

Relationship between Adding Value, Trust and Job Satisfaction Based on Teachers' Perceptions

Baharak Talebloo (Corresponding author)

PhD in Educational Administration
Faculty of Educational Studies,
Universiti Putra Malaysia (UPM)
Phone No: +60172828573
baharak.talebloo@gmail.com

Sara Kasmaienezhadfad

PhD Candidate in Curriculum and Instruction
Faculty of Educational Studies,
Universiti Putra Malaysia (UPM)
Phone No: +60172519730
Sara_kasmaie@yahoo.com

Masoumeh Pourrajab

Post-Doctoral Research Fellow,
University of Malaya (UM)
Phone No: +60173898239
mpourajab@gmail.com

Roya Roustae

Master in Educational Administration
Faculty of Educational Studies,
Universiti Putra Malaysia (UPM)
Phone No: +601112274252
roustaeroya@gmail.com

Ramli Bin Basri

Senior Lecturer in Faculty of Educational Studies, Universiti Putra Malaysia (UPM)
ramlibasri@putra.upm.edu.my

Abstract

The aim of this study is to determine the relationship between adding value; trust and teacher satisfaction among primary and secondary school teachers in Malaysia. In this research, 375 teachers were selected based on convenience random sampling from teachers who study in educational field. This study is quantitative research and data were collected based on questionnaire and were analyzed using descriptive, correlation and regression analysis. Based on Pearson Product-Moment Correlation Coefficient the results show that the high significant relationship exists between trust and teacher job satisfaction. However, low and negative relationship was found to exist between adding value and teacher's satisfaction. Regarding to multiple regression, there are significant contribution of trust and teacher satisfaction. However, just adding value was not increase teacher job satisfaction.

Keywords: adding value, job satisfaction, trust, primary school, teachers, Malaysia.

Introduction

Teachers play a very important role in achieving the school goals. Teacher's role in school has been changing within time but the importance of this position the same as before. (Bozeman & Gaughan, 2011). According to Bozeman and Gaughan (2011) the performance quality of

the teachers in schools refers to their positive attitude towards education and they must have the ability to be satisfied from their respective jobs. In this way teacher; who are not satisfied with their job, could not be committed and productive and would not be performing at the best of their capabilities (Yilmaz, 2008). Moreover, the important factor in human

relationship and human behavior in organization is trust (Muneer & Long, 2014). Organization trust gives individual confidence about any applications and having positive expectations about risky situations (Tschannen, 2014). Trust provides a lot of benefits in school life such as school development, effective communication, school effectiveness (Tschannen-Moran, 2014) and high job satisfaction among school staff (Buyukdere & Solmus, 2006). Lack of trust leads to many mistakes, avoid taking responsibility and stay away from work and organization goal (Asunlutlu, 2007). The value added describe as how effective school or college is in promoting students' achievement (Timmermans & Thomas, 2014). Value-added measures can support the assessment of programs, use as incentives for improved performance and contribute to human resource decisions (Harris, 2011). The effectiveness of professional development evaluate with measuring value-added by educational leaders. It can be helpful for schools' learning environments, teachers and school leaders with selection teachers by providing information on training programs that have transported effective previous teachers (Loeb & Susanna, 2013).

Teacher job satisfaction has important role in applying any type of education reform, involving the teacher in life-long learning, teaching-learning process and satisfaction with their work lead to have trust in their accountability (Hoy, 2013). Teacher trust affects schools' effectiveness (Van Maele & Houtte, 2012). It has been related to improved student performances (Van Maele *et al.*, 2014), their professionalization and school

innovation (Moolenaar *et al.*, 2014) and helpful for principals to make decisions about teachers' tasks and elevation (Hanushek & Rivkin, 2010) and serve as a basis for judgments about the situations that lead to both job performance and job satisfaction (Dhanasarnsilp, 2006).

The degree of trust among members of school helps to determine the effectiveness of collective activity both at the interpersonal and organizational levels (Deutsch, 1958; Tschannen, 2014; Smith and Birney, 2005). Teachers' job satisfaction related to individual teachers' trust perceptions and the level of faculty trust present in school (Houtte, 2006). The results of research by Yang (2004) indicated that companies striving for individual trust should focus primarily on satisfaction and perceived value. School principals can determine the benefits of a particular program in schools by considering value-added data. Most of the research about job satisfaction is related to management of industrial, banking and business and there is a need in education field (Yasmina, 2013).

Research regarding value and satisfaction has been investigated in the western world and has not yet been addressed in other cultures (Dhanasarnsilp, 2006; Loeb, 2013). Furthermore, to our knowledge, there are limited studies explored relationships between dimensions of teacher trust with school teachers' job satisfaction (Houtte, 2006). Therefore, examine which dimensions of teacher trust have a more contribution for a teacher's job satisfaction. The importance of teachers' trust in students has been explored Houtte (2006), however, it remains

unclear how the trust dimensions referring to teachers' level of job satisfaction (Maele & Houtte, 2012).

Literature review

Trust is a critical concept which prompting relationship between individuals and organizations. Smith and Birney (2005) believed that, trust is "the expectation that arises within a community of regular, honest, and cooperative behavior, based on commonly shared norms, on the part of other members of that community". Trust entails both the belief that the producer or service provider has the skills, ability and expertise competence grounded in beliefs about providers skills, credibility and expertise (Competence) (Singh & Sirdeshmukh, 2007). In contrast, benevolence is predominantly grounded and it is belief that the trustee wishes aside from an egocentric profit, and the belief that the service provider is concerned about the welfare and best interests of the individuals (Mayer *et al.*, 1995). According to Bryk and Schneider's (2002) trust in school is embodied in the social exchanges within the school around distinct sets of role relationships. Teachers trust is generally distinguished based on the organizational roles that occur in school: students, parents, colleagues, and the principal (Maele & Houtte, 2014). Teachers will trust in groups if there is mutual understanding of personal obligations and expectations. When teachers view the actions of these parties as meeting their own role expectations, they will perceive them as trustworthy (Hoy, 2011). Furthermore, Hoy

(2013) describes trust in school as "an individual's or group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open". These facets of trust have been empirically demonstrated to form a unitary concept of teacher trust. In this research trust defined based on Trust – Confidence, Trust – Benevolence and importance of trust (Morgan *et al.*, 1994 & Sohal, 2002).

Locke (1976) defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job and job experience. Moreover, job satisfaction defined, and measured as a global concept with two distinct facets, which include intrinsic (level of satisfaction with features associated with the job itself) and extrinsic (level of satisfaction with various features associated with the environment in which the work is prefunded) (Nguni *et al.*, 2006). Teacher job satisfaction defined as the feelings that they hold toward the job (Taylor & Tashakkori, 1995). The level of satisfaction is an important predictor of their likelihood of quitting the job (Crossman & Harris, 2006; Skaalvik & Skaalvik, 2011). Teachers' job satisfaction has been related with their sense of efficacy, stress, extra-role behavior, and job commitment (Grayson & Alvarez, 2008; Klassen *et al.*, 2009; Renzulli & Beattie, 2011).

Moreover, the conception of "value-added" in an educational setting relates to student success as in their knowledge, abilities, and other characteristics that students have gained as a result of their experiences in school (Harvey,

2012). According to opinion of the educational organization, value-added could be defined as the contribution of schools to students' improvement (Hopkins & Fraser, 2011). According to Koedel & Betts, (2011) value-added measures should be used for improvement by providing information for making better decisions about individual teachers. Value-added measures in three ways: making information on effective programs, constructing better decisions about human resources, and creating encouragements for higher performance from teachers (Kieras, 2012). Value-added measures lead to teaching improvement (Hanushek & Rivkin, 2010). Value-added can provide information on which programs certify teachers who are successful at contributing to student learning. Likewise, value-added can help identify assessable applicant principles such as performance on assessments that are related with better teaching performance. If teachers have a higher value-added, it might be beneficial for schools (Papay, 2011).

Adding values in work serves as a basis for judgments about the situations that leads to both job performance and job satisfaction. According to Dhanasarnsilp (2006) there is a significant relationship between adding value and job satisfaction. The results of a research done by Maele (2012) regarding to the role of teacher and faculty trust in making teachers' job satisfaction through 80 secondary schools in Flanders showed positive relations between level of teachers trust and their level of satisfaction in their school.

In order to examine the main objective "Relationship between adding value, trust and job

satisfaction among Malaysian primary school teachers" this research aims to investigate:

1. Is there any significant relationship between level of adding value and level of satisfaction in Malaysia primary schools based on teachers' perception?
2. Is there any significant relationship between level of trust and level of satisfaction in Malaysia primary schools based on teachers' perception?
3. What are the significant contribution of adding value, trust and overall satisfaction?

Method

Participants and sampling

This research was carried out in primary and secondary schools in, Malaysia. The target population of this study was schools' teachers, which are studying in the field of educational study. For the aim of this research 375 teachers was chosen based on convenience random sampling form Universiti of Putra Malaysia (UPM), Universiti of Malaysia (UM) and Universiti Kebangsaan Malaysia (UKM).

Measurement

The research instrument was a questionnaire which is divided into four sections; demographic data, adding value, trust, and job satisfaction. The satisfaction scale was measured by a six-item scale adapted from Binter (1990) and Brown and Leigh (1996). The trust sections of the survey were based on measures developed

by Morgan, Huntand and Wong (1994), Sohal in (2002) and Nikbin et al (2010) with 12 items. Moreover, value added questions was adopted by Rampa, (2004) with 9 items. This questionnaire consists of contained 26 items measuring and 4-point Likert scale will be used with the responses ranging from 1=Strongly Disagree to 4=Strongly Agree. The Cronbach's alpha value for include: adding value (0.892), trust (0.835) and job satisfaction (0.929).Therefore, the overall reliability of questionnaire was 0.885 and this showed that the questionnaire has a quite satisfactory reliability (George & Mallery, 2001and DeVellis, 1991).

Data Analysis

To analysis data, both descriptive analysis (mean, standard deviation, and levels) and inferential analysis correlation and multiple regression analysis were employed to answer research questions two and three. For the first research question, in order to categorize data based on three levels of low, moderate and high, the following process has been utilized. Based on four point Likert scale of the questionnaire, the lowest possible mean score is one and the highest possible mean score is four, so the subtraction is three.

Results

Demographic data analysis

The demographic data shows that out of 375 participants in this study, the majority

of respondents, 226 (60.3%) were female and 1149(39.7%) were male. This study considers the majority of teachers had experiences of teaching from 5 year to 10 years. Moreover, the result shows that the majority of respondents were from 25 to 30 years old (n = 236, 62.9%) and in terms of educational level the result showed that majority of respondents had bachelor degree (n=150, 40.0%). Furthermore, according to table 1 the findings revealed that majority of respondents practiced High level in the satisfaction, (M=3.82, SD=.415) followed by important of trust (M= 3.810, SD=.356), Trust-Benevolence (M= 3.77, SD=.390), and TC (M=3.72, SD=.337) respectively. The last item with high level is adding value (M= 3.09, SD=.517). Thus, this data means that the teachers in Malaysia view a high level of satisfaction and trust in their schools.

Table 1
Mean Distribution of Teacher Perception on The Level of Adding Value, Trust and Satisfaction.

Item	M	SD	Range
TC	3.72	.337	High
TB	3.77	.390	High
T	3.81	.371	High
RS	3.82	.415	High
AV	3.09	.517	High

Note: Low ($1 \leq M < 2$), Moderate ($2 \leq M < 3$), High ($3 \leq M < 4$), N=375, Adding Value (AV), Trust – Confidence (TC), Trust – Benevolence (TB) and importance of trust (T)

Research question1: Is there any significant relationship between level of trust and level of satisfaction in Malaysia primary schools based on teachers' perception?

Findings in table 2 indicates that the relationship between level of adding value and level of satisfaction by teacher' perception based on Pearson Product-Moment Correlation Coefficient (r). The findings revealed that the

high significant relationship to exist between TC and satisfaction (r=0.611, p=0.00).The second highest positive correlation of 0.547 indicated that an increase in TB can lead to increase satisfaction. The moderate, positive relationship were found to exist between T and satisfaction, (r=0.477, p=0.00). Therefore, the result revealed that a positive, high significant relationship between overall trust and satisfaction(r=0.545, p=0.00).

Table 2
Relationship Between Trust and Level of Satisfaction

		TC	TB	T	RS
TC	Pearson Correlation	1	.516**	.332**	.611**
	(Sig 2-tailed)		.000	.000	.000
	N	375	375	375	375
TB	Pearson Correlation	.516**	1	.653**	.547**
	(Sig 2-tailed)	.000		.000	.000
	N	375	375	375	375
T	Pearson Correlation	.332**	.653**	1	.477**
	(Sig 2-tailed)	.000	.000		.000
	N	375	375	375	375
RS	Pearson Correlation	.611**	.547**	.477**	1
	(Sig 2-tailed)	.000	.000	.000	
	N	375	375	375	375

Trust – Confidence (TC), Trust – Benevolence (TB) and importance of trust (T)

Research question 2: Is there any significant relationship between level of adding value dimensions and level of satisfaction in Malaysia primary schools based on teachers' perception?

According to the second research question, there was low and positive relationship was found to exist between level of adding value and level of satisfaction (r= 0.068, p=0.00).

Table3
Relationship between Adding Value Dimensions and Level of Satisfaction

Correlations		V	RS
V	Pearson Correlation	1	.068
	Sig. (2-tailed)		.192
	N	375	375
RS	Pearson Correlation	.068	1
	Sig. (2-tailed)	.192	
	N	375	375

Adding Value (V), Satisfaction (RS)

Research question 3: What are the significant contribution of adding value, trust and satisfaction?

The Enter method was utilized to identify the significant predictors and the extent to which each predictor contributed toward the variance

Table 4
Regression Analysis in Order to Predict The Satisfaction Based on The Adding Value and Trust Item

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.347	.221		1.573	.117
	TC	.556	.054	.452	10.33	.000
	TB	.180	.058	.169	3.100	.002
	T	.249	.055	.222	4.482	.000
	V	.070	.030	.088	2.335	.062

Trust – Confidence (TC), Trust – Benevolence (TB) and importance of trust (T), Adding Value (V), Satisfaction (RS)

Model statistic: $R=.693$, $R^2=.481$, $ADJ, R^2=.475$, $F=85.645$, $p=.000$

of satisfaction based on multiple liner regression. According to the hierarchical regression (Table 4), three variables including: TCT and TB were the best predictors of the satisfaction with, the implies that accounted for of variance in overall satisfaction. The significant F value ($F=85.64$,) was the evidence that the research data fit the model. Generally, the equation explains a unit change in these three variables is associated with a corresponding unit change in perceived satisfaction based on the value of coefficient. Based on regression analysis, the prediction equation of perceived satisfaction was as follows:

$$.347+.556 (TC) + .180 (TB) + .249 (T) +e$$

Therefore, the equation explains a unit change in these three variables is associated with a corresponding unit change in perceived satisfaction based on the value of coefficient.

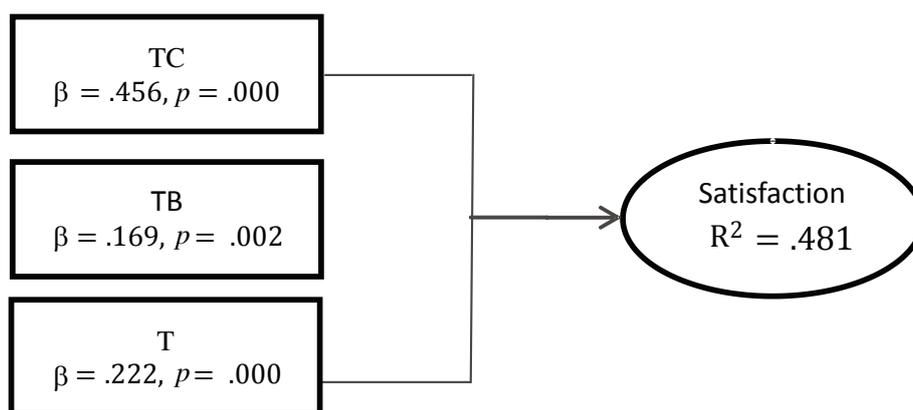


Figure 1. Perceive trust and satisfaction trust – confidence (TC), trust – benevolence (TB) and importance of trust (T),

Discussion

The result of the study illustrated that the majority of school teachers had a high level of satisfaction and trust in their schools. This could mean that the school had a positive attitude toward the importance of trust and satisfaction in schools. These finding consistent with Hoy and Tarter (2011) research, that indicated that trust has been related to satisfaction, as well as adopting to school reform. Moreover, according to research questions about finding any statistically significant relationship between trust and satisfaction based on teacher perceptions. Similarly, Sahin *et al.*, (2011) and Zeinabadi & Salehi, (2011) found that there is significant relationship between satisfaction and trust. Furthermore in education setting there is significant relationship between trust and satisfaction (Maele & Houtte, 2012). Teachers who perceive their vocation as a highly regarded career will be more satisfied and will be more motivated to devote the time and energy

that is necessary to ensure their students' learning and development (Maele & Houtte, 2012). Teachers are more satisfied when they recognize other people in their work as trustworthy, or as benevolent, reliable, competent, and honest (Forsyth *et al.*, 2011; Hoy & Tschannen-Moran, 1999). Although, there was low positive relationship between value added and satisfaction, some researches indicated that adding value leads to increase individuals' satisfaction (Yang, 2004). In addition values has a positive effect on the school system and values can be reflected systematically and implicitly throughout the life of a school (Lovat *et al.*, 2011) and value added had influence on satisfaction (Douglass *et al.*, 2012). According to research conducted by Omar (2011) in Malaysia in terms of perceived equity, value, teacher job satisfaction, and trust the findings revealed that perceived equity and perceived value significantly influence teacher job satisfaction and trust. Trust was the most important predictor of teacher satisfaction.

Conclusion

The main objective of this research considers the relationship between adding value, trust and job satisfaction among Malaysian primary and secondary school teachers. According to the findings there is a significant relationship between trust and satisfaction in primary school in Malaysia and trust dimensions have contribution with teacher satisfaction. Moreover adding value has a positive relationship with teacher satisfaction. However, there is no predictor of teacher satisfaction. It is suggested that teachers and educators are effective and optimal teaching is supported when the

workplace is a trusting environment. Teachers should be socially involved with the people who surround them in school in order to successfully accomplish their teaching goals. The findings of this article, although limited to improving trust and adding value within a small environment, a future research study could continue with this investigation and examine the three factors surveyed in more depth (and on a larger scale) to further assist optometric practices in Malaysia to survive and grow their education system. It would also be interesting to determine whether the same set of variables would influence teacher satisfaction in other education setting in Malaysia and other Asia country.

References

- Bozeman, B., & Gaughan, M. (2011). Job satisfaction among university faculty: Individual, work, and institutional determinants. *The Journal of Higher Education*, 82(2), 154-186.
- Braun, H. I. (2005). Using student progress to evaluate teachers: A primer on value-added models. policy information perspective. *Educational Testing Service*, 2(4), 234-246.
- De Boer, A., Pijl, S. J., & Minnaert, A. (2011). Regular primary schoolteachers' attitudes towards inclusive education: a review of the literature. *International Journal of Inclusive Education*, 15(3), 331-353.
- Dhanasarnslip, P., Johnson, H., & Chaipoopirutana, S. (2006). An investigation of work values and resulting job satisfaction in relation to two work roles in Thailand. *The Business Review*, 5(1), 161-170.
- Douglass, J. A., Thomson, G., & Zhao, C. M. (2012). The learning outcomes race: The value of self-reported gains in large research universities. *Higher education*, 64(3), 317-335.
- Forsyth, P. B., Adams, C. M., & Hoy, W. K. (2011). *Collective trust: Why schools can't improve without it*. Teachers College Press: Amsterdam Avenue, New York.
- Hanushek, E. A., & Rivkin, S. G. (2010). Generalizations about using value-added measures of teacher quality. *The American Economic Review*, 267-271.
- Harris, D. N. (2011). *Value-added measures in education what every educator needs to know*. Cambridge, MA: Harvard Education Press.

- Hopkins, D., & Fraser, D. (2011). Towards an understanding of system reform. *Powerful Learning: A Strategy for Systemic Educational Improvement*, 11, 45-59.
- Hoy, W. K., & Tarter, C. J. (2011). Positive psychology and educational administration: An optimistic research agenda. *Educational Administration Quarterly*, 3, 56-69.
- Kieres, K. H. (2012). *A study of the value added by transformational leadership practices to teachers' job satisfaction and organizational commitment*. Doctoral Dissertation. Seton Hall University.
- Koedel, C., & Betts, J. R. (2011). Does student sorting invalidate value-added models of teacher effectiveness? An extended analysis of the Rothstein critique. *Education*, 6(1), 18-42.
- Loeb, S. (2013). How can value-added measures be used for teacher improvement. *Carnegie Knowledge Network Brief*, 13, 34-48.
- Lovat, T., Dally, K., Clement, N., & Toomey, R. (2011). Values pedagogy and teacher education: Re-conceiving the foundations. *Australian Journal of Teacher Education*, 36(7), 4.
- M. Tschannen-Moran. (2009). Fostering teacher professionalism in schools: The role of leadership orientation and trust, *Educational Administration Quarterly*, 45, 417-447.
- Moolenaar, N. M., Karsten, S., Slegers, P. J., & Daly, A. J. (2014). Linking social networks and trust at multiple levels: Examining dutch elementary schools. In *Trust and School Life* (pp. 207-228). Springer: Amsterdam. Netherlands.
- Muneer, S., Iqbal, S. M. J., Khan, R. S., & Long, C. S. (2014). An incorporated structure of perceived organizational support, knowledge-sharing behavior, organizational trust and organizational commitment: A strategic knowledge management approach. *Pakistan Journal of Commerce and Social Sciences*, 8(1), 42-57.
- Nikbin, D., Ismail, I., Marimuthu, M., & Jalalkamali, M. (2010). Perceived justice in service recovery and recovery satisfaction: The moderating role of corporate image. *International Journal of Marketing Studies*, 2(2), p47.
- Omar, N. A., Alam, S. S., Aziz, N. A., & Nazri, M. A. (2011). Retail loyalty programs in Malaysia: The relationship of equity, value, satisfaction, trust, and loyalty among cardholders. *Journal of Business Economics and Management*, 12(2), 332-352.
- Papay, J. P. (2011). Different tests, different answers the stability of teacher value-added estimates across outcome measures. *American Educational Research Journal*, 48(1), 163-193.
- Rampa, S. H. (2004). *The relationship between total quality management and school improvement*. Doctoral thesis, University of Pretoria, South Africa.
- Renzulli, L. A., Parrott, H. M., & Beattie, I. R. (2011). Racial mismatch and school type teacher satisfaction and retention in charter and traditional public schools. *Sociology of Education*, 84(1), 23-48.
- Rhee, K. Y. (2010). Different effects of workers' trust on work stress, perceived stress, stress reaction, and job satisfaction between Korean and Japanese workers. *Safety and Health at Work*, 1(1), 87-97.

- Sahin, A., Zehir, C., & Kitapçı, H. (2011). The effects of brand experiences, trust and satisfaction on building brand loyalty; an empirical research on global brands. *Procedia-Social and Behavioral Sciences*, 24, 1288-1301.
- Tschannen-Moran, M. (2014). *The interconnectivity of trust in schools, in trust, and school life* (pp. 57-81). Springer: Amsterdam. Netherlands.
- Van Maele, D., & Van Houtte, M. (2012). The role of teacher and faculty trust in forming teachers' job satisfaction: Do years of experience make a difference? *Teaching and Teacher Education*, 28(6), 879-889.
- Van Maele, D., & Van Houtte, M. (2014). Teacher trust in students and the organizational school context: the role of student culture and teach ability perceptions. in trust and school life (pp. 171-188). Springer: Amsterdam. Netherlands.
- Zeinabadi, H., & Salehi, K. (2011). Role of procedural justice, trust, job satisfaction, and organizational commitment in organizational citizenship behavior (OCB) of teachers: Proposing a modified social exchange model. *Procedia-Social and Behavioral Sciences*, 29, 1472-1481.