

DISSERTATION

JOB SATISFACTION OF NEW TEACHERS IN MALAYSIA: UNDERSTANDING
CHALLENGES AND EXPERIENCES OF LEAVING THE PROFESSION

Submitted by

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ABSTRACT

JOB SATISFACTION OF NEW TEACHERS IN MALAYSIA: UNDERSTANDING CHALLENGES AND EXPERIENCES OF LEAVING THE PROFESSION

This study focuses on new teachers' job satisfaction and their challenges and experiences during their probationary period. This research concentrated on how their challenges and experiences affected their choice to leave the profession. Basic Interpretive Qualitative method was utilized to explore and understand new teachers' challenges and experiences during their probationary period. The sample for this study consisted of ten new teachers, eight females and two males who teach in the state of Selangor. The primary themes from the data were organizational, personal, and system. The organizational category was associated with school administrators' leadership style, expectation, support, workload and professional development courses, which was the main reason for leaving the profession. Personal related to financial problems was one of the reasons new teachers were leaving the profession. Finally, system, related to teacher placement, was also mentioned as one of the reasons for leaving the profession. The results of this study have application for the school organization seeking to retain new teachers in the profession. The major contributions of this study are related to new teachers' job satisfaction associated with leaving the profession and greater insight into practical applications and consideration necessary for the retention in the profession. It is important for individual new teachers to have an understanding of how to overcome challenges to enhance their job satisfaction.

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When I was young, I was inspired by my eldest brother to pursue my study in abroad universities. When I was awarded with a scholarship by the Malaysia Ministry of Education, my desire was realized. The opportunity to pursue my Ph.D. program in the United States was a valuable experience in my life. The experience and knowledge I have gained at Colorado State University will be put into practice in the field of education and other related fields. Regarding the United States educational system, I will take the good from the system and implement in the Malaysia educational system. Although a different system and different cultures have practiced, this is important to modify and adjust the system as long as beneficial to my organization.

First of all, I want to thank God for blessing me with good health to pursue my study in the United States. This dissertation could not have been possible without the support, guidance, and encouragement of many people.

I truly appreciate my husband, Mohd Hazlan Che Onn and my daughters, Nurul Nabilah and Nurul Nadirah for the constant love, support, and inspiration. Also thanks to my father-in-law who is always sharing his experiences while he served to the Malaysia Ministry of Education. Not forgetting my mother-in-law who is always caring and loving me and my family. To my late parents, thanks for giving birth and educating me to be a good person. Their support and encouragement are highly appreciated. I will make them proud of me. I keep my promise to do the best to strive for excellence. The sacrifices made will not be wasted.

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my studies, the knowledge, skill, and experience I acquired will be contributed for the benefit of the society, the education sector of Malaysia and future generations.

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Finally, I would like to thank all my friends, no matter where they are. They encourage and support me to do the best in what I have done.

DEDICATION

This dissertation is dedicated to my beloved husband, Mohd Hazlan Che Onn , my lovely daughters, Nurul Nabilah Mohd Hazlan and Nurul Nadirah Mohd Hazlan, my late parents, my parents-in-law, and all siblings with all families. As you learned in life, good things happen for good people who work hard to strive for excellence. You never give up on your dreams, as these dreams are what feed you spirit to succeed.

TABLE OF CONTENTS

ABSTRACT	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	v
TABLE OF CONTENTS	vi
CHAPTER 1 - INTRODUCTION	
Introduction	1
Statement of Research Problem	4
Theoretical Framework	4
Choice Theory	5
Maslow's Hierarchy of Needs Theory	6
Herzberg's Two Factor Theory	8
Purpose of Study	9
Research Question	11
Definition of Terms	11
Delimitations	16
Assumptions	16
Researcher's Perspective	17
CHAPTER 2 - REVIEW OF THE LITERATURE	
Review of the Literature	20
Education in Malaysia	20

Teacher Preparation Programs	25
National Level	26
Malaysia	26
Ethiopia	27
Germany	28
State Level	29
Australia	29
England	30
The United States	31
Teacher Placement Systems	32
National System	32
State System	34
Challenges of New Teachers	35
Job Satisfaction	37
Placement	38
Principal Leadership	39
School Climate/ Environment	42
Student/Class	44
Professional Development Courses	45
Personal Characteristics	50
Benefits	51
Teacher Retention in the Profession	53
Summary	54

CHAPTER 3 - METHODOLOGY

Rationale and Assumption for Qualitative Design	56
Type of Design	58
Researcher's Role	60
Site Selection	61
Collecting Qualitative Data	62
Purposive Sampling	62
Ethical Consideration	63
Gaining Access	63
Informed Consent	64
Data Collection Techniques	65
Managing and Recording Data	66
Analyzing Qualitative Data	67
Method for Trustworthiness	69
Conclusion	71

CHAPTER 4 - DATA ANALYSIS AND FINDINGS

Introduction	72
Description of Participants	73
Participant One : Teacher A	
Participant Two : Teacher B	
Participant Three : Teacher C	
Participant Four : Teacher D	

Participant Five	: Teacher E	
Participant Six	: Teacher F	
Participant Seven	: Teacher G	
Participant Eight	: Teacher H	
Participant Nine	: Teacher I	
Participant Ten	: Teacher J	
Organizing and Analyzing Data	.....	79
Findings	.....	82
Personal	.....	82
Personal Characteristic	.....	83
Family	.....	86
Financial	.....	89
Relationship	.....	90
Organizational	.....	92
Leadership	.....	93
Workload	.....	95
Acceptance	.....	96
Support	.....	97
Expectation	.....	98
School Climate	.....	99
Professional Development Courses	.....	100
System	.....	101
Salary Scheme	.....	102

Placement	105
Research Question	107
Research Question One	108
Research Question Two	110
Research Question Three	113
Research Question Four	114
Summary	116
 CHAPTER 5 - CONCLUSION	
Conclusion	117
Summarization of Themes	117
Themes Related to the Literature Review	119
Implication	124
Recommendation	126
Limitation	130
Further Research	132
Summary	133
Personal Reflection	134
REFERENCES	138
 APPENDICES	
A Approval Letter from IRB, CSU	149
B Rules for Conducting Research in Malaysia	152
C Approval Letter from EPU, Malaysia	155

D Consent to Participant in a Research Study	157
E Interview Questions	162
F Research Findings	163

CHAPTER 1

INTRODUCTION

Generally, the teaching profession has a respectable status in society because teachers mold children into good citizens that contribute to the better future of a country. Teachers play an important role in fostering the intellectual and social development of children during their formative years. The education that teachers impart plays a key role in determining the future prospects of their students. In schools, whether in preschools or high schools, private schools or public schools, teachers play an important role to set the environment for students to develop into responsible adults. Indeed, teachers can make a huge difference in student lives.

Leaders in teacher education should prepare the most effective strategies for educating and training the nation's teachers before they are placed in schools. It seems that preparing teachers is not something that can be taken lightly. Specifically, the Malaysian Ministry of Education (MoE) does take into account all aspects including the selectivity of programs, the quantity and content of the requirements, and the duration and timing of coursework and fieldwork to produce highly qualified teachers.

As teachers are users and producers of teaching knowledge (Edwards, Gilroy, & Hartley, 2002), preservice teaching courses are essentially preparing student teachers to engage in systemic inquiry into children, youth, communities, schools, and teaching-learning processes as a formalized aspect of learning to teach (Schultz & Oyler, 2006). These programs are important to orient student teachers before they move into practice.

The preservice teaching requirements of the MoE are divided into the undergraduate teaching course and the postgraduate teaching course. Students who graduated from form five at

school level and obtained excellent results on the Malaysian Certificate of Education (MCE) examination can apply for the undergraduate teaching course. MCE is equivalent to Ordinary Level in the British Educational System and 10th grade in the United States Educational System. If form five student graduates meet the MoE requirements, they can apply for a 5-year or 6-year undergraduate teaching program at any teaching institution throughout Malaysia.

In addition, university graduates (non-teaching) who meet the requirements set forth by the MoE can apply for the one-year teaching course known as a postgraduate teaching course offered at any teaching institution throughout Malaysia. The MoE receives thousands of online applications for the preservice courses from form five student graduates and university graduates who hope to teach in public schools. Once the thousands of applications are reviewed, an interview is set for those who meet the criteria to enroll in the teacher training programs.

Student who are selected to enroll in the teaching program are fully sponsored by the MoE. They are required to sign an agreement with the MoE that states among other conditions that the student teacher could be placed in any school or teaching institution upon completion of their training (Ministry of Education Malaysia, 2011).

After completion of the preservice course, student teachers fill out a placement form, provided by the School Management Division of the Malaysian Ministry of Education. Student teachers are to choose three states within the country for placement; however The School Management Division has the final authority over where an individual is posted based on the current needs for their specialty (Educational Planning and Research Division, 2008).

New teachers are usually really eager to implement what they learned during their training program (Inman & Marlow, 2004). However, when they are in schools and face

unexpected situations such as classroom conditions, state mandated programs, new educational conditions, goals, and reforms, they may feel that they have made a mistake choosing the teaching profession as their career (Inman & Marlow, 2004).

Consequently, new teachers face many problems in terms of the emotional or physical aspects required to adapt to the new situation. These challenges may lead to decreasing job satisfaction. In addition, a lack of professionalism, collegiality, and administrative support (Inman & Marlow, 2004) are among the reasons new teachers leave their chosen career, even if they are really interested in the profession.

According to Maslow's Hierarchy of Needs Theory, if individuals are not able to fulfill their physiological, safety, and social needs, their self-esteem and self-actualization needs will not be achieved. They are not satisfied with their jobs and it finally impacts the organization and society level (Harpaz, 1983). If a position does not closely match a new teacher's preparation, interests, or preferences, they may quickly become dissatisfied and not stay in the profession for long (Liu & Johnson, 2006).

Nevertheless, new teachers benefit when teacher education programs and local school administration provide opportunities to interact and work with their mentors, colleagues, school administrators, and community. This may lead to teacher retention (Inman & Marlow, 2004). In the Education Digest article, titled "Support new teachers and keep them teaching" South Carolina principal Dale Goff is quoted as stating that the most important thing a principal can do for new teachers is to offer continual support and opportunities to share their concerns and ideas. By providing support, new teachers realize that they are appreciated by their school principals. It is one of the reasons new teachers remain in their chosen profession (Communicator, 2005).

Statement of Research Problem

I investigated the reasons of new teachers in Malaysia leaving the profession after receiving a verification of their position. Generally, new teachers will have new ideas for teaching in the classroom. When they choose to leave the profession, this situation will adversely affect the school and student performance because expertise and new ideas are needed to educate the young generation to develop our country in the future (Ronfeldt, Loeb, & Wyckoff, 2011; Smithers & Robinson, 2003). Next, this problem can create another problem; it is a shortage of teachers in schools in particular subjects (Ingersoll, 2001; Ronfeldt et al., 2011). Finally, the first three years of teaching is valuable time for new teachers to absorb and accept the new ideas in the profession. As Confucius says, “a journey of a thousand miles begins with a single step.”

The process in Malaysia, after they are appointed as a qualified teacher, they are given one to three years probationary period before receiving a verification of the position. The MoE requires new teachers to attend an induction course for two weeks and at the end of the course they have to sit for assessment. They have to pass the assessment and interview session as the requirements of getting verification of position. The reason new teachers choose to leave the profession after their probationary period is because they are released from the agreement of MoE. In the agreement, it is stated that graduates for undergraduate programs are bonded for three years; while graduates for postgraduate programs are bonded for two years (Ministry of Education Malaysia, 2011). By teaching for the bonded period, they do not need to pay back the amount of money the MoE spent for the training costs.

Theoretical framework

The educational system in Malaysia is highly controlled by the federal government, in terms of the teacher placement system; student teachers who completed their training have limited choices for placement in schools. The theoretical framework for this study will include

Theory of Choice, Theory of Maslow's Hierarchy of Needs, and Theory of Herzberg's Two-Factor to guide my study. These theories are used to explain the phenomenon of new teachers leaving the career during their probationary period (Roberts, 2010).

Choice Theory

Theory of Choice was developed by William Glasser, M.D and emphasizes behavior as central to our existence, driven by five genetic needs, similar to Maslow's Hierarchy of Needs Theory. The five genetic needs are survival, belonging/connecting/love, power/significance/competence, freedom/autonomy, and fun/learning. Theory of Choice explains that "for all practical purposes we choose everything we do, including the misery we feel. Other people can neither make us miserable nor make us happy. All we can get from them or give to them is information. But by itself, information cannot make us do or feel anything. It goes into our brains, where we process it, and then we decide what to do" (Glasser, 1998, p. 3-4).

New teachers make the decision to leave the profession when they have limited choices and are dissatisfied in the schools. For example, when new teachers have no support from school principals, conflict with their colleagues, or are unhappy with the school environment, it may make them dissatisfied and hence increase their desire to leave the profession (Christopher, Nevill, & Allan, 2004). In this theory, depression is seen as a way of dealing with the gulf between what we have and what we want. In fact, Theory of Choice does not see depression as being bad all the time, but most important depression is a way in changing what we want or what we have.

In addition, according to the ten axioms of Choice Theory, new teachers are able to choose to stay or leave the profession. The ten axioms of Choice Theory are (1) the only person whose behavior we can control is our own; (2) all we can give another person is information; (3)

all long-lasting psychological problems are relationship problems; (4) the problem relationship is always part of our present life; (5) what happened in the past has everything to do with what we are today, but we can only satisfy our basic needs right now and plan to continue satisfying them in future; (6) we can only satisfy our needs by satisfying the pictures of our quality world; (7) all we do is behave; (8) all behavior is total behavior and is made up of four components: acting, thinking, feeling, and physiology; (9) all total behavior is chosen, but we only have direct control over the acting and thinking components. We can only understand our feeling and physiology indirectly through how we choose to act and think; and (10) all total behavior is designated by verbs and named by the part that is the most recognizable (Glasser, 1998, p. 332-336).

Maslow's Hierarchy of Needs Theory

Another theory related to my study is Maslow's Hierarchy of Needs (Harpaz, 1983). There are many theories of job satisfaction in the literature. The pioneer of job satisfaction theories was Abraham Maslow. His theory was originally developed for management in corporate work sites. However, it has been easily adapted and applied in the educational environment by policy makers, practitioners, education leaders, as well as teachers. In regard to Maslow's Hierarchy of Needs Theory, he proposed a theory of the development of needs, grouped needs into a hierarchy system, and divided them into five groups in ascending order as illustrated in Figure 1:

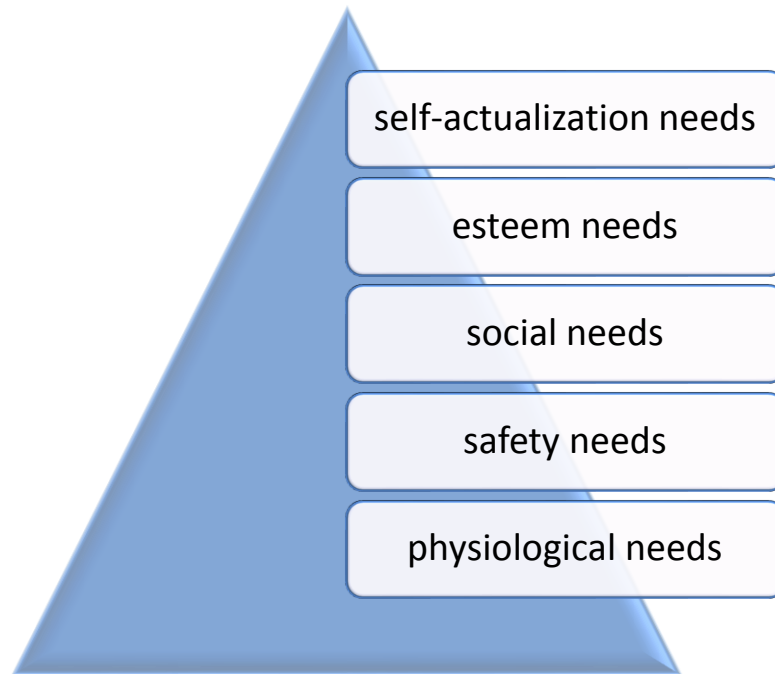


Figure 1: Maslow's Hierarchy of Needs Theory (Harpaz, 1983, p. 24)

Maslow believed that to fulfill the next needs in the hierarchy, someone has to fulfill the needs before. No matter any combination of psychological, physiological, and environmental circumstances that they finally cause a person or employee truthfully to say, "I am satisfied with my job." It may help to relieve that intense and painful dissatisfaction which injures both the individual and the society in which he/ she lives (Hoppock, 1935). What employees seek is an optimum satisfaction which will release them from the tension in their workplaces and motivate them to work more diligently.

Employees in any organization prefer to avoid painful or unpleasant situations and seek pleasure and happiness. As a result, in some cases, the situation influences job satisfaction/dissatisfaction at any level as presented in Figure 2:

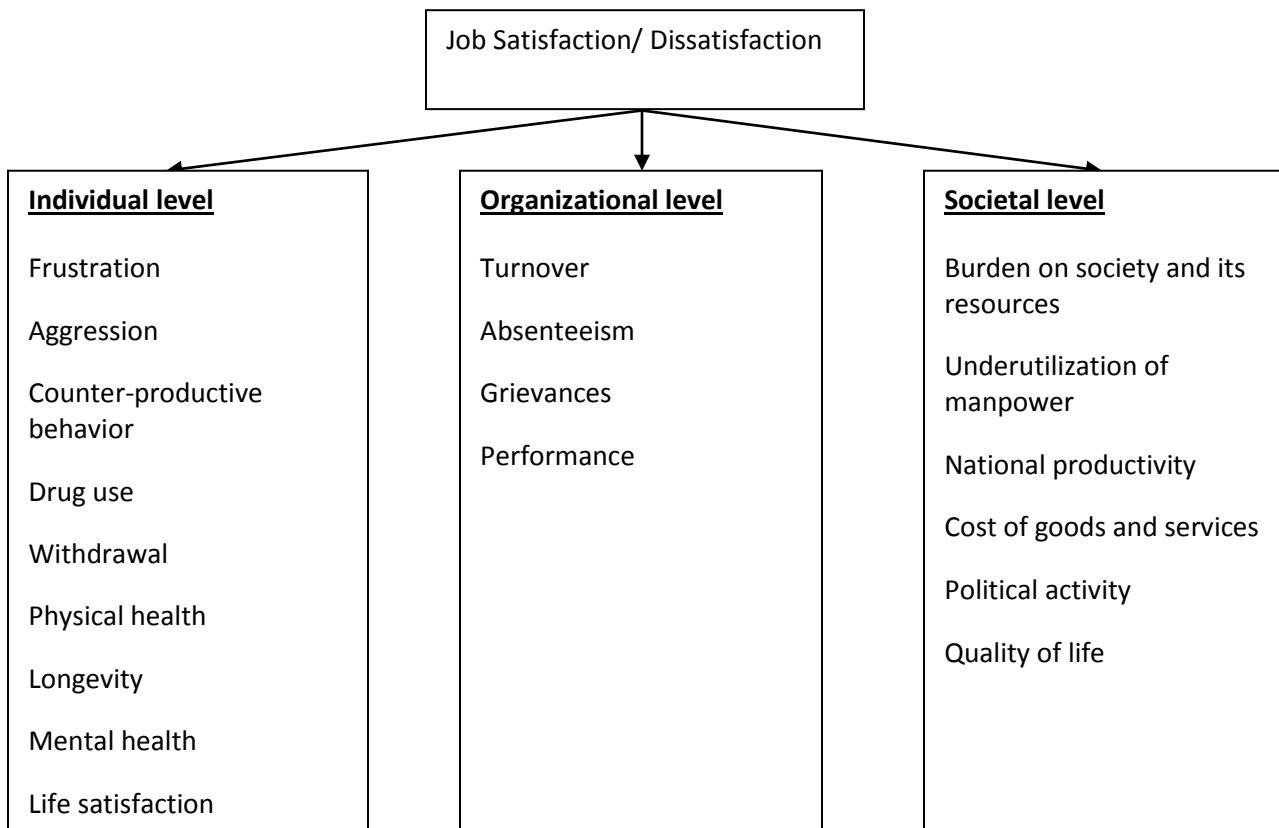


Figure 2: The Consequences and Influence of Job Satisfaction/Dissatisfaction on the Individual, the Organization, and the Society (Harpaz, 1983, p.4)

Herzberg's Two-Factor Theory

The earliest research related to job satisfaction began with the famous Hawthorne Studies conducted by Elton Mayo at the Western Electric Company in the 1920s (Herzberg, Mausner, & Snyderman, 1959). The term job satisfaction is also known as job attitudes, morale, and organization climate (Hoppock, 1935). Regardless of terms used, job satisfaction can be described as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Harpaz, 1983; Locke, 1976). The importance of job satisfaction at the

workplace is to gain happiness which can indirectly improve job productivity (Herzberg et al., 1959).

Herzberg's theory, known as the two-factor theory, was based on the belief that factors causing satisfaction and dissatisfaction were separate and distinct. Herzberg's Theory has important implications for employee and management areas. Herzberg et al. (1959) stated that to increase employees' performance, principals in schools must provide job factors related to five satisfiers. Satisfiers or motivators are identified as achievement, recognition, work itself, responsibility, and advancement. These factors lead to job satisfaction. Another set of factors that contribute to job dissatisfaction is known as hygiene. These are policy and administration, type of supervision, salary, working conditions, and interpersonal relationships. When the hygiene factors are at a low-level, dissatisfaction occurs; when the motivator factors are in good condition, satisfaction is visible (Dinham & Scott, 1998).

All the theories that I included in this study were related to each other. Employees have to fulfill all the needs to seek satisfaction. The satisfaction/ dissatisfaction depends on the choices they have at their workplaces. Finally, this situation can influence them either to stay or leave the profession.

Purpose of study

The purpose of this study was to explore and understand the challenges and experiences new teachers faced in schools after completion of their training in Malaysia. As new teachers, they were excited to implement what they learned in teaching programs (Inman & Marlow, 2004). However, if they face unexpected challenges and these situations may influence their job satisfaction at their workplace. By listening to and understanding their challenges and

experiences, I can gain a clear picture of their situations to voice their challenges to policy makers, practitioners, and any divisions under the Ministry of Education.

The phenomenon of new teachers leaving the profession continues. In studies, generally, when individuals are not satisfied with their position, they may not stay in the profession and chose to find another job. According to Liu and Johnson (2006) in their study of 486 first-year and second-year K-12 public school teachers in California, Florida, Massachusetts, and Michigan, the new teachers' effectiveness in working with students may depend not only on their qualifications but also on the fit of skills, knowledge, dispositions, and the school position they have been hired to fill. All the factors above can have implications for job satisfaction and retention. If a position does not closely match a new teacher's preparation, interests, or preferences, they may quickly become dissatisfied and not stay in the profession for long. In Malaysia, the phenomenon of new teachers leaving the profession is increasing from year to year. However, the statistical information of this issue is not readily accessible. In addition, the government may be does not treat this issue as important because it is costly to carry out the research whereby the research funding, time can be spent in a more critical areas such as poverty level. This phenomenon will adversely affect the Malaysia Ministry of Education because the new teachers are needed to educate the young generation to develop the country. Therefore, understanding teachers' challenges at an early stage, the MoE can enhance their job satisfaction based on their professional needs to prevent them from leaving the profession.

Based on the findings, they may review the selection process of teacher candidates, the teaching programs, the placement process, and/or the professional development programs to improve the effectiveness of organization and enhance teachers' job satisfaction indeed. The goal is to impact the next generation teachers to remain in the profession.

Research Questions

The intent of this study was to explore the challenges and experiences new teachers face during their probationary period. By understanding what they faced during their probationary period, I can gain a clear picture of factors related to job satisfaction for new teachers leaving the profession. This study will be focused on the following questions:

1. What are challenges and experiences new teachers faced during their probationary period?
2. What are the factors that influence new teachers' job satisfaction/ dissatisfaction in their school?
3. What are reasons caused new teachers to apply to leave the profession?
4. How do the new teachers perceive the professional development courses in continuing teaching profession?

Definition of terms

After choosing the research topic, the researcher identifies the terms which relate to the topic. This study will focus on the following terms:

The Ministry of Education, Malaysia

The Ministry of Education (MoE) is a government ministry responsible for Malaysian educational matters from preschool to the tertiary level. However, in 2004, MoE was in charge of preschool to secondary level of education. The tertiary education was taken over by a new ministry, Ministry of Higher Education (MoHE). The current minister of MoE is Tan Sri Muhyiddin Yassin, who is also Deputy Prime Minister of Malaysia. His responsibilities are making decisions related to educational policies.

School Management Division, Ministry of Education Malaysia

The School Management Division is responsible for implementing educational policies through the planning, formulating, coordinating, and monitoring of various school programs and the management of teachers and students. Primarily, the division sets guidelines on the management of schools, which are implemented with the cooperation of 16 state departments of education and 130 district education offices. It handles the requirements, placements, transfers of teachers as well as the administration of schools, students' discipline, all related to students' welfare, health, nutrition, and counseling in schools.

The functions of the division are to: (1) plan, coordinate, and monitor programs related to school affairs; (2) implement policies and manage programs related to teacher affairs such as teacher requirement, placement, transfer, and enhancement of teachers' professionalism; and (3) implement policies, plan, coordinate, and manage programs related to students affairs such as enrollment and placement of students, development of students' personality through co-curricular activities, student welfare, student exchange program, and student integration (Educational Planning and Research Division,2008).

The Teacher Education Division, Ministry of Education Malaysia.

The Teacher Education Division is responsible for organizing pre-service and in-service teacher education programs to produce professional, competent, and dedicated teachers in line with the National Education Philosophy and Teacher Education Philosophy. The division is headed by a director and two deputy directors who led the Pre-service Training Sector and the in-service Training Sector. At present, the division oversees 27 institutes of teacher education and the English Language Teaching Centre (ELTC).

The functions of the division are to: (1) plan and design the teacher education and curriculum; (2) prepare the projection of teacher requirement and intake; (3) manage the intake and placement of teacher trainees; (4) conduct assessment and evaluation of teacher programs; (5) monitor co-curricular activities and matters pertaining to teacher trainees; (6) manage in-service training programs; (7) manage the development of information and communication technology in institutes of teacher education; (8) promote research and development in teacher education; and (9) promote professional development in education by providing financial allocation and services (Educational Planning and Research Division, 2008).

There are ten units under this division, which are the Institutes of Teacher Education Management Unit, the Policy Unit, the Planning Unit, the In-service Training Unit, the Students' Affair Unit, the Teacher Selection and Placement Unit, the Curriculum Unit, the Assessment and Examination Unit, the Information and Communication Technology Unit, and the Research and Development Unit.

Teacher placement system

The teacher placement system in Malaysia emphasizes a bureaucratic system, controlled by the federal government. Teacher placement is managed by the School Management Division and the Teacher Education Division under the Ministry of Education. After completion of teacher training, student teachers choose three states for possible placement in schools. However, the School Management Division has the final authority to place teachers based on current needs for their specialty (Ministry of Education Malaysia, 2011).

Preservice teaching course

The preservice teaching course is designed for the training of teachers for both the primary and secondary schools. This program is run at all teacher education institutes across the

country, while the duration and entry qualifications for admission depend on the requirements of the respective courses offered. Courses/programs offered include the following:

a. Postgraduate Teaching Course - One year

The requirements are Malaysian citizen; physically and mentally healthy; not more than 35 years old; having a bachelor or equivalent from higher education institution (IPTA) or private educational institution (IPTS), local or overseas; and having a degree that is recognized by the government of Malaysia.

b. B. Ed. (TESL) In-Service Twinning Program between the Ministry of Education Malaysia and local or overseas institutions (Six years: two years of Preparatory course and four years for the Bachelor's Degree)

c. B. Ed. Program - Five and a half years: One and a half years Preparatory course followed by four years for the B. Ed. Degree

d. Program for Excellent Students at Overseas Universities - (Six years: One and a half years - two years of Preparatory Course, three years for the Bachelor's Degree, and one year for the Postgraduate Teaching Diploma Course).

For b, c, and d programs, the requirements are Malaysian citizen; physically and mentally healthy; not more than 20 years old; active in extra-curricular activities; having academic qualifications in the Malaysia Certificate of Education (MCE) examination with a distinguished career in any of the three subjects and credits in three subjects (Malay, History, the other subjects as well) passed English; and meet the eligibility requirements for specific areas of study applied (Ministry of Education Malaysia, 2011).

School leaver

For this study, school leavers refer to students in Malaysia who have graduated from form five (equivalent to ordinary level in the British educational system or grade ten in the U.S educational system) at secondary school. All form five students sit for the MCE examination and the results provide an opportunity to continue studies at pre-university levels, colleges, post-secondary level, or any higher education institutions.

Job satisfaction

Job satisfaction is also known as job attitudes, morale, and organizational climate. No matter the term used, job satisfaction describes a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Harpaz, 1983; Locke, 1976). The importance of job satisfaction from work is to gain happiness and indirectly can improve job productivity (Herzberg et al., 1959).

Urban area

In Malaysia context, according to Department of Town and Country Planning, urban area located at a radius of five kilometers from city center. Having a population density of over 10,000 people and the people working in the administration and management sectors as well as businesses that are not based on agriculture.

Suburban area

Suburban area located between urban and rural areas. The people are still working in the administration and management sectors as well as businesses that are not based on agriculture.

Rural area

Rural area located at an outside radius of five kilometers from city center. Having a population density of less than 10,000 people and the population focused on agriculture.

Delimitation

The boundaries of this study include its specific focus on the challenges and difficulties new teachers face during their probationary period, a one to three year period. The location of study was in Malaysia considering urban, suburban, and rural schools. This study focused on new teachers who were assigned whether in their preferred state or not. This narrow focus keeps this study in a manageable scope.

Since this study aimed to explore and understand their challenges and experiences, it does not matter where they were placed, I focused on geographic placement because the challenges those new teachers face are different depending on the area. For example, in the United States, one of the most important reasons given for leaving the profession due to dissatisfaction in urban areas is poor salary (Ingersoll, 2001). While in rural northwest China, among the reasons new teachers leave the profession are their social status, opportunities for personal growth and promotion, and teachers' skills and professional accomplishments (Sargent & Hannum, 2005).

Assumption

As the researcher in this study, the assumption was made that the sample studied was representative of the total population of new teachers in Malaysia who applied to leave the profession. By in-depth interviewing sessions with up to 20 possible participants, a clear picture of the challenges and experiences of new teachers who applied to leave the profession throughout Malaysia could be obtained.

In addition, by asking questions during face-to-face interviews, it is assumed that the new teachers in this study answered all the interview questions and shared the challenges and experiences openly and honestly. They were not worried that the researcher would share their challenges and experiences with others, because the researcher has to follow the research ethics when engaged in research (Glesne, 2006).

Researcher's Perspective

Having 17 years of experience as a teacher, the topics of teacher placement and teacher motivation touch my heart. Waiting for the placement letter from the Ministry of Education, I was frightened and worried. I was worried that the Ministry of Education would place me far away from my husband. "Waiting was torture." This expression was usually used by those who were in love. But I was not in that situation. I was waiting for the teacher placement letter from the Malaysian Ministry of Education. The waiting made me restless, afraid, and worried. I didn't know how to express my feelings at that time. From time to time, from day to day, I was waiting but there was no news. I didn't know who I should contact. I should have received the placement letter by today. Today was Friday. Suddenly, my phone rang. I was shocked. Then, I picked up the phone. I looked at my clock, and it was 10:00 am.

"Hello, may I know who is on the line?"

"My name is Puan Fauziah binti Fazil, the officer, who is in charge of teacher placement at the Education State Department, Selangor. May I speak to Ruzina binti Jusoh?"

"Yes, speaking."

"I hope that you can come to the Selangor Education State Department to get your offer letter. It's because on Monday, June 22nd, you have to report at Sekolah Menengah Kebangsaan Convent, Klang. If we post it, it will not reach you in time. Since your house is nearby, that's why I think that it will be better for you to come and get it."

"Thank you, I will come now."

When I got to the office, I read my letter. I was so happy, because I was placed at Convent High School, Klang, Selangor state. My heart bloomed cheerfully. All the questions were answered. The school was around 15 minutes drive from my house. June 22nd, 1993, was the first day I became a qualified teacher. I was very lucky to be placed near my family.

I was wondering that what will happen to other new teachers if their position does not closely match their preference; it has raised a feeling of dissatisfaction. This situation can affect their performance, and they may not stay long in the profession.

Since that night, I have pondered what it would take for me and my colleagues to bring this clarity to our own work, to understand that this world changes, to be curious about newness. We live in the same world as this geologist, but in the organizations I work in, change is a feared enemy. Hurricanes, organizational crises, sudden accidents-these are terrible forces that can destroy the deliberate, incremental progress we're all working hard to achieve. We haven't thought that we might work with the forces of change. We act quite the opposite; we need to manage change and keep it under control every cautious step of the way. And we think we're being helpful to others when we manage change so carefully, because we believe that people don't like change. Strangely, we assert that it's a particular characteristic of the human species to resist change, even though we're surrounded by tens of millions of other species that demonstrate wonderful capacities to grow, adapt, and change. (Wheatley, 2001, p.137-138)

Based on the quotation, I believe that making a system change is not something which is as easy as it seems. In addition, the system has long existed in the organization. Even though the changes give more benefits to the organization, opposition at early stages will occur. In implementing change in educational policy and practices, it has been stated that the Ministry of Education, Malaysia, emphasizes the bureaucratic system which is fully managed by the federal government. So if the organization wants to make changes in the system, it is probable the parties who disagree with the new system will oppose it.

Even though the researcher knows it is very hard to make a change in the educational system, by doing this study it can influence the Malaysian government, mainly the Ministry of Education, to review the system related to teachers' matters as an effort to enhance teachers' job satisfaction and directly to improve student performance by teaching effectively in the classroom. To do so, they need a well-planned effort to ensure that it runs smoothly.

CHAPTER TWO

REVIEW OF THE LITERATURE

The review of the literature begins with an explanation of education in Malaysia. It is really important to give a clear picture to readers about the schooling system and the events leading to high control of the educational system by the federal government in terms of teacher education. In regard to that, the researcher explains the process of preparing qualified teachers and placing them in schools. By looking at two systems, namely the national system which is highly controlled by the federal government and the open-market system, readers can understand the differences in preparing and placing teachers in schools.

After completion of their training and placement in schools, the researcher intends to learn what challenges and experiences teachers face during their probationary period. As the research topic is related to teachers' job satisfaction, it includes the factors that influence job satisfaction. Finally, by understanding new teachers' challenges and experiences, policy makers may prevent new teachers from leaving the profession related to job dissatisfaction. Preparing and providing appropriate programs at school levels or district levels can encourage new teachers to remain in the profession. To do so, previous studies have been reviewed to share with the readers the findings that are closely related to the one being undertaken (Creswell, 2009).

Education in Malaysia

The teacher, who is noble in character, progressive and scientific in outlook, committed to uphold the aspirations of the nation, and cherishes the national cultural heritage,

ensures the development of the individual and the preservation of a united, democratic, progressive and disciplined society.

(National Philosophy of Teacher Education from Educational Planning and Research Division, 2008)

Education is one of the most powerful elements for bringing about changes required to achieve sustainable development (Educational Planning and Research Division, 2008). Teachers are the main actors in this process and teacher education training is a bridge for developing the capacities in teachers to deliver sustainable educational approaches. In 2005, the MoE was split into two ministries, namely the Ministry of Education and Ministry of Higher Education (MoHE). The MoHE received a separate allocation from the Malaysian Federal Government. Education in the country consists of pre-school, primary school, secondary, tertiary and postgraduate. The MoE is responsible from pre-school to secondary school while the MoHE is liable for tertiary and postgraduate education.

As we know education plays a vital role in national development, the Malaysian Federal Government continuously increased the allocation for the Ministry of Education (MoE). For instance, in 1997, a total of RM12 billion that is 20 percent of the federal expenditure was allocated to the MoE, and in 2008, the expenditure of MoE has increased to RM30 billion that is 17 percent of the federal expenditure (Educational Planning and Research Division, 2008). Although the percentage of allocation in 2008 is less than in 1997, the 1997 provision included higher education expenditure. In 2008, the allocation was for MoE. The expenditure has been allocated to increase the quality of the educational system including school construction, teacher training, and so forth.

In order to understand what is happening in the current educational system in Malaysia, historical factors play an important role. Regarding historic perspective, in the education system during the British occupancy (1824-1957), each ethnic group had established its own schools. They used their respective medium of instruction, curricula, textbooks, and teachers. Teachers for Chinese and Indian schools were brought in from their respective countries, while Malay teachers were trained to teach in Malay schools (Educational Planning and Research Division, 2008).

The previous educational system created ethnic segregation because it emphasized maintaining a sense of loyalty to the country of origin. However, children of various ethnicities could only study together in English schools found in urban areas. At that time (prior to 1957), for example, the majority of Malay people lived in rural areas; Indian people lived in estate plantations; and Chinese people lived in urban areas. The Malaysian government tried to eliminate racial identity through the economic, social, and settlement aspects by introducing the New Economic Policy (NEP).

The NEP was introduced in 1970 as a result of the bloody race riots of May 13, 1969. Racism was at a critical stage when the race riots happened between the Chinese and Malay. Inequalities in the economic, social, and educational aspects were among the causes of the riots. The government was trying to create equality in all aspects, regardless of race. The NEP took 20 years (1970-1990) and aimed to reduce poverty gaps and eliminate racial ethnic identities as mentioned above. The NEP has successfully united multiracial societies and produced loyal and united Malaysian nations. To do so, teachers have been trained using the same program, which is managed by the Teacher Education Division, the Malaysia Ministry of Education.

In Malaysia, there is no fixed age limit however commonly children start preschool education at the age of five years. Preschool education in Malaysia is equivalent to kindergarten in the U.S. educational system. In Malaysia, there is no difference between kindergarten and preschool levels. It usually lasts for two years, before children proceed to primary school at the age of seven years. There is no formal preschool curriculum except a formal mandatory training and certification for principals and teachers before they may operate a preschool.

The training includes lessons on child psychology, teaching methodologies, and other related curricula on childcare and development. Preschool education is mainly provided by private for-profit preschools, though some are run by the government or religious groups. Some primary schools have attached preschool sections. Attendance in preschool programs is not universal; while people living in urban areas are generally able to send their children to private preschools; few do so in rural areas. Recently, the MoE introduced preschool classes in selected schools throughout Malaysia to give opportunity to students who come from the lower socioeconomic status to go to school. Registered preschools are subjected to zoning regulations and must comply with other regulations such as health screening and fire hazard assessment. Many preschools are located in high density residential areas, where normal residential units compliant to regulations are converted into the schools.

Primary education in Malaysia consists of six years of education and is also referred to as year one through six. Students enter primary schools at the age of seven years and leave at the age of 12 years. Students are promoted to the next standard without any public examination. At the end of primary education, year six students are required to undertake a national standardized

test known as the Primary School Evaluation Test (PSET). The subjects tested are Malay comprehension, written Malay, English, Science, and Mathematics. The primary education system is divided into the national schools (Sekolah Rendah Kebangsaan) and vernacular schools (Sekolah Rendah Jenis Kebangsaan) (literally national type school). The official medium of instruction in national schools is Malay language. Vernacular schools generally conduct classes in Mandarin for Chinese vernacular schools and in Tamil for Tamil vernacular schools (Educational Planning and Research Division, 2008).

Secondary schooling consists of five years of schooling, and this is referred to as form one to form five. Public secondary schools are considered as extensions of the national schools. In form three, students are required to sit for the Lower Certificate of Education (LCE) examination. Depending on their results, they will be streamed into either the science stream or arts stream. The Science stream is generally more desirable, and students are allowed to elect to go to the arts from the science stream, but not vice-versa. In form five, students are required to take the Malaysian Certificate of Education (MCE) examination, before graduating from secondary school. The MCE is the equivalent of the British General Certificate of Education 'O' Levels examination.

Besides the increasing birth rate; awareness on the importance of education among parents is also contributing to the increase in the number of schools. The number of schools and teachers constantly increased from year to year. In 2010, the number of schools and teachers increased to 9,943 and 405,716 respectively compared to 2008, at 9,689 and 357,376, respectively (Ministry of Education Malaysia, 2011).

Teacher Preparation Programs

In general, teacher preparation programs have similarities throughout the world. The program includes three main components: subject knowledge to teach; theoretical foundations of professional education, such as philosophy, pedagogy, history, sociology, and psychology of education; and a practicum in a school to practice with students what has been learned in the program (Diamond, 1991). It seems that preparing prospective teachers is not something that can be taken lightly. The ministry of education or the department of education takes into account all aspects including the selectivity of programs, the quantity and content of requirements, and the duration and timing of coursework and fieldwork to produce highly qualified teachers.

Sultana (2005) agreed that teacher preparation programs should include subject matter, professional courses, and adequate field experiences to produce qualified teachers. Teacher education programs generally tend to organize the development of quality teachers including pedagogical knowledge; subject area content knowledge; skills and attitudes necessary for effective teaching, strong understanding of human growth and child development, effective communication skills, strong sense of ethics; capacity for renewal; and ongoing learning (Sim, 2006).

However, there are differences in the preparation programs in terms of administration level. The administration of teacher preparation programs has two levels, mainly a national and the state level. In some countries, for example Malaysia, Ethiopia, and Germany, the teacher preparation program is managed at a national level. However in other countries, such as Australia, England, and the United States, it is managed at the state level. In this study, three countries are reviewed representing each level. These countries were selected because the information needed is easy to access and each country represents a different continent.

National Level

The national level means the program is highly controlled by the federal government. Whatever relates to the educational matters in terms of teacher preparation program, the federal level will determine the type of programs and the requirements that prospective teachers need to fulfill to enroll in and complete these programs. In this literature review, three examples of countries will be discussed, namely Malaysia, Ethiopia, and Germany.

Malaysia

Those who are interested in becoming a teacher, have to fill out the online application in February of every year via the MoE official website. If they meet the MoE requirements, the prospective teacher candidates sit for a qualification test. After they pass the qualification test, they will be interviewed by the School Management Division (SMD). If they succeed in the interview session, they enroll in the teacher preparation program managed by the Teacher Education Division (TED). Before becoming a qualified teacher, prospective teachers go through teacher training conducted by the Teacher Education Division (TED), a division under the Ministry of Education. TED is responsible for planning and implementing teacher education programs. These programs are aimed at achieving the objectives of the National Education Philosophy and the Teacher Education Philosophy to produce competent, dynamic, morally upright, highly-intellectual, and technologically skillful teachers (Educational, Planning, and Research Division, 2008). Qualified teachers are not only able to carry out teaching effectively but to ensure that student performance is brought up to the desired level (Rao & Jani, 2009).

The preparation program prepares teachers for both the primary and secondary schools. This program is run at all teacher training institutes across the country, while the duration and

entry qualifications for admission depend on the requirements of the respective courses offered (refer to Chapter 1; see page 13 – 14)

The student teacher candidates will be placed in any teaching institution throughout Malaysia within one to six years depending on the program in which they enroll. There are 27 teaching institutions that operate the teacher preparation programs at undergraduate and postgraduate levels. The prospective teacher candidates are fully sponsored by the MoE until they complete their programs (Ministry of Education Malaysia, 2011).

Ethiopia

After the Ethiopia People's Revolutionary Democratic Front (EPRDF) took power in 1991, they made reforms in many sectors including the education system. As a result, a new education and training policy was introduced in 1994, which changed the school system and the teacher training. In regard to teacher training, the pre-1994 system required those who are interested in becoming a teacher for any level of schooling to complete grade 12, including six years at primary education, two years at junior secondary education, and four years at secondary education. However, the current system, those who are interested in becoming a primary school teacher are required to complete grade 10 and to be a secondary school teacher, they have to complete grade 12.

Students who want to be a teacher for grade 1 to 4 have to enroll in a one year teaching program, known as a certificate program at any teacher training institution. While students who are interested in teaching for grades 5 to 8 have to graduate from a three year program at any teacher training college known as a diploma program. For students who want to be a secondary school teacher (grade 9 to 12), they have completed grade 12 and train for three years in the education department of universities (Mekonnen, 2008).

Ethiopia's secondary teacher education program is a concurrent model in which teacher education students will take pedagogical courses and subject area courses for three years. They have to pass various field experiences spread over the three years and at the same time attend classes on subject area and pedagogical courses (Mekonnen, 2008).

Germany

The school system in Germany, including private schools, is under state supervision. For the secondary level, there are three types of school. The practical vocational orientation emphasizes a basic education with preparation for employment in manufacturing or manual work; the technical vocational orientation prepares students for employment in the technical, financial, commercial, and middle management sectors; and the academic orientation, prepares students for higher education.

Student teachers receive specialized training based on the schools in which they teach. Teacher training is structured into three distinct pathways, each of which has its own training program, administration, and examination procedures. Academic study is compulsory for all teachers, but its contents and duration are different. After graduation from a university, the education program will be followed by practical training and a second examination.

The requirements for being secondary teachers in Germany are A-Level certificate and university degree. According to tripartite system, the type of degree route chosen determines the training route relevant to the type of secondary school. For example, those who want to be a teacher in a practical vocational orientation are required to do three to four years of study at a teacher training institution, while those who are interested in being a teacher at a technical vocational orientation or an academic orientation in specializations of two to three subjects, are

required to enroll in teacher training for four to five years and five to six years, respectively. After completing their program, student teachers are awarded Qualified Teacher Status.

In conclusion, graduate students pursuing teacher training in Germany, regardless of the degree they have are entitled by law to enroll in teacher training as long as their degree is relevant to the school curriculum (Jones, 2011).

State Level

The state level indicates that the federal government empowers states to make decisions related to educational matters. Every state is allowed to figure out the requirements they need for students to enroll in teacher preparation programs. For state level implementation, three examples of countries will be discussed, namely Australia, England, and the United States.

Australia

The requirement for being a teacher in Australia is based on year 12 results, or first degree results, depending on the teaching program chosen by teacher candidates. The teaching programs are housed in university departments or departments of education. There are two teaching programs as follows:

- a. Bachelor of education - single or double degree programs: the content of the program included both subject matter content and pedagogical preparation. These tend to be four or five-year programs with the teacher preparation portion generally representing a minimum of two years. Those who make an early decision for engaging in the teaching profession, such as high school graduates, particularly choose this. This teaching program is probably viewed as the most comprehensive approach for providing a sound grounding in both theory and practice.
- b. Graduate entry programs – undergraduate, masters, or graduate diploma: these programs take one or two years; they are known as one or two-year teaching program and vary across

departments. These programs emphasize pedagogy more than subject area content, as students have an undergraduate degree (Sim, 2006).

Overall, the preparation of primary teachers focuses on a generalist approach to teach across all subject areas and levels. While the secondary teacher program emphasizes a specialist approach. They typically major in two subject areas (Sim, 2006).

Each state has its own requirement for teacher certification. Private schools are free to hire teachers regardless of their levels of qualification, although in practice, most teachers in Australia have a relevant tertiary qualification such as a graduate diploma, bachelor's degree, or master's degree. The course accreditation with the Victorian Institute of Teaching (VIT) requires teacher education institutions to produce graduates who have demonstrated the qualities tested in the VIT professional standards. The VIT standards require teacher education courses to prepare student teachers with professional knowledge that includes the elements of knowing how students learn and how to teach them effectively; the content they teach; and who their students are (Ure & Lysk, 2009). The VIT believes that by meeting the standard, they can produce effective and high quality teachers.

England

In England, candidates who want to be a teacher must gain Qualified Teacher Status (QTS). To gain QTS, they complete a first degree (B.A. or B.Sc.) and undergo a Postgraduate Certificate in Education (PGCE), or a specific teaching degree, or on-the-job training at a school (Jones, 2003). In most countries where degree programs are offered for three years, graduates who want to be teachers have to attend teacher training for one or more additional years (Darling-Hammond, 2000).

For example, Nottingham teacher preparation program involves a one-year PGCE, the successful completion of which leads to national certification and Qualified Teacher Status. Confirmation of this status requires that newly qualified teachers successfully complete a structured induction year within five years of certification (Young & Hall, 2004).

The United States

The United States Department of Education introduced three types of teacher preparation programs. There are traditional program, alternative program based on institutions of higher education (IHEs), and alternative program not based on IHEs (U.S. Department of Education, 2011).

The teacher education includes preschool, kindergarten, elementary, middle, and high school preparation programs (pre-k-12). The early childhood programs introduced for preschool and kindergarten level. For those who are interested to be elementary school teachers, the elementary education program introduced either from grade 1 to grade 6 or grade 1 to grade 8. The preparation of elementary school teachers focuses on a generalist approach to teach across all subject areas. While the preparation of middle and high school teachers focuses on a specialist approach. In other words, the middle and high school teachers have a major in the subject area.

The U.S. educational system in terms of teacher preparation program implements a state-by-state system. The requirements and certifications are different from one state to another. Despite the differences, basically all teacher candidates are required to: earn at least a bachelor's degree; complete an approved, accredited education program; have a major or minor in education for elementary school teacher; have a major in the subject area for middle to high school teachers; have a strong liberal-arts foundation; and pass either state exam, the widely used PRAXIS exam, or another exam (Roth & Swail, 2000).

Darling-Hammond (1999) added that the preparation and qualifications of the teacher schools hire and retain in the profession are very important. It stands to reason that student learning should be enhanced by the efforts of teachers who are knowledgeable in their field and are skillful at teaching others. That's why in the preparation programs, for instance, at Colorado State University, student teachers who are enrolled in the School of Teacher Education and Principal Preparation (STEPP) program are required to take professional education courses such as grades 7 to 12 subject area of education two years, student teaching, practicum, and literacy and the learner. These are very important to expose student teachers to the real setting. In regard to the effective learning in the classroom, students are inspired significantly more by effective teachers. Deep content-area knowledge learned during preparation programs is also an attribute of teachers that seems to have a positive impact on student achievement (CSU, School of Education, 2008).

Teacher Placement System

When student teachers complete their training program, they will be placed in schools depending on school needs. For the federal system, the ministry of education has the authority to place student teachers depending on current needs. However, in the state systems, student teachers have to apply to schools that have the authority to hire them.

National System

Since the three countries implement the same placement system, the national placement system in Malaysia is taken as an example of how they place student teachers in schools after completing their training. While, it is difficult to get detailed information of how the other two countries, namely German and Ethiopia, place their student teachers in schools throughout their countries, Jones (2011) and Mekonnen (2008) mentioned briefly how they place teachers in

school. Fortunately, as a Malaysian, it is quite easy for me to access websites and get sources from my country.

The teacher placement system in Malaysia is controlled by the federal government. Teacher placement in Malaysia is managed by the School Management Division (2011). After graduating from the teacher training institutions, trainees fill out a placement form which is provided by the School Management Division (SMD) of the Malaysian Ministry of Education. Student teachers choose three states for placement after they finish their studies. The School Management Division then places them based on state needs and options (Educational Planning and Research Division, 2008).

After the SMD receives a list of teacher trainees, the committee members meet and provide the distribution of teacher trainees to every state according to their needs. The SMD will send the list to every state department of education to take action. At the state level, the committee members meet and distribute teacher trainees to the district education office (DEO). According to school needs, the respective district education office posts teacher trainees to schools that lack teachers and after that they send the name list to the SDE to produce an official letter to the teacher trainees (The School Management Division, 2011).

After the teacher trainees are appointed as a qualified teacher, they are then given three years maximum for a probationary period before the post confirmation. After verification of the post confirmation, the teachers will hold the position until their retirement.

In conclusion, the federal administration level provides jobs for student teachers after they complete their training. They do not need to think about how to get hired as a teacher. They are really in a comfort zone when they get a verification of position after the probationary period.

State System

At the state administration level, three countries practice the same placement system, therefore the U.S teacher placement system is used as an example. The U.S. teacher placement system implements a free market system which is very competitive. Each state department of education uses a business system for the teacher placement on a state-by-state basis. Every state has their own system in placing teachers in schools. In other words, newly licensed teachers compete with one another to seek positions.

Teacher Placement is a comprehensive, web-based system which allows administrators and school boards to list and fill open teaching positions. This system assists school districts by providing valuable services for administrators and teachers seeking employment. Listings of elementary, secondary, administrative, college and other educational openings are available in an online format. Broad categories for positions include: Administration, Coaching, Counselor, Librarian, Technology, Elementary Teaching, Secondary Teaching, and Special Education/Early Childhood as well as other categories. From there, schools can select from several levels containing hundreds of potential open positions. School representatives can also search the system for teachers based on any of these criteria. A teacher can complete a pre-service teacher preparation program from an accredited school at any time, whether or not they feel there is an open position that they could fill (South Dakota Teacher Placement Center, 2010).

The teacher placement system regularly checks the criteria of open positions against the qualifications of teacher profiles for potential matches. For instance, The South Dakota Teacher Placement Center uses a web-based system that makes filling staff positions easier. By searching a comprehensive database of applicants seeking positions and school district job openings, the Center brings districts and applicants together. More than 190 schools and 9,000 applicants

around the country are currently members of the South Dakota Teacher Placement Center, with the system being updated daily. With a yearly subscription to the Teacher Placement Center, schools gain access to the interactive database and can post employment opportunities and monitor interest – all with the click of a mouse (South Dakota Teacher Placement Center, 2010).

In conclusion, the state administration level does not provide jobs for student teachers after they complete their training. They need to apply to get hired as a teacher in school and compete among other candidates. During the probationary period, they have to perform well to ensure they are retained in their position. They are required to renew their teaching license. For example, in the state of Colorado, teachers have to renew their license every five years.

Challenges of New Teachers

The early stage of being a teacher is a special time in the teaching profession. In this respect, generally they face the challenges no matter where they are placed. New teachers face the difficulties and obstacles as a result of their needs and often inability to adapt and adopt themselves to the organizational climate of new schools (Shulman, 1987). For the novice teachers, many questions jump into their mind and some of them are unending. For example, who are the students? What are their families like? What am I supposed to teach? How will my students be tested? What does the principal expect? Am I supposed to keep my students quiet, or do my colleagues understand that engaged learning sometimes means messy classrooms and active students? All these questions embrace issues of curriculum, instruction, assessment, management, school culture, and leadership style, as well as the larger community (Feiman-Nemser, 2003).

Meeting the curricular standards is one of the challenges for new teachers. Wilson and Ball (1996) addressed in their study that one of three challenges for teachers was a little theory

concerning how new teachers learn to teach in the standard-based era of educational reform. When student teachers enrolled in a teaching program, the focus was more on conventional teaching ways rather than the reform-oriented ways. As a result, new teachers lack empirical experience with the paths teachers take in their development.

Additionally, Sabar (2004) and Scherff and Hahs-Vaughn (2008), realized that one of the common challenges of new teachers is to reconcile the pedagogy they have learned in the teacher preparation programs with the reality of teaching in classroom. This situation made it more difficult to practice what they have learned in the teaching process in the classroom. During the preparation programs, new teachers experience the freedom to make decisions, a climate that is open to discussion and collaboration, and working conditions that nurture personal relationships. By looking at this challenge, there is a gap between the culture of the teacher preparation programs and the culture of the schools.

According to Rockoff (2004), the empirical results from his research indicate there are large differences in experience among teachers within schools on student test scores. He also found evidence that teaching experience significantly raises student test scores, particularly in reading subject areas. Many studies have established that inexperienced teachers (those with less than three years of experience) are typically less effective than more senior teachers. The benefits of experience appear to level off after five years, especially in non-collegial work settings (Rosenholtz, 1986). A comparison between new teachers and experienced teachers is also a challenge of being new teachers. This comparison can create stress if their colleagues are not really supportive.

Liu and Johnson (2006) found that the hiring process was another one of the challenges of new teachers. This study surveyed a representative random sample of 486 first-year and second-

year K-12 public school teachers in California, Florida, Massachusetts, and Michigan. Participants were chosen by using two-stage stratified cluster sampling and the respondent rate was 65 percent. The results revealed that 33 percent of new teachers were hired after the school year started in four states and consequently most new teachers actually have limited interaction with school-based personnel during the hiring process, and the process is relatively information-poor. It seems that the new teachers' effectiveness in working with students may depend not only on their qualification but also on the fit of skills, knowledge, dispositions, and the school position they have been hired to fill. All the factors above can have implications for job satisfaction and retention. If a position does not closely match a new teacher's preparation, interests, or preferences, they may quickly become dissatisfied and not stay in the profession for long (Liu & Johnson, 2006).

Teacher Job Satisfaction

Job satisfaction in the work environment is derived by the attitudes and perceptions of teachers. It is measured in many different ways in the national surveys, and there is no consensus about the standard way to measure job satisfaction (European Foundation for the Improvement of Living and Working Conditions, 2007). Research on the topic of job satisfaction has been conducted in the past 76 years, for example Hoppock's study in 1935. One of the reasons for the continuing study in this topic is that positive and negative attitudes towards work may exert powerful effects on many forms of organizational behavior. There are many factors that influenced job satisfaction. In terms of teacher job satisfaction, much research has been conducted to examine the factors that relate to teacher job satisfaction.

Teacher Placement

After they complete their programs, teachers will be placed in a school to practice what they learned in the preparation programs. In this context, the placement refers to the school for which teachers are placed or hired. Despite that teachers can choose in which schools they want to teach, the final decision often rests with the top management level of the school district.

New teachers often are placed in schools which lack of facilities, have fewer students, and are located in poverty areas. These situations frustrated new teachers and influenced them to leave early in their profession (Behrstock & Coggshall, 2009; Bolich, 2001). Texas Instrument (2012) also agreed that some new teachers leave early in their profession because they are placed in low-performing schools. It seems that they are not really needed by high performing schools. Most high performing schools hired experienced teachers to teach their students. As we know that new teachers have less experience and affect to their effectiveness. The lack of experiences caused them to be placed in high-risk schools. When the students did not perform well, they were responsible for students' performance. The new teachers frustrated and decided to leave the profession at the beginning of their career (Sparks, 2012).

Most students from low-performing schools came from the lower socioeconomic status and were not conscious of the importance of education. New teachers faced difficulties to educate them to high performance because they did not really pay attention in classrooms. It caused frustration and they decided to leave the profession in the early stage (Johnson & Birkeland, 2003).

In addition, when the students did not achieve the standard mandated by the No Child Left Behind (NCLB) law, it seems that new teachers were not doing a good job. The scenario pressured them and they decided to leave early in their career (Kopkowski, 2008). Liu and

Johnson (2006) added some of new teachers are placed at the middle of school session. It caused difficulties for them to prepare teaching lessons. They were not satisfied and finally decided to leave early in the profession.

In Alaska, many schools are located in remote areas, which are accessible by plane or boat. When new teachers are placed in those schools, it caused them to leave early because they need to spend more and the location was difficult to access. Besides, they are often required to teach multiple subjects across several grade levels (Alaska Teacher Placement, 2012).

Principal Leadership

Surveys on job satisfaction from the 1920s onward illustrated the importance of leadership. They uniformly reported that employees' favorable attitudes toward their leaders contributed to employees' satisfaction (Bass, 2007). As we know, when employees are really satisfied towards their leaders/supervisors, it really affects the organization where it can increase productivity, decrease absenteeism, and promote smoother working relationships (Herzberg et al., 1959).

As a leader in school, the principal is the main factor in determining the quality of education in a school. In this respect, the principal always communicates and cooperates with teachers to increase school performance. No matter the leadership style principal's practice, it can affect teachers' job satisfaction. Whether you are managing a team at work, captaining your sport's team, or leading a major company, your leadership style is crucial to your success (Goleman, Boyatzis, & McKee, 2002). Democracy style encourages employees to be a part of decision making. However, the leaders maintain the final decision-making authority. This is normally used when the leader has a part in decision making and employees also have a say. A leader is not expected to know everything; that is why the leader employs knowledgeable and

skillful employees. Since leadership behaviors of principals are one of the factors positively affecting job satisfaction (Miears, 2004), the effect of different leadership style on job satisfaction has been researched. Much research has been done to determine the relationship between principal leadership style and teachers' job satisfaction.

Koh, Steers, and Terborg (1995) conducted a quantitative research study to examine the influence of transformational principals' leadership style as it related to organizational commitment, organizational citizenship behavior, teacher satisfaction with the leader, and student academic achievement. The study examined 89 schools in Singapore using a split sample technique where the participants who responded to the questionnaire were 846 teachers. The result revealed from the study was transformational leadership had significant add-on effects compared to transactional leadership in the prediction of organizational commitment, organizational citizenship behavior, and teacher satisfaction. While transactional leadership had little add-on effect compared to transformational leadership in predicting the variables.

In this respect, it seems that transformational leadership may be effective in enhancing attitudes and behaviors among Singaporean secondary teachers. Most relationships between leader and employees are quite different when the leaders practice different leadership styles. Some leaders depend mainly on their legitimate power or coercive power in order to persuade their employees to do what they were asked rather than inspire them in doing that. Superior leadership performance to inspire and motivate employees to do what leaders want is the transformational leadership style (Bass, 2007).

Cerit (2009) completed a study to determine servant leadership behaviors of primary school principals on teachers' job satisfaction. The participants of his study consisted of 700 primary school teachers at 29 schools located in the province of Duzce, Turkey. The 595

teachers who responded to the questionnaire consisted of various educational levels and experiences. The questionnaire was divided into two sections where the first section was 60 items aimed at determining servant leadership behaviors of primary school principals, and the second one was eight items to determine the level of teachers' job satisfaction. The servant leadership scale (OLA) developed by Laub (1999) was used to measure the behaviors and the Mohrman-Cooke-Mohrman, Duncan, and Zaltman (1977) was used to measure teachers' job satisfaction. The result of his study showed that there was a positive and significant relationship between servant leadership behaviors of principals and teachers' job satisfaction, and the servant leadership behaviors of principals had a significant effect on job satisfaction.

Bogler (2001) also agreed with Cerit (2009) that principal leadership style influences teachers' job satisfaction. Even though Bogler (2001) examined different styles of leadership than Cerit (2009), but the result revealed that there was a significant positive relationship between principal leadership style and teachers' job satisfaction. Bogler's study was carried out in 98 schools located in the northern part of Israel. The 745 participants responded and returned usable questionnaires out of 930 teachers from different levels of schools. But the difference in his study, Bogler found that teachers' occupation perception was a mediating variable between principals' leadership style and teachers' job satisfaction. In other words, the independent variables in this study, such as principals' leadership style, their decision making strategy, and teachers' occupational perceptions had a direct and indirect effect on teachers' job satisfaction.

In conclusion, no matter what leadership styles have been practiced, principals or superiors should be very supportive, respectful, and always provide opportunities to teachers to get involved in planning for and bringing about changes. According to Beatty (2000), one of her participants in her qualitative study told her that he felt listened to, supported, and not threatened.

He was also part of changes within programs when his superiors in school involved him in the change process. As a result, he was very happy and satisfied. In contrast, another participant also shared her exceptionally bad experience with her school administrators when they were prevented from accessing the intrinsic satisfactions she used to energize her professional self. In the study group, she was sharing her story with others and said, “They did not value me as a person, I felt they were questioning my ability to teach. There was no joy. I did not try new things. I had worried a thing to death, and picked it apart, and would not try anything new.” From her story, we can see how important the role of principal or school administrator is on teacher job satisfaction.

Meanwhile, a study in 2006, conducted by Duke University also shows that new teachers who are satisfied with the principal’s leadership are more likely to stay in the profession (Gilmer, 2006). Of the 217 first and second year teachers, the research team found that 30 percent planned to remain in the teaching profession for five years or less. The researchers in this study believed in the fact that the principal is the most important factor in decision-making on the school level. The previous researchers showed that school administrators play an important role to make teachers happy and directly prevent them from leaving the profession (Hancock, 2008; Madsen & Hancock, 2002; Smith & Ingersoll, 2004).

School Climate/Environment

Workplace condition plays an important role to make employees happy to work for and with their colleagues. When employees are dissatisfied at work, they are less committed and will look for other opportunities (Taylor & Tashokkari, 1995). In Brown and Wynn’s study (2009), the results showed that school climate was one of the factors that make new teachers feel happy in their school and make a decision to remain at their respective school. If the opportunities are

unavailable, they may emotionally or mentally ‘withdraw’ from the organization (Lok & Crawford, 2003). Talking about teachers, a conducive environment encourages teachers to put extra effort in getting their job done, working more safely, and contributing directly to organizational growth (Kim & Loadman, 1994).

Anderman, Belzer, and Smith (1991) compiled three sources of data for conducting their study. This study was carried out to examine the relationships between teachers’ perceptions of school leadership, school culture, and teacher satisfaction and commitment. The 758 participants included 101 teachers from Illinois, 214 teachers from Arizona, and 416 teachers from Florida. The findings revealed that the correlation was significant at a probability level of less than .001 and was most positive. In general, teacher satisfaction with their job was positively and strongly associated with a perceived stress on recognition, accomplishment, and affiliation in the school, and with a feeling of cohesiveness regarding the mission of the school.

Lee, Dedrick, and Smith (1991) noticed that a supportive environment and sufficient classroom autonomy promoted efficacy and satisfaction in their teachers’ career path. The study carried out in 307 public schools and 47 Catholic high schools from the original high school and beyond (HS&B) survey that was also included in the Administrator and Teacher Survey (ATS) was conducted in 1984. The participants for this study were 8,488 teachers where 7467 were from public schools and 1021 from Catholic schools. Data were collected from up to 30 randomly selected teachers per school who spent most of their time teaching major subjects. They have used data from both the ATS in 1984 and aggregate demographic measures of 1982 seniors in the HS&B schools to claim the effectiveness of school on teacher job satisfaction. They found that it is statistically significant. However, Catholic high school teachers were more satisfied compared to public school teachers. One of the factors was Catholic schools enroll

students of higher socioeconomic status (SES). It seemed that the SES influences student performance. Besides that, the achievement level in these schools is higher.

As well, Taylor and Tashakkori (1995) in their study to explore the dimensionality of teachers' decision participation, school climate, sense of efficacy, and job satisfaction by using a national data set found school climate factor a strong predictor of job satisfaction. Data for the study came from 9987 teachers response to questionnaires used in a 1990 follow up of the National Educational Longitudinal Study (NELS) conducted by the National Center for Educational Statistics. The result of the study was that job satisfaction was most strongly correlated with the school climate dimension lack of obstacles to teaching.

Ma and MacMillan (1999) in their study to examine workplace conditions on teachers' job satisfaction also reported the same finding. Their study was carried out in the New Brunswick Elementary Schools in Canada. Results from the teacher questionnaire were significant because they were based on responses from the entire population of teachers in New Brunswick (N=2202), where 75 percent were female and 25 percent were male. The result of descriptive information has shown that workplace conditions such as administration control, teaching competence, and organizational culture positively affected teacher satisfaction.

Hancock and Scherff (2010) addressed that school's culture can both protect and empower teachers to find good solutions to overcome their obstacles and challenges in schools.

Student/Class

The studies of the relationship of class size on teacher job satisfaction are strong and consistent. The earliest study of the relationship of class size and teacher job satisfaction was in 1925, by Smith and Glass (1979) in their meta-analysis study that class size affects the quality of classroom environment. The study ran from 1969 to 1978. The year of publication of the study

was included to check whether the class size is a different factor in different era of research. However, the result showed that it does not matter which era, the smaller class sizes affected teacher job satisfaction. They found that in smaller class size, students have more opportunities or chances to adapt themselves in the learning process in the classroom. The situation made them a more conducive learning environment. Students were also more directly and personally involved in the learning process. The smaller class size was less distractive. In this case, it made teachers happy when they entered the classroom to teach. Besides that, differing class sizes may affect the workload, morale, perception, and satisfaction of teachers, thus producing differences in teaching performance.

Lee et al. (1991) also found that the smaller class size affected teacher job satisfaction. Teachers in Catholic high schools were more satisfied teaching in smaller class sizes compared to teachers in public schools. Teacher job satisfaction is also associated with class control along with the selection of textbooks, instructional content, teaching techniques, the disciplining of students, and the assignment of homework. It is also associated with the types of students that teachers teach and the students' level of ability. As students who enroll in Catholic high schools come from higher SES, their performance is also higher than students in public schools.

Professional Development Courses

Teachers need to understand the person, the spirit, of every child and find a way to nurture that spirit. And they need the skills to construct and manage classroom routine efficiently, communicate well, use technology, and reflect on their practice to learn from and to continue to improve it (Darling-Hammond, 2006, p.300).

The statement above shows that the schooling system in terms of teacher's role really impacts student learning in the classroom. Although the schooling system can have a great

impact on both students and teachers, that impact is not always good. In the case of teachers, nearly all teachers are really confident and highly optimistic when they first enter the classroom. They are really interested to teach their students based on knowledge and teaching skills they learned during their initial teacher training. But within a relatively short time the unforeseen physical and emotional aspects of teaching begin to take their toll (Jackson, 1968). They become increasingly pessimistic about their impact on students and more cynical about the effectiveness of the educational process (Harris & Associates, 1992). It may be that society and surrounding factors expect too much from the new teachers.

The preservice teacher training is actually too short and has too many built-in limitations to accomplish the awesome task of adequately preparing new teachers for the demand of the classroom (Ryan, 1970). These problems make policy makers and leaders in teacher education find solutions by considering the structure of all forms of professional development in education. They need to sit together and start thinking how to overcome these problems. According to Guskey (1995), by asking themselves questions such as: What type of professional development experiences are most needed by modern educators?; How are these experiences best planned, organized, and carried out?; and what impact can they, or should they, be expected to have?, they can develop the effective professional development programs that deepen understanding of students learning, promote equity, and support constructive reforms. Much of this research has raised awareness of the importance of culture in curriculum, the role culture plays in learning styles, and the importance of recognizing cultural, racial, ethnic, linguistic, and other diversity in all aspects of education (Phillion, 2002).

In addition, the ministry of education or teacher education leaders were particularly concerned about the lack of knowledge teachers have about students prior to teaching and in some cases considered the information given to be ‘unhelpful’. Talking about preparation programs to measure teacher quality which affected student performance, Vladimir (2007) addressed the problem of communication between teacher and students using a cross cultural and sociocultural theoretical framework to describe the situation of American teachers and Russian-speaking immigrant students. He argues that intercultural education should be an important part in addition to multicultural education.

This program is actually very important to bridge cultural differences among students and teachers and ensure the academic success of children. The teacher education leaders should make an effort to improve teacher education programs by improving teachers’ ability to educate all culturally diverse students, including both recent immigrants and native born students from diverse racial, ethnic, and social class backgrounds. By making multicultural education a compulsory subject for teacher licensure programs, teacher abilities to understand students’ needs in classrooms are enhanced (Vladimir, 2007). According to Howard (1999), diversity is not a choice, but responses to it certainly are. To date, all indicators point to the fact that responses have not been adequate to deal with the full range of issues presented by the complexities of teaching in a multicultural nation.

Professional development is the process of improving staff skill and competencies needed to produce outstanding educational results for students (Hassel, 1999). Professional development has long been perceived as the domain of consultants and senior administration staff. A new paradigm in changing courses to be more effective should be achieved. As many researchers

provide evidence that intensive and effective professional development can help teachers to gain their knowledge and change their instructional practices in the classroom.

The National Foundation for the Improvement of Education (NFIE) put forth effort to improve teaching and learning in the nation's public schools by ensuring that teachers and other educators have access to sustained effective professional development (National School Boards Association, 2011a). As Borko (2004) said in her article titled, "Professional development and teacher learning: Mapping the terrain," that the changes in learning process and student performance have led leaders in teacher education to develop professional development opportunities for teachers. By developing the effective professional development programs, these will help teachers to enhance their knowledge and instructional practices in the classroom.

To ensure the professional development benefits all teachers in schools, leaders in teacher education must empower teachers to decide for themselves what must be done instead of asking them what to do (Duffy, 1994). In other words, investing in the minds of teachers regarding what they want to enhance their professionalism in terms of professional development should be done instead of investing in sets of directions for them to follow.

The professional development programs really impact teaching skills, so leaders in teacher education should develop the effective professional development programs, for example, a mentoring program. By mentoring new teachers, veteran teachers can become exhilarated and share their experiences with them (Communicator, 2005). The effective professional development programs are systematic efforts to bring about change in classroom practices of teachers in their attitudes and beliefs, and in learning outcomes of students (Guskey, 2002). In an interview with Jane S. Halonen, Dean of the College of Arts and Sciences at the University of

West Florida, Irons (2007) reported that when she had been teaching at Alverno College, they abandoned grading in favor of performance assessment strategies. Alverno gave her a great framework for developing her pedagogical instinct. Alverno's extensive faculty development activities provided the crash course she needed in pedagogy that she did not get in graduate school.

Frequently, all teachers in a school are required to attend occasional, full-day professional development on topics selected by school administrators and presented by outside experts (Sandholtz, 2002) to change teacher behaviors and beliefs in the teaching process in the classroom. Professional development can happen whether informal or formal sessions among teachers. The sessions are held during school hours and/or after school hours. The professional development opportunities that are provided by schools or the district really help teachers in using new models of teaching in the classroom.

In a rapidly changing world, technology can be used as a tool in the learning process to deliver knowledge to students. By designing the professional development program to use technology conducted by schools or the district, it can help teachers use technology such as computer, Internet, and new software programs with their students in the classroom or outside the classroom. It also can help teachers to overcome the difficulties they face when technology is introduced in the classroom (Marx, Blumenfeld, & Krajcik, 1998). Using technology in the classroom can make the learning process easier and can increase teacher's satisfaction.

According to King (2002), she noticed that technology needs to integrate into education as a starting point for educators' professional growth. Many researches show that educators may experience deep, significant changes in their perspective and practice of teaching through

educational technology professional development. One of the participants in the study realized that by using technology in the classroom, it can shift from teacher-centered to student-centered learning. Their worldview of computers also changes as another doorway to the learning process. Computers are not only equipment but also mediators to deliver knowledge to students. It makes the learning process more attractive and fun. When teachers attended the educational technology professional development, they shared their information and learned more from other teachers.

In conclusion, based on the above discussion, “We believe that the government and society can improve teacher job satisfaction, stabilize the teacher contingent, and stimulate work enthusiasm by helping teachers meet their expectations, and especially by improving the teachers’ welfare, respecting teachers, improving their work environment and conditions, lightening their workload, and reforming the administration of education” (Weiqi, 2007, p. 30). Teachers generally cannot change by themselves. Stoll and Fink (1996) believe that collegiality is one of 10 essential features of a school ethos in which change may happen. Mc Laughlin (1994) reports that one characteristic which all successful teachers share is membership in some sort of professional community. It seems that by attending professional development programs required by schools or the district, teachers can share their experiences and learn more from other teachers.

Personal Characteristics

According to the report of the European Foundation for the Improvement of Living and Working Conditions (2007), personal characteristics such as level of education, gender, age, marital status, and number of children strongly influenced their job satisfaction level. For example, the data from the report shows that gender does play an important role in job

satisfaction. In Austria, Finland, the Netherlands, Sweden, and the U.K. survey in job satisfaction revealed that women are more satisfied than men with their job. The gender issue related to job satisfaction is not a new issue. In Chapman and Lowther's study (1982) and Koustelios's study (2001), the results from their studies indicated women have greater satisfaction with their profession than men. These findings were similar to the study of Herzberg et al. (1959). Chapman and Lowther (1982) also found the abilities to speak effectively and persuade others to accept one's ideas were positively related to job satisfaction.

As new teachers, they were well-prepared and had a good grasp of curriculum acquired during their teacher training programs (Communicator, 2005). They have a strong desire to teach and imagine that they would probably adjust themselves to the school climate. Nevertheless, when they are in schools, their attendance is not really appreciated by colleagues, they feel very frustrated. This affects self-confidence and self-efficacy when they teach in classrooms. In their interview with one of their participants, Rippon and Martin (2006) recorded Gennma's conversation. She said, "I don't want the teachers' sympathy. I just want to be treated the same as them, like a member of staff. That's what I want more than anything just now. I find myself wanting to scream out, call me teacher!"

Benefits

According to Lee et al. (1991), the result of their study showed that salary was unrelated to teachers' job satisfaction. Even though teachers in Catholic high schools earned less annual salary compared to teachers in public schools, where mean annual salary (1983 – 1984) for Catholic schools was \$14,796 and public schools was \$22,226, teacher job satisfaction among Catholic high school teachers was higher. In this study, higher salary was not an indicator of

teacher job satisfaction. However, the results of the studies carried out by Hanushek, Kain, and Rivkin (2001), Ingersoll and Smith (2003), and Guarino, Santibanez, and Daley (2006) showed that the higher salary teachers earn, the higher satisfaction they obtain. As a result, they are willing to stay in the profession.

In order to enhance teacher quality, policies that reward teachers based on performance may be more effective than policies that reward teachers based on credentials (Rockoff, 2004). By rewarding teachers based on their performance, they are more satisfied and decide to remain in the profession. Similarly, Billingsley (1992) also addressed that salary was associated with job satisfaction. Salary and other benefits are important to keep teachers in the profession. The more teachers earn, the more they are satisfied. According to Fioviello (2011), one of the four real reasons new teachers leave the profession is low salary. A lack of competitive salary compared to workload in schools causes them to decide to leave the profession. They do not only teach but also need to do clerical works and curricula activities.

Teacher Retention in the Profession

The issue of new teachers leaving the profession is not a new issue (Lortie, 1975) and it has relatively high turnover than other occupations such as lawyers, engineers, architects, professors, pharmacists, and nurses (Ingersoll, 2003). According to the National Center for Education Statistics (NCES), nearly one third of new teachers leave the profession within their first three years of teaching, and almost a half of them leave after five years of it (Communicator, 2005). The scenario of losing new teachers plays a major role in the shortage of teachers in schools (Ingersoll & Smith, 2003). They discovered that by understanding the factors of why new teachers leave the profession, it can lead to the problem of how the organization functions. Regardless of the type of organizations, whether schools, districts, or states, the organizations

have to take action to solve this problem. The successful management of teacher retention requires school leaders to identify and manage locally a complex nexus of both internal and external factors impinging on teacher job satisfaction. As the leader in the school, the principal should support and offer constructive feedback and advice to new teachers on what they have done. The supports from the principals made new teachers feel together.

Brown and Wynn (2009) describe an empirical inquiry of teacher retention issues and examine the different principal's leadership style with low teacher attrition rates. In Brown and Wynn's study on 12 successful principals within one small urban district, they examine how the principals prevent new teachers from leaving the profession, the results from the study revealed how the principals encourage all of their staff to mentor and support the new additions to the team. The principals also developed a family-like atmosphere to motivate and encourage new teachers to feel positive about their placement in school. By welcoming and valuing their new teachers' ideas, their new teachers feel happy in their respective school.

Keeping new teachers in the profession is very challenging (Christopher, Nevill, & Allan, 2004), but by raising standards and attainment in schools, it seems retention can be increased within the profession.

In the findings of Christopher et al. (2004) and Ingersoll and Strong (2011), offering professional development programs which related to new teachers needs is one of the facets impinging upon the teacher job satisfaction. The objective of these programs is to enhance performance and retention of new teachers. Not only that, they also listed other factors that can lead new teachers to stay in the profession. Among the factors are higher pay; feeling valued by stakeholders in education; less administration; more non-contact time for planning and

preparation; more support with student discipline issues; a reduction in overall work load; small class sizes; and good working relations with principals and other staff.

Regarding higher pay, Billingsley (1992), Guarino et al. (2006), Hanushek et al. (2001), and Ingersoll and Smith (2003), agreed that the highest salaries were associated with a higher rate of teacher retention in the profession.

McCann and Johannesen (2004) conducted in-depth interviews to investigate significant concerns of new teachers leaving the profession and supports schools can put in place to keep new teachers in the profession. The researchers in this study finally identified the major categories of concern are relationships with parents, colleagues, and supervisors; workload/ time management/ fatigue; knowledge of subject/ curriculum; evaluation and grading; autonomy and control; and appearance and identity. To ensure that schools can keep their new teacher in the profession, they should provide reasonable teaching assignments; design mentoring programs; provide a comprehensive induction process; build a network of collegial contacts; design supportive evaluation; prepare new teachers for challenges; and encourage connection to the profession (Keigher & Cross, 2010).

Summary

With the change in the teacher education system, teachers have limited choices in terms of placement. In addition to the organizational functions, principal leadership and school environment are among the factors that can lead teachers to leave the profession after years of experience (Ingersoll & Smith, 2003). To ensure that new teachers who have one to three years experiences (a probationary period) stay in the profession, the principal, colleagues, and society as well, should support them.

They are actually not only dealing with students but also dealing with parents, society, as well as educational policy makers. To make them satisfied and happy in the workplace, the responsible parties have to recognize their needs. By introducing the professional development programs at any levels such as mentoring and coaching programs, they hope new teachers can get benefits from these programs. The Ministry of Education is responsible to educate teachers and place them in schools. However, without providing teachers' needs, they feel frustrated (McCann, Johannesen, & Ricca, 2005). Schools should find strategic ways to reduce their frustration and increase teachers' job satisfaction to keep them in the profession.

CHAPTER 3

METHODOLOGY

This chapter begins with an explanation of the rationale and assumption of this qualitative study, followed by my role as the researcher, and then the ethical consideration in data collection and analysis. Next, I explain the process of selecting sites and participants, gaining access, and consenting participants. In the data collection section, I explain the method of trustworthiness, the process of interviewing, managing and recording data. Finally, data analysis procedures are discussed and summarized at the end.

Rationale and Assumptions for the Qualitative Design

The purpose of the study was to explore and understand the challenges and experiences of new Malaysian teachers who apply to leave the profession during the first three years of teaching (a probationary period) before they are verified in their position. Face-to-face interviews can provide authentic voices by exploring and understanding their challenges and experiences during their probationary period. As a researcher, I paid attention to their challenges in achieving job satisfaction related to their placement. I was interested in understanding what those interpretations are at a particular point in time and in a particular context. Learning new teachers' challenges and experiences and interactions with their social world and the meaning it has for them is considered a basic interpretive qualitative (Merriam & Associates, 2002).

Qualitative research is a method of inquiry in many different academic disciplines, traditionally in the social sciences, but also in market research and further contexts. It was used in the social sciences in the late 1960s (Bogdan & Biklen, 2007). Denzin and Lincoln (2005) define qualitative research as “a situated activity that locates the observer in the world” (p.3).

They conclude with “qualitative researchers study things in their natural setting, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (p. 3). Qualitative researchers aim to generate an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the why and how of decision making, and in this study I investigated the challenges and experiences of new teachers during their probationary period, not just what, where, and when. Having an interest in understanding new teachers’ challenges and experiences, and indeed in improving teacher placement practice, the best approach was a qualitative research design (Merriam, 2009).

According to Bogdan and Biklen (2007), the characteristics of qualitative research are the researcher is the primary instrument for collecting the direct source of data and analyzing them; the data collected is rich descriptions of people, places, language, and behaviors, rather than numbers; more concern is placed on the research process compared to the research finding; qualitative researchers tend to analyze their data inductively and develop theory after they have been collecting the data; and qualitative researchers concern is for their participants’ perspectives in how they make sense of their lives. Basically, I was interested in understanding the meaning new teachers have constructed, which is how new teachers make sense of their world and the challenges and experiences they have in their world. As Merriam and Simpson (1995) mentioned “the purpose of qualitative research is to understand how people make sense out of their lives, to delineate the process of meaning-making, and to describe how people interpret what they experience” (p. 98).

I realized that by paying attention to participants’ responses, I could get in-depth information that I need without giving my point of view on their challenges. In qualitative research, the role of the researcher is collaborative and positive rather than intrusive or negative

(Creswell, 2002). The researcher is the primary instrument for data collection and analysis, and is responsible for identifying researcher shortcomings and biases that might impact this study (Merriam & Simpson, 1995). By engaging in qualitative research, I can increase understanding of new teachers' challenges and experiences through interview sessions; collect and analyze data; manage and record material; interpret trustworthiness for accuracy; and explore unanticipated responses from participants (Merriam, 2009).

Type of Design

In the qualitative research utilized in this study, my opinions, worldview, and biases influence the study dynamics and study outcomes. By engaging in qualitative study, especially in basic interpretive qualitative design, I obtained more information from the participants by asking them open ended questions. I intended to understand the challenges and experiences of new teachers who applied for leaving the profession and was interested in understanding the meaning a phenomenon has for those involved.

Merriam (2009) stressed those researchers who engage in basic qualitative design would be interested in how people interpret their experiences; how they construct their world; and what meaning they attribute to their experiences. Despite that, basic qualitative design has similarities with five research traditions in qualitative research (Creswell, 2007) such as case study, phenomenology, narrative, ethnography, and grounded theory, in how meaning is constructed, how people make sense of their lives and their worlds, but the primary goal of basic qualitative design is to uncover and interpret these meanings (Figure 3) (Merriam & Associates, 2002).

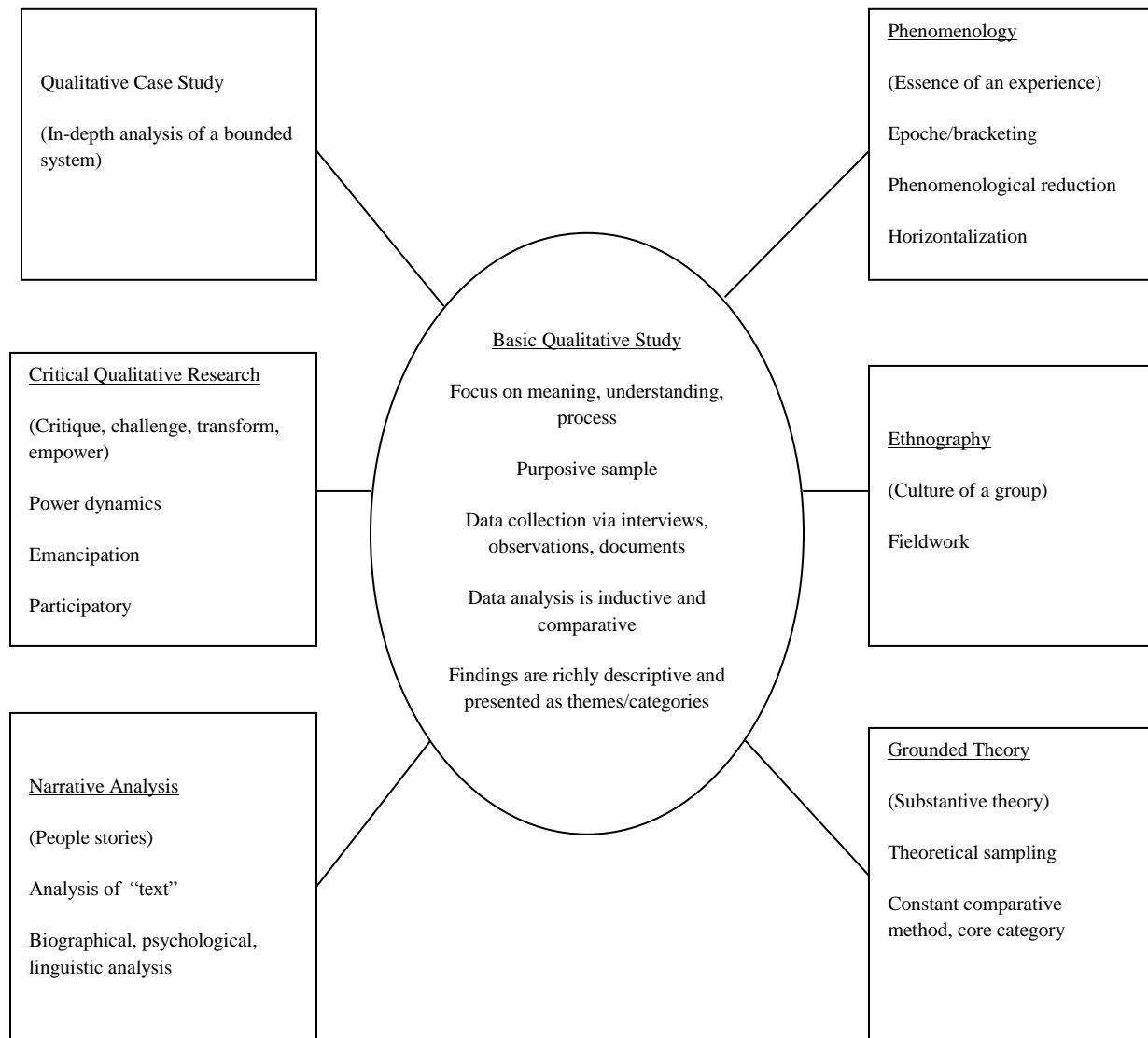


Figure 3: Types of Qualitative Research from Creswell, 2007.

Merriam and Associates (2002) characterized the basic qualitative design in four main characteristics: the researcher will strive to understand the meaning that people have to construct about their lives and worlds; the researcher as the primary instrument in collecting and analyzing data; an inductive data analysis process; and the finding is richly descriptive.

Therefore, by providing each female and male new teacher a platform to voice their challenges, the researcher does the best to employ ideas to understand something in making sense of their experiences. Perhaps the best way to uncover the factors for new teachers leaving the profession after the probationary period and interpret these meanings in their lives is to ask them. By listening to the participants' challenges and experiences, I can understand their reasons for departing their profession (Ingersoll & Smith, 2003).

In conclusion, by using a basic interpretive qualitative design, it allows interpretation based on interviews to understand what challenges and experiences new teacher faced during their probationary period. It also allows the researcher to learn how new teachers interpret their challenges and experiences, how they construct their lives, and what meaning they attribute to their experiences (Merriam & Associates, 2002).

Researcher's Role

As the researcher, my roles need to be defined clearly. The roles depend on the context, the identities of the participants, and my own personality and values (Glesne, 2006). The first role is as a researcher. During interviewing sessions, the consciousness of the verbal and nonverbal communication with the participants is very important. Creating a comfortable zone to make the interview sessions go smoothly is one of the researcher's roles. The degree of consciousness will impact the participant's response to the questions.

I am not only a researcher but also a learner. It seems that by sitting in the field and listening to their stories, the researcher is learning something new in their life. Having this sense at the beginning of the interview session is very important (Glesne, 2006). The learner's perspective will lead me to reflect on all aspects of research procedures and findings. It also will set me up for a particular type of interaction with the participants. I need to be aware of the

language when I interview the participants. Using simple language often used by participants, I can gain good responses from them. Again, by giving them the opportunity to choose language, English or Malay as a preference to communicate, they may feel more comfortable and confident in explaining their challenges. The preference of language makes it easier for them to choose appropriate wordings to explain their challenges and experiences. This is the advantage in using language differently.

In addition, gaining entry to a research site and the ethical issues that might arise were elements of my role (Creswell, 2009). Studying my own organization, the Ministry of Education, Malaysia leads to compromises in the researcher's ability to disclose information and raises difficult power issues. Although data collection was convenient and easy, the problem of reporting data that is biased, incomplete, and compromised are legion.

Site Selection

This study was conducted in schools in Selangor state. This state was selected because this state has the greatest number of secondary schools compared with other states in Malaysia. In Malaysia, there are 16 state departments of education. The number of secondary schools in Selangor state is 265 schools out of 2,271 schools throughout Malaysia (Selangor Department of Education, 2011). It represents 11.67% of secondary schools throughout Malaysia. In addition, in Selangor state, there are 12 fully residential schools (known as boarding school) out of 60 fully residential schools throughout Malaysia (Ministry of Education Malaysia, 2011). It represents 20% of the number of boarding schools throughout Malaysia. It gave me a variety of choices in terms of site selection.

Moreover, having 17 years of experience as a teacher at a secondary school in Selangor state, I had easy access getting the information through the good networking with the officer who

is in charge at the Human Resource Unit and the Service Unit of the Selangor Department of Education. Regarding time constraints, this is another reason for choosing Selangor state as site selection. I had a month and a half to collect data because in early November, school holiday began. If I needed more information from the participants, I easily contacted and met them at any time. The proximity made it easy to meet each other.

Collecting Qualitative Data

In this section, I will discuss the selection of the participants, the procedures I followed in getting permission to access data, and the informed consent for the participants. Collecting data techniques, managing and recording data will be discussed at the end of this section.

Purposive Sampling

In qualitative research, I was not intending to produce a generalization or to test hypothesis, so that the sample of this study was individual participants. The participants consisted of eight female new teachers and two male new teachers, who applied to leave the profession. The reason for selecting new teachers as my participants is because there is a discrepancy between teacher education content and the reality of the very start of their career. It was also to give voice to new teachers at a time of well-documented challenges and experiences in their career. By understanding their challenges during the probationary period, I can make a suggestion to a particular division to develop the effective program, improve the teacher education system, or review the placement system to keep them in the profession.

Further, choosing both male and female new teachers gave me a variety of challenges they faced. In addition, I chose new teachers who teach at upper secondary school because when they decided to leave the profession, it may affect the student performance. It was because

teachers who teach at upper form have specialization in their subject and was difficult to find other teachers to replace them quickly.

I went to Selangor Department of Education and received the list of teachers who applied to leave the profession. After that, I analyzed the information and found 30 new teachers who applied to leave the profession. There were 26 female new teachers and four male new teachers. I then divided the number into two groups according to gender. Since the number of new teachers was small size, they have an equal chance of being selected as a participant.

Ethical Consideration

Ethical issues arise in all aspects of conducting research. Regardless of type of research the researchers do, they must follow the standards for the ethical practice of research. In this study, ethical considerations involved the organization and the rights of human subjects. Furthermore, the ethical consideration also involved the managing and recording of data.

Gaining Access

The first challenge I faced in fieldwork was getting permission to conduct the study. By using an overt approach, the research proposal requirement must be approved by the institutional review board (IRB) (Bogdan & Bilken, 2007). The first step of gaining access was getting approval from the Institutional Review Board (IRB). The main purpose of getting approval from the IRB is to protect human subjects from harm and confidentially (Roberts, 2010). I ensured for providing detailed and comprehensive information of this study, processing the consent, recruiting the participants, and protecting the confidential information. In other words, it related to the methodology process. The permission was necessary to protect human subjects from harm and to maintain confidentially when I went into the field for collecting data (see Appendix A).

As the data collection was conducted in Malaysia, I also received an approval from the Economic Planning Unit (EPU) (2011). The EPU approval was required for those who intend to conduct research in Malaysia. I filled out the forms by online application. The forms had to be completed in full and submitted to the EPU with the supporting documents (see Appendix B).

After getting the research card and the EPU approval letter (see Appendix C), all the documents have been brought to the Human Resource Division for obtaining the information of new teachers who are applying to leave the profession. As the site selection was Selangor state, I went to the Service Division, the Selangor Department of Education to get detailed information of new teachers who have taken and completed the form to leave the profession.

In addition, to access the research site, I also asked for and obtained the permission from the gatekeeper to conduct this study at their site. The gatekeeper was the person who had authority to control access to the site. In this study, gatekeepers were 10 principals of ten secondary schools of which four were in Petaling district, two were in Sepang and Klang district respectively, and one was in Ulu Langat and Kuala Selangor respectively. The permission was well-negotiated, it provided the advantage of release from the class duties for the participants and, therefore, the freedom to come into the school compound as I wished.

Informed Consent

The prospective participants were fully informed about the procedures and risks involved in this research project before they agreed to participate. Furthermore, the principles of freedom and autonomy allowed participants to refuse to get involved in this study or to withdraw at any time with no recriminations (Roberts, 2010). I provided informed consent to each participant (see Appendix D).

Data Collection Techniques

New teacher's narrations of personal beliefs, challenges, experiences, and career stories contributed to the collection of data for this qualitative study. In this study, I was involved in face-to-face interview to collect the data from the participants. These interviews involved semi-structured and open-ended questions that are few in number and intended to elicit views and opinions from participants (Creswell, 2009). It produced rich data with thick descriptions filled with words that reveal participants' perspective. The participants also provided historical information related to my topic. According to Gibson and Brown (2009) face-to-face interview is a communicatively rich mode of exchange in which gestural aspects of the discourse are visible to the participants and the conversation can be recorded with tape recorder or audio devices. The face-to-face interview encounters between the researcher and participants' perspective on their lives, challenges, experiences, or situations as expressed in their own words (Taylor & Bogdan, 1984). I also conducted email conversations to explore some ideas if I thought the information from the transcripts was inadequate.

Interviews were used to gather descriptive data in the participants' own words (Bogdan & Bilken, 2007; O'Donoghue, 2007). An interview protocol was developed as a guide during the study. The protocol included scripted main questions and follow-up probe question, which varied based on the responses of each participant. Interview questions were created that investigated new teachers' challenges and experiences during the probationary period (see Appendix E).

Early in the interview session, the participants were briefly informed of the purpose of this study, and given assurance that what was said in the interview will be treated confidentially. The interview sessions began with small talk. For example, "How are you doing?", "Do you have your breakfast?" and so forth. The purpose of small talk was to develop good rapport

between the researcher and participants. It can break the ice, if the researcher and participants are not familiar with each other (Bogdan & Bilken, 2007). I asked them for clarification when the participants mentioned something unclearly, by using phrases, such as, “What do you mean by that?”, “Would you explain that?” Probing the participant to be specific on points made was very important to elaborate on what they said.

Managing and Recording Data

Before entering the field, I was provided a plan to record data. For interview data, the interview protocol for asking questions and recording answers was used. The protocol includes the following components: a heading (date, place, interviewer, and interviewee); instruction for interviewer to follow so that standard procedures were used from one interview to another; the questions (typically an ice-breaker question at the beginning) and followed by four to five questions that were often the sub questions in a qualitative research plan, followed by some concluding statement; probes for the four to five questions, to follow up and ask individuals to explain about their ideas in more detail or to elaborate on what they have said; and a final thank you statement to acknowledge the time the interviewee spent during the session (Creswell, 2009).

The information from interviewees was recorded using audio taping. Before that, permission from the participant to tape the conversation was obtained. Even though the researcher used audio taping; I also took notes to add up in the audio taping data. For audio taping data, at first I planned to have an expert transcribe the tape. However, the difficulty in getting transcribing services, I made a decision to transcribe by myself. In addition, the eight interview sessions were in Malay language and the two sessions were mixed, English and Malay language.

Analyzing Qualitative Data

The core research questions of this study were related to exploring and understanding the challenges and experiences of new teachers during the probationary period on teachers' job satisfaction. The qualitative data for interviews was examined using Creswell (1998) data analysis including collecting data, managing data, reading and reflecting on data, classifying data, interpreting data, and representing data.

After getting the data needed, I started to process the raw data. Immediately after an interview session, I organized and prepared data for analysis. After the interview session with the participants, the transcription of the interview was done. The interview sessions took around one to one and a half hours, the transcription took much longer. After completion of the transcribing process, I read through all the data while listening to the audio tape to ensure what was transcribed was the same as what was recorded.

Using a template analysis was one of the tools to produce an interpretation of the data. The term "template analysis" refers to a particular way of thematically analyzing qualitative data. The data involved are usually interview transcripts (King, 2004). Template analysis was used for thematically organizing and analyzing textual data.

The essence of template analysis is that the researcher produces a list of codes (templates) representing themes identified in textual data. Some of these will usually be defined a priori, but they will be modified and added to as the researcher reads and interprets the text. The template is organized in a way which represents the relationship between themes, as defined by the researcher, most commonly involving a hierarchical structure (King, 2004, p. 11).

As template analysis involves the development of coding, I started with some apriori code or categories which identify themes to be relevant to the analysis. By developing apriori codes or categories, it can be quite easy to conceptualize and categorize their challenges and experiences in particular coding. In order to develop code, it depends on the intensity or strong emphasis in the participant's conversation (Gibson & Brown, 2009). In this study, for example, the data have been coded with priori code or category such as a personal challenge (PC), professional challenge (PfC), and system challenge (SC). By utilizing a deductive process, the apriori codes or categories have been created according to the researcher's experience being a teacher for 17 years. After defining apriori code or category, the first step was to begin reading through the data, marking in some way any segments that appear to tell something of relevance to the research questions. To produce the inductive codes, the first three transcripts were selected, reading through the data and coding using initial codes. They were the least number of pages. Otherwise, if new inductive codes are defined, the new codes will be marked. If they are encompassed by one of the apriori codes or categories, the researcher will attach them to the identified section. However, if there are no relevant apriori codes or categories, an existing theme or devise a new one will be modified. These were examples of open inductive codes such as financial challenge (FC), peer challenge (PrC), and whatever codes related to priori codes.

Even in a rapidly changing world, technology plays an important role in carrying out the work quickly; however I preferred analyzing data manually. I carried out this coding by hand on the printed transcripts. After reading all the transcripts, they were marked and highlighted with coding. Next, they were related to the identified apriori codes or categories. By providing the final template as below (Figure 4), it helped me to interpret and write up the findings.

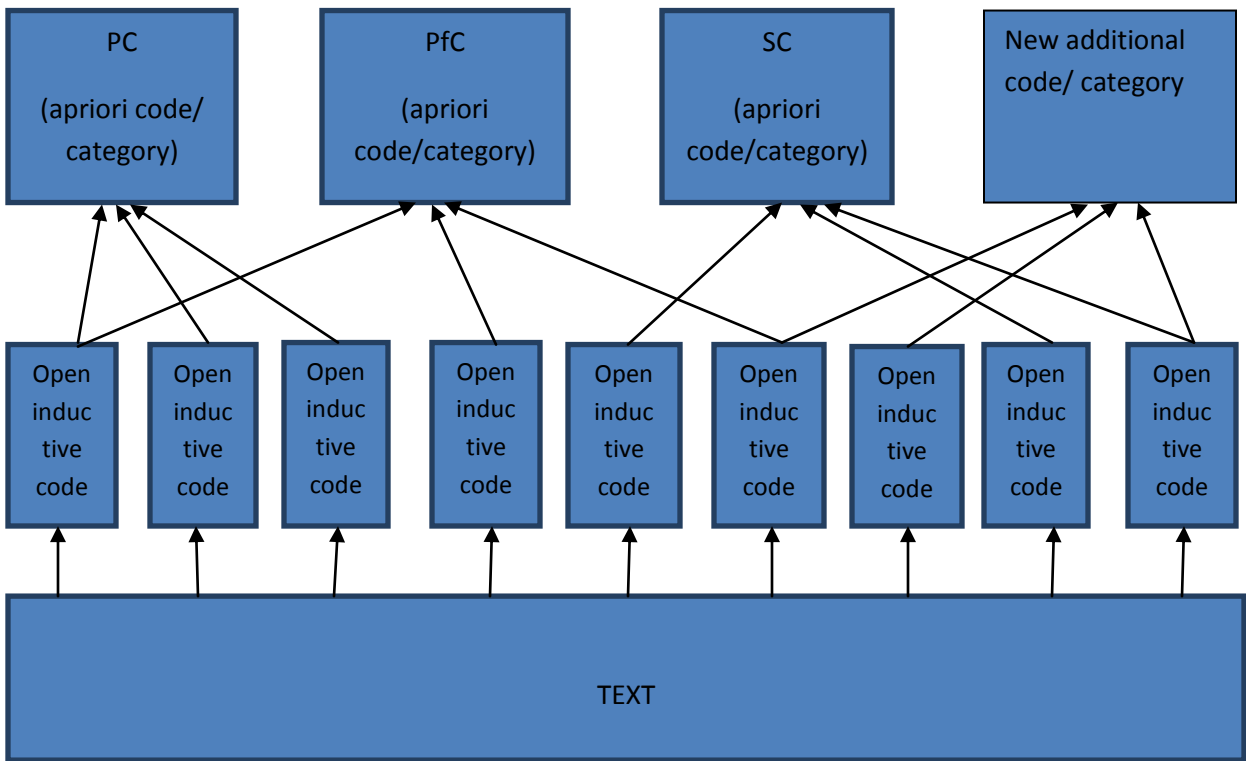


Figure 4: Inductive process in qualitative research using template analysis

Methods for Trustworthiness

Trustworthiness is how the researcher demonstrates the findings to readers that it is worthy of attention (Lincoln & Guba, 1985). Several strategies were used in this study to ensure trustworthiness. The following trustworthiness strategies developed by Creswell (2007) have been utilized.

External audits

According to Lincoln and Guba (1985) and Merriam (1988), external auditors play a role as an external consultant to examine both the process and the product of the account to assess the accuracy of the information. In this study, the external auditors have no connection to this study.

They are chosen based on their expertise in the research area. The auditors examine whether or not the product are supported by the data (Creswell, 2007). An ongoing dialogue serves as a check throughout the analysis process.

Member checking

The participant will be involved in all phases of this study. After transcription, I made the transcripts available electronically to all participants, to give each participant the opportunity to review, and then to agree, or not, that this was what he or she meant to say and identify what information is missing. Member checking provided the opportunity to assess intentionality (Lincoln & Guba 1985). According to Stake (1995), participants should be asked to examine and assess a rough draft of the researcher's work and to provide alternative language, "critical observations or interpretation" (p. 115).

Peer review

Two members of my graduate committee members will serve as peer examiners to check the research process. By asking them permission, both my advisor and methodologist keep me honest; ask hard questions about methods, meanings, and interpretation; and provide me with the opportunity for catharsis by sympathetically listening to my feeling. I asked their advice in the research process at any time.

Clarifying researcher bias

In the clarification, the researcher comments on past experiences, biases, prejudices, and orientations that have likely shaped the interpretation and approach to the study will impact the inquiry (Creswell, 2007). Research biases were articulated in the writing of the dissertation proposal under the heading "the researcher's role".

Thick description

A detailed description of the methods and analysis were maintained. In describing the findings, thick description was based on the data collected. With such detailed description, I enable readers to transfer the information to other settings and to determine whether the findings can be transferred because of shared characteristics (Erlandson, Harris, Skipper, & Allen, 1993, p. 32). Finally, the assumption as the researcher was expressed.

Conclusion

This chapter has discussed the steps that go into developing and writing qualitative procedures. The chapter begins with rationale and assumption of qualitative research, followed by type of design used in this study. Further, the researcher's role is addressed and then data sources such as sampling, how to access data and procedures I followed to get permission in collecting data, as well as informed consent are discussed. Discussion of data collection included the forms of data to be collected. In this study the forms of data collection were interviews and document review. It was also useful to indicate the type of recording protocol. Data analysis is an ongoing process during research. Finally, an important step in planning the proposal was to mention the strategies that were used to validate the accuracy of findings, and end with conclusions in this study.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

Introduction

“We must face the fact that although our current teachers are the most educated and most experienced ever, there are still too many teachers leaving the profession too early, not enough people becoming teachers and not enough diversity in the profession,” said Reg Weaver, National Education Association (NEA) President. (Lambert, L., 2006)

As stated in chapter one, I investigated the reasons why new teachers apply to leave the profession during their probationary period. After appointment as a qualified teacher, new teachers in Malaysia are given a one to three year probationary period before verification of the position. The purpose of this study was to explore and understand the challenges and experiences new teachers face in their placement in schools after completion of their training in Malaysia. Interviewing 10 participants allowed me to compile rich, varied, and vast data. After the transcription and translation process, an inductive coding strategy was used to analyze the data. This method provided an easily used and systematic set of procedures for analyzing data that can produce reliable and valid findings. In addition, this method also helped me to formulate a simple and straightforward approach in deriving findings on the context of focused evaluation questions (Thomas, 2006).

To present the data analysis, I organized this chapter into five main components. I started with the participant characteristics and followed with the themes found. Then, I continued with

the relationship between participants and themes. Finally, the findings to answer the research questions are discussed and summarized.

Description of Participants

To provide a greater understanding of the participants, this section introduces each participant and relevant demographic data. A total of ten participants were included in this study. To describe their characteristics, I labeled them by associating a letter to them, i.e. Teacher A to Teacher J. Avoiding using the real name was very important to maintain the confidentiality of participants. The arrangement of the participants in this section is chronologically based on the date of interview.

Therefore, the purpose of this chapter is to present all the data and provide an in-depth analysis and discussion of the data to address the challenges and experiences of new teachers leaving the profession during their probationary periods which is related to job satisfaction. However, I thought that it was necessary to describe each participant's characteristics because their characteristics are associated with some factors of leaving the profession.

Participant One: Teacher A

Teacher A has experience in teaching for three years. During the second year of teaching she received a verification of the position. She teaches in a school located in a suburb area in the Klang district. Without earning a degree in education, she applied to enroll in the postgraduate teaching course (PGTC) for a year. At first, she was not really happy to be a teacher. Nevertheless, to satisfy the feelings of her parents who want her to be a teacher, she got involved in teaching profession. Before applying to leave the profession, she taught form four students in English and form five students in Physical Education.

Participant Two: Teacher B

Teacher B has experience teaching for three years. During the second year of teaching she received a verification of the position. She teaches in a school located in a suburb in the Klang district. The school is located very near to her home, i.e. less than a kilometer. After receiving excellent Malaysian Certificate of Education (MCE) examination result, she applied to enroll in an undergraduate teaching program. The teaching program was called Teaching English as Second Language (TESL). However, within three years in service, she faced many challenges and bad experiences. Hence, she decided to leave the profession. Before applying to leave the profession, she taught form four students in English and History subjects.

Participant Three: Teacher C

Before being a teacher, Teacher C was working as a secretary for three and a half years. Due to job insecurity, she left her secretarial job. Thinking of her future career, her father asked her to apply to the Basic Teaching Course for non-graduate teachers. This course was introduced to train primary school teachers. After completion of the course for two and a half years, she was located at a primary school in Terengganu. At the beginning, she was not happy to be a teacher, however, while she was teaching in Terengganu, she started to love the teaching profession.

After three years of being a primary school teacher, she applied for a scholarship from the Ministry of Education to pursue her study in undergraduate teaching program with an emphasis in TESL. After completion of the program, she was re-located to a rural secondary school in Sepang district in Selangor state. In that school, her principal asked her to teach English for form five students and Arts for form three students. Since she faced many challenges and bad experiences, she has decided to leave the profession.

Participant Four: Teacher D

Teacher D has experience teaching for three years. He earned his degree in History and Malay Literature. At first, he was not really interested in being a teacher because this profession was found not to be very challenging, and it is relevant to women. However, at that time, it was very difficult to get a job and with limited choice, he applied for the PGTC program. After completion of the teaching program, he was placed at a secondary school in a suburban area in the Sepang district.

When he joined, there was a vacancy for a Malay Language teacher for a form five class. He was requested to teach that class. Additionally, he also taught History for form four students. Three years of teaching the Malay Language for form five students stressed him out. This was because this subject determines the success or failure of form five students in the MCE examination. Due to the pressure, he is attempting to leave the profession.

Participant Five: Teacher E

Before moving on to the current secondary school in Petaling district in Selangor state, Teacher E was attached to a secondary school in Malacca. During the third year of service, after she got married, she applied to move to Selangor. Prior to teaching, she worked as a graphic designer for four years. Thinking of her future career and unstable economic situation at that time, she applied to enroll in the PGTC for a year. She earned a degree of Fine Arts from one of the local universities in Malaysia. In the current school, she is responsible in teaching Graphic Arts for the form five students and Moral Education for the form two students. Currently, she is in her second year of her master's degree.

Participant Six: Teacher F

Since she was seven years old, Teacher F had an ambition to pursue a career in teaching. When she applied for university, she did not hesitate to enroll in a degree in education with an emphasis in counseling. After completion of her education degree, she was placed at secondary school in Petaling district. This was her first school until she decided to leave the profession. Although, in the early stage, she was eager to practice what she learned in her teaching program, eventually she was disappointed as the profession was not up to her expectations.

After receiving a verification of the position, she did not hesitate to leave the profession. She felt that this decision would not affect her career because she was very new in this profession. As she has a degree in counseling education, she intends to set up a consultant company after leaving the profession.

Participant Seven: Teacher G

Teacher G earned a degree in Tourism and Hospitality from one of the local universities in Malaysia. Before being a teacher, she gained experience working at a tourism agency for four and a half years. As she was married and spent much time outside, her husband advised her to apply for another job. In searching for another job, her friend informed her that there was a vacancy for a lecturer position in one of the polytechnics in the Tourism and Hospitality Department.

Without hesitation, she applied and was successful. In 2005, the Ministry of Education split into two ministries, the Ministry of Education and the Malaysian Ministry of Higher Education. The polytechnic management fell under the Malaysian Ministry of Higher Education supervision. In 2008, she was offered by the Malaysian Ministry of Education to either remain as a lecturer at the polytechnic or be a teacher and move on to a school. As her workplace is located

in a rural area in Selangor and her husband's workplace is located in Kuala Lumpur, she chose to be a teacher, that she could be closer to him.

Having experience as a lecturer at polytechnic, the Malaysian Ministry of Education gave her a chance to choose a school. She eventually chose a school located in the Petaling district. In the school, she was assigned as a media teacher and taught Malay Language for form four students. After three years of being a teacher, she was not satisfied and hence, decided to leave the profession.

Participant Eight: Teacher H

Since he was young, Teacher H was really interested in being a teacher. After completing his secondary education and obtaining excellent result in the Malaysian certificate of Education examination, he applied to enroll in an undergraduate teaching program in one of the teaching training institutes.

After completion of the program, he was placed in a school located in a suburban area in the Ulu Langat district. He has experience in teaching for two and three quarter years. During the second year of teaching, he received a verification of the position. However, throughout his service, due to many challenges and bad experiences he faced, he eventually decided to leave the profession. Before applying to leave the profession, he taught form four students in Malay Language and History.

Participant Nine: Teacher I

With the impression that being a teacher is a noble career; Teacher I became really interested in it since she was in primary school. Moreover, her mother was also a teacher. When she mentioned that she wants to be a teacher, her mother advised her to choose another career. According to her mother, this career is more challenging than in the past.

She earned a degree in education with specialization in Teaching English as Second Language. Since the first day of registration, she was assigned to teach English for form four students and Physical Education for form three students. She is currently teaching in secondary school which is located in an elite area in the Petaling district. After three years in service, she made a decision to leave the profession. She agreed with her mother that being a teacher is very challenging in a rapidly changing world.

Participant Ten: Teacher J

Teacher J earned a degree in Education with emphasis in Mathematics. She was interested to become a teacher because she felt that this profession is suitable for women. After completion of her degree, she was placed at a secondary school located in a suburban area in the Kuala Selangor district. Before applying to leave the profession, she taught form four students in Mathematics and English. She has experience in teaching for three years. During the second year of teaching she received a verification of the position. However, throughout her service, she faced many challenges and bad experiences. Hence, she decided to leave the profession.

Generally, from the discussion above, it can be summarized that the participants in this study were assigned with the heavy tasks in teaching at upper secondary level, although they are very new to this profession. Table 1 provides the summary of their demographic profile.

Table 1 Demographic Profile of Participants

Teacher	Gender	Marital Status	School Location	Teaching Class (form)	Teaching Subject	Program/Degree Completed
A	Female	Single	Suburban	Four and Five Four and Five	English Physical Education	Postgraduate Teaching Course
B	Female	Single	Suburban	Four Four	English History	Teaching English as Second Language
C	Female	Married	Rural	Five Three	English Arts	Teaching English as Second Language
D	Male	Married	Suburban	Four Five	History Malay Language	Postgraduate Teaching Course
E	Female	Married	Urban	Five Two	Fine Arts Moral Education	Postgraduate Teaching Course
F	Female	Single	Urban		Counselor	Bachelor of Education
G	Female	Married	Urban	Four	Malay Language	Bachelor of Art
H	Male	Married	Suburban	Four Four	Malay Language History	Bachelor of Education
I	Female	Married	Urban	Four Three	English Physical Education	Teaching English as Second Language
J	Female	Single	Suburban	Four Four	Mathematics English	Bachelor of Education

Organizing and Analyzing Data

In the interview process, eight participants conversed in Malay, while another two participants conversed in Malay and English. After the transcribing process, I read through the transcripts while listening to the audio tape. This process was intended to ensure that what was written is similar to what was recorded. By reading sentence by sentence, a clear picture on what the participants described was clarified. A template analysis approach was used for the interview

transcripts. A set of codes was used as the starting point of the analysis (Crabtree & Miller, 1999).

For the coding process, the manual process was preferred. As the researcher is very new in qualitative research, Bazeley (2007) recommended that in a small-scale study or for someone who is involved for the first time in qualitative research, code on hard copy printouts first rather than via computer screen. By doing so, qualitative data on paper can be manipulated and writing codes in pencil can be controlled. Text-based qualitative data for manual coding and analyzing were prepared by the researcher in double-space format on half of the page, keeping a wide right-hand margin for writing preliminary codes and final codes (Saldana, 2009).

The template analysis was used to organize textual data (King, 2004) and inductive coding was used to identify categories that materialized from the data collected. By selecting the three shortest interviews first, I read through the transcripts three times in order to become immersed in the data. With reference to the review in Chapter two, the texts were adapted to the existing codes. If texts did not adhere or comply with existing codes, new codes were constructed. As new codes emerged, the researcher revisited previous codes to compare and contrast them, and if appropriate recoded them. For the next scripts, the same method was used. Figure 5 provides the process that was involved in this study.

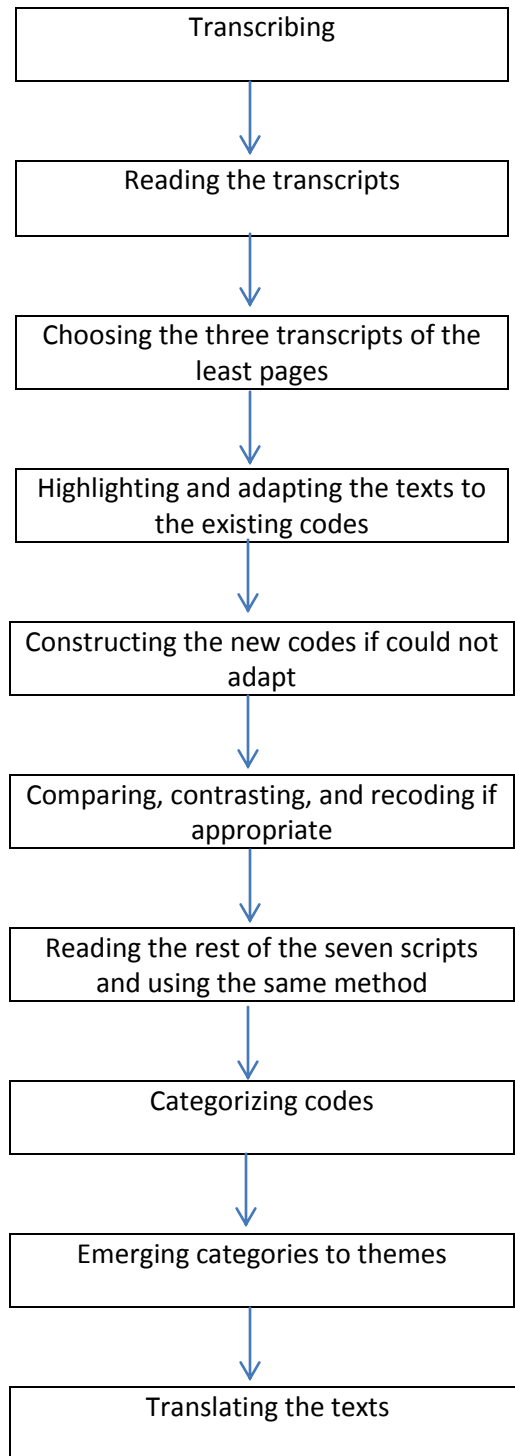


Figure 5: Process of Organizing and Analyzing Data

Findings

This section presents the finding from the data collected through face-to-face interviews. A total of ten interviews were conducted with ten participants. The upper secondary school new teachers in this study described challenges and experiences they faced during their probationary periods. Although each new teacher differed in school location, marital status, and gender, the responses of participants to the interview questions were quite similar. As a result, 45 codes were found and from there, the researcher categorized them into 13 sub-categories. Three themes were finally found from the data (see Appendix F).

Based on the three themes that emerged from this study, the discussion is based on the hierarchy of the themes. The experiences and challenges come from the individual themselves; the finding discussion starts with the personal theme. The experiences and challenges also arise from the organization; the discussion will be followed by the organizational theme. Hence, the efficiency of the organization depends on the educational system that was enacted; the findings discussion ends with the system theme. Supporting quotations from the interviews were presented.

Personal

Regarding the personal theme, it can be described briefly as a private aspect of life that affects individual's career. In this study, it refers to personal characteristics, family, financial, and individual's relationship with others (Figure 6).

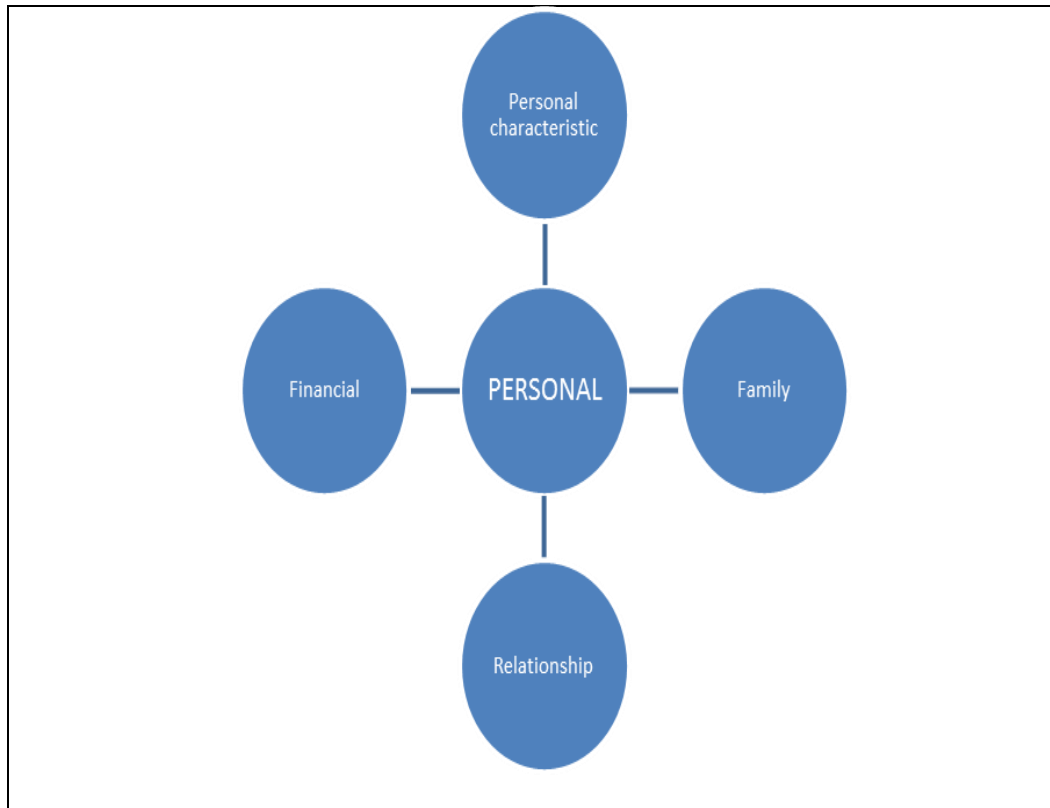


Figure 6: Personal theme and its sub-categories

As this study was conducted in Malaysia, personal theme is discussed from the Malaysian perspective. Culturally, based on Malaysian perspective; religion, language, race, and environment aspects were taken into account.

Personal Characteristics

Personal characteristics can be defined as intrinsic factors that affect the behavior of individuals on their jobs. It is also known as personality traits. Based on the findings, the personal characteristics have been viewed from three aspects; attitudes, skills, and miscellaneous attributes.

All participants believed that a teacher's attitude determines the effectiveness and success of the teaching process in the classroom. For example, an attitude of caring and loving can

motivate and encourage students to be more attentive to their lessons in the classroom. As they said that the students feel the concerns of the teacher pertaining to their problems and this motivates the teacher-student relationship to become closer. To them, dealing with students' behavior was very challenging. It requires patience and persistence. It depends on teachers' characteristics. If teachers practice a freedom to speak and respect students' rights, without any embarrassment, they are able to express their problems to the teacher and in return will listen to the teacher's advice. As teacher C says:

Based on my experience, one of my students labeled me as a Heathen Language teacher. I did not get angry with him; however I took it as a challenge. I understood that the student comes from lower socioeconomic status and lower academic achievement. He eventually changed because he was impressed with my characteristics. That was what he told me. He did so because he did not like the English subject and to test my patience. Frankly speaking, to me, students with lower academic achievement are actually known to make mistakes, but if I get angry at them, they will rebel and hate me. They actually need more attention. It is probably because of the attitude of openness and caring, he can accept me just the way I am. Undeniable at early stage, it was very hard for me to change his attitude. It was very challenging. As a teacher, the attitude of patience is very important to motivate, inspire, and entice student to be a good. I believed in that and that everything happens for a reason. I put myself in his shoes to make me relate to him better.

They also mentioned in their conversation; to be a great teacher is not only good attitudes that teachers have, but also teaching skills are really important. They said that as a teacher who wants to succeed, good communication skills are important. One of the teacher's roles is to

deliver knowledge to their students. They said that a teacher must have “a good explanation skill” to ensure that their students understand what is being taught. By using simple and clear language, they can easily be understood and teaching objectives can be achieved. As teacher A says:

During the first four months of teaching experience, every time I am done with teaching the lower achievement classes, I was really upset. They do not really understand what I was trying to explain. I just wondered what was wrong with me. Using the same concept when I entered higher achievement classes, they can easily understand what I am explaining. As a new teacher, I am not really concerned with students’ abilities. From there I learned about my weaknesses. I am thinking that I have to change my communication skills by using different levels of language in the teaching process. When teaching the lower achievement classes, I communicated in simple language in order for them to understand, and the other way round if I teach the higher achievement classes. I use the most convenient language for them to understand. For example, using shorter sentences and words that they hear frequently. After that, I noticed that at the end of the class, they are able to respond to my questions. I do not want my students to label me as someone who is “full of yourself” whereas they do not understand what I taught.

Additionally, they also noticed that miscellaneous attributes also play an important role to make the subject taught more attractive. As teacher D mentioned, History is a reading subject. His students do not really enjoy when they are in the classroom. At early stage, he used memorizing technique in his lesson. His students never paid attention and talked to each other during class. As he was a creative teacher, he noticed that he needs to change his teaching style and make it more attractive. As teacher D says:

The first two months I teach, I found that my students are not really interested in History. They thought that History is a reading subject. Before that, I practice a memorizing technique. They are not paying attention to my lesson. I was thinking how to attract them to love History. Pedagogy subject that I learned at university was found to be ineffective. As a creative person, I thought of using multiple techniques in teaching History. Since they were not in the era, they could not imagine what was happened during that era. To understand better, I brought my students to the national museum to provide them a picture of what they have learned in school. When they come back to school, they need to provide a report based on their observations.

Family

In Malaysian perspective, culturally, gathering and living close with relatives especially parents is more important in children's lives. Family encounters not only provide positive experiences but also can play an important role in success and happiness in life.

Six participants in this study shared the same value of the importance of family in their lives. However, they looked at values from different perspectives. The differences depend on marital status, gender, and ranking in family.

Even in a rapidly changing world, new technologies allow families to keep in touch and share anything at any time; however, the experience of actually gathering in the same building with family members is something that cannot be replaced. Undeniable, family system through time has changed, but the importance of family is still the same. Teacher E, G, and I were sharing the challenges living far away from their husbands. As teacher I says:

I teach in the state of Selangor and my husband worked in the state of Johor. Early on marriage, I commuted to Johor every week. This situation was tiring. My husband

worked in an international company and holds a prominent position. It is difficult for him to obtain paid leave. I sometimes take annual leave on Monday because of exhaustion. When I was pregnant, my husband commuted to the state of Selangor but only once a month. My performance decreased and I often got scolded by the school's senior assistant. I expressed my desire to quit to my husband. However, my husband asked me to be patient for three years because I was bounded by the Malaysian Ministry of Education for three years. If I decide to leave now, then I have to pay the expenses that the MOE spent on me. To me, living far away from my husband, I got myself into trouble.

As teacher I, teacher E also shared the same experience. As teacher E says:

In the third year of teaching in Malacca, I got married. Every weekend, I would go back to Selangor to meet my husband and family. As I rent a room, is not so sweet to my husband to visit me in Malacca. That is a reason I return to Kuala Lumpur every week to meet my husband. I spent many hours on the road. I feel so tired. This condition interfered with my emotions. If my husband is next to me, at least he could encourage and motivate me.

As teacher I and E, teacher G also agreed that living far away from her husband was so challenging. As teacher G says:

When I became a lecturer at a polytechnic, located in Sabak Bernam, Selangor, my husband was working in Kuala Lumpur. My husband lived with his mother. My children were with me. I arrive at home every day at 5:00 p.m. I have to look after my children, cook, and do all housework alone. At that time, I wanted to quit, but my financial was not stabilized. That is why when I was offered by the Malaysian Ministry of Higher

Education, I chose to remain under the Malaysian Ministry Of Education and to be placed in schools. I know how difficult it is living far away from my husband. At that time I have two children. To me, when my husband was together with me, at least the burden of housework could be done together.

Not only married female teachers who live far away from family were suffering, but also Teacher J a single female teacher was also experiencing the difficulties living far away from her parents. As teacher J has no experience living far away from her parents, this situation pressured her. At least twice a month she has to go back to her home town in Kedah state to take care of her mother. Even in Islam perspective, sons bear the responsibility of looking after the welfare of their parents, but in many cases, daughters are more concerned with their parents. Teacher J is the fourth of seven siblings and is the only daughter of the family. Although many tasks need to be completed at school, especially on weekends, the importance of her parents forced her to go back to visit them in the village. As teacher J says:

My school's senior assistant does not understand teachers' problems made me feel depressed. The first year, as a new teacher, my performance should be good, but I receive a poor performance. Indeed since the first year I would like to quit and find a job close to my birth place, but I am bounded by the Ministry of Education Malaysia for three years. I did not deliberately under perform. My mother's health was not good and needed doctor treatment twice a month. I go back twice a month to manage her treatment in the hospital. As a daughter who is still single in status, my elder brothers always put the responsibility of taking care of our mother at my shoulder. Yes, I could do this, but when the school has special programs held on Saturday, and I need to be there, this situation causes me to be in a dilemma. I am actually very depressed.

Financial

Undoubtedly, everyone is facing financial difficulties. However, it depends on how they manage their financials. In this scenario, those who get involved in the teaching profession already know they will earn lower wages compared to other employment sectors in Malaysia. In this study, financial difficulties are not only faced by teachers who teach in urban areas but also who teach in rural areas. The difficulties stem from different factors such as length of service, gender, marital status, and family responsibilities as well.

As two male new teachers mentioned, financial issues make it very difficult to manage their daily life. Living in a big city is very expensive. As a leader in a family, they should be responsible to their family. Not only that, they also need to allocate some money to their parents. While for female married teachers, they were not confronted with financial difficulties. This was because all the financial transactions of their families were managed by their husband. As teacher C says:

I never think about money problems. My husband managed all financial affairs of the family. The salary I earned was just for my use. That was why, I think that the salary I earned was more than enough. I knew that teacher's salary is less than others who earned the same degree, but to me salary is not really important. The most important to me is satisfaction at workplace.

However, five participants who are single female teachers, faced financial problem in their early months of service, as they mentioned that the payment of salary takes some time. At least it took three months to settle it. After that, they can overcome their financial problem because they receive their salary regularly. They could also share a house compared to married teachers. The expenditure on housing and basic needs was less.

Relationship

The relationship found in this study involved an individual teacher with other individuals who were involved in school organization. All participants shared that a good relationship with surrounding people determines a conducive working environment. A harmonious atmosphere reflects an organization's good rapport.

Six participants said that they have a good relationship with colleagues and staff in school. On the first day they registered, they were welcomed by them. The chairman of the teacher and staff club provided seats for them. This was because the principal informed the chairman about the presence of new teachers in their schools. The chairman introduced them to other teachers and reminded them if they have any problems, do not hesitate to ask. They are willing to help at any time needed. Unfortunately, four participants were upset with their colleagues. When they came to school for duty report, they were not welcomed by their colleagues. As Teacher C says:

When I asked her a question, she answered me but looked the other way. She did not smile and I felt she did not accept my presence. But I did not know why. When I asked her about an empty seat at the teacher's room, she just ignored me.

Regarding relationship with students, six participants mentioned they have no problems with their students. They believed teaching in schools that are not located in urban area, their students still respect and really depend on teachers to gain their knowledge. Since, in Malaysia educational system, it is really exam-oriented; some students were willing to attend a tuition center or pay a home tutor to strive for excellent examination results. However, for students in suburban and rural areas, they come from an average socioeconomic status, making them less able to do so. Therefore, they were highly dependent on the teacher in the classroom. Moreover,

they were more comfortable with new teachers. As students reported to them, at the beginning new teachers did not know their real attitude in the classroom.

While two participants who teach in urban school also mentioned that they also have a good experience with their students. “As a Malay Language teacher for form four students, I was surprised by their acceptance of me. As told by other teachers in my school, the students in my class can be rude to teachers, particularly new teachers. However, the other round happened to me” (Teacher G). Two participants who teach in urban school mentioned that their students were not really respecting them. They felt uncomfortable when they entered the classroom. “It may be I teach Arts and that subject was not really important for them” (Teacher E). Teaching English in urban school was very challenging. “In my school, we have 11 English teachers where two of the new teachers included me. I am the only Malay new teacher who teaches upper form. Students seem not to believe in my teaching and ignored me when I entered their class” (Teacher I).

In describing the attitude and behavior among school leaders especially principals, eight participants mentioned they have no problem with their principal. One of the participant stressed that her principal was kind to her. Her principal always asked her if she needs help (Teacher C). In this case, the principals regularly attended courses and meetings. If they were in school, teachers rarely meet them because they busy with teaching classes. In addition, their principals often change. As teacher H said that during his first year in school, three principals transferred one after another, while two participants mentioned they have no good relationship with their principals.

Regarding relationship with senior assistants especially related to student academics and student affairs, all participants expressed they have no good relationship with them. They could not accept teachers’ opinions and suggestions, otherwise they thought that teachers were against

them when they voice opinions and suggestions. “For them, as teachers, we must follow what they asked when even that was wrong. It caused me dissatisfied” (Teacher J). All participants also mentioned feeling distanced from their senior assistants. “I felt that my senior assistants did not like it if teachers were more intelligent than them. They felt challenged” (Teacher F).

Organizational

In this study, the organization to be emphasized is the secondary school organization. This organization has a systematic management structure managed by a social unit of people. They are a principal, three senior assistants in connection with the student’s academic achievement, student affairs, and co-curricular activities, four chief areas which are science and mathematics, language, technical and vocational, and humanities, as well as the head teacher subject panels are available in schools. They determine relationships between functions and positions, subdivide and delegate roles, responsibilities, and authority to carry out defined tasks (Figure 7). These people play an important role in determining the success or failure of school organization.

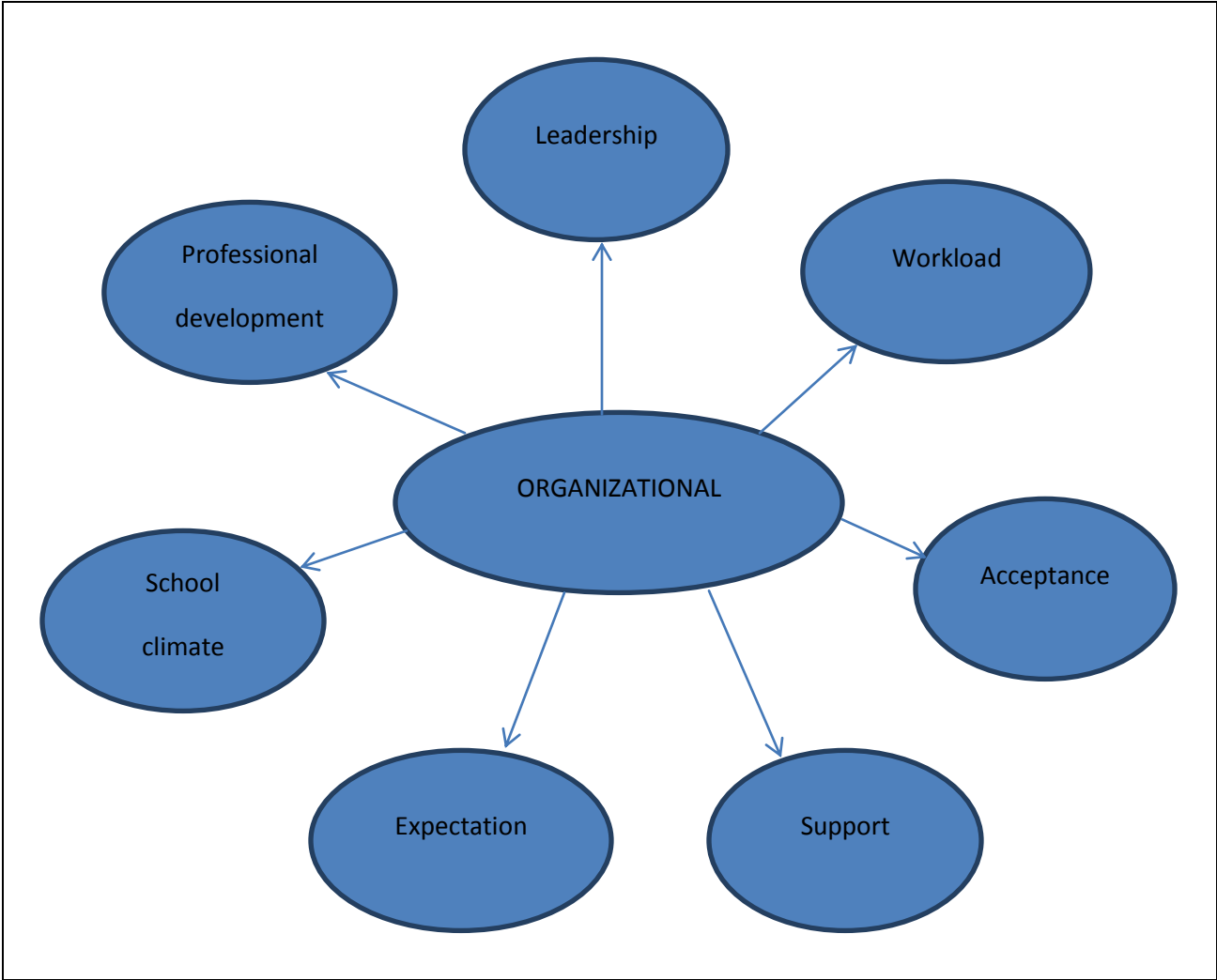


Figure 7: Organizational theme and its sub-categories

Leadership

The word ‘leader’ portrays a great responsibility to an organization. A leader is one who goes first, who leads or conducts; a guide; one having authority to direct; a chief; a commander.

In other words, a leader is a person who is at the top of hierarchy, in either a small or large organization. The success or failure of an organization is influenced by the leadership of a leader.

In this study, all the participants stressed that academic senior assistant's leadership style is one of the factors that affected a teacher's job satisfaction. These scenarios have caused them to complain and be dissatisfied. All participants thought as a leader in academic matters, they should be fair to teachers, and it does not matter the length of services and the relationship with teachers. As a person who is in-charge of academic matters in school, they mentioned that their senior assistants have abused the power to schedule teachers' time table without referring the professional circular stipulated by MoE. Some teachers are given more teaching periods while others have less. As teacher E says:

The past three years, at my first school, which is in Malacca, the school offered Vocational Graphic subject. This subject was listed in the elective subject category. However, when I arrived at the school, the senior assistant did not make any preparations for the class. However, due to shortage of teachers, I had to teach other subjects which are not related to the field that I learned at university. My option was Vocational Graphic, but had to teach Basis Economics and Accounting subjects for form four and form five students. At first, I was very surprised. I was thinking how as a leader, she cannot solve the problem at the beginning of schooling year. To me, she should make a good decision to overcome that problem. One more thing, what I was surprised was I have no knowledge about these subjects. I actually questioned the leadership style of the school administrators, especially the senior assistant. Frankly speaking, to me, she was very selfish. But what can I do? As a leader, she has the power. I have very limited choice.

All participants shared that the way senior assistants treated them varied even when they faced the same situation. This was because there are teachers who are close and always keep on them. So they were biased and prejudiced to others who are not close to them. They thought that

their senior assistants were getting involved personally in professional issues. Several participants mentioned that senior assistants tend to put a lot of pressure on teachers and criticize them in front of other teachers especially during weekly meetings. One more thing, as all participants mentioned a recent trend, school leaders are promoted in the same school. As they have long taught there, it made it difficult for them to make an immediate change in their leadership styles and practices.

All participants also claimed that their senior assistants were not realistic about what teachers can achieve within a given timeframe. Regarding student performance, they always force teachers to enhance the student performance without notice of students' abilities. "It makes it difficult for me to maintain student performance to zero defect because every year we receive students who come from different backgrounds" (Teacher B).

Four participants cited disrespect of school leaders as one of the challenges to new teachers. They looked down at new teachers' capabilities instead of motivating, inspiring, and encouraging new teachers to work hard to strive for excellence in the career.

Another aspect of leadership styles of school leaders, especially student affairs' senior assistant; they did not want to know and deal with student behavior problems, so the problem remained on form teachers. "When parents called and came to school, as a form teacher, I should confront with parents. If anything wrong happens, they put blame me" (Teacher H).

Workload

All participants said that the teaching profession is truly one of the most tiring professions. In Malaysian educational system, they said that teachers are not only teaching in the classroom, but also a cleaner, a coach, a babysitter, a clerk and so forth. In other words, teacher tasks were mixed. As teacher D says:

A number of male teachers in my school were eight. Three were in morning session and all the rest were in afternoon session. When there were breakdown of students' chairs and tables or electricity blackout, school leaders will call me even if I am in the classroom. I was thinking who I am. Am I a teacher or a carpenter or wireman?

They noticed that when they were young, their teachers only concentrated on teaching in classrooms rather than other matters. Nowadays, they mentioned that teachers are required to do a great deal of additional paperwork more than teaching in the classroom. When the school holds special events such as graduation day or sports day, it can increase greatly the length of their workday. Sometimes, it is possible to continue into the weekend. Not surprisingly, I was exhausted and fatigued. Fatigue can truly make me feel both mentally and physically tired and weak. It can cause my quality of work to suffer. The victims in this situation were my students. I could not concentrate on my core business. But what I can do (Teacher A, B, and J).

In addition, all participants agreed that there is always something to do. "At the end of the day, when I go back home, I am still thinking about school. There is no time to think anything else except students, how to enhance their achievement in academic, teaching aids and whatever related to school and students" (Teacher G).

Acceptance

From the data, only teacher F touched on the school's acceptance during her report of duty. She was very upset when her principal told her that the number of teachers in this school is sufficient, and they do not need more teachers at this time. At first, she felt that her presence was not welcome. To her, the school's acceptance is really important to motivate and inspire her to be a good teacher in the future. As teacher F says:

When I arrived at the school, my principal mentioned to me that the number of teachers is sufficient. The number of counselors required is based on a ratio one to 500 students. As the school has 1750 students, only four counselors are needed. I was the fifth. Imagine that it was the first day. As a new teacher, my sense of enthusiasm was to get going. I want to practice what I learned. I was upset. I really do not understand why this can happen to me. The placement is usually based on state and school needs. But in my case, I was placed indiscriminately in teacher placement. When my principal said that she does not need me in school, I was unmotivated. I was thinking, if I have enough money to pay back to MoE on what they spent on me, I will definitely leave the profession on that day. But unfortunately, it is a dream. After that I go to Selangor Department of Education and discussed this issue. The officer who is in-charge gave a call to the principal. I did not know what they discussed. The officer finally asked me to go to the same school. He said that the misunderstanding was over. It was a bad experience for me.

Support

What I found in this study, all participants believed that support from school leaders can influence new teachers' decision whether they remain in or leave the profession. Their confidence about teaching depends greatly on the support and guidance from the principal, senior assistants, chief areas related to their respective field, teacher head subject panels, and experienced teachers as well. As Teacher A says:

I do not think I got enough support and guidance from school leaders and experienced teachers in what I was doing in the classroom and my career. I was doing by my own. If I ask them too many questions, they would think I am not capable. In order to strive for excellence in students' academic achievement, I must be creative and innovative to

explore and implement new techniques and approaches. However, as a new teacher, I need to learn more to be creative and innovative. To do so, I really need guidance and support from people I mentioned above. Sometimes I felt I was giving more, but getting less.

Several participants stated that they did not receive sufficient support and guidance from their school leaders. “They always ask me to do this, to do that, without showing and guiding me how to. When I made a mistake, they put blame on me” (Teacher J).

All participants cited a lack of support from school leaders associated with leadership styles and practices among them. “I am not her favorite teacher, so she is always looking for the mistake to be scolded. She did not support and inspire me to be a good teacher, and otherwise made me unmotivated and dissatisfied” (Teacher I).

Expectation

From the data I collected and analyzed, I found that four participants who teach in urban schools were unhappy at their work place. They mentioned that high expectation from school leaders especially their principals and academic senior assistant, made them very stressed. Without seeing a discrepancy between teachers’ capacity and students’ performance, their school leaders required them to ensure school performance is among the top ranking in Selangor state. They would strive to enhance school performance in all aspects of education and become first choice for the public. In addition, in 2010, the MoE introduced High Performance School which is 100 schools throughout Malaysia that will be awarded a status of High Performance School (HPS) by 2012. If the schools meet the requirements the MoE needed, the school is eligible to be rewarded with the monetary incentive. As Teacher C says:

It was a nightmare. Every examination, I have to ensure my students' achievement would be excellent. If I could not achieve the academic school target, I will be called by the principal and academic senior assistant to explain the reasons. They do not care about discrepancy of students' performance. To me, they should think about the differences students' performance. Every year, students come from the difference of abilities. What do they expect from me? It was very challenging.

Teacher G also agreed to Teacher C and she added:

All teachers in my school were pressured by the school principal to strive for excellence in all aspects of education. Without taking into account the time, she asked me to come to school to improve the school's library standard. This is one of the criteria required by the MoE to reward schools with a HPS status. I was very fatigued.

While three participants who teach Malay Language, also stated that high expectation from school leaders to maintain up to 100 percent achievement at Malaysian Certificate of Education examination made them stressed. One hundred percent achievement determined by 100 percent passed in Malay Language subject. They did not take into consideration the non-Malay students who did not master that language. "Some of my non-Malay students can only construct simple sentences. Malay Language subject itself included long essay, directed essay, summary, grammar, and literature sections. How difficult to overcome this issue" (Teacher D).

School Climate

According to all participants, school climate included facilities, workplace condition, politics in school, and school culture. All participants realized that workplace conditions made them happy in school. They have their own cabinet to keep all the teaching aids. The school also provided them reference books for use in the classroom through the allocation of funds from the

MoE based on student enrollment. They stressed that they did not need to spend their own money to buy all the stuff.

However, regarding politics in school, five participants cited that it caused them to be unhappy in school. “In my school, they have two teams. One team is pro to principal and another one is pro to academic senior assistant. Because I did not want to be in trouble, I do not support any teams. I tried to be neutral. However, I was not accepted by both teams. I am very stressed” (Teacher A).

In terms of school culture, all participants mentioned that they have no problem at all. As new teachers, they just follow the flow. They also tried to adapt and adopt themselves in the situation.

Professional Development Courses

All participants in this study believed that professional development is the process of improving staff skill and competencies needed to produce outstanding educational result for students. They believed that the professional development programs really impact their teaching skills. However, some participants claimed that they did not attend enough courses to enhance their experiences in teaching and some participants said that they were burdened with many courses.

Seven participants noticed that they needed more courses not only to enhance their teaching experience but also for the profession career path. “By attending more courses, I expose to new teaching techniques and approaches by sharing with other teachers. Not only that, I also can improve my communication skill and interacting with others” (Teacher C).

As new teachers, Teacher G stated that she lacks in teaching experience. “To gain my experience, I need to attend more courses. At the beginning, I did not know how to deal with

students' discipline, students' achievements, how to motivate and encourage students, and deal with individual differences”.

Recently, all participants wondered if professional development courses attended is one of the requirements to easily get a scholarship to pursue their studies at the higher level. As a result, they were competing among others to fulfill that requirement. By doing so, they can go further in the career path. “I do not want to be a teacher in the classroom until retirement age. I desire to be one of the top management directors at the MoE. To do so, I should attend more courses to expose myself to new environments. When I have enough experiences and exposures, I think that I have more chances to get a scholarship and fulfill my desire at the end. That is what I hope in my career path” (Teacher B).

Several participants also mentioned that the teacher training is actually too short and has too many built-in limitations to accomplish the awesome task of adequately preparing new teachers for the demand of the classroom. So they said that was why they need more professional development courses in service to make a difference in their teaching.

System

In Malaysia context, the educational system is handled by two ministries. The MoE handles education matters associated with the school system from pre-school to post-secondary school, regardless of student or teacher issues, while the MoHE handles education matters related to tertiary level, such as community colleges and universities. In this study, the system focused on educational issues at secondary school level. The issues related to teacher salary scheme and teacher placement. From the data collected, all participants stressed salary scheme and placement system as a challenge that associated with the educational system in Malaysia (Figure 8). They believed that they may not change the system; however, by voicing their

challenges in this current system, they really hope that the top management in the Malaysian Ministry of Education makes some changes.

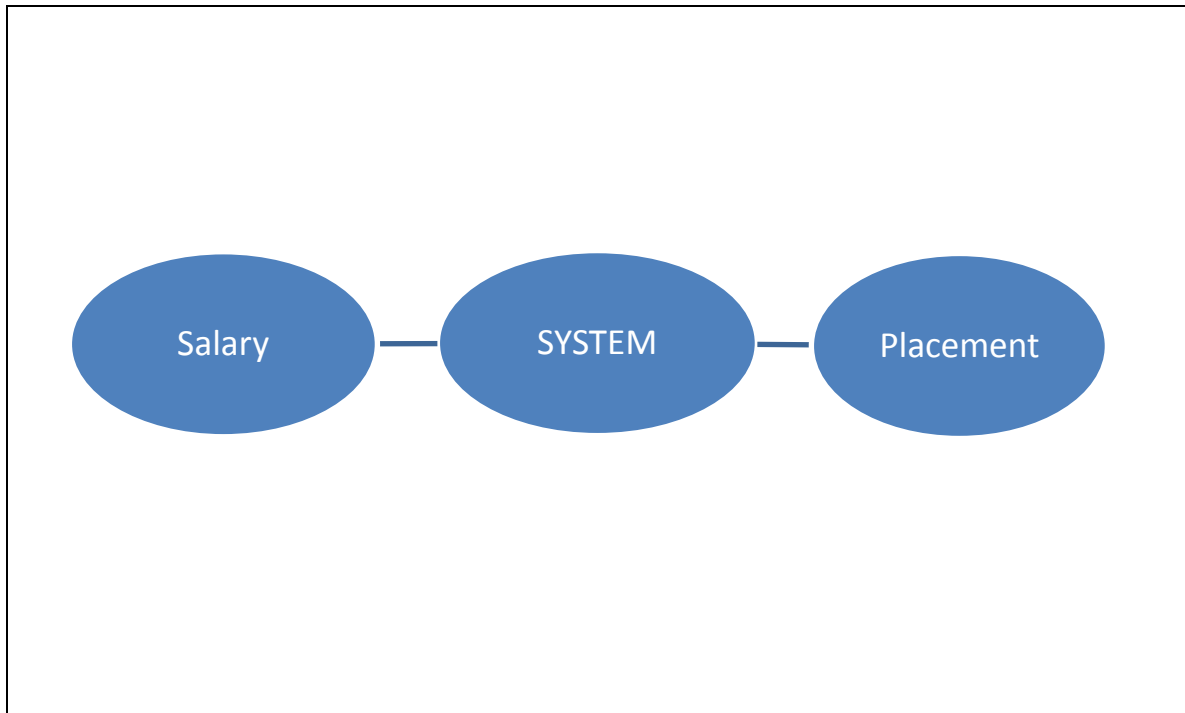


Figure 8: System theme and its sub-categories

Salary Scheme

According to the ten participants, they knew that teacher's salary scheme is lower compared to other professions in Malaysia, even if they earned the same degree. They comply with the regulation. This was because the salary earned was based on working hours.

Additionally, a long school holiday, especially end-year, they do not have to come to school to carry out the assignment, unless called by the school administrators to complete the tasks that are not resolved. Nevertheless, the issue for teacher D, E, G, and H is the wage differential earned by

teachers in the teaching profession itself. As they mentioned, the type of degree influences the salary they earned. For example, a teacher who holds a degree in Accounting earns the highest of basic salary compared to other degrees, such as Engineering, Architecture, Law, Science, and Arts. As teacher D says:

The salary we earn depending on workload. But in my case, we are in the same profession but we earn a different salary. I teach Malay language and you can imagine that every student is required to have five exercise books; long essay, guided essay, grammar, literature, and comprehension. Every day, I have to mark their exercise books. I teach four classes of Malay Language and one class of History. Every class has at least 35 students. How many exercise books should I mark? All together are 700 exercise books a week for Malay Language. I teach mixed abilities students. Whereas my friend who teaches Accounting, students are only required one exercise book. Students who enroll in Accounting are selected. Students who scored grade A in Mathematics during LCE examination are accepted. Frankly speaking, to me, it is not fair. The teacher's salary scheme should be reviewed. This is because our burden of work is the same.

Teacher E also agreed with Teacher D. She said that she is not satisfied and disappointed that one of my committee members earns different pay for having a different degree. He enrolled in the same program and taught the same subject but because he earned a degree of architecture, his starting salary was much higher compared to me. In terms of tasks and workloads, they are the same.

Teacher H also thinks that the salary scheme should be reviewed in terms of an allowance granted to English, Mathematics, and Science teachers. As he cited that the allowance is known as Education Subject Incentive Payment (ESIP). In 2003, the MoE introduced English for

Teaching Mathematics and Science (ETeMS) policy. All Mathematics and Science teachers are required to teach Mathematics and Science in English. As an incentive for them, if they serve more than three years, the MoE gives ten percent extra allowance for teachers who hold DG 29, DG32, and DG34, and five percent extra allowance to teachers who hold DG41, DG 44, DG48, and DG52 , known as Education Subject Incentive Payment. The MoE hopes that they can help students to improve students' achievement and enhance students' English proficiency as well. Before this, Mathematics and Science were taught in the Malay Language. English teachers are also receiving the same allowance based on their position, because they are assigned as a buddy for Mathematics and Science teachers. It seems ETeMS policy is very good on paper. As teacher H says:

However when it comes to implementation, it does not work as planned. The problem is some of the Mathematics and Science teachers do not teach those subjects in English. They claimed that students do not understand what they were trying to teach and teaching objectives were not achieved. My school is located in a suburban area in which the average of students' English proficiency is at lower level. Additionally, some of Mathematics and Science terminologies are different from English terminologies itself. Meanwhile, most of Mathematics and Science teachers also claimed that, English teachers do not perform their responsibility to guide Science and Mathematics teachers to improve their English proficiency. Regarding this problem, it does not only happen in my school, but also in other schools. In other words, they received an allowance without doing anything. This salary scheme is not fair to other teachers.

Placement

After completion of their training program, student teachers will be placed in schools depending on school needs. The placement is different when the system they implement is different. In Malaysia, MoE has the authority to place student teachers depending on state and subject needs. From the data, teacher A, B, D, and G were placed in their state preference. However, teacher B was not happy with her placement. As teacher B says:

When I received a letter of placement from Selangor Department of Education, I was very happy to be located in Selangor. But when I went through the school's name, the school is located less than a kilometer from my mother's house. If people said that I was a lucky person, but to me, I am uncomfortable. My placement is a problem to me. Most of my students that I teach are my neighbors' children. I recognized them. Our age range is not too far. Those aged 16 years, and I was then aged 22 years. We grew up together. I was really uncomfortable. Undeniable, I applied to be placed in Selangor state, but not in a school so very close to my mother's house. This uncomfortable situation arises because in school I am a teacher, but at home, I was their friend, and they called me "sister".

While Teacher C, E, F, H, I, and J are not able to be placed in their state preference.

Teacher I was very stressed and said that her placement affected her performance in school. At first, she made a decision to leave the profession but she has to pay the expenses that the MoE spent on her. Her husband also advised her to be patient and try to find a solution. At that time, she was not motivated at all. At the time, her spirit about work was low. She just wondered what reasons the MoE gives her the option to choose the state preference, but they finally put her in accordance with the state and subject needs. As teacher I says:

I am really not satisfied with my placement. Undeniable, when I signed an agreement with the Ministry of Education, I agree to be placed in any school across the country including Sabah and Sarawak. But at the same time, one of my lecturers has informed to student teachers, if we are getting married before placement, we will be given the flexibility to be placed close to our husband. Although there is no black and white agreement, but my lecturer said that the family aspect is given priority by the MoE. During my fourth year college, at that time my status is single. When I almost graduated, I worry if I will be placed in Sabah or Sarawak. Both states are located far from Peninsular Malaysia. So, I decided to get married with the hope that I will be placed in the same state with my husband. My husband worked in Johor. When I completed the placement form, I chose Johor for the first and second choice. The third option is the state of Kelantan. I do so with the hope, if I do not get a place in Johor, at least stay close to my family in the state of Kelantan. But the opposite occurred, in which I was placed in the state of Selangor. Imagine how sad I was.

However, teacher C, E, F, H, and J agreed with their placement. They knew, since they signed a letter of agreement with the Malaysian Ministry of Education, they have the authority to place teachers throughout Malaysia based on state and body needs. Teacher C took this opportunity as a challenge to get more experience and to learn new things in her life, especially new culture and new dialect. As teacher C says:

When we complete a placement form, our lecturer told us that TESL teacher vacancies are only available in Kelantan and Terengganu states. These two states are in need of TESL teachers. I said to myself, “It is ok, it seems that chances to go back on duty in the birth state, Selangor is none. I was thinking to apply to serve in Terengganu state. I was

just wondering a political issue in Kelantan state held by an opposition party, i.e. Malaysian Islamic Party. I think if I apply for the placement in Kelantan state, the way I dress might give me a pressure. In my point of view, communities in Kelantan practice Islamic lifestyle in their daily lives. It caused me to choose Terengganu to be placed. I was very happy. I learned new culture and new dialect. At first, it was very challenging to me to adapt and adopt myself to the new environment. It was the first time I am in Terengganu. To me, communities in Terengganu are more open. Furthermore, my friends were also frightening me, if I apply to be placed in Kelantan state, I will be placed in a remote area.

Research Question

As stated in Chapter One, in this study, the researcher aimed to explore and understand new teachers' challenges and experiences faced during their probationary periods. By interviewing the participants, the factors that cause them to leave the profession were revealed. This section will be focused on four research questions as outlined in Chapter One. It is discussed based on the chronological consequences. The research questions as below:

1. What are challenges and experiences new teachers faced during their probationary period? ;
2. What are the factors that influence new teachers' job satisfaction/ dissatisfaction in their school? ;
3. What are factors caused new teachers to apply to leave the profession? ; and
4. How do the new teachers perceive the professional development courses in continuing teaching profession?

Research Question One: What are challenges and experiences new teachers faced during their probationary period?

This question was designed to gain better understanding towards challenges and experiences new teachers faced during their probationary period. By questioning 10 participants, their conversations revealed “the bitter- better experiences” as a teacher during the probationary period. Furthermore, the challenges and experiences can be related to teacher job satisfaction/dissatisfaction. From there, research question two can be answered.

In this research question, the word challenges and experiences were used as a general concept because each participant has their own views on the matters. As new teachers, they faced many challenges and experiences. The challenges and experiences are different among each other, even though they are involved in the same profession. The differences are caused by school location, teaching subject, marital status, gender, and so forth. Some of the participants took them as a challenge to be a good teacher and some of them became an unmotivated teacher. Their challenges and experiences divided into three themes. These are personal, organizational, and system.

These sections were presented one after another based on the size of context. It started with the small context which is personal, followed by organizational, and ended with the big context which is system.

Personal

All participants faced personal challenges and experiences, regardless of good or bad. It is the hope that personal matters can reveal a clear picture to me to understand the internal problems of each participant. Personal can be viewed in terms of personal characteristic, relationship among others, financial, and family.

In the first month of teaching, six participants believed they would not have problems dealing students in classroom, while four participants had low self-confidence when entering classroom. They believed that the level of confidence dealing with students in classroom associated with the interest of being a teacher. Since six of them are really interested being a teacher, they are eager to meet their students and practice what they learn in their teaching program. As Teacher I said that she was really confident when teaching in the classroom, because she was really interested in being a teacher. While teacher C described her first day experience entering the classroom, “I was very nervous. Since last night, I was figuring out what should I say to my students. It made me not sleep all night long. I was angry with myself for deciding to be a teacher”. However, after a few months of being a teacher, all participants believed that personal interest was not enough to be a good teacher. They mentioned that the school locations they were placed in also play an important role.

Organizational

They also have challenges and experiences in organizational issue. What they considered organizational was leadership styles and practices among school leaders, heavy workload, school expectation, support from school leaders and experienced teachers, and the professional development courses provided for them. Several participants were actually associated and linked all their challenges in the organization with leadership styles and practices among school leaders. They mentioned that if school leaders implement and practice appropriate styles in school, many challenges among teachers could be solved properly.

System

All participants did not put blame on the system they have. They mentioned that it is the only system they have. To make change drastically is impossible. So they just accept the system.

Several participants complained the teacher salary was low compared to the amount of hours put in. They also mentioned that starting salary among teachers were difference because of the degree they earned. However, they suggested the top management administrators at the MoE could take into consideration some aspect related to teacher education to enhance teachers' experience in teaching. They said this was unfair because the workload and hours they put in were the same. In addition they also shared their experiences in this issue where English, Science, and Mathematics teachers receive extra allowance compared to other subject teachers.

Regarding teacher placement, six participants were not able to be placed in their state preference. However, only one participant was very stressed and said that her placement affected her performance in school. Even some of participants were not able to be placed in their state preference, they agreed with their placement. One of them took it as a challenge. While one of the participants who was placed very near to her mother's house mentioned that she was unhappy. It was because most of her students lived in the same area with her.

Research Question Two: What are the factors that influence new teachers' job satisfaction/ dissatisfaction in their school?

The second research question focused on new teachers' job satisfaction in their workplace. A school is not only a place of teaching and learning, but also as an organization covers all aspects such as administration, culture, environment, expectation and so forth. As new teachers, exposure to all aspects of organization plays an important role to develop a good network and enhance their job satisfaction.

From this study, I found that all participants mentioned school administrators' leadership is the main factor that influenced their job satisfaction/dissatisfaction. For them, school administrators included principal and three senior assistants in connection with the student's

academic achievement, student affairs, and co-curricular activities. As leaders in their respective areas, they should brief new teachers in respect to school culture, organization chart, school environment, and teachers' tasks. Without guidance and supervision from school leaders they were unhappy and stressed in school. As Teacher E says:

First two weeks, I struggled to find a class location that I have taught and caused me to enter the class late. I always asked students to guide me to go to the classroom. At the first day of report duty, school leaders should brief us all about these. I took a month to become familiar with school environment, classes' position, school management chart, and my tasks. All that is by my own initiative.

Teacher H also agreed that school administrators' leadership can influence their job satisfaction. As he says:

When I received a placement letter from Selangor Department of Education and went to my school for duty report, I was very happy. My principal and academic senior assistant briefed me about the school. They gave me information about the school management chart, class location, and anything related to school organization. At least, I can get a rough picture of my workplace. They also asked me to feel free to ask them anything I need in school.

I also found heavy workload as one of the factors that influence new teachers' job satisfaction. They associated this factor with school administrators' leadership style. Dictator and commanding leadership styles implemented by school administrators affected new teachers' job satisfaction. Eight participants were not satisfied with the tasks handed to them. Favoritism behavior caused some teachers, especially new teachers to be assigned more tasks than experienced teachers. It might be new teachers did not refuse and always said yes. They thought

that school leaders must be fair to all teachers regardless of new teachers and experienced teachers. Regarding distribution of tasks, new teachers and experienced teachers should work together to develop a good network. Otherwise, experienced teachers took advantage of them. Although they are eager to learn all things to gain their experiences, they will be satisfied if they work together with experienced teachers. As Teacher B says:

As a new teacher, I do not care to do all tasks that are assigned to me. This is a learning process and a way to be an experienced teacher. I need to learn more, but do not take advantage of me. To me, new teachers and experienced teachers should work together. Not because we are new in school, it means that we need to do more.

In addition, all participants mentioned that a lack of support affected their job satisfaction. When they made mistakes, they were not guided, but scolded and blamed. They believed that if they get enough support from school administrators, it can influence their decision to remain in the profession. As Teacher J says:

I am strongly convinced that the success of the teaching- learning process in the classroom depends greatly on the support I received from school administrators, especially the academic senior assistant. When students particularly cannot perform well on the tests, senior assistant should call me and discuss what I should do to find the best solution. Instead she screamed at me and said that I do not know how to teach. I was frustrated and unmotivated. I was dissatisfied with her way to overcome this problem.

Four participants who teach in schools located in urban areas were not satisfied with school expectation. Schools located in urban areas compete among others to strive for excellence in all aspects of education. Therefore, their schools become first choice for parents to send their

children. Teachers were deployed to achieve the goal. It made them stressed and dissatisfied with the job.

Only one participant was dissatisfied with school acceptance. When she went to the school where she was placed, her principal said that they had a sufficient number of teachers. Whereas, she just complied with the order that stated in placement letter. Other participants were happy when they went to their respective school for duty reporting. Their presences were well-welcomed.

All participants mentioned that they were not satisfied with professional development courses. Some of them said that they have insufficient courses to enhance their experiences and some of them said they were a burden to attend courses. They were assigned by school administrators to attend the courses that were not related to them, because some experienced teachers avoid attending those courses.

Finally, school climate also contributed to new teachers' job satisfaction. I found that six participant mentioned that they were very happy when they entered medium performing classes. Their students can accept their teaching styles and pay attention to their lesson. In addition, the number of students was less than high performing classes. Nevertheless, new teachers who teach in high performing classes were very stressed because the number of students was more than other classes. As Teacher E said that it was very difficult for her to control her students and sometimes questioned her teaching styles.

Research Question Three: What are reasons caused new teachers to apply to leave the profession?

The question addressed understanding reasons that caused new teachers to apply leaving the profession. By interviewing them, all participants not only shared their job dissatisfaction,

but also associated them to reasons for applying to leave the profession. From the research findings in this study, organizational issues included leadership styles and practices among school leaders, heavy workload, high expectation, lack of support from school leaders and experienced teachers, and insufficient of professional development courses attended; personal issue included financial problem; and system issues included the placement system.

All participants agreed that they were not satisfied with organizational issues, but only seven participants said that the main reason they applied to leave early in the profession was because of the organizational issues. They associated and linked the leadership styles and practices among school leaders to other aspects including heavy workload, high expectation, lack of support, as well as insufficient professional development attended.

While two participants addressed the personal reason which is financial as a main reason they applied to leave the profession. For them, even some of the organizational issues made them dissatisfied, but they think that they still can manage the issue. However, regarding the financial issue, it caused them to apply to leave early in the profession.

According to the research findings, only one participant indicated that the placement system was a main reason she applied to leave the profession. Living far away from her husband made her stressful and affected her performance. That was why she applied to leave the profession.

Research Question Four: How do the new teachers perceive the professional development courses in continuing teaching profession?

This question was focused on the importance of the professional development courses in continuing their services. The effectiveness and success of the courses really affected their teaching practices in the classroom and their career.

Regarding professional development courses, all participants noticed that it was really important and good in continuing the teaching profession. They classified professional development courses into two groups. The first was to enhance personal experiences and the other one to enhance professionalism in their career. Regarding personal experience, very early in their career, what they faced in school was different from what they expected. They said that as new teachers, what they have learned in teaching programs and what they faced in reality was different.

The courses can make a difference when they deal with students, students' parents, school administrators, colleagues, and society as well. At the beginning, they did not know how to deal with students' discipline, students' achievements, how to motivate and encourage their student, and deal with individual differences. One participant said during the first day in school, when she entered form four class, she felt very nervous. Her students were yelling and screaming among others. Even when she was in front of classroom, they did not care about her. They just ignored her. She was thinking to meet with her principal and senior assistant and asked them for development courses in dealing with students (Teacher A). In addition, they wondered when they attended the courses, not only academic contents and pedagogy can be gained, but also exchange ideas and interact with other participants. They can also enhance their self-confidence and self-efficacy when dealing with their students.

Several participants also mentioned that professional development courses must be attended because by doing so they can see the opportunity to go further in the professional career path. They would be happy if the school administrators give them freedom to attend the courses they need in order to enhance their career path. They thought that the professional development courses can show them where they will be in the next five years or next ten years. When they

become a teacher, this does not mean they will be a classroom teacher until they retire. By attending the courses, they can be exposed to other fields such as leadership, communication and management as well. When they meet other people from different organizations, they can share and exchange ideas. It can motivate them and make them not get bored doing the same task. They agreed that the professional development courses really impact their skills.

Recently, the professional development courses attended is one of the requirements to get a scholarship to pursue their study at the higher level. The more courses they attend, the higher the chance to get the scholarship.

Finally, they suggested leaders in teacher education should develop the effective professional development courses to bring about change in teachers' career. A new paradigm in changing courses to be more effective should be done. To ensure the professional development provides benefits to all teachers in schools, leaders in teacher education must empower teachers to decide for themselves what must be done instead of asking them what to do.

Summary

The findings from this study can provide an initial overview of the reasons new teachers leave the profession early. Although three interrelated reasons given related among other, but all participants stressed if school leaders can adapt and adopt leadership styles and practices to the circumstances, teacher will be satisfied and stay longer in the profession. They mentioned that the educational policies they have are good policies, and the effectiveness of the policies really depends on the interpretation and implementation made by the school leaders.

CHAPTER 5

CONCLUSION

This chapter concludes the discussion on new teachers' job satisfaction and its effects on leaving the profession. The discussion begins with the summarization of the themes based on the data in Chapter Four. Three themes were found to be related to job satisfaction of teachers that caused new teachers to leave the profession. The factors of new teachers leaving the profession will be associated with three theories that were discussed in chapter one.

The second section discusses the results of the data presented in chapter four to fit the literature review in chapter two. These results will then be elaborated using the three themes found in chapter four. Based on the results, recommendations are provided on how to implement the results into a real setting to enhance new teachers' job satisfaction.

One of the purposes of this study is to prevent the next generation of new teachers from leaving the profession. The interview sessions carried out provided a platform for them to voice their challenges and experiences during their probationary periods. By exploring and understanding their challenges and experiences, it helps the Malaysian Ministry of Education to improve the educational system in terms of teacher's education. Implication from this study for practitioners, school administrators, and the Malaysian Ministry of Education will also be discussed. As an extension from the results, further areas of research will also be included in this chapter. This chapter ends with a personal reflection.

Summarization of Themes

Organizational issues were the main reason associated with new teachers' job satisfaction that was brought up by seven of the participants in this study. As they mentioned, leadership

styles implemented by school administrators influenced their job satisfaction. When principal and senior assistants were biased and prejudiced to some teachers, it caused unbalanced distribution of tasks. Some teachers were assigned more tasks than other teachers. Victim in this situation was new teachers who always says “yes!”. Without supports, especially new teachers frustrated and pressured because they have no experiences to handle this situation. As they thought professional development courses can help them to enhance their experiences. They want to observe and to be observed by experienced teachers to be a good teacher. However, they lacked support and guidance. When they voiced their dissatisfaction, the leaders in the schools could not accept it. To them, teachers must follow what they are assigned. Besides that, the high expectation to be awarded as one of 100 high performing schools in 2012 was also a burden to teachers. To realize it, especially new teachers faced task workloads to strive for excellence in all aspects of education.

Personal reasons also affected new teachers’ job satisfaction. The high living cost caused two male new teachers to face financial problem. The income that they earned was not enough to cover the family’s needs. Since they were just starting their career, their financial position was not stable yet. In addition, teacher salary was lower than other employment sectors.

Finally, system issues were also mentioned as one of the reasons that influenced new teachers’ job satisfaction. When a teacher was placed far away from her husband, she was dissatisfied and became an unmotivated teacher. Finally, she decided to apply to leave the profession.

These three reasons associate with their job satisfaction. As new teachers, they need support, encouragement, and inspiration from others such as school administrators, experienced

teachers, and family. When their needs were not fulfilled, they were not satisfied with their job. They finally decided to apply to leave the profession. This phenomenon is illustrated in figure 9.

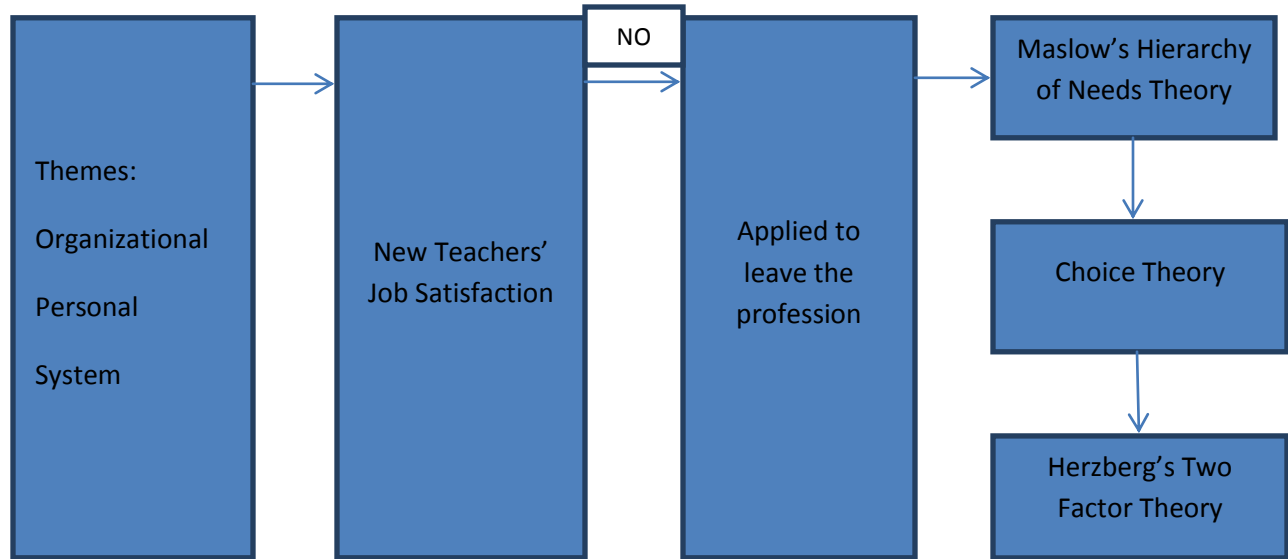


Figure 9: Summarization of Themes

Although past research has provided many insights into the factors that influence teacher career decisions, little is known about which unfulfilled needs persuade teachers to leave the field and which job conditions leave them satisfied or dissatisfied. Understanding the multiple determinants that lead to teachers' job satisfaction may help identify the factors and changes needed to support teacher retention (Liu & Ramsey, 2008).

Themes Related to the Literature Review

The four research questions guided this study and literature review section as stated in Chapter One: (1) What are challenges and experiences new teachers faced during their probationary period?, (2) What are the factors that influence new teachers' job satisfaction/

dissatisfaction in their school?, (3) What are reasons caused new teachers applied to leave the profession?, and (4) How do the new teachers perceive the professional development programs in continuing teaching profession? The previous studies showed a clear relationship between job satisfaction and reasons new teachers applied to leave early in the profession.

Findings in this study with new teacher job satisfaction that affect leaving the profession were consistent with the previous research regarding leadership styles and practices among school leaders. The literature reviewed strongly supported that leadership styles and practices among school leaders as one of the factors that affect teachers' job satisfaction (Bass, 2007; Bogler, 2001; Cerit, 2009; Gilmer, 2006; Goleman et al., 2002; Miers, 2004). The literature supported the view that school leaders, especially principals, play an important role to lead their school in effective and efficient ways. The principals and the other school leaders who have knowledge and skill in organizational management can make their employees happy in the workplace. When they feel comfortable, they tend to respond to the principals and other school leaders happily. Bass (2007) reported that employees' favorable attitudes toward their leaders contributed to employees' satisfaction. As we know, when employees are really satisfied towards their leaders/supervisors, it really affects the organization where it can increase productivity, decrease absenteeism, and smooth working relationships (Herzberg et al., 1959).

However, school leaders who disrespect and blamed teachers in what they have done, tend to put teachers down instead of motivating and encouraging them to try harder to strive for the excellence in teachers' career (Gonzales, Brown, & Slate, 2008), contributed to low job satisfaction (Denton, 2009; Harris, 2008; Wietherell, 2002). If the school leaders did not encourage, inspire, and motivate teachers, especially new teachers, who is the appropriate person for them to complain to? As a leader, they should understand the difficulties that new teachers

faced in the early stages of their services (Rizza, 2010). By doing so, school leaders can make them stay longer in the profession (Liu & Johnson, 2006).

The leadership styles and practices among school leaders indicated that it linked and contributed to other reasons of new teachers leaving the profession (refer to Chapter Two; Gonzales et al., 2008; Murcia, 2012; Rizza, 2010). To make a difference in school, school leaders should modify and adjust their styles based on school needs (Fook & Sindhu, 2009). For example they could implement a situational leadership style to fit with their school needs. The results from this study showed that seven participants mentioned that the leadership styles and practices among school leaders contributed to heavy workload, high/ low expectation, more/less professional development courses attended, and less support as well. Even if they have job security after receiving the verification of the position, they were demotivated and uninspired when they thought that they had no time to think of anything other than their tasks. Their heavy workload left them no time to spend with family and friends even during weekend and school holidays. Kane and Mallon (2006), McCoy (2003), Smethem (2007), Smither and Robinson (2003) agreed that new teachers' workload increased from year to year. It made them not stay long in the profession.

Research into the experiences of beginning teachers has pointed to a discrepancy between teacher expectations and the reality of the workplace (Veenman, 1984). The first years of teaching can often result in disillusionment for new teachers, who realize that the reality of the teaching profession is different from their expectations (Labaree, 2000). The difference between expectations and reality has been linked to several teacher-related problems and outcomes, including low morale and job satisfaction, high levels of stress and ultimately, high rates of turnover. According to several studies, teachers are more likely to leave the profession in their

early years due to a high incidence of job dissatisfaction (Shakrani, 2008). As suggested by one of the participants in this study, the teaching training centers can send their students to school to expose them to the real setting. The practicum should take at least six months to expose students to the school climate, school management, students, as well as their colleagues. The advisors should come every week to observe their advisees and guide them to be a good teacher even though they are still in the practicum program. Undoubtedly, the practicum was a part of the course, but the time provisioned was too short. Furthermore, they did not get feedback from their advisors to improve the weaknesses and shortcomings of their practicum. They just graded without any guidance and coaching.

Professional development is the process of improving staff skill and competencies needed to produce outstanding educational results for students (Hassel, 1999). To ensure that the professional development courses really impact teaching skills, leaders in teacher education should develop the effective professional development programs. The effective professional development programs are systematic efforts to bring about change in classroom practices of teachers in their attitudes and beliefs, and in learning outcomes of students (Guskey, 2002).

Educational reform movements around the world are setting ambitious goals for student learning. Many factors contribute to achieving these goals. However, the changes of learning process in classroom practice emphasized by the reform visions ultimately rely on teachers (Fullan & Miles, 1992). Although recently developed induction and internships programs have altered the professional development experiences of beginning teachers, they have remained much the same for three or four decades (Guskey, 1995). Guskey has noticed that the first postgraduate professional training in which most new teachers engage is a general orientation to the school or school district that has hired them. The training has more emphasis on technical

aspects such as testing and assessment, educational policies, insurance policies but the issues relate to instruction, class management, and curriculum are less emphasized. In order to develop the effective professional development programs, leaders must take into account all of these aspects.

Any program to be developed must be well-planned and well-organized. When leaders develop effective professional development programs, at first they must review the existing policies, regulations, and agreements, and finally analyze needs for the new programs. To do so, they must consider the following elements to put them into the right place. They are people who take part and take charge of the program; equipment and supplies; the current budget and source of funds; sources of information for conducting a needs analysis; special needs of adult learners; and ongoing programs and support (National School Boards Association, 2011b). Even two participants applied to leave the profession because of financial issues and one participant applied to leave the profession early because of not being satisfied with the placement issue; however, they strongly agreed that organizational issues in terms of leadership styles and practices among school leaders, heavy workload, school expectation, and a lack of support from school leaders and experienced teachers affect new teachers to leave early in the profession.

Regarding financial issue, many research studies found that it caused new teachers to apply to leave the profession (McCoy, 2003; Smethen, 2007; Smither & Robinson; 2003). Murcia (2012) mentioned everything they have to pay, i.e., children education, bills, basic needs, housing, and other miscellaneous expenses. In addition, as a leader to a family, two participants in this study said that everything is on their shoulder. Indeed, everyone has their financial problem, but for them, with the low salary, living in urban areas; financial issues were a huge problem. It was because teaching was not really a profession but a vocation. As they suggested,

before they become teachers, during the first week of the program registration, the MoE should brief the students clear paths in the career. If they could not accept it, they just leave the training program. By doing so, their places can be replaced by others.

Many researches found that placement issues were one of the reasons why new teachers leave the profession (refer to Chapter 2; Gonzales et al., 2008; Murcia, 2012; Rizza, 2010). However, in this study, the placement system is controlled by the federal government, the system was centralized. What Teacher I meant by placement was the first school she was placed in by the MoE, Malaysia. Since, the MoE implemented a centralized system, it was difficult to review research discussed about this specific issue. In the future, hopefully many research studies conducted will focus on this issue and alternate ideas for placement could be investigated.

Implication

The results of this study may have implications for preventing new teachers from leaving early in the profession in Selangor state. The findings of the current study support the idea that it is organizational issue (included leadership styles and practices among school leaders, school expectation, heavy workload, lack of support, and lack of professional development courses attended), personal issue (financial), and placement system issue that affect leaving early in the profession. The findings implicated that school leaders change styles and practices in the organization. They should be open to accept criticism and suggestions from teachers, particularly new teachers. Their voices were not a resistance but it showed a discrepancy in school administration. If there is any discrepancy in the organization, they should not point fingers blaming each other.

Indeed, it is very difficult to determine which factors affected teacher job satisfaction. It seems there is an interrelationship among three parties involved teachers represented personal,

school leaders represented organizational, and the MoE itself represented system. In my case, teachers refer to new teachers who applied to leave early in the profession. They were actually related and affected one another. If one party broke down, others also broke down. In order to enhance teachers' job satisfaction and keep them in the profession, these three parties need cooperation, does not matter what, when, and how. For example, if the MoE wants to introduce a new policy related to enhance teachers' competencies, they should include representatives of school which is school leaders and teachers. They can contribute ideas to make the policy more effective and efficient. They could be considered grass root implementers. If the MoE could not include them at the early stage, they should be included later to become concrete. By doing so, they will be interdependent and mutually respect each other.

The findings in this study revealed that new teachers applied to leave early in the profession consisted of new teachers who are very dedicated and very good quality in teaching. At the beginning, they were very excited to convey knowledge to their students. However, they felt unmotivated and frustrated in regard to organizational issues in terms of leadership styles and practices among school leaders, and system in terms of people who developed the educational policy, and they eventually decided to leave early in the profession. Therefore, they should not blame each other. It seems that the results from this study were important to change existing policies in terms of teacher education for the benefit of all. Policy makers, human resource directors, state department of education and district education office directors, and school leaders are encouraged to review the findings and consider how they could be implemented properly. The findings from the interviews were consistent from one participant to another. Understanding and satisfaction among three parties can be seen. The interrelationships of three's parties are illustrated in Figure 10.

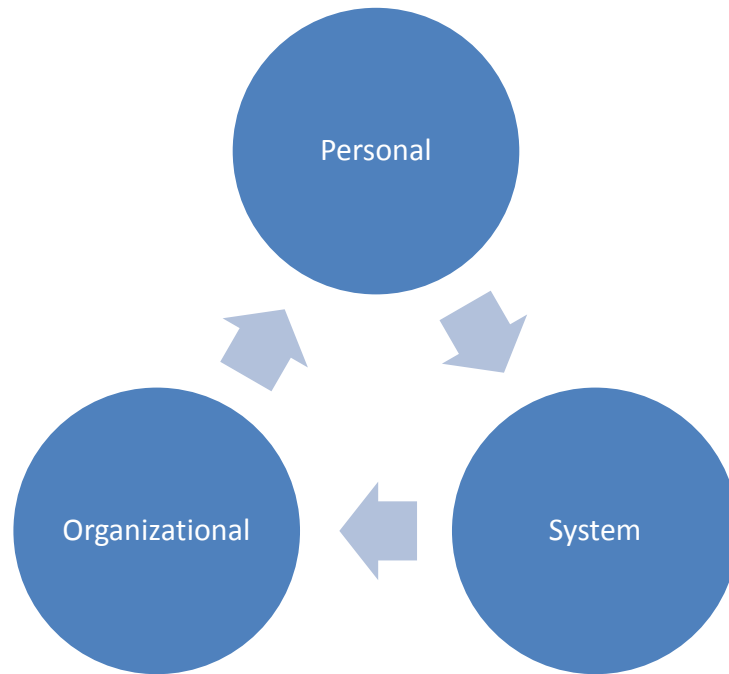


Figure 10: Interrelationship of Themes

Recommendation

As demonstrated in this chapter, many findings from this study are supported in the literature review section. Building from the findings of this study, this section provides the possible recommendations to improve Malaysia educational system in general, and teacher education specifically.

Any policy to be developed must be well-planned and well-organized. When leaders develop new policies or change the existing policies, at first they must review the existing policies, regulations, and agreements, and finally analyze needs for the new policies. To do so, they must consider the following elements to put them into the right place. All the elements must be taken into account to determine the success of the policies.

In order to develop the new educational policies or change the existing policies, the top management level in the Malaysian Ministry of Education should take into consideration the relevant stakeholders, i.e. principals, teachers, private agencies, and nongovernment associations who are interested in the education projects. Fowler (2009) noticed that to change the existing policy, she questioned who is the major participant in the policy process at the state level? In Malaysia context, federal policy actors are considerably more important than state or district ones.

Regarding the implementation stage of the policies, the MoE should form a large steering committee that represents all stakeholders. They may work together harmoniously. Regardless of which stage of the implementation, school leaders and teachers should be consulted as the educational policy affects them. Since they are considered grass root implementers, their ideas are essential to make it happen. Then, they understand better the opportunities and potential difficulties the policy change brings with it (Fowler, 2009).

The findings in this study indicated that one of the reasons for new teachers applying to leave early in the profession was organizational. The organizational reason was related to school leaders' leadership style, workload, expectation, support, and professional development courses new teachers need. Based on participants' opinion, all factors mentioned above are caused by leadership styles that school leaders practiced in the organization. As they stressed, school leaders, especially principals, and three senior assistants are promoted by seniority and length of service, not by skill and knowledge they have. Therefore many are incapable of administering school properly. In addition, they are promoted at the same school.

In order to enhance school leaders' knowledge and skill in organizational management, the MoE must prepare proper programs to guide school leaders to be good leaders. Excellent

school leaders help create a sustainable school climate that will enhance teachers' and students' quality. To make it happen, they should be required to enroll in a principalship program before being school leaders.

The National Institute of Education Management and Leadership, known as Institute of Aminuddin Baki (IAB), Ministry of Education Malaysia is responsible for the training and development courses in preparing educational leaders in terms of school leaders to be excellent leaders. The programs included quality focus, curriculum focus, problem solving, decision making, managing change, financial management, ICT management, and performance management (Institute of Aminuddin Baki, 2012). The importance of school leaders to fully-prepare themselves with up-to-date and relevant knowledge, skill, and aptitude is to lead their organization in an effective and efficient way. As Fullan (1991) mentioned, sustained improvements in schools will not occur without changes in the quality of learning experiences on the part of those who run the schools.

Regarding leadership styles and practices among school leaders, they recommended adapting and adopting appropriate styles and practices that fit the school circumstances. They need to learn from the situation how to handle teachers to enhance teachers' job satisfaction. By doing so, they can retain teachers longer in the profession (Liu & Johnson, 2006). Teachers regardless of new or experienced ones felt more comfortable if school leaders understood their needs. Indeed, they were more motivated and inspired by good leaders.

The styles they practice might be linked to task workload, school expectation, support, and professional development courses that should be attended by teachers. If the school leaders play their roles and responsibilities fairly and equitably, all teachers will have a balanced distribution of task and work together harmoniously. They will also exploit and manipulate

teachers' expertise to strive for excellence in all aspects of education in their respective school. Although they would strive to improve quality and become first choice for parents to send their children, they will take into consideration their teachers' capacity and current school performance.

In order to increase teachers' knowledge and skill, professional development is the process of improving staff skill and competencies needed to produce outstanding educational result for students (Hassel, 1999). To ensure that the professional development programs are really impactful on teaching skills, leaders in teacher education should develop effective professional development programs for enhancing teacher's job satisfaction. The effective professional development programs are systematic efforts to bring about change in classroom practices of teachers in their attitudes and beliefs, and in learning outcomes of students (Guskey, 2002).

In a rapidly changing world, technology can be used as a tool in the learning process to deliver knowledge to students. Work on technology for teachers is quite new in professional development programs in Malaysia. By designing the professional development program to use technology conducted by school, district office of education, or state department of education, it can help teachers use technology such as computers, Internet, and new software programs with their students in the classroom or outside the classroom. When designing and developing learning experience for teachers, the method that is most thought-provoking is activity-based. Providing teachers with activities that they can take part, modify, and use with their students has been one of the successful elements of the professional development program. The leaders can utilize the existing model of professional development as an example in designing the effective professional development in terms of the content of program. It seems that by attending

professional development programs required by the school or district, teachers can share their experiences and learn more from other teachers.

They can increase teacher salary based on professional development programs that teachers attended. An example of a policy related to the salary scale is a career ladder program. By considering a salary policy that is appropriate, it may enhance teachers' job satisfaction; they believed that the current practices such as salary scale need to be improved. It is actually intended to increase student academic achievement by attracting and retaining talented teachers. Teachers are identified and compensated for their excellence and are encouraged to perform at increasingly higher skill levels.

Teachers are paid according to their level of skill attainment and demonstrated student academic progress. Indirectly, the career ladder encourages teachers to attend the professional development courses in order to enhance teacher quality, and therefore improve student performance in the classroom. By offering teachers alternatives to earn extra pay for extra work and upgrade professional development, education policy makers hope that teacher quality can be improved (Academic Achievement Arizona Career Ladder, 2010).

Finally, the teacher placement system should be changed to prevent new teachers specially from leaving the profession early. The School Management Division may take into consideration marital status and gender to place new teachers in schools throughout Malaysia. Living far away from family is not only a financial burden but also teachers lose interest and focus on work. As a result, they become unmotivated and decide to leave early in the profession.

Limitation

I conducted this research to explore and understand the reasons new teachers applied to leave early in the profession. As in any research, this dissertation had its limitations. Three main

limitations were encountered in carrying out this research. There are sample size, difficulties to get participants, and length of study.

A first limitation in this research was sample size. The sample size of this study was relatively small. At first, the planned sample size was up to 20 participants. However, the source of information used to obtain this sample may not be complete. Since there were only ten participants from the Selangor state, the findings may not be generalized to other states throughout Malaysia.

Difficulty to obtain the information about new teachers who applied to leave the profession was one of the limitations of this research. New teachers who want to leave the profession must appeal 30-day notice and its effective date is the date stated in the form. When the form is submitted, the teacher is considered to have left the profession. They do not have to wait for approval from the Human Resource Department in the Malaysian Ministry of Education (Human Resource Department, Ministry of Education Malaysia, 2011). The state department of education just stored the information for teachers who left the profession. Either the school or the state department of education does not know the teachers who applied to leave the profession until they submit the form to the state of education or the Human Resource directly. Teachers who applied to leave the teaching profession did not need to get a prior approval from their principals. The leaving process was easy. They are just required to fill out an application form. Even some of new teachers who served less than three years just paid a month salary instead of 30-day notice, while for teachers who served more than three years paid three months salary instead of 90-day notice.

Another limitation in this research was length of study. After completion of all course work at CSU, I had a year to complete my program and go back to Malaysia. The process of

getting approval from IRB took roughly a month and half. I also needed permission from Economic Planning Unit, Malaysia (2011) to engage in research in Malaysia. The bureaucracy system made me take a longer time collecting data. After completion of data collection, I needed to transcribe, manage, analyze data, present, and discuss the findings as well.

Further Areas of Research

Due to the low teachers' job satisfaction and leaving the profession, I conducted this research to get a clear picture of the challenges and experiences new teachers faced during their probationary period. By doing so, I provided them a platform to voice their lives. Their voices provided the evidence to improve the teacher education system in Malaysia.

The research findings on teachers' job satisfaction and leaving the profession have opened door for new research. An area for future research would be to identify school leaders' leadership styles in the organization. Since the main reason new teachers applied to leave the profession was related to leadership styles and practices among school leaders, it seems school leaders play an important role to prevent them from leaving the profession. What leadership styles should school leaders practice to enhance teachers' job satisfaction? Education practitioners thought that the educational system in terms of principalship programs needed reform to improve teacher job satisfaction. In order to reform the programs, what barriers should be identified to have more effective and efficient programs?

In addition, future research should be conducted to see the relationship between teacher salary scheme, professional development courses, and students' academic achievement. The research should be focused on teacher salary scheme and how it can influence teacher productivity and teacher quality. In order to increase teacher productivity and teacher quality, what type of professional development courses should be attended? The training a teacher

attended can affect students' academic achievement. As we know, teachers are agents to convey knowledge to students in the classroom.

Another area that could also be addressed in the future is to reevaluate the existing teacher placement policy. A current problem in Malaysia is the way the government places new teachers, the situation results in unsatisfied teachers (low job satisfaction). Much policy is established such as benefits, content area, and position. If policy was put in place that mandated professional development or mentoring for first year teachers, would that improve job satisfaction? The teacher placement system in schools has no concordance between the ministry and school needs. Some schools have teacher surpluses and other schools are facing teacher shortages, mainly in critical subjects like Science, Mathematics, and English. It seems policy and regulation surrounding teacher education requires a high level of planning and organization ability.

Summary

This research addressed reasons that caused new teachers to apply to leave early in the profession. By exploring and understanding their challenges and experiences during their probationary period, it can be associated with new teachers' job satisfaction. When they have no job satisfaction at their respective schools, it caused them to apply to leave early in the profession. In addition, when they voiced their obstacles during their probationary period, school leaders took for granted to overcome their obstacles and to fulfill their needs in schools. This scenario impacted their satisfaction. With the limited choices, they finally applied to leave the profession.

The Basic Interpretive Qualitative method was utilized to determine new teachers' challenges and experiences in their profession. From there, it can relate to their job satisfaction

and reasons they applied to leave early in the profession. By using purposive sampling, ten new teachers, consisting of eight females and two males, were selected as participants for this study. The participants were from ten secondary schools in Selangor state. I gained evidence based on interview transcripts using template analysis in order to interpret data. Inductive coding was used to identify subcategories and themes. The findings showed that three main reasons caused new teachers to apply to leave early in the profession based on three themes found. The first main reason was organizational associated with school administrators' leadership, workload, expectation, a lack of support, and professional development courses. This was followed by personal issues associated with financial problems. Finally, system issues associated with placement was also found as a reason new teachers applied to leave early in the profession.

As new teachers, they expected school leaders, especially principal and three senior assistants to help and guide them to be good teachers. By giving them sufficient support and courses, it can enhance their experiences in teaching and professionalism. By doing so, they can also make good decisions in the classroom to improve students' achievement in all aspects of education. Giving them autonomy and freedom can enhance their satisfaction. Furthermore, they also wanted strong school leaders who can make clear and consistent decisions without being influenced by surrounding factors such as politics in school, cronyism, favoritism, and so forth. When they are satisfied, they will stay longer in the profession (Liu & Johnson, 2006).

Personal Reflection

Time flies so fast. Without realizing it, I am at the end of year 2012. This year, I will be graduating and returning home to serve my beloved country. I am not who I am now without support from my family, committee members, friends, and the Ministry of Education that rewarded me a scholarship to pursue my studies in the U.S. It is not an easy one for me to be in a

position now. Memories in year 2007 crossed my mind. Everything starts from the leadership style of the senior assistant at my school. I do not know whether arising from personal or professional reason, I was transferred from teaching upper secondary classes to lower secondary classes which are form one and intervention class. I expressed dissatisfaction to her, but she could not rationalize in what she has done. As she assigned me to do the assignment, I could not refuse. This scenario really impacted my performance. I was unmotivated. I hope my night was longer than my day. In my dream, I want to be a good leader and get close to my staffs. I believed that “a good leader is a good follower”. To realize my dream, I have to enhance knowledge in organizational management field. I have searched the MoE website and went through the scholarship advertisement. I felt this is the best way for me to realize my dream. I chose to apply to enroll in Occupational and Organizational Psychology program. To me, that program was closely related to my dream.

Eventually, I made a decision to apply for a scholarship to further my studies. I was thinking that vision without action is merely a dream, action without vision just passes the time, but vision with action can change the world. Sometime in December 2007, I applied for the scholarship from Ministry of Education in Malaysia. After being short listed by the Ministry of Education, I received the offer letter to be interviewed. On May 5th 2008, I walked into an interview and the panel of interviewers asked me many questions. I was thankful to God because I could answer all of them. Week replaced week, month replaced month, and I did not stop praying to God. Finally in the first week of August, my friend informed me that the Ministry of Education (MoE) would announce the successful applicants on the MoE website. That morning, my hands shivered while surfing the MoE website. I was one of them who received the scholarship! Although at first I got angry at my senior assistant, finally I realized that the

problem gave me a better chance in my career. Everything happens for a reason. That was the reason for me to go further in my career. Then, I am thankful to God because without that problem, I am not who I am now.

I cried joyfully. Then, I called my husband and told him that my scholarship application was successful. At that time I couldn't express my feelings because I knew that my chance was very slim. No matter what, I believed to certainty of God. To show my thankfulness to God, I went to prayer room and took ablutions to pray to God. In my bow, I asked to God to bless and simplify my life when pursuing my PhD program. The offer letter stated that I had to pursue my doctorate in the USA. At the early stage, I felt afraid to further studies in the USA. Based on my friend's stories who had studied in the USA, completing the PhD program would take time and it was impossible to finish it within three years. Whereas the Malaysian government only gave three years to complete the Ph.D. program.

After that, I went to see my former advisor at University of Malaya to ask for his opinion. He had studied at Northern Illinois University. He advised me to take the opportunity that was given. He said, "Ruzina, if they believe in you, so you have to believe in yourself. I know that you can do it. Go! Go! Go!" Finally, in May 2009, I was admitted to further my Ph.D. program at Colorado State University (CSU).

After years in the States, I have learned many things, especially the U.S. educational system. Even though I know that I could not duplicate and copy the entire system in the Malaysian educational system, but I really hope that I can implement a small piece of the system into it related to teacher matters. They also helped me to understand better about their system and give me advice how to explore the system. Talking about the American culture, I noticed that they are willing to share with others. By sharing knowledge with others, I think that is the

effective way to gain knowledge. According to Fullan (2005) by lateral capacity building, people can share the experience to find the best solution to their problems.

Within two years period, as a Ph.D. student, I was required to complete all course work needed. After I passed my comprehensive examination and defended my proposal that was the time to go back to Malaysia for collecting data. Since I engaged in a qualitative study, I have learned many things about other peoples' lives. By interviewing my participants, I gained an understand of what they have been through as a new teacher. I believed everything they told me because they know the reasons why they did so. As a researcher, one of the good reasons to me to believe in what participant conversations was they know better what they faced than me. To make me understand better about their lives was to put myself in their shoes. By doing so, I believed I provided them a platform to voice their challenges and experiences.

After completion of the program, I will go back and serve to the Malaysia Ministry of Education. I really hope that I can make some changes in Malaysia educational system in terms of teacher education. Teachers are the agents for educational transformation. To retain them in the profession, their job satisfaction should be enhanced. By exploring and understanding their challenges and experiences at an early stage is one of the solutions to improve teacher education in Malaysia.

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APPENDIX A

Approval Letter from IRB, CSU



Research Integrity & Compliance Review Office
Office of the Vice President for Research
321 General Services Building - Campus Delivery 2011 Fort Collins, CO
TEL: (970) 491-1553
FAX: (970) 491-2293

NOTICE OF APPROVAL FOR HUMAN RESEARCH

DATE: October 27, 2011
TO: Kaminski, Karen, Education
Oltjenbruns, Kevin, Education, Jusoh, Ruzina, Education
FROM: Barker, Janell, , CSU IRB 1
PROTOCOL TITLE: Job Satisfaction of New Teachers in Malaysia: Understanding Challenges and Experiences that Effect Leaving the Profession
FUNDING SOURCE: NONE
PROTOCOL NUMBER: 11-2997H
APPROVAL PERIOD: Approval Date: October 27, 2011 Expiration Date: October 25, 2012

The CSU Institutional Review Board (IRB) for the protection of human subjects has reviewed the protocol entitled: Job Satisfaction of New Teachers in Malaysia: Understanding Challenges and Experiences that Effect Leaving the Profession. The project has been approved for the procedures and subjects described in the protocol. This protocol must be reviewed for renewal on a yearly basis for as long as the research remains active. Should the protocol not be renewed before expiration, all activities must cease until the protocol has been re-reviewed.

If approval did not accompany a proposal when it was submitted to a sponsor, it is the PI's responsibility to provide the sponsor with the approval notice.

This approval is issued under Colorado State University's Federal Wide Assurance 00000647 with the Office for Human Research Protections (OHRP). If you have any questions regarding your obligations under CSU's Assurance, please do not hesitate to contact us.

Please direct any questions about the IRB's actions on this project to:

Janell Barker, Senior IRB Coordinator - (970) 491-1655 Janell.Barker@Colostate.edu
Evelyn Swiss, IRB Coordinator - (970) 491-1381 Evelyn.Swiss@Colostate.edu

Barker, Janell

Barker, Janell

Includes:

Approval is for 20 teachers using the approved consent form with the CONDITION that EPU approval is obtained prior to recruitment. Upload the approval as an Amendment.

Approval Period:	October 27, 2011 through October 25, 2012
Review Type:	EXPEDITED
IRB Number:	00000202

e-protocol

NOTICE OF APPROVAL FOR HUMAN RESEARCH

DATE: October 08, 2012
TO: Kaminski, Karen, Education
Robinson, Dan, 1588 School of Education, Jusoh, Ruzina, Education
FROM: Barker, Janell, Coordinator, CSU IRB 1
PROTOCOL TITLE: Job Satisfaction of New Teachers in Malaysia: Understanding Challenges and Experiences that Effect Leaving the Profession
FUNDING SOURCE: NONE
PROTOCOL NUMBER: 11-2997H
APPROVAL PERIOD: Approval Date: October 08, 2012 Expiration Date: October 24, 2013

The CSU Institutional Review Board (IRB) for the protection of human subjects has reviewed the protocol entitled: Job Satisfaction of New Teachers in Malaysia: Understanding Challenges and Experiences that Effect Leaving the Profession. The project has been approved for the procedures and subjects described in the protocol. This protocol must be reviewed for renewal on a yearly basis for as long as the research remains active. Should the protocol not be renewed before expiration, all activities must cease until the protocol has been re-reviewed.

If approval did not accompany a proposal when it was submitted to a sponsor, it is the PI's responsibility to provide the sponsor with the approval notice.

This approval is issued under Colorado State University's Federal Wide Assurance 00000647 with the Office for Human Research Protections (OHRP). If you have any questions regarding your obligations under CSU's Assurance, please do not hesitate to contact us.

Please direct any questions about the IRB's actions on this project to:

Janell Barker, Senior IRB Coordinator - (970) 491-1655 Janell.Barker@Colostate.edu

Evelyn Swiss, IRB Coordinator - (970) 491-1381 Evelyn.Swiss@Colostate.edu

Barker, Janell



Barker, Janell

Amendment approved to acknowledge receipt of the EPU approval document.

Approval Period: October 08, 2012 through October 24, 2013
Review Type: EXPEDITED
IRB Number: 00000202

APPENDIX B

Rules for Conducting Research in Malaysia

Economic Planning Unit (EPU), Malaysia.

1. Rules of application

1.1. A foreign researcher or a Malaysian national domicile overseas who intends to conduct research is required to obtain prior permission from the government. A research pass will be issued to enable the research to be conducted. A researcher is only permitted to start the research after he/she has received approval from the Economic Planning Unit (EPU).

1.2. A prospective researcher has to fill the online.

1.3. The forms have to be completed in full and submitted to EPU with the following supporting documents:

1.3.1 The research proposal containing the objective of the research, scope, methodology, conceptual definitions, locations and schedule of research;

1.3.2 Official letter from the financial sponsor stating the amount of financial assistance obtained, and terms of contract, if applicable. Malaysians are not required to show prove of financial support;

1.3.3 Letter of consent from the Malaysian counterpart who will have to be in Malaysia during the duration of the research. He/she has to be a Malaysian and expert in the proposed research (for foreigner only); and

1.3.4 Malaysian researcher has to submit a photostat copy of the identity card while foreign researcher has to submit his/her passport.

1.4. EPU will identify of the referral agencies for researcher for comment. EPU will seek additional comments, if deemed necessary.

2.0 Processing of Application

2.1. EPU will co-ordinate and decide on all applications received after taking into consideration comments from the relevant agencies as stated below:

2.1.1. Ministries/Departments/Government agencies, local institutions of higher learning/local research institutions and other agencies that have a direct interest in the research area proposed or whose comments and co-operation are deemed necessary to ensure the successful completion of the research;

2.1.2. The relevant state governments in which the research is to be conducted; and

2.1.3. The Malaysian counterpart as stated in the application form.

2.2. EPU will contact the applicant if necessary to:

2.2.1. Obtain additional explanation as to particular aspects of the research proposed;

2.2.2. Incorporate amendments to the research proposal relating to the area of research, scope and other aspects if deemed necessary; and

2.2.3. Co-operate with the Malaysian counterpart for mutual benefit.

2.3. EPU will make its decision by taking into consideration the comments of the agencies referred to, and will then inform the applicant and the relevant agencies. The approval letter given to the researcher will stipulate all the conditions for the conduct of the research.

3.0 Conduct of research

3.1. Applicants who have received the letter of approval are required to report to EPU before beginning the research. The researcher has to submit 2 passport size photographs for the Research Pass. The pass will be issued on an annual basis. The pass will have to be returned to EPU on completion of the research or before the end of the validity period.

3.2. The Research Pass issued by EPU will enable the researcher to obtain assistance and co-operation from the relevant government agencies. However, the assistance and co-operation rendered is subject to the provisions of the Official Secrets Act, 1972 and other related laws.

3.3. The foreign researcher, after obtaining the Research Pass from EPU, is required to obtain the professional visit pass from the Immigration Department.

3.5 Should a researcher intend to extend the duration of his research within the period requested, a written application has to be made to EPU at least a month before the expiry date stating the reasons and attaching the following documents:

3.5.1 Progress Report / Preliminary Report

3.5.2 Schedule of work for the period extension is sought;

3.5.3 Letter of support from the Malaysian counterpart;

3.5.4 The old pass;

3.5.5 A copy of passport (if renewed); and

3.5.6 Two passport photos - size photographs.

4. 0 Completion of research

4.1. The researcher should submit to EPU a preliminary report of his/her findings in Bahasa Malaysia or English at least two weeks prior to the expiry date of the duration of the research. Should it be deemed necessary, the researcher will be required to present and discuss the findings.

4.2. Before leaving Malaysia, the researcher should return his research pass to EPU and obtain a letter form EPU stating that he/she has complied with all the regulations. This letter must be given to the authorities at the point of departure.

4.3. Should a researcher intend to take any specimen out of Malaysia, approval will be subject to:

4.3.1. The researcher consents that all benefits accrued from the use of the specimen will be notified to the government to ensure equitable benefit; and

4.3.2. Sharing of royalty from any product that is marketed as a result of the use of the specimen.

4.4. The researcher is required to submit 3 copies of his final report or publication in Bahasa Malaysia or English together with the diskettes as soon as the research is completed. Researchers who fail to submit their final reports to EPU will be banned from conducting further research in Malaysia.

4.5. EPU will co-operate with the relevant institutions to disseminate the findings to all interested parties.

4.6. The researcher is barred from rising or touching on controversial issues in their findings/reports (progress, preliminary or final) and/or in papers published on the basis of the findings of the research conducted.

APPENDIX C

Approval Letter from EPU, Malaysia



UNIT PERANCANG EKONOMI
Economic Planning Unit
JABATAN PERDANA MENTERI
Prime Minister's Department
BLOK B5 & B6
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62502 PUTRAJAYA
MALAYSIA



EPU
ECONOMIC PLANNING UNIT
PRIME MINISTER'S DEPARTMENT

Telefon : 603-8888 3333

Ruj. Tuan:
Your Ref.: UPE: 40/200/19/2856
Ruj. Kami:
Our Ref.:
Tarikh:
Date: 18 November 2011

RUZINA BINTI JUSOH
17, Jalan Selih 27/52,
Taman Bunga Negara,
Pusat Bandar Hicom,
40400 Shah Alam, Selangor
Email: ruzina68@gmail.com

APPLICATION TO CONDUCT RESEARCH IN MALAYSIA

With reference to your application, I am pleased to inform you that your application to conduct research in Malaysia has been *approved* by the **Research Promotion and Co-Ordination Committee, Economic Planning Unit, Prime Minister's Department**. The details of the approval are as follows:

Researcher's name : **RUZINA BINTI JUSOH**
Passport No. / I. C No: **680801-11-5484**
Nationality : **MALAYSIAN**
Title of Research : **"JOB SATISFACTION OF NEW TEACHERS IN MALAYSIA: UNDERSTANDING CHALLENGES AND EXPERIENCES THAT EFFECT LEAVING THE PROFESSION"**
Period of Research Approved: **2 MONTHS**

2. Please collect your Research Pass in person from the Economic Planning Unit, Prime Minister's Department, Parcel B, Level 4 Block B5, Federal Government Administrative Centre, 62502 Putrajaya and bring along two (2) passport size photographs. You are also required to comply with the rules and regulations stipulated from time to time by the agencies with which you have dealings in the conduct of your research.

3. I would like to draw your attention to the undertaking signed by you that you will submit without cost to the Economic Planning Unit the following documents:

- a) A brief summary of your research findings on completion of your research and before you leave Malaysia; and
 - b) Three (3) copies of your final dissertation/publication.
4. Lastly, please submit a copy of your preliminary and final report directly to the State Government where you carried out your research. Thank you.

Yours sincerely,



(MUNIRAH ABD. MANAN)
For Director General,
Economic Planning Unit.
E-mail: munirah@epu.gov.my
Tel: 88882809
Fax: 88883961

ATTENTION

This letter is only to inform you the status of your application and **cannot be used as a research pass.**

Cc:

Ketua Setiausaha
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pelajaran Malaysia
Aras 1-4, Blok E-8
Kompleks Kerajaan Parcel E
Pusat Pentadbiran Kerajaan Persekutuan
62604 Putrajaya.

APPENDIX D

Consent to Participate in a Research Study

Colorado State University

TITLE OF STUDY: Job Satisfaction of New Teachers in Malaysia: Understanding Challenges and Experiences that Effect Retaining the Profession

PRINCIPAL INVESTIGATOR:

Dr. Karen Kaminski

Phone (970) 491-3713

Assistant Professor

Email: Karen.Kaminski@colostate.edu

213 Education Building

Colorado State University

Fort Collins, CO 80523-1588

CO-PRINCIPAL INVESTIGATOR:

Ruzina Jusoh,

Phone (970) 492-9276

500 W Prospect Road,

Email: ruzina68@gmail.com

Apartment 20 J,

Fort Collins, 80526 Colorado, USA.

BRIEF OVERVIEW: You are being invited to participate in this study because you are new teacher who is applying to leave the profession after the probationary period. The researcher wishes to investigate the problem of new teachers leaving the profession after getting verification of their position.

Page 1 of 5 Participant's initials _____ Date _____

After you are appointed as a qualified teacher; you are then given one to three years for a probationary period before the verification of the position. The purpose of this study is to explore and understand your challenges and experiences as a new teacher that you face when you are placed in schools after completion of the training. By understanding your challenges and experiences during the probationary period, it can give a clear picture the reasons you apply to leave the profession related to job satisfaction.

This study is a requirement to fulfill my doctoral program at Colorado State University (CSU). I have been engaged in a qualitative study and utilized an interview technique to collect data. As an interviewee, your total time commitment will not exceed two hours. You will be contacted by phone to arrange the time and the place for the interview session. If the information provided is not sufficient, you will be contacted by phone call and your time commitment will not exceed one hour. After completion of transcribing process, you will be contacted to check the accuracy of the transcript.

Below are specific questions and answers about this study

ARE THERE REASONS WHY I SHOULD NOT TAKE PART IN THIS STUDY?

You should not take part in this study if you are not a new teacher who is applying to leave the profession.

WHAT ARE THE POSSIBLE RISKS AND DISCOMFORTS?

There are no known risks for your participant in this study.

Page 2 of 5 Participant's initials _____ Date _____

ARE THERE ANY BENEFITS FROM TAKING PART IN THIS STUDY?

Although there are no direct benefits to you, it is hoped that this information can make the policy makers and the school administrators better understand the challenges new teachers and prevent them to leave the profession. It can be presented to the policy makers to review the educational in terms of the placement and the school administrators to provide professional development programs to retain new teachers in the profession.

DO I HAVE TO TAKE PART IN THE STUDY?

Your participant in this study is voluntary. If you do not decide to participate in this study, you may withdraw the consent and stop participating at any time without penalty or loss of benefits to which you are otherwise entitled.

WHO WILL SEE THE INFORMATION THAT I GIVE?

You will only be identified through a pseudonym in order to protect your identity. We will keep private all research records that identify you, to the extent allowed by law. Information concerning your reasons leaving the profession will be identified in the study and will be combined with information from other people taking part in the study. When we write about the study to share it with other researchers, we will write about the combined information we have gathered. You will not be identified in these written materials. We may publish the results of this study; however, we will keep your name and other identifying information private.

WILL I RECEIVE ANY COMPENSATION FOR TAKING PART IN THIS STUDY?

You will receive a souvenir for participation in the study.

Page 3 of 5 Participant's initials _____ Date _____

WHAT HAPPENS IF I AM INJURED BECAUSE OF THE RESEARCH?

The Colorado Governmental Immunity Act determines and may limit Colorado State University's legal responsibility if an injury happens because of this study. Claims against the University must be filed within 180 days of the injury.

WHAT IF I HAVE QUESTIONS?

Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions about the study, you can contact the investigator, Ruzina Jusoh at 970-492-9276. If you have any questions about your rights as a volunteer in this research, contact Janell Barker, Human Research Administrator at 970-491-1655. We will give you a copy of this consent form to take with you.

“This consent form was approved by the CSU Institutional Review Board for the protection of human subjects in research on (Approval Date)”.

WHAT ELSE DO I NEED TO KNOW?

You will be asked permission to tape all the conversation with the interviewer and to complete different steps of the research. Please check off the steps you agree to, and initial each step:

Page 4 of 5 Participant's initials _____ Date _____

Place Check Here	Task	Maximum time commitment
	I agree to be audio taped during face-to-face interview	Two hours
	I agree to be contacted if the information provided is not sufficient	One hour
	Discussion of findings and member checking	20 minutes

Your signature acknowledges that you have read the information stated and willingly sign this consent form. Your signature also acknowledges that you have received, on the date signed, a copy of this document containing

Signature of person agreeing to take part in the study

Date

Printed name of person agreeing to take part in the study

Name of person providing information to participant

Date

Signature of Research Staff

Page 5 of 5 Participant's initials _____ Date _____

APPENDIX E

Interview Questions

1. As a new teacher tell me about your experiences and challenges during probationary period.
 - i. Placement
 - ii. School community
 - iii. Principal/school administrators
 - iv. School climate
 - v. Students
 - vi. Colleagues
 - vii. Professional development opportunities
 - viii. Benefits

Follow up/ extensions (if necessary):

How did you feel about that?

How did the experiences/ challenges affect you?

Were there benefits/ complications?

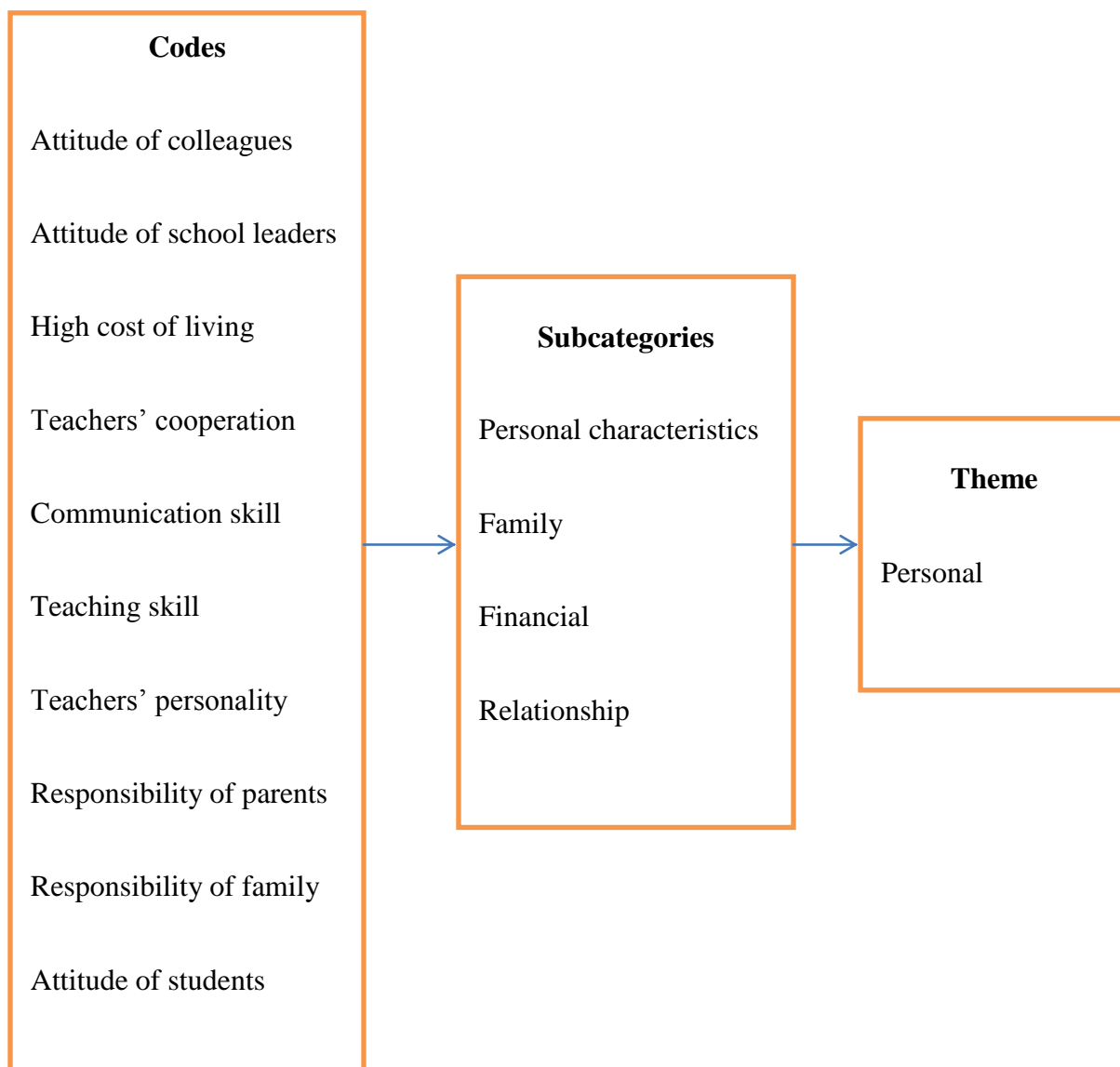
Follow up/extensions (if necessary)

What would you say were the major reasons for applying to leave the teaching profession?

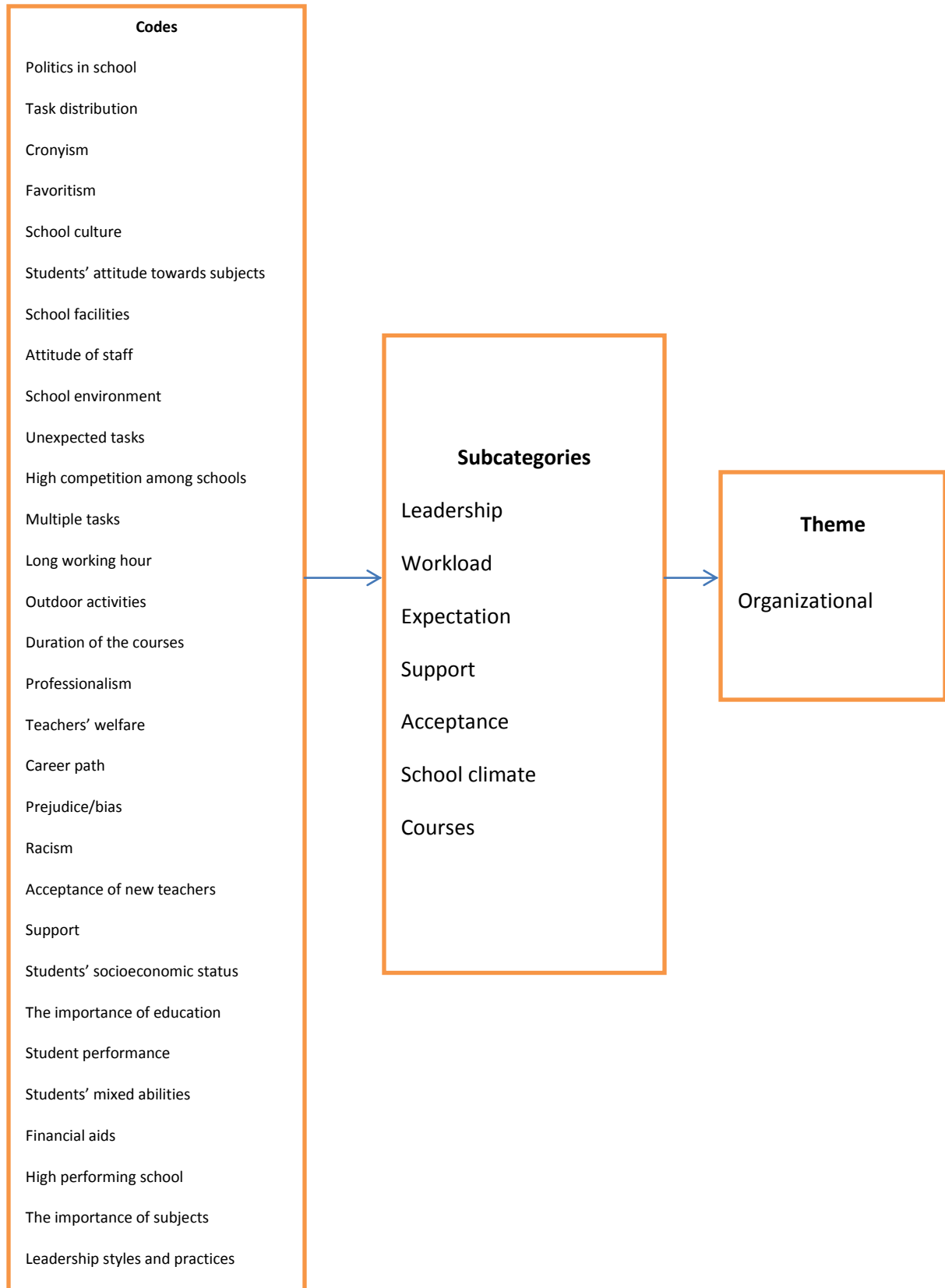
2. Could professional development or support programs may have helped you be successful?
What kinds?
3. Do you have any suggestions to improve the educational system?
Why?

APPENDIX F
Research Findings

Personal Theme



Organizational Theme



System Theme

