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.
ABSTRAK

ACKNOWLEDGEMENT

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And lastly to all the respondents for all their full cooperation that made them a big part of this study.
TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Permission to Use</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>ii</td>
</tr>
<tr>
<td>Abstrak</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>iv</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>v</td>
</tr>
<tr>
<td>List of Table</td>
<td>ix</td>
</tr>
<tr>
<td>List of Figures</td>
<td>x</td>
</tr>
<tr>
<td>List of Abbreviation</td>
<td>xi</td>
</tr>
</tbody>
</table>

CHAPTER ONE: INTRODUCTION

1.0 Introduction                   1
1.1 Background of the study        1
1.2 Problem Statement              8
1.3 Research Question              11
1.4 Research Objective             12
1.5 Scope of Study                 13
1.6 Significance of the Study      13
1.7 Definition of Key Terms        15
   1.7.1 Autonomy
      1.7.1.1 Control at Work, Control over Timing and Control over Methods 15
   1.7.2 Workload                   15
   1.7.3 Work-life Balance          16

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction                   17
2.1 Job Performance                17
2.2 Autonomy                       19
   2.2.1 Control at Work, Control over Timing and Control over Methods 21
2.3 Workload                       23
2.4 Work-life Balance              25
2.5 Underpinned Theory             27
   2.5.1 Job Characteristics       27
   2.5.2 Border and Boundary Theory 28
2.6 Hypotheses Development         31
2.7 Theoretical Framework

**CHAPTER THREE: METHODOLOGY**

3.0 Introduction

3.1 Research Design

3.1.1 Type of Study

3.1.2 Unit Analysis

3.1.3 Population and Sampling

3.1.4 Sample and Sampling Technique

3.2 Measurement

3.3 Data Collection Method

3.4 Pilot Test

3.5 Data Analysis Techniques

3.6 Summary

**CHAPTER FOUR: DATA ANALYSIS AND FINDINGS**

4.0 Introduction

4.1 Data Screening

4.2 Respondent’s Demographic Profile

4.3 Explanatory Factor Analysis

4.4 Re-statement Hypotheses

4.5 Reliability Analysis

4.6 Descriptive Statistics

4.7 Multiple Regression Analysis

**CHAPTER FIVE: DISCUSSIONS**

5.0 Introduction

5.1 Discussions

5.1.1 The Relationship between Autonomy and Job Performance

5.1.1.1 Control over Methods and Job Performance

5.1.1.2 Control at Work and Job Performance

5.1.1.3 Control over Timing and Job Performance

5.1.2 The Relationship between Workload and Job Performance

5.1.3 The Relationship between Work-life Balance and Job Performance

5.1.3.1 Work Personal Life Enhancement (WPLE)

5.1.3.2 Work Interference with Personal Life (WIPL)

5.2 Limitations of Study

5.3 Suggestion for Future Research

5.4 Theoretical and Practical Implications

5.5 Conclusions

**REFERENCES**

**APPENDICES**

Appendix A: Questionnaire

Appendix B: Frequencies Statistics of Respondents Profile

Appendix C: Reliability Analysis of Variables

Appendix D: Descriptive Analysis of Variables (Mean and Standard Deviation)

Appendix E: Multiple Regression Analysis of Variables
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table 3.1: Total number of Distributed and Received Questionnaire</th>
<th>36</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 3.2: Items and Sources of Items for Each Variables</td>
<td>39</td>
</tr>
<tr>
<td>Table 3.3: Reliability of Each Variables</td>
<td>43</td>
</tr>
<tr>
<td>Table 4.1: Frequencies Distribution of Respondents Demographic Profile</td>
<td>48</td>
</tr>
<tr>
<td>Table 4.2: Factor Loading based on Explanatory Factor Analysis</td>
<td>51</td>
</tr>
<tr>
<td>Table 4.3: Reliability Coefficient Results</td>
<td>57</td>
</tr>
<tr>
<td>Table 4.4: Descriptive Statistics</td>
<td>58</td>
</tr>
<tr>
<td>Table 4.5: Result for Multiple Regression Analysis for Sportmanship</td>
<td>59</td>
</tr>
<tr>
<td>Table 4.6: Result for Multiple Regression Analysis for Task Performance</td>
<td>60</td>
</tr>
<tr>
<td>Table 4.7: Result for Multiple Regression Analysis for Courtesy</td>
<td>61</td>
</tr>
<tr>
<td>Table 4.8: Result for Multiple Regression Analysis for Altruism</td>
<td>62</td>
</tr>
<tr>
<td>Table 4.9: Result for Multiple Regression Analysis for Conscientiousness</td>
<td>63</td>
</tr>
<tr>
<td>Table 4.10: Result and Hypotheses Status of the Result and Analysis</td>
<td>64</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

| Figure 2.1: Theoretical Framework | 33 |
**LIST OF ABBREVIATION**

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

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.
The contents of the thesis is for internal user only
REFERENCES


Ministry of Education Malaysia (2012), Preliminary Report: Malaysia Education Blue Print 2013-2025, September 2012,


