0
	Total	488	100.0	100.0	

Table 3

Respondent's Salary Per Month

		SalaryPerMonth			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RM 1000- RM 2000	70	14.3	14.3	14.3
	RM 2000- RM 3000	104	21.3	21.3	35.7
	RM 3000- RM 4000	100	20.5	20.5	56.1
	RM 4000- RM 5000	130	26.6	26.6	82.8
	RM 5000- RM 6000	46	9.4	9.4	92.2
	RM 6000 and above	38	7.8	7.8	100.0
Total		488	100.0	100.0	

Table 4

Respondent Average Working Hours Per Week

		WorkingHoursPerWeek			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30 hours -35 hours	109	22.3	22.3	22.3
	36 hours – 40 hours	26	5.3	5.3	27.7
	41 hours – 45 hours	124	25.4	25.4	53.1
	46 hours – 50 hours	177	36.3	36.3	89.3
	More than 50 hours per week	52	10.7	10.7	100.0
Total		488	100.0	100.0	

Pearson Correlation Analysis

Researchers typically utilise this statistical method to study the degree and direction of the linear connection between two continuous variables. The correlation coefficient might be anything between +1 and -1. The bigger the absolute estimate of the coefficient, the stronger the connection between the factors. 58 A Pearson correlation absolute estimate of 1 shows that the connection is exactly linear. A correlation close to zero shows that the parts are not connected linearly. The position of the dots determines the degree of link between the parts.

Table 5

Pearson Correlation of the Factors

		Correlations				
		SchoolEnvironm entIV	Compensati onBenefitV	WorkEthic sIV	WorkComm itmentIV	JobSatisfac tionIV
SchoolEnvironm entIV	Pearson Correlation	1				
	N	488				
Compensati onBenefitV	Pearson Correlation	.565	1			
	Sig. (2-tailed)	< .001				
WorkEthic sIV	Pearson Correlation	.504	.518	1		
	Sig. (2-tailed)	< .001	< .001			
WorkComm itmentIV	Pearson Correlation	.580	.621	.666	1	
	Sig. (2-tailed)	< .001	< .001	< .001		
JobSatisfac tionIV	Pearson Correlation	.615	.652	.689	.658	1
	Sig. (2-tailed)	< .001	< .001	< .001	< .001	
N		488	488	488	488	488

Correlation is significant at the 0.01 level (2-tailed).

All of the entries in the above table have a Pearson correlation, suggesting that they are all exactly linearly connected. As a consequence, the components clearly show a perfect positive linear connection.

Table 6

The Correlation Between Independent Factors and Dependent Variable

Correlation	Pearson's Correlation	P-value
School Environment > Job Satisfaction	0.815	<0.001 (Correlation is significant)
Compensation And Benefit > Job Satisfaction	0.652	<0.001 (Correlation is significant)
Reward Structure > Job Satisfaction	0.689	<0.001 (Correlation is significant)
Work Commitment > Job Satisfaction	0.658	<0.001 (Correlation is significant)

With a Pearson's correlation value of 0.815, the component School Environment had the strongest association with the dependent factor, Job Satisfaction, in Table 4.24. The correlations between the other three components and the dependent factor were lower. Some of the points deviate significantly from the line, indicating a less linear relationship between these three variables and the dependent component.

Multiple Linear Regression

Table 7

Regression Output

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.907 ^a	.823	.821	.160

a. Predictors: (Constant), WorkCommitmentIV, SchoolEnvironmentIV, CompensationBenefitIV, RewardStructureIV

A value of r squared greater than 0.6 indicates that the model is a good fit. The above indicate R Square is 0.823, indicating that the regression model is properly suited

Simultaneous Regression Test (F Test)

The primary purpose of the simultaneous regression test is to determine if the independent components have an influence on the dependent component at the same time. To assess the findings of this test, researchers generally choose a significant threshold of 0.05. As a result, if the P-value is less than 0.05, the independent components have an influence on the dependent component at the same time. The table below shows the results of the simultaneous regression test.

Table 8

Simultaneous Regression (ANOVA) Test (F Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	57.743	4	14.436	561.032	<.001 ^b
	Residual	12.428	483	.026		
	Total	70.171	487			

a. Dependent Variable: JobSatisfactionDV
b. Predictors: (Constant), WorkCommitmentIV, SchoolEnvironmentIV, CompensationBenefitIV, RewardStructureIV

The researcher determined that the estimated F count is 561.032 and the P value is 0.001 using above table. Because the P-value is less than a significant threshold of 0.05 (0.000 0.05), it is determined that the independent factors (School Environment, Compensation And Benefit, Reward Structure, and Work Commitment) have a concurrent impact on the dependent component (Job Satisfaction).

Conclusion

Employees is a vital organizational function that significantly contributes to business success. One of its core strategies involves enhancing employee motivation and job satisfaction. Among the various strategies employed, the implementation of an effective rewards system has proven to be particularly impactful (Armstrong & Taylor, 2020). The findings of this study highlight significant relationships between the independent variables—school environment, compensation and benefits, reward structure, and work commitment—and the dependent variable, job satisfaction among Tamil school teachers in Klang. Furthermore, the results reveal that age serves as a strong moderating factor, enhancing the relationship between these independent variables and job satisfaction.

Employees who report higher levels of job satisfaction, particularly in relation to their school environment, compensation and benefits, reward structures, and work commitment, tend to exhibit greater self-confidence and a willingness to embrace new experiences. These traits contribute to a deeper sense of personal and professional fulfillment (Robbins & Judge, 2019). HR professionals can use this insight to design reward systems and working conditions that align with employee expectations, thereby improving both retention and performance.

It is essential to recognize that job satisfaction is not solely driven by financial incentives. Non-monetary rewards such as recognition, career development opportunities, and a positive work environment also play a crucial role (Deci & Ryan, 2000). Therefore, achieving a strategic balance between tangible (monetary) and intangible (non-monetary) rewards—tailored to employees' demographics and motivations—can lead to improved employee performance, enhanced productivity, and better organizational outcomes, including customer service quality.

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