AUTONOMY, WORKLOAD, WORK-LIFE BALANCE, AND JOB PERFORMANCE AMONG TEACHERS

By

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ABSTRACT

The purpose of this research is to examine the relationship between autonomy, workload and work-life balance on job performance among secondary school teachers in Alor Setar, Kedah. A total of 302 teachers are participated in the study. Regression analyses were used to test the hypotheses. Based on the explanatory factor analysis result, the independent variables for autonomy are control over methods, control at work and control over timing, workload and Work Personal Life Enhancement (WPLE) and Work Interference with Personal Life (WIPL) for work-life balance while dependent variables are sportsmanship, task performance, courtesy, altruism and conscientiousness. The results showed that control over methods of autonomy was found to have a positive relationship with task performance, altruism and conscientiousness of job performance. Control at work reportedly has significant relationship with courtesy but negatively with sportsmanship of job performance while control over timing had significant but negative relation with sportsmanship, courtesy and conscientiousness. Moreover, it was found that workload also has a positive relationship with task performance and courtesy. Further, for work-life balance dimension, Work Interference with personal life (WIPL) found out to have significant but negative relationship with sportsmanship of job performance while Work Personal Life Enhancement (WPLE) have significant relationship with three out of five job performance dimension which is courtesy, altruism and conscientiousness. Limitations of the study, suggestions for future research, theoretical and practical implication were also highlighted.

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ABSTRAK

Tujuan kajian ini adalah untuk mengkaji hubungan antara autonomi, beban kerja dan keseimbangan kerja dan kehidupan dengan prestasi kerja di kalangan guru-guru sekolah menengah di Alor Setar, Kedah. Seramai 302 guru telah mengambil bahagian dalam kajian ini. Analisis regresi digunakan untuk menguji hipotesis. Berdasarkan keputusan penerangan analisis faktor, pembolehubah bebas untuk autonomi adalah kawalan ke atas kaedah, kawalan di tempat kerja dan kawalan ke atas masa, beban kerja dan Kerja Peningkatan Kehidupan Peribadi (WPLE) dan Gangguan Kerja dengan Kehidupan Peribadi (WIPL) untuk kerja dan kehidupan manakala pembolehubah bersandar ialah kerja sepasukan, prestasi tugas, ihsan, pemurah dan sifat berhati-hati. Hasil kajian menunjukkan bahawa kawalan ke atas kaedah autonomi didapati mempunyai hubungan yang positif dengan prestasi kerja, pemurah dan sifat berhati-hati prestasi kerja. Kawalan di tempat kerja dilaporkan mempunyai hubungan yang signifikan dengan budi bahasa tetapi negatif dengan kerja sepasukan prestasi kerja manakala kawalan ke atas masa mempunyai hubungan yang signifikan tetapi negatif dengan kerja sepasukan, budi bahasa dan sifat berhati-hati. Selain itu, didapati bahawa beban kerja juga mempunyai hubungan yang positif dengan prestasi tugas dan ihsan. Selanjutnya, untuk dimensi kerja dan kehidupan, Gangguan Kerja dengan kehidupan peribadi (WIPL) didapati mempunyai hubungan yang signifikan tetapi negatif dengan kerja sepasukan prestasi kerja manakala Kerja Peningkatan Kehidupan Peribadi (WPLE) mempunyai hubungan yang signifikan dengan tiga daripada lima dimensi prestasi pekerjaan iaitu adalah ihsan, pemurah dan sifat berhati-hati. Batasan kajian, cadangan kajian, teori dan implikasi praktikal juga telah diketengahkan.

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LIST OF ABBREVIATION

MOHE	Ministry of High Education
MOE	Ministry of Education
SBA	School-based Assessment
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
OECD	Organisation for Economic Co-operation and Development
TIMSS	Trends in International Mathematics and Science Study
PISA	Programme for International Student Assessment
KPI	Key Performance Indicator
PTA	Parents-Teachers Association
WIPL	Work Interference with Personal Life
WPLE	Work Personal Life Enhancement

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CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter presents the background of study, the problem statement, research questions, and research objectives, significance of the study and also the operational definition of key terms used in this study.

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1.1 Background of the study

In Malaysia, Education has gone through extensive changes throughout the years. Changes or "reform" may only be carried out with one vision in mind, and that's to improve teaching and learning procedures existing in schools and higher education institutions. This action shows the endless efforts of the government in an effort to improve the quality of education for its citizens. After a decade into the new millennium, education is more pressed to undertake even more improvement in order to meet the demands and expectations of education in the 21st century. As Malaysians, we cannot be satisfied with what we have but we have to always compare ourselves with countries that are more developed especially what happens in the field of education. This is to ensure Malaysian future generation will be competitive internationally in this borderless world.

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