THE INFLUENCE OF WORKLOAD, RECOGNITION, EMOTIONAL MANAGEMENT AND SELF-ESTEEM ON JOB PERFORMANCES AMONG PRIMARY SCHOOL TEACHER IN ALOR SETAR, KEDAH

By

NOR AISHAH BINTI SHARIPUDDIN

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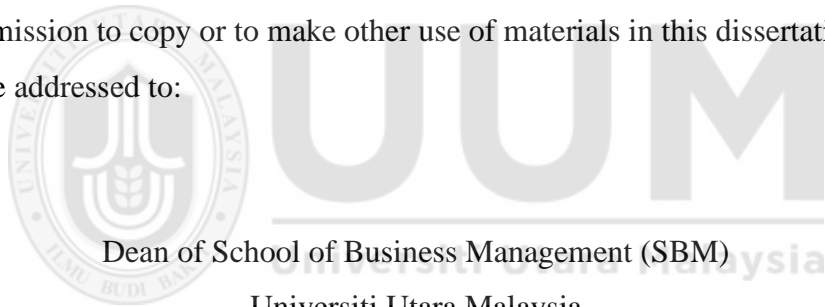
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Universiti Utara Malaysia
06010 UUM Sintok
Kedah Darul Aman

ABSTRACT

Ministry of Education has made some changes to the syllabus in school, the new system and syllabus that has been implemented this year more or less changed and affected the way teachers conducting their job. Hence, it increases teacher's workload because they have to adapt and learn the new system and syllabus. Teachers also claimed that they have a high workload due to because of the new policy that being implemented by the government. The purpose of this research is to examine the relationship between workload, recognition, emotional management and self-esteem towards job performance among primary school teachers in Alor Setar, Kedah. There are four variables that will be focused on which are, workload, recognition, emotional management and self-esteem. The questionnaire has 39 items that have used five-point Likert scale. Researcher used Statistics Package for Social Science (SPSS) version 22 for analyses the data from the questionnaires. The obtained data were analyzed using descriptive analysis and correlation coefficient analysis. The results showed that emotional management have a positive and significant relationship towards job performance. Meanwhile, workload was found have significant relationship towards job performance. In order to achieve high job performance, emotional management and self-esteem skills need to be developed and improved by teachers through consistent and systematic approach. Lastly, limitations of the study and suggestions for future research were also highlighted in the study.

Keyword: Emotional management, workload, recognition, self-esteem, job performance.

ABSTRAK

Kementerian Pelajaran telah membuat beberapa perubahan dalam sukatan pelajaran di sekolah, sistem baru dan sukatan pelajaran yang telah dilaksanakan tahun ini telah berubah sedikit dan mempengaruhi cara guru menjalankan tugas mereka. Oleh itu, ia meningkatkan beban guru kerana mereka perlu menyesuaikan dan mempelajari sistem dan sukatan pelajaran baru. Guru juga mendakwa bahawa mereka mempunyai beban kerja yang tinggi dalam pekerjaan mereka kerana dasar baru yang dilaksanakan oleh kerajaan. Tujuan kajian ini adalah untuk mengkaji hubungan antara beban kerja, pengiktirafan, pengurusan kecerdasan emosi dan keyakinan diri ke arah prestasi kerja di kalangan guru sekolah rendah di Alor Setar, Kedah. Terdapat empat pemboleh ubah yang akan difokuskan di mana, beban kerja, pengiktirafan, pengurusan kecerdasan emosi dan harga diri. Soal selidik mempunyai 39 item yang menggunakan skala Likert lima mata. Penyelidik menggunakan Pakej Perangkaan untuk Sains Sosial (SPSS) versi 22 untuk menganalisis data daripada soal selidik. Data yang diperoleh dianalisis menggunakan analisis deskriptif dan regresi berganda. Keputusan menunjukkan kecerdasan emosi mempunyai hubungan yang positif dan signifikan terhadap prestasi kerja. Sementara itu, beban kerja didapati mempunyai hubungan yang signifikan terhadap prestasi kerja. Untuk mencapai prestasi kerja yang tinggi, pengurusan kecerdasan emosi dan keyakinan diri perlu dibangunkan dan ditingkatkan oleh guru melalui pendekatan yang konsisten dan sistematik. Akhirnya, batasan kajian dan cadangan untuk penyelidikan masa depan juga telah ditekankan dalam kajian ini.

Kata kunci: pengurusan emosi, beban kerja, pengiktirafan, harga diri, prestasi kerja.

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LIST OF ABBREVIATION

MOE: Ministry of Education

NUTP: National Union of the Teaching Profession

PBD: Pentaksiran Bilik Darjah

SK: Sekolah Kebangsaan

SPSS: Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter discusses about the background of the study, problem statement, research question, research objectives, scope, significance of the study, definition of key terms for each items and also the organization of the thesis.

1.1 Background of the Study

Education is very important for all people. It is crucial for all people to discover knowledge from various aspects. To be specific, education is highly important in Malaysia because having education, it will help to develop nation. A proper and good education is important because with it facilitates the quality of learning among people from various groups with different age, religion, ethnicity and many more. To have a good education, teachers are playing very important role because teachers are the one who delivers the education and knowledge to the students (Wan, Sirat & Razak, 2018).

There are two types of schools which are primary and secondary. The most important stage in education started from primary school. This is where students from age 7-12 years old will start their formal education process. Formal education means that the students will mostly have inside classroom lecture and the teachers were provided with prepared syllabus from the Ministry of Education. Recently, in the beginning of year 2019, there was a new system that has been implemented in primary school where there will be no examinations for standard one to three (MOE, 2017). The students will be accessed through the other assessment and not by testing the students based on the examination.

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APPENDICES

Appendix A: Questionnaire

QUESTIONNAIRE

Dear respondent,

      Congratulations, you have been chosen to participate in this study where all the responses and views are going to be very important to the objective of this research. I am Master of Science Management student from Universiti Utara Malaysia. I am currently doing research about influence of motivation on job performance. The purpose of the research survey is to investigate the influence of workload, recognition, emotional management and self-esteem towards teacher's job performance. I humbly ask permission to use the data given to me to complete my research. Therefore, information provides by you will be treated as private and confidential and will be used for research purposes only. Thank you for your time, cooperation and attention.

From:
Nor Aishah binti Sharipuddin (824837)
Othman Yeop Abdullah Graduate School of Business
Universiti Utara Malaysia

SECTION A: Demographic profile of the respondents.

For each question please place [√] in the boxes where appropriate or fill in the details in the space provided.

Gender	Male [ ] Female [ ]
Age	21 – 30 [ ] 31 – 40 [ ] 41 – 50 [ ] 51 and above [ ]
Ethnicity	Malay [ ] Chinese [ ] Indian [ ]
Level of Education	Diploma [ ] Degree [ ] Master [ ] PhD [ ]
Income Range	RM 2000 – RM 3000 [ ] RM 3001 – RM 5000 [ ] RM 5001 – RM 7000 [ ] RM 7001 – RM 9000 [ ] RM 9001 and above [ ]

SECTION B: Job Performance (Field Data, 2016)

Instructions: From scale 1-5, please rate for only ONE answer which is appropriate for each statement below.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

No.	Items	1	2	3	4	5
1.	Teachers come very early to school.					
2.	Teachers always come with a lesson plan in class.					
3.	There is a regular marking of tests and feedback to students.					
4.	Teachers actively participate in co-curricular activities					
5.	There is regular testing and examination of students.					
6.	Teachers supervise all school activities.					
7.	There are regular attendance to class lessons by teachers.					
8.	There are regular attendance to extra lessons.					
9.	Teachers are efficient at maintenance of student's discipline.					
10.	The turn up of teachers in staff meeting is high.					

SECTION C (1): Workload (Billingsley (2005)

No.	Items	1	2	3	4	5
1.	There is little time to prepare for my lessons.					
2.	There is too much work to do.					
3.	The pace of the school day is too fast.					

No.		1	2	3	4	5
4.	My personal priorities are being short-changed due to time demands.					
5.	There is too much administrative paperwork in my job.					

SECTION C (2): Recognition (Roberts, 2005)

No.	Items	1	2	3	4	5
1.	I am praised regularly for my work.					
2.	I receive constructive criticism about my work.					
3.	I get credit for what I do.					
4.	I am told that I am making progress.					

SECTION C (3): Emotional Management (University of Minnesota, 2017)

No.	Items	1	2	3	4	5
1.	I accept responsibilities for my reactions.					
2.	I find it easy to make goals and stick with them.					
3.	I am an emotionally balanced person.					
4.	I am a very patient person.					
5.	I can accept critical comments from others without becoming angry.					
6.	I maintain my composure, even during stressful times.					
7.	If an issue does not affect me directly, I won't let it bother me.					
8.	I can restrain myself when I feel anger towards someone.					
9.	I control urges to overindulge in things that could damage my well-being.					
10.	I direct my energy to creative work and hobbies.					

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SECTION C (4): Self Esteem (Chatterjee et. al (2019)

No.	Items	1	2	3	4	5
1.	I feel that I'm a person of worth, at least on an equal plane with others.					
2.	I feel that I have a number of good qualities.					
3.	I do not inclined to feel that I am a failure.					
4.	I do have much things to be proud of.					
5.	I take a positive attitude towards myself.					
6.	On the whole, I am satisfied with myself.					
7.	I am able to do things as well as other people.					
8.	I do not feel useless at times.					
9.	I have more respect for myself.					
10.	At times, I think I am good in doing things.					

END OF QUESTION.

Thank you for your cooperation.

Appendix B: Frequency Statistics of Respondent's Profile

Statistics

		GENDER *	AGE *	ETHNICITY *	LEVEL OF EDUCATION *	INCOME RANGE *
N	Valid	152	152	152	152	152
	Missing	0	0	0	0	0

GENDER *

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	124	81.6	81.6	81.6
	Male	28	18.4	18.4	100.0
	Total	152	100.0	100.0	

AGE *

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21 - 30 YEARS OLD	72	47.4	47.4	47.4
	31 - 40 YEARS OLD	54	35.5	35.5	82.9
	41 - 50 YEARS OLD	19	12.5	12.5	95.4
	51 AND ABOVE	7	4.6	4.6	100.0
	Total	152	100.0	100.0	

ETHNICITY *

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	CHINESE	4	2.6	2.6	2.6
	INDIAN	1	.7	.7	3.3
	MALAY	147	96.7	96.7	100.0
	Total	152	100.0	100.0	

LEVEL OF EDUCATION *

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DEGREE	136	89.5	89.5	89.5
	DIPLOMA	8	5.3	5.3	94.7
	MASTER	7	4.6	4.6	99.3
	PHD	1	.7	.7	100.0
	Total	152	100.0	100.0	

INCOME RANGE *

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RM 2000 – RM 3000	89	58.6	58.6	58.6
	RM 3001 – RM 5000	50	32.9	32.9	91.4
	RM 5001 – RM 7000	7	4.6	4.6	96.1
	RM 7001 – RM 9000	2	1.3	1.3	97.4
	RM 9001 and above	4	2.6	2.6	100.0
	Total	152	100.0	100.0	

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Appendix C: Factor Analysis Results

<u>Job Performance</u>

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.821
Bartlett's Test of Sphericity	Approx. Chi-Square	439.714
	df	45
	Sig.	.000

Component Matrix[a]

	Component
	1
1. Teachers come very early to school.	.508
2. Teachers always come with a lesson plan in class.	.696
3. There is a regular marking of tests and feedback to students.	.633
4. Teachers actively participate in co-curricular activities.	.655
5. There is regular testing and examination of students.	.743
6. Teachers supervise most of all school activities.	.677
7. There are regular attendance to class lessons by teachers.	
8. There are regular attendance to extra lessons.	.565
9. Teachers are efficient at maintenance of student's discipline.	.528
10. The turn up of teachers in staff meeting is high.	.734

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Workload & Recognition

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.690
Bartlett's Test of Sphericity	Approx. Chi-Square	199.472
	df	36
	Sig.	.000

Rotated Component Matrix[a]

	Component	
	1	2
11. There is little time to prepare for my lessons.	.636	
12. There is too much work to do.	.673	
13. The pace of the school day is too fast.	.739	
14. My personal priorities are being short-changed due to time demands.	.655	
15. There is too much administrative paperwork in my job.	.522	
16. I am praised regularly for my work.		.747
17. I receive constructive criticism about my work.		.660
18. I get credit for what I do.		.740
19. I am told that I am making progress.		.537

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.[a]

a. Rotation converged in 3 iterations.

Emotional Management

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.816
Bartlett's Test of Sphericity	Approx. Chi-Square	389.307
	df	45
	Sig.	.000

Component Matrix[a]

	Component 1
20. I accept responsibilities for my reactions.	
21. I find it easy to make goals and stick with them.	
22. I am an emotionally balanced person.	.720
23. I am a very patient person.	.696
24. I can accept critical comments from others without becoming angry.	.716
25. I maintain my composure, even during stressful times.	.685
26. If an issue does not affect me directly, I won't let it bother me.	.609
27. I can restrain myself when I feel anger towards someone.	.678
28. I control urges to overindulge in things that could damage my well-being.	.501
29. I direct my energy to creative work and hobbies.	.504

Extraction Method: Principal Component

Analysis.

a. 1 components extracted.

Self-Esteem

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.858
Bartlett's Test of Sphericity	Approx. Chi-Square	467.380
	df	45
	Sig.	.000

Component Matrixª

	Component
	1
30. I feel that I'm a person of worth, at least on an equal plane with others.	.568
31. I feel that I have a number of good qualities.	.678
32. I do not inclined to feel that I am a failure.	
33. I do have much things to be proud of.	
34. I take a positive attitude towards myself.	.757
35. On the whole, I am satisfied with myself.	.724
36. I am able to do things as well as other people.	.777
37. I do not feel useless at times.	.647
38. I have more respect for myself.	.616
39. At times, I think I am good in doing things.	.721

Extraction Method: Principal Component

Analysis.

Appendix D; Reliability Analysis Results

Job Performancce

Reliability Statistics

Cronbach's Alpha	N of Items
.811	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. Teachers come very early to school.	30.26	11.729	.356	.810
2. Teachers always come with a lesson plan in class.	30.09	11.445	.595	.785
3. There is a regular marking of tests and feedback to students.	30.29	11.435	.489	.794
4. Teachers actively participate in co-curricular activities.	30.31	10.976	.550	.786
5. There is regular testing and examination of students.	30.23	11.109	.620	.780
6. Teachers supervise most of all school activities.	30.45	10.529	.593	.780
8. There are regular attendance to extra lessons.	30.36	11.591	.435	.800
9. Teachers are efficient at maintenance of student's discipline.	30.64	10.606	.415	.812
10. The turn up of teachers in staff meeting is high.	30.38	10.677	.617	.778

Workload

Reliability Statistics

Cronbach's Alpha	N of Items
.665	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
11. There is little time to prepare for my lessons.	14.85	4.103	.438	.604
12. There is too much work to do.	14.78	4.109	.440	.603
13. The pace of the school day is too fast.	14.82	3.803	.474	.586
14. My personal priorities are being short-changed due to time demands.	14.57	4.538	.433	.612
15. There is too much administrative paperwork in my job.	14.77	4.523	.318	.657

Recognition

Reliability Statistics

Cronbach's Alpha	N of Items
.620	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
16. I am praised regularly for my work.	10.99	2.000	.425	.532
17. I receive constructive criticism about my work.	10.87	2.247	.378	.567
18. I get credit for what I do.	11.02	1.900	.458	.504
19. I am told that I am making progress.	10.76	2.341	.343	.589

Emotional Management

Reliability Statistics

Cronbach's Alpha	N of Items
.801	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
22. I am an emotionally balanced person.	26.31	9.082	.589	.766
23. I am a very patient person.	26.50	9.052	.581	.767
24. I can accept critical comments from others without becoming angry.	26.21	9.341	.613	.763
25. I maintain my composure, even during stressful times.	26.26	9.183	.569	.769
26. If an issue does not affect me directly, I won't let it bother me.	26.09	9.791	.451	.787
27. I can restrain myself when I feel anger towards someone.	26.19	9.485	.589	.767
28. I control urges to overindulge in things that could damage my well-being.	26.17	10.446	.398	.794
29. I direct my energy to creative work and hobbies.	26.45	10.049	.325	.809

Self-Esteem

Reliability Statistics

Cronbach's Alpha	N of Items
.845	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
30. I feel that I'm a person of worth, at least on an equal plane with others.	27.08	10.418	.440	.842
31. I feel that I have a number of good qualities.	27.18	9.833	.531	.832
34. I take a positive attitude towards myself.	26.91	9.303	.679	.813
35. On the whole, I am satisfied with myself.	27.09	9.562	.614	.822
36. I am able to do things as well as other people.	27.07	9.352	.711	.810
37. I do not feel useless at times.	27.14	9.603	.544	.831
38. I have more respect for myself.	26.83	10.222	.499	.835
39. At times, I think I am good in doing things.	26.88	9.819	.621	.821

Appendix E: Pearson's Correlation Coefficient Results

Correlations

		TJP1	TW1	TR1	TEIM1	TSE1
TJP1	Pearson Correlation	1	.470**	.259**	.589**	.585**
	Sig. (2-tailed)		.000	.001	.000	.000
	N	152	152	152	152	152
TW1	Pearson Correlation	.470**	1	.210**	.345**	.305**
	Sig. (2-tailed)	.000		.010	.000	.000
	N	152	152	152	152	152
TR1	Pearson Correlation	.259**	.210**	1	.317**	.331**
	Sig. (2-tailed)	.001	.010		.000	.000
	N	152	152	152	152	152
TEIM1	Pearson Correlation	.589**	.345**	.317**	1	.695**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	152	152	152	152	152
TSE1	Pearson Correlation	.585**	.305**	.331**	.695**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	152	152	152	152	152

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

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Appendix F: Multiple Regression Analysis Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.689[a]	.475	.461	.30256

a. Predictors: (Constant), TSE1, TW1, TR1, TEIM1

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.180	4	3.045	33.263	.000[b]
	Residual	13.457	147	.092		
	Total	25.637	151			

a. Dependent Variable: TJP1

b. Predictors: (Constant), TSE1, TW1, TR1, TEIM1

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.810	.281		2.883	.005
	TW1	.233	.054	.279	4.336	.000
	TR1	.010	.058	.012	.180	.858
	TEIM1	.263	.081	.278	3.262	.001
	TSE1	.283	.079	.303	3.592	.000

a. Dependent Variable: TJP1