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THE INFLUENCE OF JOB STRESS AND JOB SATISFACTION TOWARDS JOB  
PERFORMANCE OF SECONDARY CLUSTER SCHOOL TEACHERS IN KUANTAN



MASTER OF HUMAN RESOURCE MANAGEMENT  
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**THE INFLUENCE OF JOB STRESS AND JOB SATISFACTION  
TOWARDS JOB PERFORMANCE OF SECONDARY CLUSTER SCHOOL  
TEACHERS IN KUANTAN**



Thesis Submitted to  
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in Partial Fulfillment of the Requirement for the Master of Human Resource Management



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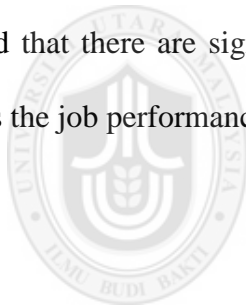
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## ABSTRACT

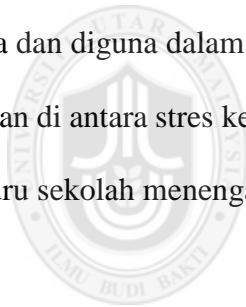
Job performance among teachers have been a topic of interest among many researchers. In this work, the relationships between job stress and job satisfaction towards the job performance of secondary cluster school teachers in Kuantan, Pahang were investigated. The main objectives of this study are to examine the level of performance among the cluster school teachers and to determine the relationships between job stress, job satisfaction and job performance. In assessing the links between those variables, 300 questionnaires were distributed to four cluster schools in Kuantan, Pahang and among them, 226 questionnaires were collected and used in this study. The findings of this study revealed that there are significant relationships between job stress and job satisfaction towards the job performance of the cluster school teachers in Kuantan, Pahang.



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## ABSTRAK

Prestasi kerja dalam kalangan guru adalah suatu topik yang sering dikaji. Dalam kajian ini, hubungan di antara stres kerja dan kepuasan kerja yang menyumbang kepada prestasi kerja dikaji dalam kalangan guru-guru sekolah menengah kluster di Kuantan, Pahang. Objektif utama kajian ini ialah untuk menilai kepuasan kerja guru-guru sekolah menengah kluster, mengkaji hubungan di antara stres kerja terhadap prestasi kerja dan kepuasan kerja terhadap prestasi kerja. Untuk menilai perhubungan diantara pembolehubah-pembolehubah tersebut, sebanyak 300 soal selidik telah diedarkan kepada empat buah sekolah kluster di Kuantan, Pahang dan daripadanya sebanyak 226 soal selidik telah diterima dan diguna dalam kajian ini. Keputusan kajian menunjukkan terdapat hubungan signifikan di antara stres kerja dan kepuasan kerja terhadap prestasi kerja dalam kalangan guru-guru sekolah menengah kluster di Kuantan, Pahang.



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## CHAPTER 1: INTRODUCTION

### 1.1 INTRODUCTION

Teaching has been considered as one of the most interesting and challenging professions in human endeavor. Teaching is a highly noble profession and teachers are asset to the nation. Teachers role is very crucial in molding and shaping the next generation of the nation. Since a teacher is a role model for the students, job satisfaction and eventually performance of teachers become very vital in the fields of education. Teacher competence is recognised as an important requisite to improve students' academic performance and their experiences of schooling. The current strategy in Malaysia to improve this competency and outcomes of education culminated in the articulation of the *Standard Guru Malaysia* or the Malaysian Teacher Standards (MTS). Education has been changed by modernization and globalization thus, the teaching methods and tools have become increasingly sophisticated as the need for teachers to teach effectively.

The goal of becoming a developed country in the framework of its Vision 2020 will be realized if the talent is born through quality education in line with the country's economic progress. Indeed, the country needs a powerful teacher as a key driver in establish a quality education. Arsaythamby (2013) stated that teachers' quality and high capacity should have a level of competence that meet the following components namely; (1) will be able to improve their knowledge continuing to improve the performance of self, (2) will be able to use and benefit from of knowledge and skills to perform the job Excellent achieve the objective of

increasing the quality of education, (3) the value and treatment in line with the teaching manners and etiquette. Therefore, when components of teaching professionalism are met, the goal of obtaining teacher quality can be realized.

Job stress in which teacher's work hours are another critical issues in Malaysia, teachers frequently involved activities outside the classroom such as extra-curricular activities, school meetings, departmental level meetings and preparing reports. Even during the school holidays, teachers are not spare fully, they occasionally or often will be called to attend events and meetings (Noriah et al., 2010). Most secondary cluster schools' teachers are usually back at 2:30 pm. Since the beginning of 2012, there are principals who directs teachers to work until 3 pm unfortunately the only teacher back at 3 pm it was only for one or sometimes two days in a week. The rest of them home until late at 6 pm (Noriah et al., 2010). So on average teachers work for 10 hours from Monday to Thursday. It has not been dealt with teachers' workload brought back home.

## **1.2 BACKGROUND OF THE STUDY**

Educational systems around the world have been experiencing changes and reforms. Promising reforms in teaching profession has been evolving drastically to meet the demand of this age. Teachers play an important part in any educational system around the globe, as such the focus on the issues evolving around teachers need to be given due attention. This is vital for a healthy state of the education system as the world become more and more challenging day by day. In Malaysia, this is true as the expectations from teachers, be it from the management or from



the parents, are growing. As this is the case, it is very evident that the teachers are shouldering heavier responsibility that have a great impact on our current as well as future generations (Nikian et al., 2013).

The scenario is more glaring in cluster schools as compared to ordinary schools where performance is the key indicator of this premier schools. As the purpose of the establishment of cluster schools is to accelerate the excellence of educational institutions in Malaysia, the performance of the teachers in such school is paramount. One of the main measurable parameters is the student achievement and this will not be realized without the performing teachers.

Job performance indicates the readiness of the teachers to take up the tasks. It is an important indicator to measure the overall performance of the teachers toward their job. The Education Ministry has been trying to implement methods to improve teacher performance as in the Malaysia Education Blueprint 2013-2025, said Minister of Higher Education, Datuk Seri Idris Jusoh. According to the Ministry, the 21st century requires the teachers that can adjust according to the pedagogical skills of the modern world with a high level of expertise according to the needs and challenges that eventually contributes to the improvement of the job performance. The adjustment of teaching skills for 21st century education is necessary for the country's education system in continues to remain relevant (Mafuzah & Juraifa, 2016).

The government is constantly taking all the necessary measures to install a good system for teachers in many aspects including promotions, remunerations, training and all other exposures (Bibi et al, 2012). The government has upgraded a number of the Teachers Training Colleges into Institutes of Teachers Education and the formation of Universiti Pendidikan Sultan Idris (UPSI). All these are aimed to achieve a coherent, far-vision educational system within the country as well as preparing the teachers and the students to face the challenging world out there in accordance with the Malaysian Qualifying Framework (MQF). This framework preparing ourselves par to the educational system globally. For all these to be realized, teachers' performance is vital and for the reason the stress and satisfaction of the profession need to be given due attention.

According to Mafuzah & Juraifah (2016), this is to train the teachers of high caliber to fulfil the requirements of all pre-school, primary, secondary, vocational and technical education within the national educational system and eventually to be a well performed teachers. There are many factors that influence the teachers' job performance such as stress, job satisfaction, aptitude, attitude, and subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality and relations with students by Dennis (2008). For development of quality teachers, one has to understand the factors associated with it.

Among the main variables that determine job performance is the job stress. Teachers in today's world are under a growing pressure to perform (Hoy et al.,

2013) that affects the job performance. Higher expectations and greater needs now pressure the teachers to perform effectively in classroom, directly increasing the stress among teachers. Therefore, the teachers are the one which report highest level of stress if compare with other occupation. According to the previous studies by Humaira (2010) and Muhamad (2010), there are evidences to state that the teaching profession can be stressful. According to Salami (2010), the quantity of work that teachers are undertaking is quite large and it keep on increasing.

The job stress that may experience by teachers definitely affects their performances in classroom and in turn affects the performances of the students. At this stress level, teachers are definitely unable to perform to their fullest. This if not tackle might eventually lead to the withdrawal intention among the teachers. The Malaysia Educational Statistic (2016) shows there are 2,408 secondary schools in Malaysia and there are around 2,188,525 students and there are only 181,978 teachers are teaching in schools. The teachers need to teach a larger number of students in every schools where in some occasions the teachers need to handle all types of behavioral students such as with aggressive attitude. Teachers need to teach more than one subjects and besides that the teachers need to prepare exam papers, marking, teaching, accessing, evaluating, reporting and recording student progress. This creating stress which demanding solutions in form of self-controlling strategies such as anger management. The teacher's role is also to help the student to obtain a good result and also to perform well in school. This phenomenon could influence teacher's performance when they need to teach and supervise numerous students. Thus, it is proven that among the reasons that leads

to the increasing stress among all the teachers are increasing workload, longer work hours and stress developed during managing the classroom. These factors, if not been tackle effectively, will be the main factors in resulting the teachers low job performance.

Job satisfaction is the another variable that influences job performance among cluster school teachers. The education dictates and shaping students to become responsible and accountable generations to the country. In order to achieve this target, satisfaction among teachers is essential. Satisfied teachers can contribute largely in molding good students. Therefore, it is always an evident that a satisfied teacher can perform well in the classroom, in turn creating knowledgeable generations to come. As such, it is very important to make sure the satisfaction level among teachers in order to yield positive products from the schools.

In order the teachers to be satisfied, their annual appraisal and related assessments must be fair and transparent enough. The teacher's performance assessment refers to a method for assessing the quality of a person orally or in writing. Its basic objective is to help and improve the quality of work of an officer in the future. At the same time performance appraisal can help encourage people to work more diligently and to improve the performance and productivity of the organization. Achieving these objectives depends largely on the work of planning and effective management of human resources. Thus, there are three issues encountered in the implementation of performance evaluation in the school are unfair evaluation where the appraisal officer does not evaluate the teachers sincerely and the

evaluation given by his own feelings. Teachers who have a close relationship with the principal may get high marks while certain groups of teachers are seen as low achievers and will get low marks. The issue of unfair performance scores demotivate the teachers hence develops job unsatisfactory among them.

Other than that, the ratings are not comprehensive where the evaluators do not see the quality of work produced in an objective and comprehensive. Administrators also use this unfair performance assessment results to suppress the staff. Administrators use the power of intimidation in determining performance scores. Some assessment will depend on the skills and interest's administrator. For assessor's very depressing to the achievement of the curriculum would be more inclined to assess the contribution of the curriculum aspect where involvement in other areas, while less attention for scoring purposes. This leads to lower job satisfaction among the teachers. In addition, ratings that usually are not transparent. No direct discussion takes place during the appraisal process, thus closed the opportunity for both parties to give feedback on the results of work for a year. This situation is unfortunate when those who get low scores do not know the weaknesses and high scores do not know about its power, directly creating job dissatisfaction. Based on the scenario, the Malaysian Ministry of Education constantly offering remuneration packages and potential promotions so that the teachers could have job satisfaction that leads to job performance.

### 1.3 PROBLEM STATEMENT

Teachers profession is always being challenging and dynamic in nature. The high demands in the educational system which need to be fulfilled through various ways could affects the teacher's performance. The responsibility of a teacher is always ready to accept and add to the knowledge and skills. Teachers not only be a facilitator in the learning and teaching, but also to be an agent of change and a source of inspiration and knowledge to the students. In a state of society is undergoing a rapid development process, teachers are consistently loaded with many tasks which directly increases their workload, work hours and the need for better classroom management.

Teachers are given various positions who are not supposed to be done by a teacher or teaching subjects that are not related to the options that were learned (Ching, 2012) as well as dealing all kind of behavioral students. In addition, the responsibility of a teacher nowadays not only teach certain subjects but some teachers had also held several portfolios in a committee or held a position unrelated to classroom study. The teachers also had to make clerical work such as filling out forms, type letters, prepare minutes of meetings and as a coordinator of the notice board, advisory associations, clubs and sports (Annierah et al., 2013). This work has led teachers face tremendous pressure and will affect the quality of instruction of a teacher. It is clear that the teachers in this era of challenges in shoulder responsibilities that are not related to teaching in the classroom. Thus, a teacher also faces challenges in adapting to the development of globalization, particularly in the use of increasingly sophisticated tools in teaching. Arising from this,

teachers nowadays need to equip themselves with knowledge on a part with the development of globalization faced. Technology in education is growing rapidly and therefore, most of the teachers do not have the opportunity to expose themselves to the technology in the field of education. This led some teachers are not skilled in the use of technology in today's lesson. They also consider the increasingly sophisticated use of ICT today is something that is complex and not easy to learn.

It should be contained as a teacher should follow current developments and technology teaching to students. For example, teachers need to learn with ICT knowledge in order to get the latest information to teach students and facilitate the teaching process. In education today, the interactive board was introduced in Teacher Education Institutions and to be introduced to all schools (Annierah et al., 2013). Therefore, teachers must learn this technology to teach more effectively in the classrooms. Finally, teachers have to face challenges in order to develop themselves in order to follow developments. With too many challenges and competencies it does impact the teachers in their performance at work. These scenario leads to stress and not satisfactory feelings among those teachers. It even goes until a situation where there are teachers who felt that they are under performing

Job stress in which the workload issues have been a concern of all teachers' performance in schools. According to Ekundayo & Kolawole (2013) found that teachers felt frustrated, mentally exhausted, excessively worried, depression,

anxious and at times defensive over others because of being burdened with workload. An increase of teacher's workload has also been identified as an undesirable consequences of site-based school management. According to Nikian et al. (2013), teachers only plan and prepare lesson including accessing students to check their understandings. However, at present days the secondary cluster schools' teachers are getting more overloaded to be fulfilled compared to primary school teachers which affects the teaching and learning process. Thus, this study is to find out the workload that affect the performance of the teachers and recommend ways to improve workload manageability in secondary schools in Kuantan.

Job satisfaction in education becomes an increasingly important aspect of the study. This is so because it is very relevant in the field of human capital management and organizational psychology today. Many reports on the issue are produced not only in the United States and Europe, but all over the world, including Malaysia. Lately job dissatisfaction among teachers become more pronounced. Among the reasons is the pressure that exists on various new tasks. This is because many of the new programs of various levels. Work stress or workload of teachers other than their official duties as teaching students in the classroom can also cause stress among teachers. Workload of teachers who often pressure their duties include clerical duties and other tasks apart from their fundamental duty is always a reason and also the factors that lead to teachers being unproductive in their work day. Teachers who are not satisfied with their work are more likely to make negative behavior such as skipping classes, less focus on



teaching and learning and teaching interests (Noraini et al., 2015). Therefore, to create effective schools, job satisfaction of teachers must be given priority by the principal. Teachers who have high job satisfaction will enjoy its responsibilities and indirectly their commitment to achieving the goals of the school is also high.

The job satisfaction of teacher has a significant effect on their job performance. Only job-satisfied teachers are able to contribute back to the society positively. Their satisfaction has a lot on the achievements of the students (Mat, 2014). Students learning curve is very much depending on the role of teachers in classroom. A satisfied teacher can perform very well in the process of teaching and learning, in addition assist in molding a well-balanced student generation. Therefore, it is vital to study comprehensively the relations between teachers' job stress and job satisfaction on their performance in Malaysia.

Besides that, there are studies that investigating the job satisfaction among secondary cluster schools' teachers in Malaysia based on different factors. Abdullah & Hui (2014) proved that there is relationship between communication satisfaction and job performance among teachers in Malaysia. In addition, Mat (2014) proved that school leadership too has a positive relationship towards satisfaction and the performances of the teachers.

Based on our best knowledge, there is very limited studies examine on the influence of job stress and job satisfaction on job performance among secondary cluster schools' teachers in Malaysia. Therefore, a research gap has existed. Very

limited research has been done on measuring the stress level among cluster schools' teachers in Malaysia. There is a lack of research done in the respect to variables (job stress and job satisfaction) in the teaching context in Malaysia. Therefore, in order to fill the gap, this research is made to understand the actual influence of stress and job satisfaction on the job performance of cluster school teachers in Malaysia.

#### **1.4 RESEARCH QUESTION**

In this study a number of objectives have been established:

- a. Is there any relationship between job stress and job performance?
- b. Is there any relationship between job satisfaction and job performance?

#### **1.5 RESEARCH OBJECTIVES**

In this study a number of objectives have been established:

- a. To determine the relationship between job stress and job performance secondary cluster school teachers.
- b. To determine the relationship between job satisfaction and job performance secondary cluster school teachers.

#### **1.6 SIGNIFICANCE OF RESEARCH**

The major purpose of this study is to provide a better understanding and insight to the job stress, job satisfaction and job performance level of the teaching profession. The study will look into government secondary cluster schools' teachers in Kuantan, Pahang. There is about total of 20 secondary cluster schools in State of

Pahang but only 4 secondary cluster schools were selected from Kuantan for this research.

Several target group have been identified to be benefited from this research. First group is *Jabatan Pelajaran Negeri*. Research results will give a new information and data support to *Jabatan Pelajaran Negeri* that is responsible to overcome the performance problem among teachers. The next group will be the Ministry and Schools, where this research can be useful to analyze the teachers' performance in schools.

This research will study the relationship between job stress, job satisfaction and job performance. The relationship between the variables must be spotted in order to seek for solutions to increase job performance. Despite job performance can be caused by many factors, stress and job satisfaction should be considered as more vital aspects as they affect the emotions and mentality of individuals. Many past researchers have studied on the characteristic of jobs, or stress and job performance or job satisfaction and job performance. This research will provide a new perspective to look into stress, job satisfaction and job performance together. This research will also highlight some stress and job satisfaction issues among teachers to schools and helps in increasing their performance. This research will deal with teachers' perception about themselves in term of job related stress, job satisfaction as well as job performance. Education has major role in many aspects of life including social, economic aspects (Aiglepierra & Wagner, 2013). On the other hand, Becker et al. (2014) have stated that the characteristics of the teachers

will have great impact on students' achievement. Therefore, this research will be able to provide some help in enhancing performance of teachers through the study of stress, job satisfaction and job performance among teachers.

## **1.7 SCOPE OF STUDY**

This study focuses mainly on the influence of Job Stress and Job Satisfaction on the Job Performance of cluster secondary school teachers in Kuantan. This research is aim to investigate randomly the four selected schools in Kuantan and the respondents are the teachers of these four secondary cluster schools. A total of 300 respondents were chosen. Respondents are not including the supporting staffs like clerical staff or office boys. This study is limited to selected secondary cluster schools located in Kuantan, Pahang, therefore the findings are limited to those selected secondary schools and does not represent the entire schools in Kuantan, Pahang. Many scholars have explored job stress and job satisfaction of teachers but the influence of job stress and job satisfaction of the secondary cluster school teachers job performance have yet to be studied.

## **1.8 DEFINITIONS OF KEY TERMS**

### **1.8.1 Job Performance**

Job performance assesses whether a person performs a job well. Performance is important criterion for organizational outcomes and success (Jehangir et al., 2011). Ghani (2010) defines job performance in terms of behaviors that are under the control of the individuals and that contribute to the goals of the organization.

### **1.8.2 Job Stress**

Workplace stress then is the harmful physical and emotional responses that can happen when there is a conflict between job demands on the employee and the amount of control an employee has over meeting these demands (Cohen et al., 1983).

### **1.8.3 Job Satisfaction**

Job satisfaction is content an individual is with his or her job, in other words, whether or not they like the job or individual aspects or facets of jobs, such as nature of work or supervision (Coughlan et al., 2014).

## **1.9 ORGANIZATION OF THESIS**

This chapter is the first of five chapters in this thesis and in this chapter there are introduction about the research, background of study, problem statement, research question, research objectives, significance of research, scope and limitation of study and organization of thesis. In Chapter 2, there is literature review that seeks to highlight all the reviews done by the researchers regarding the topic of the thesis.

Chapter 3 describes the method for the research methodology, reports the selection of participants, sample size and techniques and the development of questionnaires. Meanwhile Chapter 4 describes the results and discussion done by the researchers that explains the data which are acquired through the distribution of questionnaires to the respondents and analyst the results of the hypothesis testing. Chapter 5, the

last chapter in the thesis, describes the conclusion and recommendations by suggesting the directions for future research.

## **1.10 SUMMARY**

Chapter one is the plan and overview of the research. This chapter illustrated on overview of the important process that will be implemented for the completion of this research. Moreover, the research objectives, problem statement and significant of study that were presented in this chapter will served as the direction of the research, which allow researcher to refer while proceeding to further stage of this research. In order to have a better understanding. Chapter two will provide a review of literature relevant to this study.



## CHAPTER 2: LITERATURE REVIEW

### 2.1 INTRODUCTION

This chapter contains about discovering and discussion on the concept of Job Performance. The teacher's performance is a continuous process for identifying, evaluating and developing the work performance of teachers, so that the goals and objectives of the schools are more effectively achieved, while at the same time benefiting teachers in terms of recognition of performance and career guidelines.

Therefore, this chapter explains and shows the variation of Job performance of teachers which was revealed and studied by former researchers. Thus, the aim of this reserch also to synthesis the literature on the extent to which teacher's stress and job satisfaction affects their job performance in schools. This chapter reviews of dependent variable (Job Performance) and then followed by the independent variables (Stress and Job Satisfaction). The relationship between stress, job satisfaction and job performance are explained based on support from the literatures. Theoretical framework together with hypotheses development will be discussed in following part of this chapter.

## **2.2 VARIABLE RELATING TO THE STUDY**

### **2.2.1 Job Performance**

Task Performance covers a person's contribution to organization performance, refers to actions that includes appraising activities as specified in job descriptions (William & Karau, 1991). Task performance closely deals with the task and reward between employer and the employees. It is a layered platform that encompassed many aspects of one's task. This includes all kind of aspects of someone's daily task such as operational, controlling, managing, leadership, communication and rewarding as proposed by Campbell (1990) and Borman & Brush (1993). On the other hand, job performance is the key indicator of employees' performance towards achieving organizational goals together with concluded that measuring performance will drive an organization into greater height, greater success.

Task performance is very much relating to the behavior, personal or job-related behaviors. Borman & Brush (1993) It is vital to gauge the performance as well as to control certain behavior that have been created within the organization. Both aspects of performance are very much needed to achieve goals of the organizations.

High motivation level is related to experiencing three psychological states whilst working, which are meaningfulness of work, responsibility and feedback or knowledge of outcomes. Empirical investigations by Buitendach & Rothmann (2009) have proven that skills and the ability are closely related to the success of a task given to the staff. Note to worth here that, two-way communications



between managers and the staff is essential in bringing the best from each and every staff, in addition promotes positive environment in the organization as well as within the employees. This stated determines the incumbents' job performance.

Past studies suggested teachers' performance could be measured by the impact of teachers on students' achievement (Bibi et al., 2012). On the other hand, teacher performance was also associated with stress and personality (Noriah et al., 2010). Measuring teachers' performance has become very complex as it involves teaching preparation and confidence (Annierah et al., 2013), experience and knowledge, pedagogical skills, positive attitudes, as well as organized and managed classroom skills. In reviewing the literature related to teachers' performance Abdul & Muhamad (2011) have concluded that the predictors of teacher's performance are cognitive ability, personality attributes and educational background. Mafuzah & Juraifa (2016) conducted a study on Emotional Intelligence and Job Performance among Malaysian Teachers. The responded of this study is 212 teachers from secondary school in Kedah. Overall, this research contributes to the emotional intelligence literatures by providing meaningful management implications to the school administrators and Malaysia higher education system. In her research, the job performance is the total expected value to the organization of the discrete behavioral episodes that an individual carrier out over a standard period of time. Other than that, it is also an individual output in terms of quality and quantity expected from every employee in a particular job, this shows that an individual performance is most of the time determined by motivation and the will and ability to do the job. Ekundayo & Kolawole (2013) defined job performance as all

behaviors that employees engage at work. Mafuzah & Juraifa (2016) asserted that Emotional Intelligence enhance performance and effectiveness of individuals.

Work performance often depends on the support, advice and other resources provided by others. Muhamad (2010) stressed that employees with a high level of intelligence can manage their emotions in terms of retaining a positive mental state which can lead to improved job performance. There are some studies that have been done by some researchers with the personality of the teacher affects the students in teaching and learning. The study was conducted by the leaders of education since time immemorial, all the research aims to improve the weaknesses and strategies to enhance the quality of teaching. Noriah et al., (2010) studied the effect of different types and how teachers, students' attitude and their impact on student achievement. He reported that there are four teachers who considered positive the very strong influence on motivation, attitude and student learning in the classroom.

- i. Teachers can play a role in spontaneous in many different situations, from active to passive rather, whether its role as a supervisor or assistant in teaching and learning situations.
- ii. Teachers who can change his role with immediate effect in accordance with the requirements of the situation, and is not bound only to one way of interacting without thinking about other ways that are more appropriate. There are some highlights studies that have been done by some experts associated with the personality of the teacher affects the students in teaching and learning.

- iii. Teachers who quickly make a diagnosis of the situation, and quickly decide on an action that should be carried out.
- iv. Teachers who have sensitive and critical awareness as supervisors and observers in the classroom.

The current study investigated teachers' perception on their performance. The result of the study suggested a profound and remarkable consideration for other educators to dedicatedly continue their work in educating the students and motivating themselves. Job performance of teacher is directly linked to process and product of education. Therefore, the performance of teachers is emphatic for the improvement of education. According to Syed (2010) performance may be described as 'an act of accomplishing or executing a given task'. It could also be described as the ability to combine skillfully the right behavior towards the achievement of organizational goals and objectives. Teachers job performance can be described as 'the duties performed by a teacher at a particular period in the school system in achieving organizational goals'. It is the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. Chua (2011) adds that job performance is determined by the worker's level of participation in the day to day running of organization. There are some factors which contribute to teacher's performance. Some of such factors are satisfying the learners through teaching, managing the class discipline, pupils' motivation and improvement of it and interaction with different levels (pupils, parents, peers and higher officials).

Performance of teachers mainly depends on the teacher characteristics such as knowledge, responsibility, and inquisitiveness. Other factors include the student characteristics, communication, classroom environment and the organization and management supports. If the teachers give focus on these factors, their performance can be enhanced to a higher level possible. Teacher entrance and exit examination scores, years of experience, advanced degrees, and teaching credentials are either not related to student achievement and ratings of teacher effectiveness. Ghani (2010) suggested that the need for periodical performance appraisal as what takes place in the corporate or business organization. Teachers need to be periodically evaluated and the reward system must be in place based on their performance. A good policy will have to be developed in order to modernize and enrich teacher quality. Merit based rewards yielded the best performance where the quality is matters eventually (Sipalan, 2012). Focuses need to be channeled towards relieving teachers' stress level and at the same time enhancing their job satisfaction in order to elevate the overall job performance of the teachers.

### **2.2.2 Job Stress and Job Performance**

Stress among teachers and their performance are well connected and one depends to the one. Teachers have a very vital role in classroom and this will ensure a better generation to come (Dennis, 2008). Teachers minds are directly shined and connected to the minds of their students as such, teachers input are going to have direct effects on the students' output (Jerlin & Vijaya, 2012). So stressful teachers are not going to impart positive elements onto the students if not they might impart negative aspects.

According to the report from Teachers Under Huge Pressure (2012) overloading teachers with too much task will increase the stress level within them. This in turn will result in many negative outcomes within the organization such as mood out, non-focus attitude and aimless targets. In fact, the process of providing education to the students is dependent on the great performance of teacher. Stress impacts teachers' performance and that is increased in presence of resources and positive personality characteristics and vice versa.

On the other hand, teachers are not able to perform efficiently in the presence of stress. Their performance decreases by presenting unwanted behavior such as violent at work. As a result, stress and performance are closely correlated and in fact they are two sides of the same coin. Teaching profession is among the professions that are known to be causing more stress compared to the other professions (Fatemah et al., 2014). There is different type of finding, opinions and perceptions on the impact of stress among school teachers. There are some variations on the level of stress experienced by the primary and secondary cluster schools' teachers. It is because the role of the teacher in primary school is different that the role of a teacher in the secondary school. There are many factors that cause stress among teachers and that are related to the teachers' performance in school which take place in the classroom and also other school activities. According to Ekundayo & Kolawole (2013), the relationship between the teacher and the student also can cause stress and it will affect the teachers' performance in schools.

The study that was carried out by (Nikian et al., 2013) revealed a significant relationship between stress and workload. The study is aligning with the findings of work load factors is causing work stress among the school teachers. In an additional workload demand, the teachers reporting about the hours per week outside the school day spend in meetings directly related to their job. The study by Wardoyo (2015) found an average 47 hours a week for teachers to be spend in schools. Considering all time either at school or performing work-related tasks, even if performed simultaneously with others, yielded an average of approximately ten and a quarter hour per day of work invasiveness.

Many studies indicated that staff are unhappy if their working hours are extended beyond a certain fixed hour (Rehman et al., 2012). Jehangir, Kareem, Khan, Jan & Soherwardi, (2011) has studied on the effects of job stress on nurses' job performance and satisfaction and found that stress level affects severely the performance and job satisfaction among the nurses. A study conducted by Mofoluwake & Oluremi (2013) at National Petroleum Investment Management Services in Nigeria found that stress affects their employees in a greater extend until deadlines are seldom being met. According to Mansoor et al. (2011) studied on how the connection between job stress and job satisfaction. They found that job stress can be a single reason for conflicts in the organization and often develops unsatisfactory level of relations among their employees, in turn lower the productivity of the organization.

**Figure 2.1: Karasek's Original Model**

		Physiological Demands	
		LOW	HIGH
Decision Latitude (Control)	HIGH	Low-strain	Active
	LOW	Passive	High-strain

From the Figure 2.1 Karasek's Original Model (Hussain & Khalid, 2011) it can indicate four types of job predict. Passive is resulted from low decision and low psychological demands. Active, on the other hand, is from high decision and high psychological demands. low strain is from the combination of low psychological demands and high decision latitude (control) lastly for the high strain that is from high psychological demands and low decision latitude (control).

### **2.2.3 Job Satisfaction and Job Performance**

The study on job satisfaction has always been discussed intensively in many literatures. a big interest to social scientists. Raj et al. (2016) job satisfaction connected very closely with one's achievements, be it individual or as a team.

Employees' job satisfaction can improve the productivity and output level of any organization.

Based on the findings of Coughlan et al. (2014) and Humaira (2010), job satisfaction surely very much depends on emotional state of the employees, their very feeling, their mindset, their behavior and all these contributes to their job performance. Satisfied workers tend to come early and focusing energy towards the common and specific goals of the organization. Hoy (2013) stating that psychology aspects too involved in the job satisfaction of the workers, it evolved from many aspects of the workers daily task and eventually contributing to their job performance. In fact, there are many theories that related these two aspects, the job satisfaction and the job performance such as the Two Factors Theory by Herzberg is the ancestor of all (Pedrycz et al., 2010). According to the theory job satisfaction is the motivator for their success in climbing the career prospects. Pedrycz et al. (2010) characterized the job satisfaction that related to employees' characters, the Characteristics Model. He underlined five characteristics namely skill variety, task nature, task importance, the freedom in task and job feedback. Skill variety is about the multitasking skills that a worker need to have, the need to perform a task in urgent scale is described by the task importance. The freedom to perform and decide is also a character under this model and finally the outcome and comments from the task is spelled under job feedback.

According to Shim & Jo (2014), there are several verticals in job satisfaction. They are pay scale, reward system, working ambient and communication levels among



workers and the managers. It can be classified into two categories: extrinsic and intrinsic. Intrinsic refers to the variety and autonomy of the job, together with other aspects which related to the tasks. On the other hand, pay scale, working ambient are the nature of extrinsic aspects. Job satisfaction, as explained by Coughlan et al. (2014), is a holistic approach within an individual worker and it determines the state of internal affairs as well as external affairs of a worker (Richardson, 2010). Tunde (2013) found that leadership qualities are important aspects in determining the satisfaction among workers. A good leadership system can influence workers positively and any flaws in the leadership style will definitely affects workers' satisfaction negatively.

Many past studies have proven the link between job satisfaction and other factors, be it internal or external such as self-satisfaction, reward, perceptions of peers (Tunde, 2013; Coughlan et al., 2014). They expressed the importance of the superiors support and care towards the workers in order to gain the satisfaction. The policy of the organization too needs to be in this line to gain satisfaction among the workers, policies such as working hour flexibility, leave granted, reward system, and even warning stages if things go wrong. This in agreement with the findings of Badri et al. (2012), in which school teachers with lower job satisfaction tend to perform bad and less focus on their job given. They showed that dissatisfied teachers developed many issues on their daily task, in turn affects badly on the schools' long term mission.

Studies by Zander (2010) and Pedrycz et al. (2010) too emphasized on job satisfaction in order to gain performance among teachers in schools. Working ambient has a lot to do with teachers' satisfaction, the greater the ambient, the greater is their performances. It makes them to accomplish their goals easily without much hassle. With good environment, teachers are able to take up even multiple tasks at one time and able to give remarkable results as compared to those working under stress and not comfortable environments. Satisfied teachers tend to be in positive mindset throughout their hours in schools and even stable after leaving the work place. Self-expectancy increase when the workers are in a right ambient resulting a positive overall outcome for the organization (Shim & Jo, 2014).

Yashoglu et al. (2013) conducted a study which studied on the relationship between job satisfaction, job insecurity and job stress. Job satisfaction arises from a well-balanced environment in an organization where it includes the reward system, the working environment, emotional respect among peers and managers. Job satisfaction is crucial in the development of the workers and determines their job prospect. Lower job satisfaction will yield in lower performance among the employees. It determines the degree of success of the workers in term of their job achievements.

One of the widely used and well validated instruments to measure job satisfaction is the Minnesota Satisfaction Questionnaire (MSQ). This questionnaire was developed by the University of Minnesota in order to measure the satisfaction

degree of employees toward the work. One feature of MSQ is that it measures both the intrinsic and the extrinsic job satisfaction among the respondents. This questionnaire has been popularly utilized by Shim & Jo (2014) as well as Liu & Whites (2011). The former was to study police officers job satisfaction whereas the latter to study the satisfaction among pharmacy staff. According to Ainon (2011), lower job satisfaction increases employees' intention to turnover and resulted in an increase in turnover rate. Job satisfaction is also inversely related to absenteeism, withdrawal from the job and it associated to rewards and training workers positively. Yang (2010) found that the job satisfaction is a vital contributor to individuals' involvement in the organization activities. Lower job satisfaction will cause mood-out among workers to direct themselves towards the target of the organization.

Job satisfaction is the instinct of every individual who wishes to work. This requirement would lead to a feeling of responsibility and engagement geared towards the achievement of career goals, thus contributing to the interests of the organization (Annierah et al., 2013) states that job satisfaction is the primary need of man as an employee and must be met to achieve self-perfection. Luthans (2010) describes a feeling of job satisfaction is derived from a task as keeping the value of work-ordinated with the needs of individuals. Wardoyo (2015) defines it as a fun or positive emotions are directly the result of reverence or a work experience. Job satisfaction is the instinct of every individual who wishes to work. This requirement would lead to a feeling of responsibility and engagement geared towards the achievement of career goals, thus contributing to the interests of the

organization Nikian et al. (2013) states that job satisfaction is the primary need of man as an employee and must be met to achieve self-perfection.

### **2.3 GAPS IN THE LITERATURE**

A study conducted by Mafuzah & Juraifa, (2016) on Emotional Intelligence and Job Performance found that Educational systems around the world have always dynamic, imparting to teachers' job performance. Despite these changes, discussion on how to predict teachers' performance is complex and remains difficult to evaluate. This study addresses the gap in the literature by investigating the role of emotional intelligence in teachers' job performance.

From the review that has been done by Yang. (2010), the study investigates factors that contribute job stress and level of occupational stress and the result of this study failed to indicate a significant correlation between teacher stress and demographic factors. According to Zander (2010), the teacher plays a direct and crucial role in molding a pupil towards education. Performances of the teachers will have direct impact on the students, thus importance need to be given in this satisfaction and the performance matters among the teachers.

Nevertheless, there are still lack of research and finding pertaining to teachers' performance. Further research should consider on the practice adopted by schools that can influence teachers' job stress and job satisfaction towards job performance. Other than that, further research can also be done by focusing on effort made by teachers in order to reduce work stress that can ultimately lead to

performance. This research will be useful in identifying the best way to help teachers to reduce work related job stress and job satisfaction that could lead to their performance.

## **2.4 SUMMARY**

This chapter summarize a review of literature on the independent variables that are the job stress and job performance and dependent variable that is job performance. According to the literature review, the theoretical framework for this research has been presented. In the next chapter, the Research Methodology, the way the research is carried out, the techniques involved and data collection as well as data analysis will be discussed.



## **CHAPTER 3: METHODOLOGY**

### **3.1 INTRODUCTION**

Chapter 3 provides a clear explanation on the way the research project is carried out. The chapter includes research design, the method of collecting data, sampling design, measurement scales and method of analyzing data.

According to Sekaran, & Bougie (2012) research methodology is the systematic, theoretical analysis of the procedures applied to a field of study. A study design is what as stated is as a plan, a road map and a blueprint strategy of investigation conceived so as to obtain answers to research questions, it is the heart of any study.

This chapter describes the methodology used to conduct this research and the purpose of this research is to investigate the relationship of teachers' performance in School.

### **3.2 RESEARCH DESIGN**

According to Sekaran, & Bougie (2012), survey research involves large and small populations by selecting and studying samples of the population to identify relationship between variables. In other word, the survey method is a systematic and objective procedures in gathering information on a subset of a population that is identified with the purpose of using the instrument, in particular to obtain observations that can be collected (generalize) to the entire population. In this research, questionnaires were used to obtain data and the advantages of

questionnaires are that the respondents may take their own time to answer the questions and they have the freedom to consider genuine responses. The other merit is that the questionnaires have questions uniformity and consistency (Shernoff et al., 2011).

The objective of this research is to focus on the relationship of job stress and job satisfaction on the job performance. There were several hypotheses developed that need to be tested. The hypotheses were developed in line with research questions that the study sought to answer and also on the objectives set for this study. The job stress and job satisfaction were included as independent variables in this study and the job performance as the dependent variable. This study is a cross sectional study since it involves the examination of the correlation of independent and dependent variables which are the usage of job stress and job satisfaction and job performance. In order to obtain necessary information from respondents, questionnaire was distributed and identified by using random sampling. A set of questionnaire consisting of 35 questions has been distributed to a random sample of respondents in the secondary cluster schools in Kuantan.

### **3.3 RESEARCH HYPOTHESIS**

The objectives of this research are to described the influence of job stress and job satisfaction on the job performance of secondary cluster school teachers' in Kuantan. For job performance two frameworks which are job stress and job satisfaction are used to exploring the relationship of job performance. The proposed hypotheses of the study are:

H<sub>0</sub>: There is no relationship between job stress and job performance of the secondary cluster school teachers

H<sub>1</sub>: There is a relationship between job stress and job performance of the secondary cluster school teachers

H<sub>0</sub>: There is no relationship between job satisfaction and job performance of the secondary cluster school teachers

H<sub>1</sub>: There is a relationship between job satisfaction and job performance of the secondary cluster school teachers

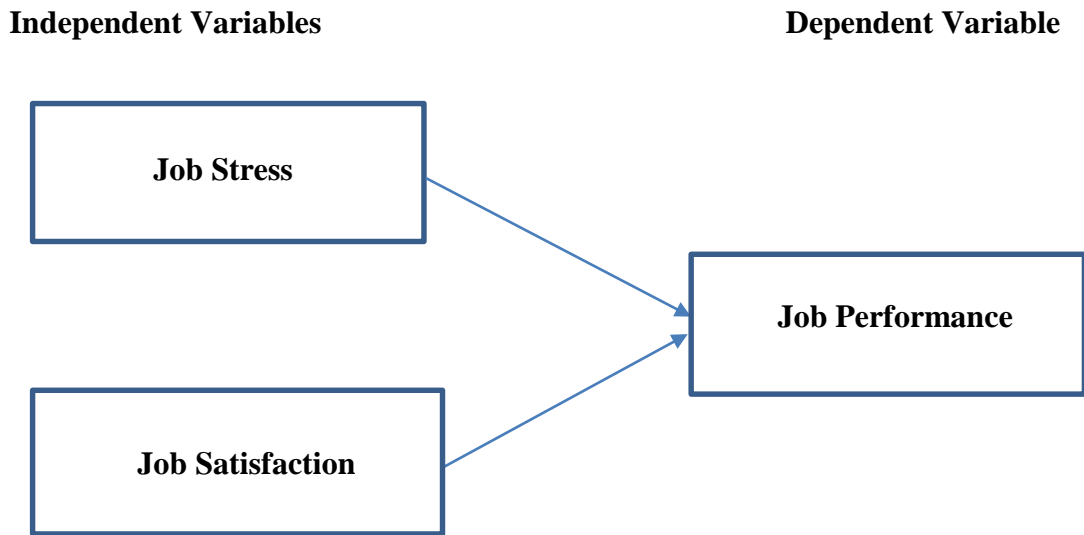
#### **3.4 RESEARCH FRAMEWORK**

This study was constructed as a survey descriptive to measure the relationship between two variables, namely independent variables and dependent variables. The independent variables are to be known as the cause of perceived job performance and that perceived performance and the effects of the perceived performance is known as dependent variables.

Since there are many evidences on the effect of job stress and job satisfaction on job performance, as discussed lengthy earlier, a theoretical framework has been developed. Based on the theoretical models mentioned earlier, we know that job stress and job satisfaction would definitely affect the job performance. Thus, we have constructed a theoretical framework for our research as shown in below in Figure 3.1.



**Figure 3.1: Research framework of the Study**



**Source: Developed for the research**

The main purpose of our research is to investigate the relationship between job stress, job satisfaction and job performance among the secondary cluster school in Kuantan, Pahang. As shown in the proposed framework model above, the relationship between job stress (independent variable) and job performance (dependent variable) will be study in this research. Besides that, the relationship between job satisfaction (independent variable) and job performance (dependent variable) will also be included study in this research. At current scenario, teachers in Malaysia context are facing some amount of stress arising from their job. Therefore, it is the aim of this research to find out as the statements has basis on teachers in Kuantan, Pahang. The study is aimed to study the relationship between stress ans satisfaction among teachers on their performances.

### 3.5 RESEARCH VARIABLES

In this study, one (1) dependent variable and two (2) independent variables were identified. According to Arsaythamby et al., (2013) dependent variables are those that the researcher is trying to explain while independent variables are those that cause that change or explain the dependent ones. As far as questionnaire is concerned, we use Likert-Scale to gather the information from the respondents (Badri, 2012) stated, that the Likert scale's origination is accredited to designate this technique for the assessment of attitudes. For this research, a five-point Likert scale questionnaires were employed to collect the data for constructs of the research model. Instruments from past researches were revised for effects on job performance context. The measure using a five point Likert-scale ranging from '1' (strongly disagree) to '5' (strongly agree).

#### 3.5.1 Dependent Variable

The dependent variable is a measure, predicted or otherwise monitored by this study expected to be affected by a manipulation of the independent variable (Badri, 2012). The dependent variable in this research is job performance of cluster school teachers' in Kuantan. In order to measure the responses. Likert Scales is use as follows:

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

### 3.5.2 Independent Variable

The independent variables are the variables that the researcher manipulates it, thereby causing an effect or change on the dependent variable. This research is focusing on two independent variables which job stress and job satisfaction. Every question for these variables will be answered by respondents based on Likert Scales as follows:

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

## 3.6 DATA COLLECTION METHODS

Data collection is a vital point in any research as the accuracy is a lot to do with the resulted outcomes. Both primary as well as secondary data are usually used however, after some verifications. To stress again that the accuracy of data collecting method is paramount in determining the accuracy of the outcomes. Focus and attention need to be given to the data collecting method to ensure it represents the study well.

### 3.6.1 Population

According to Sekaran and Bougie (2012), population means the entire number of people that researcher need to be covered as the target. Based on Zikmund (2010) target population is a group of specific people that can be targeted to obtain a specific output. As such, in this study, the influence of job stress, job satisfaction and job performance was studied among the secondary cluster school teachers in

Kuantan. The study is aimed to know the impact of job stress and job satisfaction on the job performance of selected cluster schools' teachers.

According to the statistics of Jabatan Pendidikan Negeri Pahang (2016) the latest number of secondary schools teachers is about 11,552 in entire state of Pahang and there is a total about 196 ordinary secondary schools in Pahang and there are only 20 secondary cluster schools in the state of Pahang and the researcher selected four secondary cluster schools from district of Kuantan for this research because they are located in the capital of Pahang and the researcher found that the schools in the urban area will be more effective and helpful for this research. The four cluster secondary schools are SMK Abdul Rahman Talib, SMK Sultan Abu Bakar, SMK Alor Akar and SMK Sultanah Hajjah Kalsom and in this four cluster schools there are about 390 teachers.

### **3.6.2 Data Collection Procedure**

The data is defined as details that have been collected for the first time on specific issue. The questionnaire enables to gather a lot more information from all types of respondents' background. A total number of 300 sets of questionnaires were distributed to four major cluster secondary schools in Kuantan, including SMK Abdul Rahman Talib, SMK Sultan Abu Bakar, SMK Alor Akar and SMK Sultanah Hajjah Kalsom. However, there only a total number of 240 sets of questionnaires are able to collect back.

As depicted in Table 3.1, from a total of 300 questionnaires distributed, around 75.33% or 226 questionnaires were used. The total received questionnaires were 240, however, 14 were either empty or the options were not properly selected. As such, 226 valid questionnaires were accepted for this study. A full study able to carry out after the pilot study has been conducted. In order to carry out the full study, the secondary cluster schools' teachers in Kuantan will be targeted in the study. A total number of 300 set of questionnaires have been distributed to four cluster secondary schools in Kuantan, SMK Abdul Rahman Talib, SMK Sultan Abu Bakar, SMK Alor Akar and SMK Sultanah Hajjah Kalsom in order to conduct the full study for the research. Before the questionnaires have been distribute to teachers, the researcher had informed the headmasters of the schools the purpose of my study and get the permission from them. Besides that, in order to ensure the teachers have sufficient time to answer the questionnaires, all questionnaires have been collected after few days.

There are total number of 240 sets of questionnaires have been collected back from these four secondary school. There are about 71 sets of questionnaires have been collected back from SMK Abdul Rahman Talib whereas only 64 sets of questionnaires from SMK Sultan Abu Bakar. In addition, a total number of 54 sets of questionnaires able to collect back from SMK Alor Akar and whereas there are only 51 sets of questionnaires have been collected back from SMK Sultanah Hajjah Kalsom. Out of 240 received, after eliminating 14 sets, a total of 226 questionnaires were used to be keyed into Statistical Package for Social Sciences

(SPSS) software version 20 to obtain the needed outputs. No of questionnaire distributed according to table 3.1 below.

**Table 3.1: Number of Questionnaire Distributed and Collected**

<b>Secondary Cluster School Name</b>	<b>No. of Questionnaires Distributed</b>	<b>No. of Questionnaires Collected</b>
SMK Abdul Rahman Talib	80	71
SMK Sultan Abu Bakar	80	64
SMK Alor Akar	70	54
SMK Sultanah Hajjah Kalsom	70	51
<b>Total</b>	<b>300</b>	<b>240</b>

### 3.7 SAMPLING

Sampling is the process of choosing the representative portion of a population and it should be done without any bias and errors. Sampling is the easier procedure for researchers to make conclusions by using a small portion of people or objects from the whole population homogeneously. An important aspect in sampling that the sample must be representing the population unbiased (Zikmund, 2010). The sample therefore must represent the population well without any errors that could take one to wrong and bias conclusions.

### **3.7.1 Sampling Method**

The researcher used random sampling method to be able quickly get a huge number to complete questionnaire. As mentioned previously, there was about 11,552 teachers worked in the secondary schools in Pahang. From the table of Sekaran & Bougie (2012) at least 240 respondents are required in this study. Therefore, around 300 questionnaires have been distributed to four secondary cluster schools in Kuantan and only 240 questionnaires received but 14 sets of the questionnaire were found rejected due to empty and problematic therefore a total of 226 sets of questionnaire were accepted for the research.

### **3.7.2 Questionnaire Design**

The targeted respondents in this research work are the teachers of cluster schools in Kuantan, Pahang. As questionnaire is one of the most suitable method to gather information, it was used in this study. The questionnaire consists of three sections, Section A, B and C. Section A are on demographic profile of the respondents. In section A, personal information and demographic questions such as gender, age, ethnicity, marital status, academic qualification, working hours, basic salary and teaching experiences are asked. On the other hand, the questions in Section B and C are asked for the respondents' opinion about the level of job stress and job satisfaction as well as their job performance.

The questions in section B and C are design based on the Five Point Likert scale rating in which the respondents can choose their preference options by selecting the respective scale for each items in the variables. Respondents are allowing to

select from the range strongly disagree to strongly agree, based on their own perception. The 5 point Likert scale measurement was used in the questionnaire to obtain data from the respondents are as shown as below in Table 3.2.

**Table 3.2: Interpretation of Variables**

SECTION	ITEM
SECTION A Demographic Profile	This section contains eight (8) questions consisting of gender, age, ethnicity, marital status, academic qualification, average working hours per week, basic salary per month and experience teachers
SECTION B Job Stress & Job Satisfaction	This section contains thirty (30) questions measure the job stress and job satisfaction. There are twenty (20) questions for job stress and ten (10) questions for job satisfaction
SECTION C Job Performance	This section consists of five (5) questions on job performance.

### 3.8 PILOT STUDY

Pilot test is a smaller scale assessment that assist in seeing the trend before a much larger study is engaged. It will indicate the reliability of the study besides the validity and the accuracy of those items and variables in the study. It eventually assists in constructing a well-balanced, unbiased questionnaire for the larger scale determinations as well as enhanced the quality of the study. A total of 30 sets of questionnaires were used to conduct the pilot study, on 15<sup>th</sup> February 2017, all 30



sets of questionnaires have been collected back from the respondents. The collected data then was keyed into SPSS software (version 20) to test the reliability, validity and accuracy of the questionnaire.

### 3.9 MEASUREMENT

With the expectation of demographic variables, all other variables include in this study were measured on multiple item scales drawn from previous research. As far as questionnaire is concerned, closed-ended questionnaire will be used to be able to measure variables which are job stress (20 items), job satisfaction (10 items) and job performance (5 items). All this measurement is tested its reliability and in this research also it is tested through pilot test. Every question for these variables will be answered by respondents based on Five-Likert scale. The summary of the source of instruments are as follows in Table 3.3.

**Table 3.3: Source of Research Instruments**

<b>Variables</b>	<b>Operational Definition</b>	<b>Item</b>	<b>Source</b>	<b>Cronbach's Alpha</b>
1. Job Stress	Expressing the Job Stress at the current organization as reported by the teachers	<ol style="list-style-type: none"> <li>1. In the last month how often have you felt nervous and stressed at work?</li> <li>2. In the last month how often have you found that you could not cope will all the things that you had to do?</li> </ol>	Cohen, Kamarek & Mermelstein (1983)	.845

		<p>3. In the last month how often have you angered because of things that happened that been outside your control?</p> <p>4. In the last month how often have you felt that difficulties were piling up so high that you could not overcome them?</p> <p>5. I have unachievable deadlines?</p> <p>6. I have to neglect some tasks because I have too much work to do</p> <p>7. I am unable to take sufficient breaks?</p> <p>8. I have unrealistic time pressures?</p> <p>9. I am supported through emotionally demanding work?</p> <p>10. Relationships at work are strained?</p> <p>11. I am pressured to work long hours</p> <p>12. I get help and support I need from colleagues when need to</p>		
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		<p>work longer hours</p> <p>13. My working time can be flexible</p> <p>14. I am pressured to stay back and work</p> <p>15. I enjoyed working longer hours</p> <p>16. Send child home for aggressive or destructive misbehavior</p> <p>17. Praise positive behavior</p> <p>18. Use problem-solving strategy (e.g., define problem, brainstorm solutions)</p> <p>19. Use anger management strategy for self (e.g., deep breaths, positive self-talk)</p> <p>20. Use persistence coaching (focusing, being patient, working hard)</p>		
2. Job Satisfaction	Employees feels satisfied with their current job and can recognize the job that has done.	<p>1. I feel my present job is satisfying</p> <p>2. I have personal and work related goals to</p>	Minnesota satisfaction questionnaire (1997)	.875

	<p>The exchange rewards received in form of praise, pay increase, bonuses and commendations when expectation is achieved.</p>	<p>guide my achievement</p> <ol style="list-style-type: none"> <li>3. The job achieve my short and long term goals</li> <li>4. The job is achievable and attainable</li> <li>5. The job itself gives freedom and independence in completing it.</li> <li>6. I have recognition on the work I do</li> <li>7. I will be praised with the job that I have done</li> <li>8. My salary is relevant to my qualification and experiences</li> <li>9. My salary is competitive and meet my expectation</li> <li>10. I am comfortable working in this environment</li> </ol>		
<p>3. Job Performance</p>	<p>The task which influence the job performance at organization</p>	<ol style="list-style-type: none"> <li>1. Being able to keep busy all the time</li> <li>2. The chance to do different things from time to time</li> <li>3. I been paid the amount of work I do</li> <li>4. The feeling of accomplishment I get from the work I do</li> </ol>	<p>Minnesota satisfaction questionnaire (1997)</p>	<p>.803</p>

		5. The ability to work with my peers		
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### 3.10 DATA ANALYSIS TECHNIQUES

Descriptive statistics was used to describe data in a quantitative way from the obtained data which was analyzed to acquire percentage, frequency and min score of the raw data regarding the backgrounds of the respondents so that it could be well presented in tables and graphs. It is a type of analysis that is helpful to researchers to study and understand the data well and may find it as useful information when needed. Demographic information such as gender, age, ethnicity, marital status, academic qualification level, position and length of services are analyzed using descriptive statistics.

#### 3.10.1 Reliability and Validity

According to Sekaran & Bougie (2012), reliability indicates how stable and consistent the instruments measure the concept of the research. It measures how well the questionnaire is perfect without lacks and unbiased. Although there are few test on this reliability, Cronbach's coefficient alpha is the popular one and easier to be understood by many. It measures how well the items in a questionnaire is correlate within them. Below a value of 0.6, a poor reliability is seen, and any value between 0.6 and 0.7 is contributed to fair reliability. A value between 0.7 and 0.8 indicates a good reliability whereas 0.8 to 0.95 translates an excellent reliability, as stated in Table 3.4.

**Table 3.4: The Rule of Thumb of Cronbach Coefficient Alpha**

<b>Coefficient alpha (<math>\alpha</math>) value</b>	<b>Reliability</b>
Below 0.60	Poor reliability
0.60 – 0.70	Fair reliability
0.70 – 0.80	Good reliability
0.80 – 0.95	Excellent reliability

Source : Sekaran & Bougie (2012)

Pilot test was carried out and questionnaires were distributed to 30 respondents. The responses and data are keyed into the SPSS software (version 20) to test the reliability. The results of the pilot test are shown below Table 3.5.

**Table 3.5: Reliability of Questionnaire for Pilot Test**

<b>Variables</b>	<b>Coefficient Alpha Value</b>
Job Stress	0.845
Job Satisfaction	0.875
Job Performance	0.803

The results from SPSS Software (version 20) shows that the variables both job stress and job satisfaction scored alpha values above 0.8 which indicated an excellent reliability as any value above 0.6 is regarded as a preferred reliability value. Job performance too scored a value of 0.803 indicates a good reliability.

### **3.11 MULTIPLE REGRESSIONS ANALYSIS**

According to Sekaran & Bougie (2012), Multiple Regression Analysis explains well the variance of independent variables on dependent variables. Regression coefficient will indicate the importance of those variables in the study. With these results, the degree of connection and the type of relations between those variables are clearly seen. The regression coefficient gives the detail on model fits and what the proportion level of the variance is explained by the variables.  $R^2$  explains the amount of variance for linear and adjusted  $R^2$  explains the variance in multiple linear regression. Several predictors are very well being explained by this multiple regression.

### **3.12 SUMMARY**

In conclusion, the research methodology of this research project was detailed out in this chapter where research design as well as sampling design were presented. Data processing and the outcomes of the variables using SPSS software (version 20) were presented and discussed. It described the method and procedures used to process the data. The results of these data outputs will be discussed in the following chapter.

## **CHAPTER 4: DATA ANALYSIS AND INTEPRETATION OF RESULTS**

### **4.1 INTRODUCTION**

This chapter begins with a presentation of descriptive analysis of respondents' demographic and central tendencies measurement of constructs. The chapter is followed by the scale measurement which discusses the reliability test of the questionnaire. After that, inferential analyses are discussed to show the relationship between independent and dependent variables. It ends with a summarization for the whole chapter.

### **4.2 RESPONSE RATE**

From 300 questionnaires distributed to the respondents, a total of 226 responses were obtained and valid for analysis. The 226 responses represent about 75.3% from the total of questionnaires that has been distributed. According to Baruch & Holtom (2008) the response rate in research should achieve certain percentage to make the research result is valid. Some scholars have suggested that the response rate should be minimal at 50% out of total distribution. Therefore, the above total response that has been collected by the researcher is valid for data analysis. Response rate has shown in Table 4.1 below.



**Table 4.1: Response Rate**

	Total	Percentage
Questionnaire Distributed	300	100
Returned and Valid Response	226	75.3

### **4.3 PILOT TEST**

The pilot test will enable the researcher to identify the real testing and to know the respondents understanding of the question. The research will also able to identify the real respondents by the category and to evaluate whether the question is clear to answer or not by the respondents. In any research, conducting the pilot test is very important as it will have determined the reliability of the questionnaire itself. According to Sekaran & Bougie (2012). The pilot test helps the researcher to assess the feasibility of a full scale study to identify whether the sampling frame and technique are effective to assess the proposed data analysis techniques. For this study A total of 30 sets of questionnaires were used to conduct pilot test randomly with selected teachers in order to know the reliability of the questionnaire.

#### **4.3.1 The Reliability Test**

From the questionnaires which has been distributed during the pilot test the researcher have collected the data and have done the reliability test for pilot study. The reliability test was conducted to test the trial result for this study. The instrument for this research is Job Performance, Job Stress and Job Satisfaction.

The measurement of the reliability test of an instrument used Cronbach's Alpha is the most excellent reliability as shown in Table 4.2 below.

**Table 4.2: Reliability Test (Pilot Test) for Job Performance, Job Stress and Job Satisfaction**

<b>Variable</b>	<b>Coefficient Alpha Value</b>	<b>No. of Item</b>
Job Performance	0.803	5
Job Stress	0.845	20
Job Satisfaction	0.875	10

#### **4.4 DEMOGRAPHIC ANALYSIS**

Table 4.3 below shows the demographic characteristics or profile of respondents for this study, in this table comprise all the demographic analysis of respondents such as gender, age, ethnicity, marital status, academic qualification, average working hours per week, basic salary per month and experience teachers.

**Table 4.3: Demographic Profile of Respondents**

No.	Variables	Value Description	Frequency	Percent
1.	Gender	Male	68	30.1
		Female	158	69.9
2.	Age	25-35 years	73	32.3
		36-45 years	56	24.8
		46-55 years	88	38.9
		More than 55 years	9	4.0
3.	Ethnicity	Malay	176	77.9
		Chinese	40	17.7
		Indian	10	4.4
4.	Marital Status	Single	18	8.0
		Married	203	89.8
		Divorced	2	0.9
		Widow	3	1.3
5.	Academic Qualification	Bachelor	206	91.2
		Master	20	8.8
6.	Average Working Hours per Week	35 hours	50	22.1
		40 hours	147	65.1
		Above 50 hours	29	12.8
7.	Basic Salary	RM3001-4000	84	37.2
		RM4001-5000	59	26.1
		RM5001-6000	83	36.7
8.	Teaching Experience	5-10 years	56	24.8
		11-15 years	51	22.6
		16-20 years	31	13.7
		21-25 years	70	31.0
		30 years above	18	7.9

Based on the table above, out of 226 respondents, 68 is male representing 30.1 percent of the respondents while 69.9 percent representing the female respondents, with 158 respondents. Most of the respondent are aged between 46-55 years, that is 88 of them representing 38.9 percent, while 73 are aged between 25-35 which representing 32.2 percent, 56 respondents aged between 36-45 representing 24.8 percent and only 9 persons out of the total respondents age above 55 which representing 4 percent.

The table above shows the major respondents are of Malay ethnicity, that is 176 respondents representing 77.9 percent and followed by Chinese with 40 respondents representing 17.7 percent and followed by Indian with 10 respondents that representing 4.4 percent. For the marital status, 203 are married that is around 89.8 percent and single is 18 representing 8.0 percent and the divorce is around 0.9 percent translating into 2 respondents and the widows are 3 respondents with 1.3 percent.

Out of 226 respondents, 206 is 91.2 percent is the Bachelor degree holder and the rest 20 of them is Master degree holder which is 8.8 percent. And based on the table the average of working hours per week is 40 hours and the respondents is around 147 of 65.10 percent and 35 hours is around 50 respondents is around 22.10 percent and respondent working above 50 hours is 29 respondents and around 12.8 percent.

Most of the respondents' basic salary is between 30001-4000 with 84 respondents about 37.2 percent and 83 respondents are with salary between 5001-6000 which is 36.10 percent and the rest 59 respondents holds the salary around 4001-5000 which is 26.10 percent. Out of 226 respondents 70 respondents are representing 21-25 years of working experience around 31.0 percent. 56 respondents are representing 5-10 years working experience around 24.8 percent while 51 respondents are representing 11-15 years working experience with 22.6 percent, 31 respondents are with 16-20 years working experience representing 13.7 percent and only 18 are above 30 years working experience with 7.9 percent.

#### 4.5 DESCRIPTIVE STATISTICS

According to Sekaran & Bougie (2012) creating the table of means and standard deviations must be considered as the initial step in the process when performing the data. The scores may have a significant influence on the results of regression analysis and can be a cause of concern. Table 4.4 shows the means and standard deviations computed using SPSS (version 20).

**Table 4.4: Descriptive Statistic**

<b>Variables</b>	<b>Mean</b>	<b>Standard Deviation</b>
Job Stress	4.0823	0.56800
Job Satisfaction	2.7796	0.34193
Job Performance	3.6416	0.79103

Based on the information given in the Table 4.4 the details on the overall summary of the descriptive statistical analysis for the job stress and job satisfaction as independent variables and job performance as dependent variable. The mean rating for job stress is where  $M = 4.0823$  with  $SD = 0.56800$  with the minimum value of 3.00 and the maximum value of 4.80, meaning that most respondents are agree that the job is getting stressful. The mean rating for job satisfaction is where  $M = 2.7796$  with  $SD = 0.34193$  with the minimum value of 2.20 and the maximum value of 3.40, translating that most respondents are less satisfied with their job. The mean rating for job performance is where  $M = 3.6416$  with  $SD = 0.79103$  with the minimum value of 2.30 and the maximum value is 4.80, concluding that most respondents are between neutral and agree on their job performances.

#### **4.6 PEARSON CORRELATION ANALYSIS**

As shown in Table 4.5 below, there is a negative relationship between job stress and job performance. The job stress variable has -0.347 correlation with the job performance variable. Thus this statement shows that when job stress increases the job performance decreases.

The correlation coefficient value of -0.347 falls under coefficient range of 0.30 - 0.60. This shows that the relationship between job stress and job performance is moderate (Brace et al. 2006; Cohen, 1988). The p-value of 0.001 is less than

the significance alpha value 0.01. Therefore,  $H_1$  is supported as there is a significance relationship between job stress and job performance.

There is a positive relationship between job satisfaction and job performance. The job satisfaction variable has 0.491 correlation with the job performance variable. Thus this statement shows that when job satisfaction increases the job performance increase too. The correlation coefficient value of 0.491 fall under coefficient range from 0.30 - 0.60. This shows that the relationship between job satisfaction and job performance is moderate. The p-value of 0.001 is less than the significance alpha value 0.01. Therefore,  $H_1$  is supported as there is a significance relationship between job satisfaction and job performance.

**Table 4.5: Correlation Coefficient of Variables**

<b>Variables</b>	<b>Job Stress</b>	<b>Job Satisfaction</b>	<b>Job Performance</b>
Job Stress	1	-.676**	-.347**
Job Satisfaction	-.676**	1	.491**
Job Performance	-.347**	.491**	1

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

#### **4.7 MULTIPLE REGRESSION ANALYSIS**

Table 4.6 below shows the statistical finding of the relationship between dependent variable of (job performance) and independent variables of (job stress

and job satisfaction). The R-squared of .241 implies that the two independent variables and explained about 24.1 percent of the variance in the job performance.

**Table 4.6: Regression Analysis Between Variables**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	$\beta$		
(Constant)	1.142	.880		1.298	.196
Job Stress	-.065	.183	-.028	1.755	.001
Job Satisfaction	.657	.110	.472	5.956	.001

Dependent Variable: Job Performance; R = .491; R<sup>2</sup> = .241; F = 35.408

#### 4.8 HYPOTHESIS TESTING

The linear and multiple regression were used in the test the research objectives and hypothesis (H<sub>1a</sub> and H<sub>1b</sub>)

**H<sub>1a</sub> : There is a significant relationship between job stress and job performance of secondary cluster schools in Kuantan.**

The result from the regression analysis shows that the relationship between job stress and job performance, the t-test at 1.755 and the value of .001 is Significant. The research indicates that job stress and job performance is significant. Therefore, hypothesis H<sub>1a</sub> is accepted.



**H1b : There is a significant relationship between job satisfaction and job performance of secondary cluster schools in Kuantan.**

The result from the regression analysis shows that the relationship between job satisfaction and job performance, the t-test at 5.956 and the value of .001 is Significant. The research indicates that job satisfaction and job performance is significant. Therefore, hypothesis H1b is accepted as stated in Table 4.7 below.

**Table 4.7: Summary of the Results of Hypothesis Testing for the Relationship among Job Stress, Job Satisfaction and Job Performance**

No.	Hypothesis	Accepted / Rejected
H <sub>1a</sub>	There is a relationship between job stress and job performance of secondary cluster schools Teachers' in Kuantan	Accepted
H <sub>1b</sub>	There is a significant relationship between job satisfaction and job performance of secondary cluster schools in Kuantan.	Accepted

#### 4.9 SUMMARY

In this chapter, the data through questionnaire were analyzed using SPSS version 20 to revealed the result of reliability test, descriptive analysis test, Pearson Correlation Coefficient test and multiple regression analysis. From the data analysis, it can be seen two different relationships between job stress and

job satisfaction towards job performance of the secondary cluster school teachers' in Kuantan.



## CHAPTER 5: RECOMMENDATION AND CONCLUSION

### 5.1 INTRODUCTION

This chapter consist of a summary, discussion of findings, implications, limitations and recommendations for this research. It begins with a results' summary for this study which includes descriptive and inferential analyses. Then a discussion on the results is provided. It followed by the implications of this research. The limitation of this study is also discussed. Lastly, recommendations and conclusions are provided.

### 5.2 DISCUSSION OF FINDINGS

The discussion below is the findings based on the research questions of the study.

#### 5.2.1: The relationship between job stress and job performance.

The Pearson Correlation Values between job stress and job performance is -0.347.

Thus this statement shows that when job stress increases the job performance decreases. In terms of relationship among job stress and job performance the results show that there is a significantly relationship.

Based on the previous study, many researchers indicated that job stress affect job performance in either positive or negative way. According to Sipalan (2012) the cause of job stress due to teachers' work load, time, resources and recognition. The work load and other factors has caused a moderate stress among the respondent. Thus, in this research the study is done among the secondary cluster school

teachers' and the cluster school concept fundamentally requires site-based management and much autonomy to make decisions and some teachers' in cluster schools could not face the heavy work demands at the cluster school and asked for transfer. Another possible reason in this research is which the most respondents are between the age of 46-55 and the age factor is another reason caused the job stress among teachers' in the cluster schools and affect the performance in the school.

### **5.2.2: The relationship between job satisfaction and job performance.**

The Pearson Correlation Values between job satisfaction and job performance is .491 is positive. Thus this statement shows that when job satisfaction increases the job performance increases too. In terms of relationship among job satisfaction and job performance the results show that there is significantly relationship.

The main important factors conducive to job satisfaction include challenging work, rewards, supportive colleagues and convenient working environment. However, according to Shim & Jo (2014), there are several components and aspects of satisfaction of job. They are the work itself, the pay, recognition and promotions, the working conditions, benefits brought by the job, co-workers, management of company, the company and supervision. Hence, in in this research the study was done among the secondary cluster school teachers' and the result shows that most of the teachers in cluster schools have positive significant relation with job satisfaction and job performance.

### **5.3 IMPLICATION OF THE STUDY**

The implication of the study can be identified into two subgroups, managerial and theoretical. The implications as stated below:

#### **5.3.1 Managerial**

Based on the results of this research, two independent variables, job stress and job satisfaction are significantly correlate with job performance. When job stress is increases then the job performance of the teachers' decreases, meanwhile as job satisfaction increases the job performance of the teachers' increases. School management are recommended to look the stress issue as this factor affects the performances of the secondary cluster school teachers. The negative impact of the stress level among teachers is also in line with the findings of Liu et al. (2010). There are few suggestions recommended to tackle this stress level among teachers. Among them managing the teachers job weightage and the expectation expected from the teachers. Besides, guidance need to be in place to give guidance to those stressed teachers. Sufficient facilities to the teachers is also an option to alleviate this stress level among them in addition to revise related current Acts on managing employees' safe workplace (Syed, 2010).

On teachers' part, they should aware of their situation and must take efforts to manage the situation well. Among the options are they should clearly aware of the expectations of their higher management. Teachers can arrange for a meeting in the form of dialogue, workshop, brainstorming between the management and the affected teachers. Teachers too need to manage their emotions and always put the

educational goals first as to achieve them collectively. Teachers must aware the ways to manage their emotions by involving in such activities that help them to balance their life. Healthy life style is an option to manage the stress among the teachers.

In conclusion, the administration of schools, Ministry of Health, Ministry of Education, the Teacher Union and teachers themselves must come closer to manage the stress and the job satisfaction level among the teachers, so that teachers job performance can be elevated from time to time. With higher job performance, it is very much expected that teachers will be able to perform better, in turn improving the education quality in Malaysia.

### **5.3.2 Theoretical**

In this research the theoretical aspect has proved that there is a relationship between job stress and job satisfaction with job performance. However, the finding on this research is limited to four secondary cluster schools only. The previous research declared that the result is consistent but there is a little contradict with the statement by Chua. (2011S) claimed that only job stress has significant influence on job performance. However, the majority scholar has related the job performance and job satisfaction since it can be the right finding that predict the employees' performance.

Thus, this research is about the influence of job stress and job satisfaction with job performance of the secondary cluster school teachers in Kuantan which may differ

from employer from other sectors due to the environment and situation. This research is strengthening and contribute to existing literature for example this research supports the result and the result is consistent with the findings with the previous study.

#### **5.4 LIMITATION OF THE STUDY**

There are three (3) limitations of this research that has been identified as below:

- a) This research is about job performance of teachers' in four secondary cluster schools in Kuantan. Therefore, finding of this research could not represent the entire cluster schools in Kuantan.
- b) The research sample is limited to the four cluster school teachers only and does not cover the entire group of cluster schools in Kuantan, therefore the research findings could not represent the entire schools in Kuantan. The number of variables is limited and need to cover more variables in order to give clear evidence.
- c) This research is done in a short period of time therefore a better result may not be enough for this research. Long term study is needed for a better result.

#### **5.5 RECOMMENDATIONS FOR FUTURE RESEARCH**

For future research, there are some recommendations provided in order make some improvement on it. This research need to overcome the limitation on sample size,

it is recommended that future researchers can carry out relevant study in other states not only in Pahang but can also do the research in Johor Bahru, Kelantan and Penang however Penang is one of the state that was recommend to future researchers because the cluster schools in Penang is more competitive.

Future researchers can carry out this study with focus on more variables. By adding more variables in the research on cluster schools will be more challenging and effective. Therefore, future research is recommended to focus more on additional variables. Hence, it is also recommended the future researchers to carry out this research since it can be investigated due to fresh topic.

Furthermore, this study research is focus on the influence of job stress and job satisfaction on job performance among cluster secondary school teachers in Kuantan. It is also recommended that future researchers can decrease the study in a more specific type of teachers which is special education teachers. The special education teachers are teaching the students who have the learning disability and other severe disabilities such as autism and Down syndrome.

## **5.6 SUMMARY**

As a conclusion for this research, job stress, job satisfaction and job performance have a significant relationship. Job stress are negatively related to job performance however the job satisfaction is positively related to job performance. The result of this research can be used as a guideline when need to look into job stress and job satisfaction especially among teachers. Overall the result in this research, shows



the importance of job stress and job satisfaction need to be balance in order to the teachers to perform in the schools. Therefore, the schools need to support the teachers' by giving moral support and motivation so that the performance in teacher increase. Lastly, this research and its results can be used as a reference for further study in this area.



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## APPENDIX A – QUESTIONNAIRE

### Teachers' Job Performance at Secondary Schools in Kuantan, Pahang

This questionnaire is conducted by Master of Human Recourse Management student of UUM in order to investigate the job performance among teachers in Kuantan, Pahang. Please answer the entire following questions below.

#### SECTION A

#### DEMOGRAPHIC PROFILE

---

##### 1. Gender

Male

Female

##### 2. Age

Below 25

46 -55 years

26-35 years

More than 55 years old

36-45 years

##### 3. Ethnicity

Malay

Chinese

Indian

Others

**4. Marital Status**

<input type="checkbox"/>	Single	<input type="checkbox"/>	Married
<input type="checkbox"/>	Divorced	<input type="checkbox"/>	Widow

**5. Academic Qualification**

<input type="checkbox"/>	STPM	<input type="checkbox"/>	Diploma
<input type="checkbox"/>	Bachelor Degree	<input type="checkbox"/>	Master Degree
<input type="checkbox"/>	Others		

**6. Average working hours per week**

<input type="checkbox"/>	30 hours	<input type="checkbox"/>	35 hours
<input type="checkbox"/>	40 hours	<input type="checkbox"/>	50 hours and above

**7. Basic Salary Per Month**

<input type="checkbox"/>	RM 1000 – RM 2000	<input type="checkbox"/>	RM 4001 – RM 5000
<input type="checkbox"/>	RM 2001 – RM 3000	<input type="checkbox"/>	RM 5001 – RM 6000
<input type="checkbox"/>	RM 3001 - RM 4000	<input type="checkbox"/>	RM 6001 and above



## 8. Experience Teachers

<input type="checkbox"/>	< 5 year	<input type="checkbox"/>	5-10 years
<input type="checkbox"/>	11-15 years	<input type="checkbox"/>	16 - 20 years
<input type="checkbox"/>	21 - 25 years	<input type="checkbox"/>	26 -30 years
<input type="checkbox"/>	31 years above		

## SECTION B

### Part A : Job Stress and Job Performance

This section is seeking your opinion on your job stress and job satisfaction. Please indicate to what extent you agree or disagree with the statement. Please circle your opinion towards the statement given.

1	2	3	4	5
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

Job Stress	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. In the last month I often felt nervous and stressed at work?	1	2	3	4	5
2. In the last month often found that I could not cope with all the things that you had to do?	1	2	3	4	5
3. In the last month I often angered because of things that happened that been outside your control?	1	2	3	4	5
4. In the last month I often felt that difficulties were piling up so high that you could not overcome them?	1	2	3	4	5
5. I have unachievable deadlines	1	2	3	4	5
6. I have to neglect some tasks because I have too much work to do	1	2	3	4	5
7. I am unable to take sufficient breaks	1	2	3	4	5
8. I have unrealistic time pressures					

	1	2	3	4	5
9. I am supported through emotionally demanding work	1	2	3	4	5
10. Relationships at work are strained	1	2	3	4	5
11. I am pressured to work long hours	1	2	3	4	5
12. I do not get help and support that I need from colleagues when need to work longer hours	1	2	3	4	5
13. My working time cannot be flexible	1	2	3	4	5
14. I am pressured to stay back and work	1	2	3	4	5
15. I am not enjoyed working longer hours	1	2	3	4	5
16. I have experienced dealing with destructive misbehaviour student	1	2	3	4	5
17. I seldom praise positive behaviour of student	1	2	3	4	5
18. I seldom use problem-solving strategy (e.g., define problem, brainstorm solutions) of student	1	2	3	4	5
19. I seldom use anger management strategy for myself (e.g., deep breaths, positive self-talk)	1	2	3	4	5
20. I seldom use persistence coaching of student (focusing, being patient, working hard)	1	2	3	4	5
<b>Job Satisfaction</b>					
1. I feel my present job is satisfying	1	2	3	4	5
2. I have personal and work related goals to guide my achievement	1	2	3	4	5
3. The job achieve my short and long term goals	1	2	3	4	5

4. The job is achievable and attainable	1	2	3	4	5
5. The job itself gives freedom and independence in completing it.	1	2	3	4	5
6. I have recognition on the work I do	1	2	3	4	5
7. I will be praised with the job that I have done	1	2	3	4	5
8. My salary is relevant to my qualification and experiences	1	2	3	4	5
9. My salary is competitive and meet my expectation	1	2	3	4	5
10. I am comfortable working in this environment	1	2	3	4	5

## SECTION C

### Part B : Job Performance

This section is seeking your opinion on your current job performance. Please indicate how you feel about the following aspects in the job.

1	2	3	4	5
Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied

<b>Job Performance</b>					
1. Being able to keep busy all the time	1	2	3	4	5
2. The chance to do different things from time to time	1	2	3	4	5
3. I been paid the amount of work I do	1	2	3	4	5

4. The feeling of accomplishment I get from the work I do.	1	2	3	4	5
5. The ability to work with my peers	1	2	3	4	5

THANK YOU



## APPENDIX B – RELIABILITY TEST

**Case Processing Summary**

		N	%
Cases	Valid	226	100.0
	Excluded <sup>a</sup>	0	.0
	Total	226	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.552	.666	35

**Item Statistics**

	Mean	Std. Deviation	N
JST1	4.08	.804	226
JST2	4.39	.541	226
JST3	3.87	.728	226
JST4	3.96	.672	226
JST5	4.11	.737	226
JST6	3.84	.567	226
JST7	3.63	.493	226
JST8	4.38	.670	226
JST9	4.07	.757	226
JST10	3.95	.439	226
JST11	3.92	.752	226
JST12	4.42	.769	226
JST13	4.42	.769	226
JST14	4.32	.836	226
JST15	4.42	.769	226
JST16	2.74	1.061	226
JST17	4.12	.739	226
JST18	4.06	.706	226

JST19	3.38	.487	226
JST20	3.64	.481	226
JSF1	2.59	1.072	226
JSF2	4.27	.525	226
JSF3	2.94	1.000	226
JSF4	2.51	1.178	226
JSF5	2.37	.930	226
JSF6	2.51	.668	226
JSF7	2.82	.908	226
JSF8	2.92	.787	226
JSF9	2.42	.608	226
JSF10	2.46	.574	226
JP1	2.80	.750	226
JP2	2.50	.583	226
JP3	2.50	.583	226
JP4	2.50	.583	226
JP5	2.50	.583	226

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
120.30	41.225	6.421	35