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An Exploratory Study on Predictors Associated with Teachers' Job Satisfaction in Malaysian Sports Schools

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Abstract:

Job satisfaction is one of the hottest topics among the working population, including those in the teaching profession. However, a lack of study has been undertaken to examine predictors associated with teachers' job satisfaction in boarding schools in Malaysia. Given this, the present study aimed to investigate predictors of teachers' job satisfaction: school discipline climate, management style, and friendship quality. This cross-sectional study involved 105 teachers from two Malaysian Sports Schools. Four instruments were utilized: The School Discipline Climate Survey (SDCS) for measuring the aspect of school discipline climate, Leader Behavior Description Questionnaire (LBDQ) for examining management style, Friendship Quality Scale (FQS) was to assess factors of friendship quality, and Job Satisfaction Questionnaire to measure job satisfaction. Predictors associated with job satisfaction among teachers in sports school in Malaysia were discipline teamwork ($M = 4.11$, $SD = 0.54$), the directive style ($M = 3.63$, $SD = 0.38$) and closeness ($M = 4.08$, $SD = 0.44$). The study also found that management style was significantly correlated to job satisfaction ($r = 2.12$, $p < 0.05$). In addition, there was a difference in gender for management style ($t = 2.32$, $p < 0.05$). The study findings contributed to the knowledge of predictors associated with job satisfaction among those in the teaching profession in Malaysia and highlighted the importance of predictors that need to be taken into account with regards to job satisfaction among teachers and in developing appropriate strategies in maximizing job satisfaction at the workplace. Numerous predictors associated with boarding school (i.e., those in sports school) teachers' job satisfaction may differ from other teaching professions, such as primary and secondary school. Thus, improving and understanding the influence of school discipline climate, management style, and friendship quality towards teacher's job satisfaction with regards to enhancing satisfaction among teachers.

Keywords: school discipline climate, management style, friendship quality, job satisfaction, Malaysia.

与马来西亚体育学校教师工作满意度相关的预测因素的探索性研究

摘要:

工作满意度是工作人群中最热门的话题之一，包括教师行业。然而，缺乏研究来检验与马来西亚寄宿学校教师工作满意度相关的预测因素。鉴于此，本研究旨在调查教师工作满意度的预测因素：学校纪律氛围、管理风格和友谊质量。这项横断面研究涉及来自两所马来西亚体育学校的 105 名教师。使用了四种工具：学校纪律气候调查（可持续发展中心）用于衡量学校纪律气候方面，领导行为描述问卷（LBDQ）用于检查管理风格，友谊质量量表（FQS）用于评估友谊质量的因素，以及工作测量工作满意度的满意度问卷。与马来西亚体校教师工作满意度相关的预测因素是纪律团队合作（米= 4.11，标清= 0.54）、指导风格（米 = 3.63，标清 = 0.38）和亲密度（米= 4.08，标清= 0.44）。研究还发现，管理风格与工作满意度显着相关（ $r = 2.12$ ， $p < 0.05$ ）。此外，管理风格的性别存在差异（ $t = 2.32$ ， $p < 0.05$ ）。研究结果有助于了解与马来西亚教师职业中的工作满意度相关的预测因素，并强调了在教师工作满意度方面需要考虑的预测因素的重要性，以及制定适当策略以最大限度地提高工作满意度在工作场所。许多与寄宿学校（即体校教师）教师工作满意度相关的预测因素可能与其他教学职业（如小学和中学）有所不同。因此，从提高教师满意度的角度，改善和理解学校纪律风气、管理风格和友谊质量对教师工作满意度的影响。

关键词：学校纪律氛围，管理风格，友谊品质，工作满意度，马来西亚。

1. Introduction

One of the important aspects of school is its climate (Maxwell et al., 2017). School climate is associated with values, norms, beliefs, and attitudes conveyed by the schools, and it can contribute to school success (Berkowitz et al., 2015, 2016). Elements such as instructional innovation and participatory decision making, creating a safe, supportive, and nurturing school environment can lead to a greater feeling of satisfaction among teachers (Coolie et al., 2012; Taylor & Tashakkori, 1995). Previous studies reported that school climate was the best predictor of job satisfaction compared to other factors (Yoo & Rho, 2020; Rezaee et al., 2020).

One of the components of school climate is the school's discipline climate that may cause many problems at the school if it is not monitored effectively (Maxwell et al., 2017; Kwong & Davis, 2015). However, passive and unstructured school discipline climate may contribute to ineffective teachers' roles in school. Likewise, students' behavior can also contribute to a teacher's job satisfaction and, in the longer term, can cause stress among them.

A decrement in teachers' job satisfaction will affect their quality of instruction and motivation and harm student learning. Behavior, conduct, courtesy, and morals that comply with the rules and regulations, such as respect for teachers, personal grooming, school attendance, and others, are related to school discipline. Given this, a good school discipline and conducive classroom climate have enhanced the teaching and learning process and improved students' performance and teachers' self-satisfaction (Ee, 1987; Barr, 2016).

Students are the major customers in the educational setting, such as schools that give knowledge, whether it is informal or formal education (Bunce et al., 2016). Thus, effective implementation of discipline is important in forming prudent and patriotic students. However, the implementation also depends on the support given, responsibilities, enlightenment, and active participation of the teachers, parents, and students (Berkowitz et al., 2017).

The positive outcome of this effective discipline is that teachers may experience good job satisfaction in a school with a healthy discipline climate. Further, they will feel self-worth as professionals and reduce the occurrence of burnout. In addition, teachers can also teach with enthusiasm when they get greater job satisfaction, resulting in higher achievement and learning of students (Toropova et al., 2019).

Another important point from the school discipline climate that can be considered as the factor influencing teachers' job satisfaction is school management behavior (Ma'ruf et al., 2020). School management refers to the principal as the school manager and a professional leader of the teachers and students responsible for the teachers' performance and the students' achievement. Previous studies reported that principals' leadership and behavior significantly impact teachers' job satisfaction and commitment towards school (Ma'ruf et al., 2020; Aydin et al., 2013). The principal leadership and behavior influenced the follower in matters such as making decisions.

Previous studies have demonstrated that predictors such as having a colleague or workmate can enhance one's job satisfaction. Friends can provide healthy peer

relationships that give warmth, affection, nurturance, and intimacy between them. Individuals may benefit more from friendship marked by greater closeness, support, and intimacy (Amati et al., 2018; Lu et al., 2021). Thus, a colleague or workmate can positively influence one's satisfaction with his or her work. However, this aspect has not been examined thoroughly in the local context.

All the factors mentioned above have been suggested to influence job satisfaction among teachers. Job satisfaction is a primary human need for an employee to achieve their self-esteem. However, limited studies have been conducted, particularly in Malaysia, concerning the association between the above predictors and teachers' job satisfaction. Thus, it is important to investigate the factors contributing to job satisfaction among sport schoolteachers in Malaysia.

2. Literature Review

Teachers at schools significantly impact the students' academic achievement, career development, relationship with parents, discipline, and class management. Thus, teachers also tried to maintain comfort at their workplace to achieve their job satisfaction.

One of the factors that contribute to job satisfaction among teachers is discipline management in school. The stability of discipline management will enable teachers to accomplish their tasks. Studies have shown that teachers with low job satisfaction can distract students learning process and causes a decrement in students' achievement (Ogochi, 2014; Iqbal et al., 2016).

Given this, there is a need to have a conducive and healthy school environment that includes a school discipline climate. An unhealthy school discipline climate may lead to teachers' losing confidence in the school administrator. School management behavior and leadership such as the principal, senior assistants, and discipline teachers play a major role in controlling school discipline problems. Administrators need to have a good quality leadership behavior that can successfully govern the school discipline climate (Al-Jabari, 2014; Koundyannan et al., 2020), increasing teachers' satisfaction at work.

The workload can also influence teachers' job satisfaction (Anastasiou & Papakonstantinou, 2014; Ngoc Tien, 2018; Ekowati et al., 2021). Those satisfied with the job as a teacher are satisfied with its nature and quantity (Hussain & Saif, 2019; Raza et al., 2015). Likewise, those dissatisfied with their job plan to change their jobs (Gebregziabher et al., 2020; Aduko et al., 2020).

Previous studies show that friendship quality also contributes to job or life satisfaction (Amati et al., 2018). However, there are gender differences in friendship quality; for example, Mjaavatn et al. (2016) suggested that individuals with friends are more likely to provide informal support by providing energy and object resources far better than those without friends. Given this,

friendship is an important social resource that can help people to reduce stress. If the stress level in an individual is less, they will be able to work happily and thus increase their job satisfaction.

However, studies on these predictors of teachers' job satisfaction are quite limited, particularly in sports schools. Based on the issue, this present study aimed to identify the factors related to school discipline climates, teachers' perceptions towards school management style, and relationships among them to their job satisfaction.

2.1. The Objective of the Study

The objectives of the present study were:

1. To identify the most frequent aspect of school discipline climates (e.g., attendance, discipline policies, training, communication, efficiency, parental support, due process, school safety, discipline teamwork, learning climate, strategic planning, penalties, and instructional management) that influenced teacher's job satisfaction in Malaysian Sports School.
2. To identify the most dominant management style (e.g., directive, supportive, descriptive, and achievement-oriented style) being practiced by the principals in Malaysian Sports School.
3. To identify the most dominant criteria of friendship quality (e.g., companionship, conflict, security, and closeness) that can be considered a high-quality relationship among teachers in Malaysian Sports School.
4. To identify whether there are significant relationships between school discipline climate, management style, friendship quality, and teacher's job satisfaction.
5. To identify gender differences towards job satisfaction among the teachers in Malaysian Sports School.

3. Methodology

This quantitative study employs both descriptive and inferential statistics to answer the research objectives. Respondents were randomly selected from two Malaysian Sports schools. The data was obtained by distributing questionnaires consisting of five parts: Part A focusing on the demographic information of the respondents, Part B referring to the set of questions on school discipline climate, Part C concentrating on questions about school management style, Part D about a set of questions on friendship quality, and Part E focusing on the job satisfaction. Parts B, C, and D used the Likert 5-scale.

The data collected is analyzed using the Statistical Package for Social Sciences (SPSS) version 20.0. This study uses descriptive analysis, such as mean, percentage, frequency, and standard deviation. The inferential analysis applied in this study is Pearson correlation to assess the relationship based on the study hypothesis, while a t-test was used to examine the differences of gender between the variables.

4. Results

4.1. The Most Frequent Aspect of School Discipline Climate

Table 1 shows that the mean for discipline teamwork was the highest, 4.11 (SD = 0.54), presenting that discipline teamwork is the most frequent aspect of School Discipline Climate among teachers. Likewise, the mean for efficiency was the lowest (M = 3.41; SD = 0.63).

Table 1. Overall mean for school discipline climate

Types of School Discipline Climate	Mean	SD
Attendance policies	3.93	.54
Discipline policies	3.59	.55
Training	3.59	.55
Communication	3.51	.60
Efficiency	3.41	.63
Parental support	3.55	.65
Due-process consistency	3.54	.60
School safety	3.91	.49
Discipline teamwork	4.11	.54
Learning climate	3.47	.54
Strategic planning	3.45	.62
Penalties and consequences	3.70	.45
Instructional management	3.97	.29
Overall	3.67	.38

4.2. The Most Dominant Management Style

The directive style is the most dominant Management Style (M = 3.63, SD = 0.38) (Table 2). The participative style has the lowest mean (M = 3.29; SD = .53).

Table 2. Overall mean of management style

Management Style	Mean	SD
Directive Style	3.63	.38
Supportive Style	3.56	.67
Achievement Oriented Style	3.62	.42
Participative Style	3.29	.53
Overall	3.53	.50

4.3. Most Dominant Criteria of Friendship Quality

As shown in Table 3, closeness is the most dominant Friendship Quality factor (M = 4.08, SD = .44) and the lowest was mean for companionship (mean = 3.68; SD = .62).

Table 3. Overall mean of friendship quality

Management Style	Mean	SD
Companionship	3.68	.62
Conflict	3.97	.73
Help	3.92	.43
Security	3.45	.39
Closeness	4.08	.44
Overall	3.82	.52

4.4. The Significant Relationship between School Discipline Climates, Management Style and Friendship Quality towards Job Satisfaction

4.4.1. There is No Significant Relationship between Management Style and Job Satisfaction among the Teachers

In Table 4.1, it was shown that management style was associated with job satisfaction ($r = .212$, $p < .05$).

Table 4.1. Pearson correlation between management style and job satisfaction

	Job Satisfaction
Management Style	.212*

* $p < 0.05$

4.4.2. There is No Significant Relationship between School Discipline Climate and Job Satisfaction among the Teachers

The result shows that there was no significant relationship between school discipline climate and job satisfaction among teachers ($r = .085$, $p < 0.05$) (Table 4.2).

Table 4.2. Pearson correlation between school discipline climate and job satisfaction

	Job Satisfaction
School Discipline Climate	.085

Note: $p > 0.05$

4.4.3. There is No Significant Relationship between Friendship Quality and Job Satisfaction among the Teachers

Table 4.3 shows a significant relationship between management style and job satisfaction among teachers ($r = .212$, $p < 0.05$).

Table 4.3. Pearson correlation between friendship quality and job satisfaction

	Job Satisfaction
Friendship Quality	-.050

Note: $p > 0.05$

The correlation analysis presented in Table 4.3 shows no significant relationship between friendship quality and job satisfaction among teachers ($r = -.05$, $p > 0.05$).

4.4.4. There is No Significant Difference between Male and Female Teachers

As presented in Table 5, it was shown that there was no significant difference between male and female teachers with regards to school discipline climate ($t [103] = -1.81$, $p > 0.05$). However, the t-test result revealed significant difference between male and female teachers in management style ($t [103] = 2.32$, $p < 0.05$) with male teachers (M = 3.76, SD = 0.42) were more affected by management style compared to their female counterparts (M = 3.46, SD = 0.39). Likewise, the result of the t-test also shows there were no significant differences in gender

between friendship quality ($t [103] = -1.67, p < 0.05$) and job satisfaction ($t [103] = -0.060, p < 0.05$).

Table 5. Analysis of t-test on four study variables between male and female teachers

		N	Mean	SD	df	T
School Discipline Climate	Male	37	3.58	.35	103	-1.81
	Female	68	3.72	.38		
Management style	Male	37	3.65	.42	103	2.32*
	Female	68	3.46	.39		
Friendship quality	Male	37	3.76	.22	103	-1.67
	Female	68	3.85	.29		
Job satisfaction	Male	37	3.72	.16	103	-.06
	Female	68	3.73	.18		

* $p < 0.05$

5. Discussion

The evidence from this study suggests that from various predictors such as school discipline climate, management style, and friendship quality, only management style was associated with teachers' job satisfaction. In terms of discipline climate, the main actor, who is the principal, could create a positive school climate and therefore promote satisfaction among the teachers (Kutsyuruba et al., 2015; Murtedjo & Suharningsih, 2018; Smith et al., 2020).

In addition, positive interaction and rapport between the principal and the teacher have led to greater teachers' job satisfaction (von Fischer & De Jong, 2017; Olsen & Huang, 2019). Given this, it can be suggested that a positive and good discipline climate may contribute to those in the teaching profession to have good satisfaction in their job.

The style of management practiced by the principals is also significantly correlated to job satisfaction which is in line with the previous studies (Voon et al., 2011; Siddique, 2015; Padzil et al., 2017) that found management style was positively correlated to job satisfaction. There are many types of management styles suggested by several theories. However, practicing one management style is not considered the best style because each style of management and leadership might only be suitable for a certain situation.

The present study also reported differences in gender in describing the relationship between management styles towards job satisfaction among teachers. Male teachers are more affected by management style compared to female teachers. The study has highlighted the gender differences in management style, supporting previous studies' findings (Nyenyeembe et al., 2016; Larsson & Alvinus, 2019).

The study also found that friendship quality did not affect job satisfaction, which was against previous studies, such as by Nyamubi (2017) and Abun et al. (2018), who found a relationship between workplace relationships and job satisfaction.

Furthermore, as for gender differences regarding friendship quality, there were no differences between males and females in the present study. In contrast, previous studies (Mjaavatt et al., 2016; Kumar & Mondal, 2020) found gender differences in friendship patterns and quality. This shows that teachers might have known their workmates/colleagues better in the present study, which may not give them problems at work.

The study was important in providing necessary information concerning the factors contributing to teacher's job satisfaction which can be used by various responsible parties, such as the Ministry of Education, the Education Planning and Research Department, the Department of Education, the District Education Officer, the school administrator, and teachers. The information from the study can assist in developing effective planning and programs, including courses that can be organized and introduced to the teachers to boost their motivation and commitment to ensure they reach the satisfaction needed in their profession.

5.1. Implication of the Study

The main objective of this research was to determine how school discipline climate, management style, and friendship quality influenced teachers' job satisfaction. Based on the results of the study, the following implications can be drawn:

1. School managers such as principals and senior assistants should apply an effective management style in helping teachers perform better and be satisfied with their job;
2. Positive relationships among the teachers can be increased by encouraging teachers to work in a team or group. The school principal is responsible for creating a positive atmosphere in the school climate;
3. A healthy school discipline climate will enhance teachers' satisfaction. Likewise, a good workplace can promote a healthy school climate and, therefore, will increase satisfaction and performance;
4. Schoolteachers need to be taught and able to identify the factors that can influence their job satisfaction. By knowing the causes, they can pay more attention to developing the important aspects of their environment and personality;
5. In cooperation with the Department of Education, the Ministry of Education should implement programs for teachers that enhance their satisfaction in their job, particularly when they know what they want and how to achieve their goals. Programs such as team-building courses could be useful to develop a positive relationship with their colleagues;
6. Parents also can play an important role in nurturing their children before they enter school can also contribute by creating a positive and healthy school climate. Parental support can be viewed as one of the factors that can enhance satisfaction among teachers.

Thus, cooperation and help provided by the parents are essential.

6. Conclusions

This study demonstrated that a satisfied teacher performs excellently and would produce successful students.

Predictors associated with job satisfaction among teachers in sports schools can produce teachers who are knowledgeable and sensitive to the current issues regarding their profession, specifically regarding their satisfaction.

In addition, the study also shows that leaders and management, such as principals, also play a role in enhancing teachers' job satisfaction due to the methods of management and leadership practiced by them that are suitable for meeting the needs of their followers, i.e., teachers.

7. Limitations and Further Study

The study was conducted in one of the states in Malaysia, which may not represent the sports schools in Malaysia. In addition, the sample size was too small, and only two sports schools were chosen for the study. Given this, these findings should be treated with caution when trying to generalize the whole population of sports schoolteachers in Malaysia.

The study highlights the need for more studies on the issue of job satisfaction among teachers, particularly sports schoolteachers, as they might differ from their counterparts, i.e., those in conventional primary and secondary school. Furthermore, future studies also need to analyze more predictors that have not been included in the study especially related to job satisfaction among teachers.

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Authors' Contributions

Azizi Yahaya, Ismail Maakip, Peter Voo were responsible for the overall study design and writing of the manuscript. Sharon Kwan Sam Mee, Balan Rathakrishnan, and Sonny Anak Jumbo conveyed the study idea, conducted research, and revised the manuscript. All authors read and approved the final manuscript.

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