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THE INFLUENCE OF JOB DEMANDS AND JOB RESOURCES ON TEACHER'S WELL-BEING IN NATIONAL PRIMARY SCHOOLS IN KOTA SETAR DISTRICT, KEDAH

MADIHAH BINTI MUHAMMAD

UUM
Universiti Utara Malaysia

MASTER OF HUMAN RESOURCE MANAGEMENT

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By

MADIHAH BINTI MUHAMMAD

UUM
Universiti Utara Malaysia

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Universiti Utara Malaysia

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ABSTRACT

The issue of teacher's well-being requires the attention of the management of the Ministry of Education Malaysia, as the teacher's well-being is closely related to the success of the national education aspirations. Teachers with high personal well-being can function well in their job, and this will directly contribute to the formation and achievement of students, which is the ultimate motive in the teaching profession. Based on the Job Demands-Resources model (JD-R model), this study examines the relationships between the positive aspects of job resources, the negative aspects of job demands, and the teacher's well-being. Online questionnaires were distributed to 14 national primary schools in Kota Setar District, Kedah. A total of 261 teachers answered the surveys, with a response rate of 55.5%. Data were analysed using SmartPLS 3.0. The results reveal that low student motivation, time pressure, and value consonance have a significant effect on teacher's well-being. This study is expected to provide valuable guidance and input to relevant ministries and educational agencies as well as researchers on improving and strengthening teacher's well-being.

***Keywords**:* job demands, job resources, well-being, teacher

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ABSTRAK

Isu kesejahteraan guru memerlukan perhatian yang sewajarnya daripada pihak pengurusan Kementerian Pelajaran Malaysia memandangkan kesejahteraan guru berkaitan rapat dengan kejayaan aspirasi pendidikan negara. Guru yang mempunyai kesejahteraan diri yang tinggi mampu berfungsi dengan baik dalam tugasannya, dan ini secara langsung akan menyumbang kepada usaha pembentukan "kemenjadian" murid yang menjadi motif utama profesion perguruan. Berdasarkan model *Job Demands-Resources* (model JD-R), kajian ini mengkaji hubungan di antara aspek positif positif "pendorong kerja" (*job resources*), aspek negatif "tuntutan kerja" (*job demands*), dan kesejahteraan guru. Soal selidik dalam talian telah diedarkan kepada 14 buah sekolah kebangsaan di Daerah Kota Setar, Kedah. Seramai 261 orang guru telah menjawab soal selidik ini, dengan kadar respons sebanyak 55.5%. Data dianalisis menggunakan SmartPLS 3.0. Hasil kajian mendapati motivasi pelajar yang rendah, tekanan masa dan nilai keserasian mempunyai hubungan yang signifikan dengan kesejahteraan guru sekolah kebangsaan. Kajian ini diharap dapat memberi panduan dan input berharga kepada pihak kementerian dan agensi pendidikan yang berkaitan serta pihak penyelidik untuk langkah penambahbaikan dan pemerkasaan kesejahteraan guru.

Kata kunci: tuntutan kerja, pendorong kerja, kesejahteraan, guru

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LIST OF ABBREVIATIONS

MOE	Ministry of Education
NUTP	National Union of the Teaching Profession Malaysia
JPN	Jabatan Pendidikan Negeri
PPD	Pejabat Pendidikan Daerah
JD	Job demands
JR	Job resources
SPSS	Statistical Package for Social Sciences
TP	Time pressure
DP	Discipline problem
LSM	Low student motivation
SC	Supportive colleagues
SS	Supervisory support
CSC	Collective school culture
VC	Value consonance
EE	Emotional exhaustion
DM	Depressed mood
PR	Psychosomatic responses
SK	Sekolah Kebangsaan
PLS-SEM	Partial Least Squares Structural Equation Modelling

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Education is an agenda that can influence the quality and civilization of a nation. A nation is considered backwards if it does not have a sound education system. Without the education system, the country cannot provide knowledge, skills, and proper conduct to its people, which can be used to develop the country. One of the famous quotes from Nelson Mandela that will always be remembered is "education is the most powerful weapon which you can use to change the world" (Ellis, 2019). To become a better nation, people must have the ability and skills to drive the country towards economic, social and political sustainability. In this context, the education sector plays a massive role in developing human capital (Othman & Mohamad, 2014) to increase the levels of knowledge, skills, abilities, values, and social assets of an individual (Marimuthu, Arokiasamy & Ismail, 2009). It is indeed a system for designing and preparing individuals that possess good qualities in life that meet the needs of society. Therefore, the condition of the physical and mental well-being of the people involved in the education system must be given due emphasis to ensure the aspirations of national education could be met.

Over 62 years since independence, there is an improvement at various levels of education where Malaysia strives towards universal primary and secondary education. For example, those in the B40 group were given the opportunities to increase access to quality education, with 60% of spaces in fully residential schools were allocated for this group

(Rebecca, 2019). Besides, the stateless children now enabled to enroll in schools since 2019, and “Zero Reject Policy” has been implemented for special needs students in all government and government-aided schools since 2019 (Rebecca et al., 2019). The government, under the jurisdiction of the Ministry of Education (MOE), is entrusted with providing quality education for Malaysians starting from pre-school and continues to university. Currently, 419,782 teachers made up the highest number of civil servants in the country (Malaysia Educational Statistics, 2019). In this regard, teachers have a role in educating young people and preparing them towards quality student outcomes and a better future.

The National Education Philosophy drives the education system in Malaysia. In line with this, the MOE has come out with a comprehensive new education plan, known as the Malaysian Education Blueprint (MEB) 2013 - 2025 (MOE, 2013). The plan aims to enhance and improve the country's educational status through a transformation of education along with other countries, considering the concept of the borderless world today. In implementing the plans outlined in the MEB and MOE policies, the involvement of teachers, and the quality they possess are essential in the education transformation (Rebecca, 2018). The education transformation starts in the classroom, where teachers have to ensure students can learn and gain knowledge within the classroom while molding the students into holistic and well-mannered Malaysian citizens.

Many studies (Sirat, 2016; Darling-Hammond, 2000; Milanowski, 2004; and Kane, Rockoff, and Staiger, 2008) have shown that the quality of teachers and the role they play are crucial in ensuring student’s success. The finding is fascinating because a quality teacher will demonstrate high job performance and exhibit an excellent moral value, thus influence students to follow exemplary behavior established by the teacher. Students also will be more passionate about their schooling while having good manners. However, if the teachers experience stress, fatigue, depressed mood and have job-related illnesses, the performance will decrease as they cannot deliver the best during teaching and learning sessions and their relationship with students also will be affected. Therefore, the teachers' physical and mental well-being should be taken care of by eliminating or reducing the stressors at the workplace.

Besides, parents, administrators, state officers, and ministry put an expectation on school teachers in realizing the government's aspiration and to achieve specific rankings at various platforms such as Programme for International Student Assessment (PISA), the Trends in International Mathematics and Science Study (TIMSS) and High-Performance School (Ghani, Che Ahmad & Ibrahim, 2014). In doing so, national education policy has always being reviewed and enhanced to ensure the country able to produce successfully educated students not only at the national level but also at the international level. However, due to the constantly changing policies, it has become a burden for teachers (The HEAD Foundation, 2019) to deliver the new education system to students. In this regard, not only the teachers are pressured, but the students also bear the burden of being a test subject to the new policies enacted.

Even though Malaysian teachers love their jobs and are among the most dedicated to ensuring their students excel academically (Global Education Census Report, 2018), they cannot avoid or run away from the pressure of the teaching profession. Nowadays, many non-teaching duties (Taharim, Jayasuriya, Xiang & Mazhar, 2017), such as filling forms regarding personal information of the students, updating log books, fees collection, and conducting co-curricular activities being a burden on teachers. Indirectly, the concentration on students will be lessened, especially when there is pressure to achieve the Key Performance Indicator (KPI) that has been set out that requires teachers to work harder. Working at school is not enough as there is a need to finish it on time. When facing with unfinished work, inevitably, it has to be brought home. Thus the family time would be used to complete the schoolwork. Finally, it can lead to exhaustion and depressed mood and disrupt family quality time.

Research by Abdul Samad, Hashim, Saidi, and Abdullah (2010) found that 71.7% of teachers in Klang Valley were stress due to student misbehavior, and 12.1% had low mental health status, which was influenced by the workload and gender. The study also indicated that interpersonal factors, time, and resources and recognition are also among the potential stressors in school. Kavita and Hassan (2018) supported this finding. They stated that the increase of workload, time constraint, rapport with a co-worker, student’s attitude, recognition and support, and lack of resources are among the factors that can contribute to teachers’ stress. In this context, it can be seen that many factors can affect a teacher’s well-being, such as workload, time pressure, student’s misbehavior, relationships between teachers and co-workers, and support from a supervisor. Experiencing a high workload, time pressure, dealing with unmotivated students can lead to teachers feeling exhausted, frustrated, anxious, worried, and a decrease in health conditions.

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1.2 Problem Statement

People think that teacher's job is less stressful than other fields, where some might say, "If you do not want a stressful job, be a teacher" or "Working as an educator is very easy because they can spend much time with family" (Hariyati, 2019). Believe it or not, it is a common misconception about educators' professions. The burden that they feel might not be the same as what is being described by other people. For example, teachers are always being portrayed as having full advantage of having long school breaks and have shorter working hours. However, in reality, they have to come after school sessions to handle continuous student's co-curricular activities, tuition classes, preparing for a daily lesson plan, doing administration, and clerical works.

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The Malaysian Mental Health Association has reported that many teachers from public schools experienced psychological stress and depression due to excessive demands from students, parents, and school heads (Rebecca, 2019). The stress caused by excessive workload can cause teachers to lose the pleasure of working and might lose temper and release their anger towards the students in order to reduce their stress. There have been many cases of teacher misconduct in primary schools reported in newspaper clip such as "Student' eardrum ruptured being slapped by teacher" (Mohd Azam, 2018), "Pupil's head injured beaten by teacher with broom" (Utusan Malaysia, 2009), "Pupil beaten for not bringing textbook" (Hariyati et al., 2019), "Teacher fine RM900 for beating Year 1 student" (Bernama, 2018), "Man claims teacher beat up son for riding a modified bicycle" (Astro Awani, 2016) "Teacher who allegedly stapled boy's ear transferred to another school, says Sabah Education Dept" (Lee, 2019). These incidents imply that excessive stress and constant pressure can be a reason that makes the teachers lose their rationality and act beyond their boundaries.

These frequent occurrence in school is due to emotional instability and work pressure experienced by teachers in terms of physical, psychological or behavioral. Minister of Education seconds this in an interview with The Star that few of unwanted incidents are due to the jeopardized psychological well-being of teachers (Rebecca et al., 2019). The poor mental health of teachers can affect them with negative moods and emotions that lead to depression and irrational thinking. The decrease in teacher's psychological health indicates that their well-being is crucially affected. It also influences the functioning and engagement with life, such as perceptions of negative relationships with others.

In understanding well-being, Skaalvik and Skaalvik (2018) defined it as "psychological health at work grasped by the absence of negative conditions in terms of emotional, mental and psychosomatic". Well-being is the positive condition in human life that indicate the high level of health, happiness, growth and safety. There are researchers such as Aldrup, Klussman, Ludtke, Gollner and Trautwein (2018), Skaalvik et al. (2018), Betoret, Segura and Artiga (2015), and Huang, Yin & Lv (2019) that linked well-being with negative dimensions such as burnout, anxiety, depression, emotional exhaustion, depressed mood and psychosomatic responses. However, the existence of negative feelings and illnesses showed that the level of well-being is reduce and detrimentally affect human-being.

A study in 2018 conducted by MOE involving 48,258 respondents found that 4.4% or 2,123 teachers in Malaysia identified experience moderate stress levels (Nuradzimmah, 2019). Every month, the National Union of the Teaching Profession Malaysia (NUTP) receives between 30 and 50 cases of stressed teachers. Among the reasons is redundancy in paperwork, registering student's attendance online and in a physical logbook, reporting the schools level of cleanliness and safety, and high expectations from parents (The Star, 2018). In 2019, five initiatives were being introduced by MOE to address the work burden on teachers. It includes facilitating the management of file and documentation; managing data and online systems, permission to develop Literacy and Numeracy (LINUS) implementation that is appropriate to the needs of students; standardization of forms and monitoring process; and coordination in the setting up school-level committees (Borneo Post Online, 2019). These initiatives were meant to ensure the teacher can work happily rather than feeling torture and tax.

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The reasons for stress are regarded as job demands due to the demanding teacher's effort, time, skills, and knowledge. According to Skaalvik et al. (2018), "aspects of the work and work environment that may be stressful" is called stressor or job demands. This definition is similar to the findings of Tai, Ng, and Lim (2019) that indicate high or heavy workloads and job demands among educators in Malaysia such as academic duties and non-academic tasks were positively associated with stress. Teachers are required to carry out academic workloads such as teaching; provide exam questions; fill out student attendance, discipline books, student health forms and student progress records; handling students' clubs as well as conducting sports preparations, the prize-giving ceremony, canteen day and other events. These tasks might increase pressure among teachers (Mohd Fadzli, Janet, Irdiana

Syeriza & Nazrah, 2005) because it must be done within a specified time. When a teacher experiences continuous stress because of time pressure, it can undermine their mental and physical well-being and weaken the teacher's profession and student performance. This is because stress can affect teachers' teaching quality and commitment.

The well-being of a teacher also can be affected by the student's behavior. For example, Astro Awani (2017) reported that a student in standard two (8 years old) was mistakenly hit with a wooden chair by a teacher. The teacher wanted to punish another student for making noise in the class. The disruptive behavior or disciplinary problems among students is positively related to increasing the level of stress, anger, anxiety, emotional exhaustion, and reduce teacher well-being (Aldrup et al., 2018). It surely demands teachers' effort, patience, and time in fixing the morals and behaviors of the students. Student's behavior cannot be changed immediately. It requires the determination of teachers, and by using the correct techniques, it could help students to improve and change for the better. This step, however, might take a long time, and teachers who are unable to absorb this pressure can cause them to become depressed as they have to give their attention not only on the problematic students but to other students in the classroom.

Dealing with students' misbehavior is never an easy task as it takes a lot of patience and attentiveness to discipline the students while ensuring the learning process is in place and free from disruption. Wan Mazwati and Norwati (2016) also identified that there is a positive relationship between students' disruptive behavior and low academic achievement, which resulted in other offending behaviors, absenteeism, and school drop-out. In this regard, students who are weak in academics may not have the motivation to come to school and involve with classroom activities. They will end up disturbing other students or neglect the teachers and avoid classroom activities. Teachers will experience stress, frustration, and burnout if they do not have knowledge and skills in managing classroom disruptive behaviors.

Besides discipline problems, a student with low motivation also can induce stress among teachers (Skaalvik & Skaalvik, 2015). The Star (2011) reported that 2,904 primary school students dropped out of schools from 2006 to 2010 are due to a lack of interest in studying. In 2018, the percentage of school dropouts declined to 0.29% from 0.35% in 2016. Among the reasons for dropping out is the lack of interest in learning, poverty, neglectful parents, learning difficulties, and social problems (Siti Nur Mas Erah, 2018). When students demonstrate a lack of effort in learning, it can be interpreted as a personal failure of teachers to motivate, inspire and encourage their students, which may lead to teachers' stress as the performance of the subject taught in the class deteriorated. The effort to attract the interest of students may have caused fatigue and tiredness for teachers. Furthermore, the failure of teachers to draw attention from students and increase their learning motivation may contribute to teachers having a feeling of no self-confidence and discourage them from performing their tasks.

Apart from job demands, teachers' well-being is also linked to positive aspects of job resources. Job resources stimulate personal growth and allow teachers to achieve work goals regardless of job demands (Silvia, Panari, Guglielmi & Fraccaroli, 2012). A positive social climate at school, including social support and positive relations with colleagues, parents, and students, is negatively related to teacher burnout (Skaalvik et al., 2015). This is because the harmonious and friendly working environment can cultivate trust, respect, teamwork, and emotional support.

In Malaysia, Md Yusof (2017) revealed that supervisory assistant and social support assist as a protection against burnout. When employees feeling stress, co-workers and supervisors might offer assistance, self-confidence, and comfort, hence contribute to a pleasant and harmonious environment. Noor, Omar, and Hussin, (2016) found that the poor relationship between teachers, supervisors, and co-workers can increase the level of stress among teachers. Regarding this, NUTP has reminded school principals to be mindful of the fundamental rights of teachers under their supervision and avoid ill-treatment that can increase the level of stress among teachers and affect their well-being (Sheith Khidhir, 2016). Collective school culture can reduce teachers' stress and increase teachers' well-being because it relates to a pleasant work environment (Quinn, 2005; Kanesan & Arokiasamy, 2016). Besides, teachers who feel that the goals and values at the school are in line with their values will feel motivated towards their job. Thus indirectly, they can manage the pressure and improve teachers' well-being.

Therefore, there is a need to look at factors that might affect the well-being of teachers, both from positive (job resources) and negative (job demands) perspectives. The well-being in this context refers to the level of negative aspects the teachers experience in their teaching profession. The failure to address the needs of teachers may affect their ability to address the critical needs of students and consequently might affect teaching effectiveness and student achievement.

1.3 Research Questions

This study intends to answer the following research questions:

(i) Which dimension of job demands are related to teacher well-being?

(ii) Which dimension of job demands is most significant to teacher well-being?

(iii) Which dimension of job resources associated with teacher well-being?

(iv) Which dimension of job resources is most significant to teacher well-being?

1.4 Research Objectives

(i) To examine the dimension of job demands related to teacher well-being.

(ii) To identify the most significant dimension of job demands that influence teacher well-being.

(iii) To examine the dimension of job resources related to teacher well-being.

(iv) To identify the most significant dimension of job resources that influence teacher well-being.

1.5 Scope and Limitations of the Study

This study concentrates on the teachers at Malaysia's national primary schools, precisely in the Kota Setar District, Kedah. In answering an online questionnaire, it needs a sample size of 335 teachers. Respondents are teachers from 14 national primary schools selected from a population of 826 teachers. The main variables of the study were the dimensions

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of job demands (specifically time pressure, discipline problems and low student motivation), dimensions of job resources (namely supportive colleagues, supervisory support, collective school culture and value consonance), and well-being.

1.6 Significance of the Study

This study can provide guidance and reference for stakeholders in MOE, including teachers, State Education Department (*Jabatan Pendidikan Negeri* – JPN), District Education Office (*Pejabat Pendidikan Daerah* – PPD) and school management. Additionally, the findings of this study can help stakeholders to assist teachers in reducing their stress levels and developing a variety of preventive measures to address this problem. Through the findings of this study, teachers will have a better understanding of the concept of teacher well-being and factors that affect their well-being. Experiencing emotional exhaustion, depressed mood, and psychosomatic responses indicate that the level of the teacher's well-being is low. This situation will reduce the teacher's ability to perform their best at school. Early awareness of the symptom and appropriate behavioral response towards stress is essential to maintain excellent mental, physical, and psychological conditions.

From the administrative perspective, headmasters, JPN, and PPD can identify causes that affect the well-being of teachers. Besides, the administrators need to engage and communicate effectively with teachers to reduce stress and enhance teacher well-being. This intervention is to ensure both parties can work in a positive environment and able to enhance the well-being of teachers. For the MOE, it is necessary to re-examine the current national education policy by examining the cause of teacher's stress and enhancing their well-being. Besides, solutions must be made by making adjustments to ensure the policies are adequate and appropriate with the current situations of teachers. In designing the policies, they should examine the needs of teachers and what can be done to improve teachers' well-being.

1.7 Definition of Key Terms

Well-being: "Psychological health at work that grasped by the absence of negative conditions in terms of emotional, mental and psychosomatic" (Skaalvik et al., 2018).

Job demands: "Aspects of the work and the work environment that may be stressful" (Demerouti, Nachreiner & Schaufeli, 2001).

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Job resources: "Positive aspects of the job that (a) help achieve work goals, (b) reduce job demands or the consequences of job demands, and (c) stimulate personal growth and development" (Demerouti et al., 2001).

Teacher: According to Education Act 1996, "teacher means a person who: (a) teaches pupils in an educational institution; or (b) prepares or issues lessons or corrects returned answers in, for or through a distance education centre, and includes a head teacher or principal".

1.8 Organization of the Thesis

This study comprises five main chapters: introduction, literature review, methodology, results, and discussion and conclusion. Chapter one focuses on the background of the study, the problem statement, research questions, research objectives, scope of the study, the significance of the study as well as the description of keywords mentioned in the study.

The second chapter highlights the previous literature and theories related to the issues. Literature reviews can help to develop a research framework and hypotheses. The third chapter discusses the methodology, including research design, operational definition, research instruments, data collection methods, sampling methods selected, the procedure of data collection, and techniques of data analysis. The fourth chapter covers analyses of data and findings of the study. This chapter will present results and analysis of the study in the form of figures, tables, and text to highlight the critical information. The hypothesis is tested and presented in this chapter.

Finally, in the last chapter, the key findings of the research objectives will be summarized. A discussion of the findings concerning the theoretical and practical implications will be highlighted. Besides, the limitations encountered and recommendations for future research will be included as well.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter review studies that have been carried out by previous researchers that have a connection with job demands, job resources, and well-being. This chapter also explains the theories which support the proposed research framework. The relationship of all variables in this study will be discussed, together with the hypotheses development.

2.2 Well-being

Well-being among teachers has been studied widely in these recent years (Wersebe, Lieb, Meyer, Hofer & Gloster, 2018; Skaalvik et al., 2018; Collie, Shapka, Perry & Martin, 2015), and most of these studies linked well-being with stress, exhaustion, and burnout. Many factors influence teacher well-being such as time pressure, classroom management issues, teacher-student relationship, discipline problems, social support, the value of the professional role and school environment (D’Angelo, Gozzoli & Frascarolli, 2015; Bermejo-Toro, Prieto-Ursua & Hernandez-Franco, 2013; Skaalvik et al., 2018). Notably, teacher well-being can be affected negatively or positively depending on the severity of work demands and adequacy of resources.

2.2.1 Definition and Conceptualization of Well-being

The term well-being is hard to define, and to date, there is no single agreement on the definition of well-being. Well-being first appeared in the World Health Organization's (1947) constitution, which defines health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." This definition has been referred to as the medical model of well-being, which has been significantly expanded to include economic, psychological, and social dimensions (Ereaut and Whiting, 2008). Well-being requires harmony between mind and body that involves a sense of balance and ease with various aspects of life (Holmes, 2005). An individual with a sense of well-being will not suffer from an excessive stress and pressure because of the person able to control their life.

In the subsequent study, Forgeard, Jayawickreme, Kern, and Seligman (2011) mentioned that there are two broad categories of well-being, which are objective and subjective well-being. For objective well-being, the dimensions are generally considered external to the individual. They may include economic resources, political circumstances, health, and literacy, while subjective dimensions include factors such as happiness, emotion, engagement, social relationships, accomplishment, and life satisfaction (Forgeard et al., 2011). There is a model of well-being proposed by Dodge, Daly, Huyton, and Sanders (2012) that defined well-being as "the balance point between an individual's resource pool and the challenges faced." When a person loses control over demands or challenges and perceives that the demands are higher compared to the resources or positive aspects they have, they will begin to think that they are unable to cope with the demands, thus increasing the level of stress. The higher level of stress indicates that the individual's well-being is low.

Likewise, OECD's recent report *How's Life 2020: Measuring Well-Being* divided well-being into 11 dimensions. It consists of income and wealth, job and earnings, housing, health, education, work-life balance, environment, social connection, civic engagement, safety, and subjective well-being (OECD, 2020). It means that the concept of human well-being can be assessed and measured across the different areas in life, including in the area of work. However, the definition in terms of how people perceived well-being is different and varies according to the culture they belong (Uchida, Ogihara & Fukushima, 2015). For example, East Asian people consider social harmony as well-being, compared to European-American people who believe that well-being derived from achievement and self-esteem.

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To study the teacher's well-being, it means that the research refers to the employees' positive evaluations of the work environment and healthy functioning in their work setting (Collie et al., 2015). Concurrently, Acton and Glasgow (2015) defined teacher well-being as "an individual sense of personal professional fulfillment, satisfaction, purposefulness and happiness, constructed in a collaborative process with colleagues and students." Nonetheless, this definition remains unclear and needs to represent the current influence of an individual nature. Therefore, McCallum and Price (2016) suggest a new comprehensive definition, which is "well-being is diverse and fluid to individual, family and community beliefs, values, experiences, culture, opportunities and contexts across time and change. It is something we all aim for, underpinned by positive notions, yet is unique to each of us and provides us with a sense of who we are, which needs to be respected."

Based on the definition and concepts discussed above, it is understood that the underlying nature of well-being derived from positive views of an individual towards themselves affected by many areas in life such as personal relations, economic situation, education, work-life balance, and working environment. Towards making life more harmonious and in control, the well-being of employees at the workplace should be emphasized, respected, and understood by everyone. In doing so, people can manage the pressure or avoid factors that can undermine employee well-being.

2.2.2 Measurement of Well-being

The indicator that commonly used to measure employee's well-being is burnout (Maslach & Leiter, 2008; Betoret, 2015). Maslach, Jackson and Leiter (1997) proposed three dimensions of burnout. Emotional exhaustion was listed as the first dimension for measuring burnout. It was described as a feeling that transcends emotional strain and mentally exhausting. The second symptom that describes burnout is depersonalization. This dimension refers to the negative disposition towards others. The last dimension of burnout is a decrease in personal achievement in the workplace. According to Betoret et al. (2015), it is acceptable to use less than three dimensions of burnout for theoretical and practical reasons. Hence, future research regarding the measurement of burnout or low well-being can apply whichever dimensions that suits the context of the study.

Skaalvik et al. (2018) indicate that measuring burnout alone is insufficient to analyze the relations between job characteristics (job demands and job resources) and teacher well-being. Therefore, emotional exhaustion, depressed mood and psychosomatic responses should be used to measure low teacher well-being. Maslach (2003) and Maslach et al. (1996) selected emotional exhaustion as the primary burnout indicator. These unpleasant emotions and chronic fatigue happen when a person experiences stress for a very long time caused by many factors (Skaalvik et al., 2015). Some studies show a significant relationship between emotional exhaustion and work overload (Skaalvik & Skaalvik 2009; 2015), unmotivated students (Ding, Li, Li & Kulm, 2008) and student misbehavior (Hakanen & Schaufeli, 2006; Klussman, Richter & Ludtke, 2016).

Besides emotional exhaustion, Shen et al. (2014) mentioned that depressed mood such as sadness, worthlessness, and helplessness arose when employees were in an intolerable work situation that they cannot escape. According to Kyriacou and Sutcliffe (1978), the high job demands that were perceived as intolerable by employees can contribute to physical and stress-related illnesses. For example, Ritvanen, Louhevaara, Helin, Väisänen and Hänninen (2006) found that there were many illnesses or psychosomatic responses such as pain in the neck and shoulders, headache, stomach pain and sleeping disorder due to work stress. Based on these findings, it shows that emotional exhaustion is strongly related to depressed mood and psychosomatic responses.

To summarize, these indicators (emotional exhaustion, depressed mood, and psychosomatic responses) leads towards the understanding that it can be used to demonstrate a negative relationship with the well-being of teachers. With high job demands and low job resources, it can affect teacher well-being negatively.

2.2.3 Previous Study on Well-being

Empirical research on teacher well-being, particularly in a public primary school in Malaysia is somewhat limited. Most of the studies were conducted on secondary school teachers and examined the level and factors of teacher's stress and burnout. Research by Bahari, Lin and Wider (2016) regarding the impacts of occupational pressure on the psychological well-being of secondary school teachers in Kota Kinabalu, Sabah found that there is a significant effect of teacher's stress and their psychological well-being. The nature of the teacher's job scope includes not only teaching but also curriculum, managing student's behavior, and discipline, organizing celebrations and events at school contribute to the feeling of pressure and consequently results in poorer psychological well-being. The study also found that social support did not have a significant moderating effect on teacher well-being. This finding contradicts with Salami (2010), who found that social support contributes to the higher psychological well-being of secondary school teachers in Southwest, Nigeria. It means that even though the teachers are experiencing a high level of occupational stress, their psychological well-being will not be negatively affected if they get social support.

Given this, the concepts of well-being usually are multidimensional. Collie et al. (2015) reveal that there are three factors related to decreasing teacher well-being. It includes work stress (related to workload), organizational-level stress (related to school-level issues such as with supervisors and co-workers), and student-related stress (related to student behavior). The dimensions are comprehensive as it revolves around teachers work environment. On a similar note, Skaalvik et al. (2018) link the inherent relationship between the well-being of teachers, demanding jobs, and job resources. Based on their research, time pressure and workload are considered the aspects of job demands that often associated with high emotional exhaustion in the teaching profession. Their research also indicated that job resources could improve the well-being of teachers, for example, the aspect of positive relationships in the workplace and strong support from co-workers.

In a similar vein, Desrumaux et al. (2015) suggest that teacher well-being and distress levels were directly affected by job demands. Negative well-being is often linked to stress because many studies (Pillay, Goddard & Wilss, 2005; Kun, 2013; Wong & Zhang, 2014; Cook et al., 2017) documented that stress can deteriorate employee's well-being. In this matter, it can be seen from the consequences of stress which affected well-being in three categories: physiological symptoms, psychological symptoms, and behavioral symptoms (Robbins & Judge, 2019). For physiological symptoms, individuals may suffer from high blood pressure, headaches, eye strain, sleep disturbance, dizziness, fatigue, loss of appetite, and gastrointestinal problems. Stress is also revealed in psychological conditions such as anxiety, tension and irritability. A decrease in employee's well-being can be seen through behavioral symptoms such as reductions in productivity, absenteeism, and turnover (Iles, Dimotakis & De Pater, 2010). Hence, the teachers who experience a high level of distress and exhaustion are linked with poorer well-being and eventually will create serious well-being issues, as discussed above.

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Besides studies that have linked stress to the adverse effects of teacher well-being, there is also a study on the positive effects of teacher well-being. Kanesan, Ying, Ping and Yusoff (2016) study on teacher happiness in 22 secondary schools in northern Malaysia found that well-being at the workplace can increase employee's productivity. It also can enhance job performance, motivation, work quality, creativity, innovative, job satisfaction, reduce stress and protect from professional diseases. Their studies also found that among factors that can produce happiness at work are achieving goals, have clear objectives, receiving positive feedback, feeling valued and gain the respect of principal, perception that teacher's work has a positive impact on the world, school climate and high level of confidence. Happiness at the school setting means there are lots of positive aspects of job resources that can boost teacher's motivation and performance and hence reduce work stress.

Concerning job resources, Curry and O'Brien (2012) identify that limited or fewer resources that need to accommodate substantial job demands can increase teacher stress. However, there are aspects of job resources such as supportive colleagues and supervisor, collective school culture, and value consonance that affected teacher well-being (Skaalvik et al., 2018). Besides, Bermejo, Hernandez-Franco and Prieto-Ursua (2013) found that job resources or positive perspective variables of teacher well-being such as autonomy, feedback, and social support have shown a significant effect on teacher well-being. Therefore, stressful situations such as time pressure, dealing with unmotivated students and misbehavior students can be coped with the presence of job resources.

To sum up, teacher well-being brings concerns in the educational landscape because it was linked with a stable and productive workforce. The organizational outcomes cannot be achieved if the well-being of teachers was ignored. In this matter, teacher well-being can be positively or negatively affected by the existence of job demands and job resources, depending on how both predictors associated.

2.3 Job Demands

There are studies on well-being that linked job demands as one of the crucial factors towards explaining well-being (D'Angelo et al., 2015; Bermejo-Toro, Prieto-Ursua & Hernandez-Franco, 2013; Skaalvik et al., 2018). Given these studies, job demands exhaust employees' physical and mental capabilities and result in depleting of energy at work (Bakker, Demerouti & Euwema, 2005). Likewise, Schaufeli and Bakker (2004) agreed that job demands drain employees' energy and mental resources. Notably, job demands can bring harmful effects on employee well-being.

2.3.1 Definition and Conceptualization of Job Demands

The reason for stress that affects teacher well-being is regarded as job demands. According to Skaalvik et al. (2018), the stressor or job demands are considered as elements of a work environment that are worrying and can be stressful. It is called job demands because it demands high effort, time, skills, and knowledge of employees that sometimes go beyond their capabilities to cope with it. The demand for modern job careers in increasing and leads to employee burnout.

Skaalvik et al. (2018) revealed that time pressure was considered as the dominant aspect of job demands associated with Norwegian teacher well-being. This is in accordance with the findings from Tai et al. (2019) that indicate high or heavy workloads and job demands among educators in Malaysia, such as academic duties and non-academic tasks, were positively associated with stress. Dealing with a high workload means that the teacher has limited time to complete the tasks, as there are very demanding. Thus, they need to work harder to complete the task, and it may affect the health condition.

On a similar note, Mohd Fadzli et al. (2005) reveal that stress among teachers is increasingly complex and challenging where teachers are required to carry out academic workloads such as teaching; provide exam questions; fill out student attendance, discipline books, student health forms and student progress records; handling students' clubs as well as conducting sports preparations, the prize-giving ceremony, canteen day and other events. When a teacher experiences stress within a long period of time, it can undermine mental and physical well-being and weaken the teacher's profession and student performance. This is because the work has taken much time and the teachers do not have enough time to rest. This will make them feel exhausted. Thus it could affect the teaching quality and reduce teacher's commitment.

Not only that, Silvia et al. (2012) also reported that stress among teachers in Italy is often caused by excessive workload, failure of pupils to work or behave properly, poor relationships with colleagues, lack of suitable resources, constant changes within the profession and difficult interactions with the parents of students. Silvia et al. (2012) have used the general framework of the JD-R model to investigate the relationship between job demands (inequity and role ambiguity) and job resources (opportunity for professional development and colleague support) with teacher well-being in Italy. The findings show that teachers who can maximize job resources to overcome difficulties occurred by job demands are considered to have a high level of JD and JR. Thus, their well-being is not deteriorated. However, the teachers who do not have sufficient resources to cope with demands and job stresses show a high level of stress. High levels of stress, for example, can cause people to have sleeping problems and impaired health (Halbesleben & Buckley, 2004). As a result, teacher well-being in terms of physical and mental capabilities was affected negatively and aggravating teachers to show undesirable behavior at work.

2.3.3 Relationship between Job Demands and Well-being

Bavanhi and Norasmah (2017) found that School-Based Assessment (*Pentaksiran Berasaskan Sekolah* - PBS) that was introduced by the MOE in 2011 has increased teachers' workload as they are also burdened with administrative and clerical work and involvement in extracurricular activities. With this, teachers tend to be tired and lose their teaching concentration. Although the study indicates that the teacher stress level is at a medium level, it still needs to be addressed accordingly. Otherwise, it will bring a negative impact on teachers' behavior and health, such as high blood pressure. As their study was conducted in secondary school, Bavanhi et al. (2017) also suggest that future research should be done at primary school to look at the burden of workload and its impact on teacher well-being. This comparison is needed due to different contexts of the work environment, work settings, and student's behavior.

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In a study by Abdul Samad et al. (2010), workload presented a significant stressor towards the mental health status of primary school teachers in Klang Valley. High job demand will increase the stress level, especially among female teachers. This is because the ratio of female teachers is higher than male teachers, thus lead them to perform more domestic duties and various tasks that lead to exhaustion, depression, and job-related illness (Abdul Samad et al., 2010). Besides, a different psychological characteristic also contributed to this finding as women tend to be more emotional and easily affected by negative emotions, compared to men who are generally more rational.

In addition to that, Ibrahim (2018) conducted a study on the influence of work overload, time pressure, poor relationship between teachers and students, supervisory support and supportive colleagues on teacher's stress in primary schools in Jitra, Kedah. Her studies found that work overload, time pressure, poor relationship between teachers and students, and supervisory support show a significant relationship with teacher's stress. In this regard, time pressure is the strongest predictor or the most significant factor of teacher stress with Beta .455. However, supervisory support and supportive colleagues did not have a positive relationship with teacher stress. This is because supervisory support generates a caring atmosphere that prevents teachers from feeling anxious and depressed. At the same time, supportive colleagues can create a positive work environment with a sense of family spirit. Both factors can increase teacher's motivation and boost their spirit to perform better at school because teachers who are motivated and happy at the workplace will work harder in ensuring the success of students and schools.

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In the same study, Ibrahim et al. (2018) pointed out that the burden of a teacher's job today is complex, and they were not given time to accomplish too many tasks. Thus there is a need for teachers to work longer hours to complete the tasks given and had to sacrifice family time for the sake of meeting the requirements of the task. According to Shalini and Rahman (2018), time pressure is as insufficient time to rest and to carry out teaching and learning tasks (completing a syllabus, making teaching preparations, focusing on students, marking schoolwork). Moreover, they need to carry out the non-related tasks to teaching and learning (filling out forms and writing reports). Besides, teachers also have to organize school programs, co-curricular activities, and managing academic activities that are running throughout the year. Therefore, it is considered as one of the major factors contributing to the high levels of stress among teachers. Based on the above, the following hypothesis was articulated:

H1a: There is significant effect of time pressure on teacher well-being in national primary schools.

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Another aspect of job demands is discipline problems. The disturbing behaviors in the classroom are intolerable and stress-provoking, and teachers had to spend a great deal of time and energy to manage the classroom (Sun & Shek, 2012). For example, students who involve in disruptive talking, avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to a teacher, disobedience are among the common misbehavior of students.

Moreover, Abdul Samad et al. (2010) revealed that student misbehavior was a prominent stressor that causes pressure on primary school teachers in the Klang Valley. Among the offenses made by them was bullying, absent from school, and impolite behavior. According to her, student offenses can be divided into three categories, namely, heavy offense, moderate offense, and minor offense. Therefore, the approach to manage student misbehavior should be made based on the seriousness of the misbehavior. According to data from the MOE, there is an increase from 0.78% in 2008 to 0.79% in 2009 for primary school student's misconduct; and surprisingly to 35% in 2010 (Ahmad & Salim, 2011). The increasing percentage is very alarming, considering that students who were involved in disciplinary problems may lack social skills and have poor academic performance. Thus, it will make the teachers feeling stressed as they have to deal with pupil's misbehavior while ensuring the teaching and learning run effectively as scheduled in the Daily Lesson Plan (*Rancangan Pengajaran Harian*-RPH). Hence, the following premise was formulated:

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H1b: There is significant effect of discipline problems on teacher well-being in national primary schools.

The other aspect of job demands that affect teacher well-being is low student motivation. It first occurred when there is a weak relationship between teacher and student. Ibrahim et al. (2018) revealed that poor relations between the teacher and student have a significant relationship with the work pressure of the teacher. The results of Ibrahim et al. study were parallel with the study of Md Johan and Mohamad Roslan (2010), which indicates that the lack of positive interaction between teacher and student can affect the level of learning interest of the students in the classroom. The teachers also will feel pressured to teach less motivated students as well as had to interact with students with behavioral problems who do not respect teachers in the classroom. The interaction with students with behavioral problems requires continuous effort, time, and creativity of teachers to help them to change towards positive moral value. The determination and passion of teachers are very crucial because high efforts and energy can cause teachers to feel exhausted and frustrated if there are no changes in student's attitudes.

Ding et al. (2008), in a study of Chinese teachers' perceptions of students' classroom misbehavior, found that "daydreaming" is the most frequent and troublesome behavior. This is related to the Chinese system of "teaching for testing" that pressured teachers to finish school syllabus and ensure the students able to achieve good results. In the end, the teachers do not focus on student's overall development, thus resulting in student's low motivation and have low moral value. The statement of students' misbehavior affecting teacher's stress was supported by studies conducted by Choi, Mohan, Mohamed and Mohamad (2017). The discipline problems among students will interfere with the teaching and learning processes in the classroom. Therefore, it can negatively influence the teacher's emotion, stress level, and well-being. This behavioral problem are also thought to be a leading contributor to teachers' stress and motivation to teach. Based on the above, the following hypothesis were formulated:

H1c: There is significant effect of low student motivation on teacher well-being in national primary schools.

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2.4 Job Resources

Job resources become one of the most critical factors in describing well-being (D'Angelo et al., 2015; Bermejo-Toro et al., 2013; Skaalvik et al., 2018). It is due to the vital role played by job resources in providing employees with psychological needs to prevent them from stress and depression. The prevention of stress and depression is very crucial for their well-being. Job resources undeniably able to motivate employees towards their goals because they already have the momentum to move forward (Demerouti et al., 2001). In the same manner, Schaufeli et al. (2004) agreed that employees might exhibit good work behavior and show high job performance if they have the resources that motivate them in their job. Notably, job resources appear to have an essential part in reducing the harmful effects of job stressors.

2.4.1 Definition and Conceptualization of Job Resources

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According to Skaalvik et al. (2018), job resources is defined as "positive aspects of the job that (a) help achieve work goals, (b) reduce job demands or the consequences of job demands, and (c) stimulate personal growth and development." Support is one of the dimensions of job resources (Betoret, 2009). According to Schwarzer, Mueller and Greenglass (1999), support can be internal or external. Internal support refers to personal resources (such as self-efficacy and professional development), while external support comes from the workplace (such as school administrator, principal and co-workers). In this matter, support resources from school, especially from supervisor/principal and co-workers proved to reduce teacher burnout (Betoret et al., 2006; 2009). When teachers perceived that their supervisor cares about their well-being and appreciates their contribution, it makes them feel energetic and motivated at work. Similarly, when teachers get support from co-workers or colleagues, it develops a sense of belonging and boosts work well-being.

According to Bahari et al. (2016), social support means a person feels that he can reach to other people to get support. Cohen (2004) differentiated social support in terms of three resources: instrumental support (given in the form of material aid such as financial aid), informational support (such as advice or guidance), and emotional support (such as caring, trust, and empathy). It was believed that the support weakened the impact of stress by stimulating less threatening interpretations of adverse events and effective coping strategies. Overall, viewing all the definitions given to enable us an understanding, that social support is the assistance that one can receive from others. It could be in any form, as mentioned by Cohen et al. (2004), and it can induce a feeling of belonging and happiness to the receiver and even aid individuals when facing obstacles.

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Gold and Roth (2005) in their studies, concluded that a person that unable to achieve their needs or demands over a while would become discouraged, angry, and depressed. It shows that the teachers' needs have an impact on professional health. The socio-psychological needs are also essential. For example, interaction and support from other colleagues is very much needed, where the absence of it can cause teacher stress and burnout.

2.4.2 Relationships between Job Resources and Well-being

Jumahat, Mohd Noor and Ibrahim (2017) agreed that poor relationships between teachers, administrators and co-workers have a positive relationship with stress among teachers in missionary primary schools in Kuala Lumpur. Teachers that received excellent support from an organization able to avoid conflict at work. Consequently, the teacher will feel motivated and encouraged to perform well in their job despite having to cope with various tasks or job demands. Hence, to increase teacher well-being, there must be enough and reliable job resources to help them manage the challenges.

In this matter, Ibrahim et al. (2018) conducted a study on the influence of work overload, time pressure, poor relationship between teachers and students, supervisory support, and supportive colleagues on teacher's stress in primary schools in Jitra, Kedah. The study revealed that school teachers were not having a good relationship with their co-workers. In this case, the teachers are suffering from stress due to a lack of assistance while conducting school activity. Notably, colleague support can prevent teachers from feeling anxious, depressed, and through the support provided can increase motivation as well the spirit of the teacher in the daily routine. A strained relationship with colleagues leads the teachers to experience stress, thus dilapidated teacher well-being.

Furthermore, a study by Bahari et al. (2016) on occupational stress among teachers in Kota Kinabalu, Sabah found that there is a significant consequence of work-related stress on the teacher’s mental well-being. Supervisors or other co-workers that concern about employees’ well-being by offering social interaction and resources is very crucial in

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reducing burnout among teachers. According to French and Caplan (1972), receiving strong support from colleagues can help in relieving job strain. Thus, instead of supports receive from others outside their workplace, researchers believe that social support organization could have acted as a moderator upon the effect of occupational stress and teachers' psychological well-being. Therefore, the following hypothesis was postulated:

H2a: There is significant effect of supportive colleagues on teacher well-being in national primary schools.

H2b: There is significant effect of supervisory support on teacher well-being in national primary schools.

The other aspect of job resources that affect teacher well-being is collective school culture. It should be pointed out that each school has its own culture. Among the best features of positive school cultures are teacher's commitment and dedication to teaching, attractive classroom environment, student engagement and involvement in learning activities, effective school management, good relationships between teachers and students and the cooperation of everyone in the school. Mohd Yaakob and Yunus (2016) in a study on the relationship between school culture and professional learning community in Malaysia in primary school found that school culture creates a psychosocial environment that profoundly impacts teachers, administrators, students and shapes organization. Thus, the collective school culture influence school effectiveness as well as protecting the well-being of the school members.

Additionally, Zhu, Devos and Li (2011) agreed that school culture is the focal factor affecting each and everyone in the school. This statement was supported by Hopkins (2001) and Louis (2009), who claimed that school culture is an imperative factor that influences teachers' behavior and attitude. Besides, Kruse and Louise (2009) and Kru¨ger et al. (2007) agreed that the attitude of teachers is crucial towards achieving educational success through the implementation of innovation, dedication to improving school performance, and perseverance in ensuring student's success. Hence, student culture can be considered as job resources that help teachers to gain momentum to achieve goals. Hence, the subsequent premise was proposed:

H2c: There is significant effect of collective school culture on teacher well-being in national primary schools.

Besides school culture, Skaalvik et al. (2018) suggested that value consonance, which is a dimension of person-environment fit should be included as an essential job resource in the teaching profession. Each worker may have different preferences for the working environment. Therefore, if there is a misfit between people and the environment where the employee works, it may result in occupational stress and eventually leads to poorer well-being. According to Skaalvik et al. (2015), job consonance is defined as "the degree to which teachers feel that they share the prevailing norms and values at the school where they are teaching, for instance, what means and methods should be used." Value consonance can be differentiated with collective culture even though both are referring to educational values and practices.

It is crucial to understand that each teacher holds values that might be different from the school culture even though the collective school culture is robust (Skaalvik et al., 2015). When teachers feel that their values and morals they hold are not in line with the values emphasized at school, they become frustrated because there were unable to connect themselves and schools. In return, it can cause teachers to feel uncomfortable and insecure with the school environment, thus making them feel worried, frustrated, and unmotivated. Therefore, teachers need to have value consonance because they feel a sense of belonging and happiness at work. When they are happy and satisfied, it means their well-being is increased and they can perform well in the classroom (Skaalvik and Skaalvik, 2011). Thus value consonance provides support to teacher well-being and negatively related to emotional exhaustion, depressed mood, and illnesses. Therefore, the following hypothesis was postulated:

H2d: There is significant effect of value consonance on teacher well-being in national primary schools.

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2.5 Underpinning Theory

This section discussed the connection between the selected theories with this study. The theories that were considered relevant to this study are the Job Demands-Job Resources Model and Well-being Theory.

2.5.1 The Job Demands-Job Resources (JD-R) Model

The JD-R model has been used to measure teacher well-being (Skaalvik et al., 2018; Huang et al., 2019). Bakker and Demerouti introduced this model in 2007, which stated that even if an employee work in a demanding role, he/she can experience less stress if the organization provides resources to support him/her. Bakker and Demerouti (2007) differentiate two categories of job characteristics: "the unfavorable category of job demands" and "the favorable category of job resources." Job demands were explained by Demerouti et al. (2001) as "those physical, social, or organizational aspects of the job that require sustained physical or mental effort." Job demands known to be associated positively with the decreasing of physical and mental well-being because it took a lot of continuous effort and energy. He then added that there are three characteristics of job resources. It refers to "physical, psychological, social, and organizational aspects of the job that (a) help achieve work goals, (b) reduce job demands or the consequences of job demands, and (c) stimulate personal growth and development."

This model further explains that there are two processes involving job demands and job resources. These two processes are the deteriorating health process and motivational process. The first process of deteriorating health happens when employees experience stress and burnout due to job demands. As a result, employees suffer from health problems such as depression, exhaustion, dizziness, and digestion problem. The second process is the motivational process, which generally related to positive things due to the presence of job resources that offer extrinsic and intrinsic motivation. In this regard, employees become more motivated and stimulated to perform better at the workplace (Bakker &

Demerouti, 2007; 2017). Also, the JD-R model further proves that there are correlations between "job demands" and "job resources" that can anticipate what might happen to an individual. For example, the aspects of job demands such as time pressure and work overload were considered too burdensome and affect the well-being of an individual deleteriously. In contrast, job resources can protect the damaging effect of job demands, and most prominently, the importance of job resources only can be felt when an individual has to face the job demands.

Hence, the JD-R model can be applied to primary school teachers to predict their well-being. Job demands, including disciplinary problems among students, unmotivated students, and time pressure, are the predictors of exhaustion, depression, and health problems. In contrast, job resources (supportive colleagues, supervisory support, collective school culture and value consonance) are the predictors of motivation, which eventually affect organizational outcomes.

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2.5.2 Well-being Theory

Seligman (2011) introduced five dimensions (intrinsic motivation) (PERMA – positive emotion, engagement, relationships, meaning, and accomplishment of Well-being Theory (WBT). This theory includes eudemonic (i.e., living a purposeful life), hedonic (i.e., living a pleasure life), and unique components such as engagement and achievement. To achieve high well-being, individual needs to experience happiness, hope and joy (positive emotions), highly absorbed, interested or focused on life activities (engagement). High well-being also means an individual feeling valued by others (satisfying relationships), have a sense of purpose that makes life worth living and give a sense of fulfillment (meaning) and strive to accomplish something (achievement).

The theory indicates that if a person is having stress or struggling to be happy, there are five key components (PERMA) that need to be addressed. By taking the steps outlined by Seligman (2011), a person can increase flourishing or awake from depressed mood and emotional exhaustion and function again. It is because the theory empowered people to experience more positive emotions, engage in the world more wholeheartedly, have more fruitful relationships, find greater meaning and purpose, set and accomplish meaningful goals and experience greater physical and emotional strength.

Therefore, well-being theory can be applied in this study to see how job resources can influence the teacher's well-being and reduce emotional exhaustion, depression, and illness. The existence of job resources (supportive colleagues, supervisory support, collective school culture, and value consonance) can stimulate positive emotion, engagement, relationships, meaning, and accomplishment to national school teachers. Consequently, it may improve teacher well-being, thus bring success and increase job performance.

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2.6 Research Framework

A research model is developed based on the literature reviewed above, as in **Figure 2.1**. The research model shows the relationship between the independent variables, namely job demands and job resources, with well-being, which is the dependent variable.

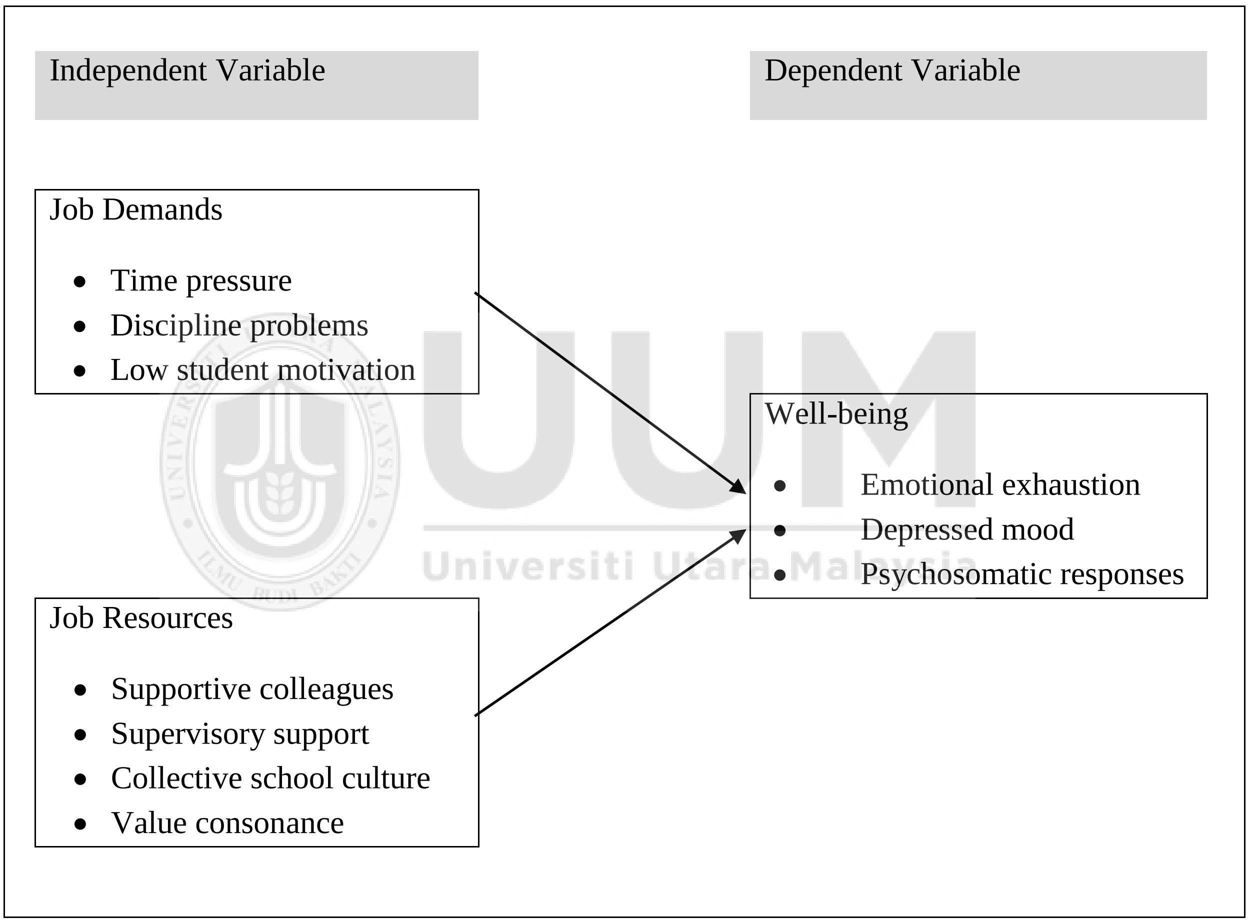

Figure 2.1
Research framework

2.7 Summary

This chapter reviewed relevant literature on well-being. Based on the literature, relevant hypotheses were formulated. A research model was presented that shows the relationships between dimensions of job demands (namely time pressure, discipline problems and low student motivation), dimensions of job resources (specifically supportive colleagues, supervisory support, collective school culture and value consonance), and well-being in a diagrammatical form. The following chapter discussed the method used to achieve the research objectives.

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CHAPTER 3

METHODOLOGY

3.1 Introduction

In this chapter, the explanations were done on the method employed to answer the research objectives regarding the selected variables: job demands, job resources and teacher's well-being. This chapter includes the research design, operational definition, and instrumentation, data collection, population and sampling, data collection procedures, and techniques of data analysis.

3.2 Research Design

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Research design is a strategy that lays out the approaches and ways of collecting and valuing the data needed (Zikmund, Babin, Carr & Griffin, 2013). It provides a framework or plans to respond to the questions in the research. In the research design, the researcher will also determine the sources of information, the techniques, and the sampling method.

3.2.1 Research Strategies

In this research, a quantitative study using the online survey method is conducted. Sekaran and Bougie (2013) described a survey as a method utilized to gather relevant input from respondents on their perceptions and behavior. The survey is used in this matter to investigate the impact of work demands and job resources on teacher well-being in

Malaysia's national primary schools. A quantitative survey method was chosen because it is widely applied in educational and social studies and it can gather responses directly. The results and findings of the study depend on the statistical data collected and analyze using SmartPLS 3.0.

3.2.2 Study Setting

This study is a field study research where factors of job demands and job resources are examined to determine the influence between time pressure, discipline problems, low student motivation, supportive colleagues, supervisory support, collective school culture and value consonance with teacher well-being. During the study, school activities go on as usual with minimal interference.

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3.2.3 Unit of Analysis

The unit of analysis for this study is an individual where the focus area on the national primary school teachers.

3.2.4 Time Horizon

This study is a cross-sectional study in which the data are gathered for a specific point in time. In this study, respondents only need to answer the questionnaire once during the stipulated period of the research. Among the advantages of a cross-sectional study is that it is inexpensive, quick, and easy to conduct as there are no long periods of follow-up, and data on all variables is only collected once.

3.3 Operational Definition and Measurement of Variables

The operational definition explains what the researcher has to do to measure the concept (Sekaran et al., 2013). It provides specific descriptions and visible variable characteristics of each dimension in the study setting. The measurement of variables is closely linked to the operational definition. Measurement is defined as a systematic process or replicable tools used in an event to quantify or classify a particular variable (Jonathan, 2007). In this study, established measures were adapted to measure the variables because they had gone through the rigorous validation process and, hence, their psychometric properties are not doubted.

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3.3.1 Job Demands

Job demands are various aspects of stressful work that may affect teacher well-being (Skaalvik et al., 2018). To measure job demands, the dimension of time pressure, discipline problems and low student motivation will be included. Items for time pressure and discipline problems were developed by Skaalvik et al. (2011) with Cronbach's alpha 0.81 and 0.87, respectively. It was tested by Karaj and Rapti (2013) and Skaalvik et al. (2016) that presented reliability of 0.72 and 0.83 for time pressure; and 0.77 and 0.83 for discipline problems. The same instrument was also verified by Skaalvik et al. (2018) with Cronbach's alpha 0.83 for time pressure and 0.83 for discipline problems. Low student motivation with four items was developed by Skaalvik and Skaalvik (2016), with Cronbach's alpha 0.89. It was then verified by Skaalvik et al. (2018) with Cronbach's alpha 0.89. Responses from "Completely disagree" (1) to "Completely agree" (6) were given on a 6-point scale. The operational definition and the items of job demands are exhibited in **Table 3.1.**

Table 3.1
Operational definition and items of job demands

Variable and Dimension	Operational definition	Items
Job demands	Various aspects of the stressful work and work environment that may affect teacher well-being**.**	
• **Time pressure**	Teachers' feeling of having a heavy workload, having to prepare for teaching in the evenings and weekends, and having a hectic school-day with little time for rest and recovery	1. Preparation for teaching must often be done after working hours. 2. Life at school is hectic and there is no time for rest and recovery. 3. Meetings, administrative work, and documentation take much of the time that should be used for teaching preparation. 4. Teachers are loaded with work. 5. To provide a good education, teachers would need more time with the students and for preparing their teaching.
• **Discipline problem**	Disruptive student behavior.	1. My teaching is often disrupted by students who lack discipline. 2. Some students with behavioral problems make it difficult to carry out lessons as planned. 3. Controlling students' behavior takes a lot of time and effort.
• **Low student motivation**	Experiencing students to be unmotivated for schoolwork.	1. Many of my students show little interest in schoolwork. 2. Many of my students give up once they meet a challenge.

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	3. I find it difficult to make all students work seriously with schoolwork. 4. Many of my students show little effort at schoolwork.

Sources: Skaalvik and Skaalvik (2011) for time pressure and discipline problems; Skaalvik and Skaalvik (2016) for low student motivation; Demerouti et al. (2001) for job demands

3.3.2 Job Resources

Job resources refer to the "positive aspects of the job that (a) help achieve work goals, (b) reduce job demands or the consequences of job demands, and (c) stimulate personal growth and development" (Skaalvik et al., 2018). This study measured four potential job resources which are (a) "supportive colleagues", (b) "supervisory support", (c) "the perception of a collective culture at school", and (d) "value consonance."

The dimension of supportive colleagues (3 items), supervisory support (3 items) and value consonance (3 items) was developed by Skaalvik et al. (2011) with Cronbach's alpha 0.84, 0.86 and 0.80 respectively. The reliability of the dimension was further verified by Skaalvik et al. (2018) with Cronbach's alpha 0.84, 0.86 and 0.80 each. Items for supervisory support also verified by Karaj et al. (2013) and Jensen and Solheim (2019) with Cronbach's alpha 0.66 and 0.909, respectively. The dimension of collective school culture (3 items) was developed by Skaalvik et al. (2018) with Cronbach's alpha 0.78. The 6-point scale from "Completely disagree" (1) to "Completely agree" (6) was used in this instrument. The operational definition and the items of job resources are exhibited in **Table 3.2.**

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Table 3.2
Operational definition and items of job resources

Variable and Dimension	Operational definition	Items
Job resources	Positive aspects of the job that (a) help achieve work goals, (b) reduce job demands or the consequences of job demands, and (c) stimulate personal growth and development.	
• **Supportive colleagues**	Positive relations with colleagues.	1. In educational matters, I can always get good help from my colleagues. 2. The relations among the colleagues at this school are characterized by friendliness and a concern for each other. 3. Teachers at this school help and support each other.
• **Supervisory support**	Teachers' experiences of receiving cognitive and emotional support from the school leadership.	1. In educational matters, I can always get help and advice from the school leadership. 2. My relationship with the school leadership is one of mutual trust and respect. 3. The school leadership is supportive and praises good work.
• **Collective school culture**	Characterized by common goals, values, and practices.	1. The teachers and the school administration at this school have a common understanding of the direction in which the school should be developed. 2. The teachers at this school have a shared perception of goals and means of the school development. 3. The teachers at this school practice a common set of norms and rules.

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Table 3.2 (continued)

Variable and Dimension	Operational definition	Items
• **Value Consonance**	The feeling that the prevailing goals and values at the school are in accordance with the teachers' personal values.	1. My educational values are in accordance with the values which are emphasized at this school. 2. My colleagues and I have the same opinion about what is important in education. 3. I feel that this school shares my view of what constitutes good teaching.

Sources: Skaalvik et al. (2018) for collective school culture; Skaalvik et al. (2011) for supportive colleagues and value consonance; Demerouti et al. (2001) for job resources

3.3.3 Well-being

Well-being refers to psychological health at work. Negative indication of "emotional exhaustion, depressed mood and psychosomatic responses" are the indications used to measure well-being. There were 9 items used to measure emotional exhaustion based on Maslach Burnout Inventory. Responses were given a 6-point scale from "Completely disagree" (1) to "Completely agree" (6) that was modified by Skaalvik et al. (2009). The modification was done because the original scale ranging from "Never" to "Every day" is challenging for several teachers to answer. Cronbach's alpha for the scale was 0.91. The items of emotional exhaustion had been tested by Jensen et al. (2019) with Cronbach's alpha 0.91.

The dimension of depressed mood (5 items) and psychosomatic responses (5 items) was adapted by Skaalvik et al. (2018) with Cronbach's alpha 0.85 and 0.69 each. Responses with the 4-point scale from "Not at all bothered" (1) to "Very much bothered" (4) were modified to 6-point scale from "Completely disagree" (1) to "Completely agree" (6). The modification was meant to standardize the point scale of all variables so that the respondents were not confused and have a consistent response. The operational definition and the items of well-being are exhibited in **Table 3.3.**

Table 3.3
Operational definition and items of well-being

Variable and Dimension	Operational definition	Items
Well-being	Psychological health at work that grasped by the absence of negative conditions in terms of emotional, mental and psychosomatic.	
• **Emotional exhaustion**	The feelings of being emotionally overextended and exhausted over work	1. I feel emotionally drained from my work. 2. I feel used up at the end of the workday. 3. I feel fatigued when I get up in the morning and have to face another day on the job. 4. Working with people all day is really a strain for me. 5. I feel burned out from my work. 6. I feel frustrated by my job. 7. I feel I'm working too hard on my job. 8. Working with people directly puts too much stress on me. 9. I feel like I'm at the end of my rope.
• **Depressed mood**	Characterized by sadness, worthlessness, helplessness, and hopelessness.	1. During this school year, I was very much bothered by the feeling of hopelessness. 2. During this school year, I was very much bothered with anxiety.

Table 3.3 (Continued)

Variable and Dimension	Operational definition	Items
		3. During this school year, I was very much bothered with depression. 4. During this school year, I was very much bothered by the feeling of uselessness. 5. During this school year, I was very much bothered with worry.
• **Psychosomatic responses**	Physical illnesses that results from stress.	1. During this school year, I was very much bothered by pain in my neck, back, or shoulders 2. During this school year, I was very much bothered by digestion problems 3. During this school year, I was very much bothered by headache 4. During this school year, I was very much bothered by dizziness 5. During this school year, I was very much bothered by sleeping problems

Sources: Skaalvik et al. (2018) for depressed mood and psychosomatic responses; Maslach and Jackson (1981) for emotional exhaustion

3.4 Data Collection

For the data collection method, the questionnaires use the social platform available at selected schools. A questionnaire is a pre-written collection of questions that are answered by the respondents. In this study, online questionnaires were used in which it is generally convenient, less time consuming, cost-efficient, provides broad reach, ensures anonymity,

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and offers quick results where all responses can be viewed and analyze immediately. The data also can be presented in a variety of report formats.

In facilitating the respondents to complete the questionnaires, the original measures in the English language were translated into Bahasa Malaysia because most of the national school teachers are from the Malay ethnic group. Therefore, the study offers an option for respondents to choose the language they prefer, either in English or Bahasa Malaysia. Brislin (1970) introduced the back translation method to ensure equivalency between the original language and targeted language. This model suggested "a bilingual person translates the instrument from its original language into the target language (forward translation). Then another bilingual person back translates the documents from the target language to its original language (backward translation). In ensuring the equivalency of the translated documents, the back translation is done by blinding the second translator to the original document. Both versions are then compared for accuracy."

In the first stage, the researcher translated the instrument from English to Bahasa Malaysia (forward translation). Then, it was back-translated (Bahasa Malaysia to English) by a professor of Universiti Utara Malaysia, who is bilingual and has vast experience in social and business studies. The process is repeated multiple times, involving the comparison between the original version and Bahasa Malaysia, and a few amendments have been made to ensure accuracy. The translation of the questions is shown in **Table 3.4.** It is important to note that the translated questions were pretesting through an online questionnaire on five teachers that help in identifying blurry questions. Teachers gave feedback after they have completed the survey. Based on the feedback, there were no changes needed in the questionnaire because the questions were clear.

Table 3.4
Translation of questionnaires

Variables/Dimensions		English	Malay
Job Demands			
Time Pressure	1.	Preparation for teaching must often be done after working hours.	*Persediaan untuk pengajaran perlu selalu dilakukan selepas waktu kerja.*
	2.	Life at school is hectic and there is no time for rest and recovery.	*Kehidupan di sekolah sangat sibuk dan tiada masa untuk berehat dan mengembalikan tenaga.*
	3.	Meetings, administrative work, and documentation take much of the time that should be used for teaching preparation.	*Mesyuarat, kerja pentadbiran dan dokumentasi mengambil banyak masa yang sepatutnya digunakan untuk persediaan mengajar.*
	4.	Teachers are loaded with work.	*Guru dibebani dengan banyak kerja.*
	5.	To provide a good education, teachers would need more time with the students and for preparing their teaching.	*Untuk memberi pendidikan yang terbaik, guru perlu meluangkan lebih banyak masa bersama pelajar dan melakukan persediaan mengajar.*
Discipline Problem	1.	My teaching is often disrupted by students who lack discipline.	*Pengajaran saya sering diganggu oleh pelajar yang kurang berdisiplin.*
	2.	Some students with behavioral problems make it difficult to carry out lessons as planned.	*Sesetengah pelajar yang mempunyai masalah tingkah laku menyebabkan sukar untuk melaksanakan pembelajaran yang telah dirancang.*

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Table 3.4 (Continued)

Variables/Dimensions	English	Malay
	3. Controlling students' behavior takes a lot of time and effort.	*Mengawal tingkah laku pelajar mengambil masa yang banyak dan usaha yang berterusan.*
Low Student Motivation	1. Many of my students show little interest in schoolwork.	*Ramai pelajar saya menunjukkan minat yang sedikit dalam melakukan kerja sekolah.*
	2. Many of my students give up once they meet a challenge.	*Ramai pelajar saya berputus asa apabila mereka menghadapi cabaran.*
	3. I find it difficult to make all students work seriously with schoolwork.	*Saya merasa sukar untuk membuat semua pelajar bersungguh untuk melakukan kerja sekolah.*
	4. Many of my students show little effort at schoolwork.	*Ramai pelajar saya kurang mempamerkan usaha melakukan kerja sekolah.*
Job Resources		
Supportive Colleagues	1. In educational matters, I can always get good help from my colleagues.	*Dalam urusan pendidikan, saya sentiasa boleh mendapatkan bantuan daripada rakan sekerja.*
	2. The relations among the colleagues at this school are characterized by friendliness and a concern for each other.	*Hubungan antara rakan sekerja di sekolah ini mempunyai ciri keramahan dan saling mengambil berat antara satu sama lain.*
	3. Teachers at this school help and support each other.	*Guru di sekolah ini saling membantu dan menyokong antara satu sama lain.*
Supervisory Support	1. In educational matters, I can always get help and advice from the school leadership.	*Dalam urusan pendidikan, saya sentiasa boleh mendapatkan bantuan dan nasihat daripada kepimpinan sekolah.*

Table 3.4 (Continued)

Variables/Dimensions		English	Malay
	2.	My relationship with the school leadership is one of mutual trust and respect.	*Hubungan saya dan kepimpinan sekolah berasaskan kepercayaan dan hormat.*
	3.	The school leadership is supportive and praises good work.	*Kepimpinan sekolah ini menyokong dan memuji kerja yang baik.*
Collective School Culture	1.	The teachers and the school administration at this school have a common understanding of the direction in which the school should be developed.	*Guru-guru dan pentadbiran sekolah ini mempunyai pemahaman yang sama mengenai hala tuju dan arah pembangunan sekolah.*
	2.	The teachers at this school have a shared perception of goals and means of the school development.	*Para guru di sekolah ini mempunyai persepsi yang sama mengenai matlamat dan cara membangunkan sekolah.*
	3.	The teachers at this school practice a common set of norms and rules.	*Guru-guru di sekolah ini mengamalkan norma dan peraturan yang sama.*
Value Consonance	1.	My educational values are in accordance with the values which are emphasized at this school.	*Nilai pendidikan saya selaras dengan nilai yang ditekankan di sekolah ini.*
	2.	My colleagues and I have the same opinion about what is important in education.	*Saya dan rakan sekerja mempunyai pandangan yang sama mengenai apa yang penting dalam pendidikan.*
	3.	I feel that this school shares my view of what constitutes good teaching.	*Saya merasakan bahawa sekolah ini berkongsi pandangan sama dengan saya mengenai aspek yang penting dalam pendidikan.*

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Table 3.4 (Continued)

Variables/Dimensions		English	Malay
Well-being			
Emotional Exhaustion	1.	I feel emotionally drained from my work.	*Secara emosinya, saya berasa tidak berdaya disebabkan kerja saya.*
	2.	I feel used up at the end of the workday.	*Saya berasa kehabisan tenaga di akhir waktu bertugas.*
	3.	I feel fatigued when I get up in the morning and have to face another day on the job.	*Saya berasa tidak bermaya bila bangun dari tidur dan terpaksa berhadapan dengan satu hari lagi dengan tugas.*
	4.	Working with people all day is really a strain for me.	*Bekerja dengan orang sepanjang hari sangat menekan diri saya.*
	5.	I feel burned out from my work.	*Saya merasa terlalu penat dengan kerja yang saya lakukan.*
	6.	I feel frustrated by my job.	*Saya merasa kecewa dengan kerja saya.*
	7.	I feel I'm working too hard on my job.	*Saya rasa saya bekerja terlalu kuat dalam kerja saya.*
	8.	Working with people directly puts too much stress on me.	*Bekerja dengan orang secara langsung memberi tekanan kepada saya.*
	9.	I feel like I'm at the end of my rope.	*Saya rasa saya berada di jalan buntu.*
Depressed Mood	1.	During this school year, I was very much bothered by the feeling of hopelessness.	*Pada tahun ini, saya sering terganggu dengan perasaan putus asa.*
	2.	During this school year, I was very much bothered with anxiety.	*Pada tahun ini, saya sering terganggu dengan kebimbangan.*

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Table 3.4 (Continued)

Variables/Dimensions		**English**	**Malay**
	3.	During this school year, I was very much bothered with depression.	*Pada tahun ini, saya sering terganggu dengan kemurungan.*
	4.	During this school year, I was very much bothered by the feeling of uselessness.	*Pada tahun ini, saya sering terganggu dengan perasaan tidak berguna.*
	5.	During this school year, I was very much bothered with worry.	*Pada tahun ini, saya sering terganggu dengan kerisauan.*
Psychosomatic Responses	1.	During this school year, I was very much bothered by pain in my neck, back, or shoulders.	*Pada tahun ini, saya sering terganggu dengan rasa sakit di bahagian leher, belakang dan bahu.*
	2.	During this school year, I was very much bothered by digestion problems.	*Pada tahun ini, saya sering terganggu dengan masalah penghadaman.*
	3.	During this school year, I was very much bothered by headache.	*Pada tahun ini, saya sering terganggu dengan sakit kepala.*
	4.	During this school year, I was very much bothered by dizziness.	*Pada tahun ini, saya sering terganggu dengan rasa pening.*
	5.	During this school year, I was very much bothered by sleeping problems.	*Pada tahun ini, saya sering terganggu dengan masalah tidur.*

The questionnaires consisted of four sections: Section A – Teacher Demographic Information, Section B – Job Demands, Section C – Job Resources, and Section D – Well-being. The structure of the questionnaire is shown in **Table 3.5**.

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Table 3.5
Questionnaire structure

SECTION	ITEMS	NO. OF QUESTION
A	Demographic Information	6
B	Job Demands	12
C	Job Resources	12
D	Well-being	19
	Total	**49**

3.5 Population and Sampling

The population for the study is teachers from the national primary schools in Kota Setar District, Kedah. The statistic provided by PPD Kota Setar indicated that the population of primary school teachers currently working in Kota Setar District is 2,658 teachers, as shown in **Table 3.6**.

Table 3.6
Number of teachers in national primary school in Kedah

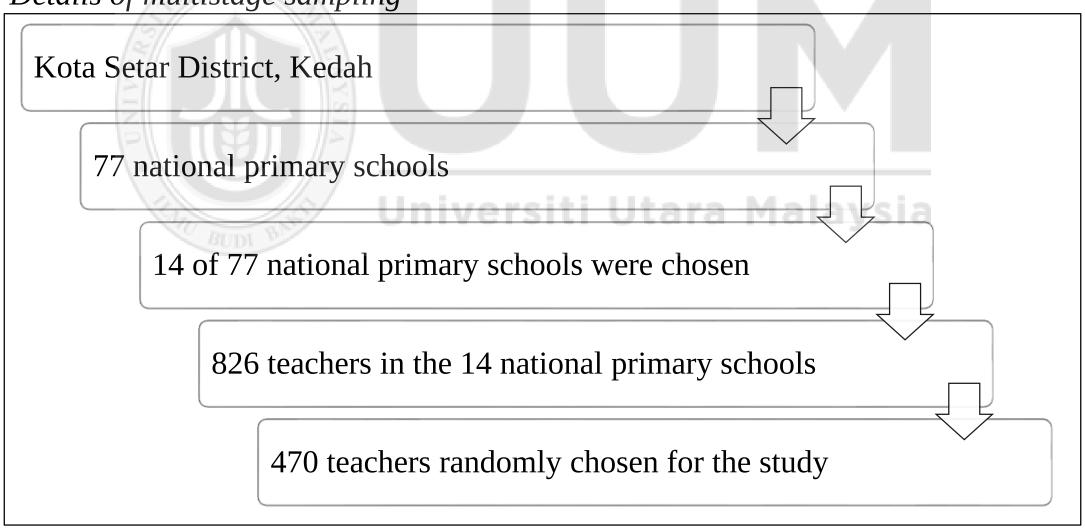
PPD	No. of national primary schools	Teachers		
		Male	Female	Total
PPD Kota Setar	77	766	1,892	2,658

Source: PPD Kota Setar District, 2020

According to Krejchie and Morgan (1970), to determine the sample size of a given population of 2,658, a sample size of 335 is deemed sufficient to represent a cross-section of the teacher's population. In this regard, determining the size of a sample is essential. After all, it is not possible to collect data from every element of the population because it involves high costs, time constraints, and scarcity of human resources. The selection of appropriate samples based on population size can lead to a reliable result (Sekaran et al., 2013).

This study uses multistage sampling, which is stratified sampling and followed by random sampling for each strata (school). Multistage sampling, according to Zikmund et al. (2013), requires the use of a mixture of two or more probability sampling techniques. As this study wants to discover the well-being of national primary school teachers in Kota Setar District, Kedah, the population of all teachers in these geographic areas were gathered. The details of the multistage sampling are shown in **Table 3.7.**

Table 3.7
Details of multistage sampling



Based on **Table 3.6**, there are 77 national primary schools consist of 2,658 teachers in this area. 826 teachers from 14 national schools that have more than 50 teachers were chosen for the sample of 335 respondents. In order to achieve a high response rate, the sample size was increased to 40% (335*40%=369). Finally, the simple random sampling of teachers was utilized within the selected schools for the sample—list of the chosen schools and the number of respondents as listed in **Table 3.8.**

Table 3.8
List of the chosen national primary schools

No.	Schools	Number of teachers	Percentage (%)	Number of respondents (470*school%)
1.	SK Dato' Shaari	50	6%	28
2.	SK Mergong	79	10%	47
3.	SK Jalan Pegawai	66	8%	38
4.	SK Dato' Wan Mohd Saman	54	7%	33
5.	SK Hj Hassan Itam	62	7.5%	35
6.	SK Taman Uda	70	8%	38
7.	SK Taman Rakyat	65	8%	38
8	SK Seri Perdana	58	7%	33
9.	SK Peremba	58	7%	33
10.	SK Jalan Datuk Kumbar	55	7%	33
11.	SK Taman Aman	50	6%	28
12.	SK Taman Bersatu	53	6%	28
13.	SK Wan Abdul Samad	54	6.5%	30
14.	SK Pokok Sena	52	6%	28
	Total	**826**	**100%**	**470**

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3.6 Data Collection Procedures

For this research, approval from the Planning and Research Division, MOE, was obtained. The approval letter was then forwarded to PPD Kota Setar. For data collection purposes, an officer from the Psychology and Counselling Sector of PPD Kota Setar helped to distribute the online questionnaire to the headmasters of the selected schools. The headmasters then forwarded the online questionnaires to the teachers in the school's official social platform, which is the *Whatsapp* group. Follow-up with the school offices, headmaster, or assistant headmaster was done through phone calls to ensure all schools received the questionnaires and distributed it to the teachers.

The distribution of electronic or online questionnaires is more comfortable and faster as the invitations to complete the survey was done via email and social networks. Online questionnaires are usually created as "web forms" with a database to store the answers and statistical software to provide the statistical analysis (Wright, 2017). Survey development software packages and online survey services make online survey research much more comfortable and more accessible (Evan & Mathur, 2005). The benefit of online survey research is that it optimizes the Internet's potential in connecting people that would be challenging, if not impossible, to encounter via other means (Evan et al., 2005). Moreover, the extensive coverage of the geographical area can be conquered with the implementation of online questionnaires. In this regard, the respondents will get a link to the questionnaire, and they can answer the questions at their own pace. The automatic processing of the survey saves further costs, time, and energy (Sekaran et al., 2013). The respondents were given enough time, which is ten days to answer the questionnaires.

3.7 Pilot Test

Prior to the distribution of the questionnaires, a pilot test was conducted to verify the reliability and relevancy of the variables adapted from previous studies. In measuring the reliability of the questionnaires, Statistical Package for Social Sciences version 25 (SPSS ver. 25) was used to test the consistency and stability of the items. Cronbach's alpha is the reliability coefficient that indicates how well the items in a set are positively related to one another (Sekaran et al., 2013).

The pilot study was conducted among primary school teachers from three different areas which is Sekolah Kebangsaan (SK) Haji Hussin Dol (Kuala Muda/Yan district), SK Permatang Tok Mahat (Penang) and SK Kampong Baru (Pendang district). The headmasters of those schools were contacted to distribute the online questionnaire on the school's official social platform. Overall, the online questionnaire was distributed to 56 teachers in SK Haji Hussin Dol, 64 teachers in SK Permatang Tok Mahat and 35 teachers in SK Kampong Baru. The teachers were given five days to answer the questionnaires, and 34 teachers completed the survey. According to Browne (1995), a general flat rule to estimate the sample size for the pilot trial is using a total of 30 subjects or more. The respondents taking part in the pilot study were not involved in the final survey. Notably, no changes to the questions were required after the pilot test because no suggestions or comments received even though the contact number and e-mail address were included in the questionnaire to give respondents the chance to provide input, if any. The result of Cronbach's alpha for the pilot study is shown in **Table 3.9**:

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Table 3.9
Reliability of variables

Variable	Number of Item	Cronbach's Alpha
Well-being	19	0.973
• Emotional exhaustion	9	0.957
• Depressed mood	5	0.974
• Psychosomatic responses	5	0.962
Job demands	12	0.857
• Time pressure	5	0.689
• Discipline problem	3	0.851
• Low student motivation	4	0.901
Job resources	12	0.945
• Supportive colleagues	3	0.889
• Supervisory support	3	0.914
• Collective school culture	3	0.908
• Value consonance	3	0.836

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Based on the result, the questionnaires are reliable because the Cronbach's alpha of all variables appears to be more than 0.6. According to Hair, Anderson, Tatham and Black (1998), a Cronbach's alpha value of 0.6 is considered as minimally acceptable reliability. Nunnally (1978) indicated that a Cronbach's alpha value of more than 0.90 is excellent internal reliability, while the value of 0.70 is the cut point of acceptable reliability.

3.8 Techniques of Data Analysis

The process of data analysis is vital to ensure the data are being collected in a proper way and to test the hypotheses developed in the previous chapters. Data analysis for structural equation modeling (SEM) will be conducted using partial least square (SmartPLS) version 3.0. The hypotheses will be tested by using SmartPLS 3.0 to determine the degree of how independent variables explain the dependent variable.

In two phases, a PLS model was scrutinized and interpreted. Firstly, the measurement model is checked to ensure that it is accurate and correct. CFA will be analyzed to evaluate properties of multi-item structures, including durability, convergent and discriminant validity. This first stage is based on the logic that there is a reason to use the measures to examine the structural relationships in ensuring that they represent the constructs of interest. Second, an evaluation of the structural model predictions is evaluated for the hypotheses testing when the measures are seen to be satisfactory.

In PLS-SEM, there are two types of measurement models, namely reflective and formative measurement models (Hair, Sarstedt, Hopkins & Kuppelwieser, 2014). In the reflective measurement model, the indicators (or items) describe the results or manifestations of the underlying constructs. Indicators associated with a construct will then be strongly linked with one another. Different items should be compatible and can be omitted without altering the purpose of the construct. In this study, indicators in the survey instrument are adapted from previous studies. Hence, the indicators are highly correlated with each other. In the previous studies, some indicators are used interchangeably and some of them are included in one study and left out in another study without changing the meaning of the construct. These features indicate that this study adopts a pattern of reflective measurement rather than a formative measurement. The present study adopts a two-step process to evaluate and report the results of PLS-SEM path, as suggested by Henseler, Ringle and Sinkovics (2009). This two-step process adopted in the present study comprises (1) the assessment of the measurement model and (2) the assessment of the structural model, as depicted in **Figure 3.1** below.

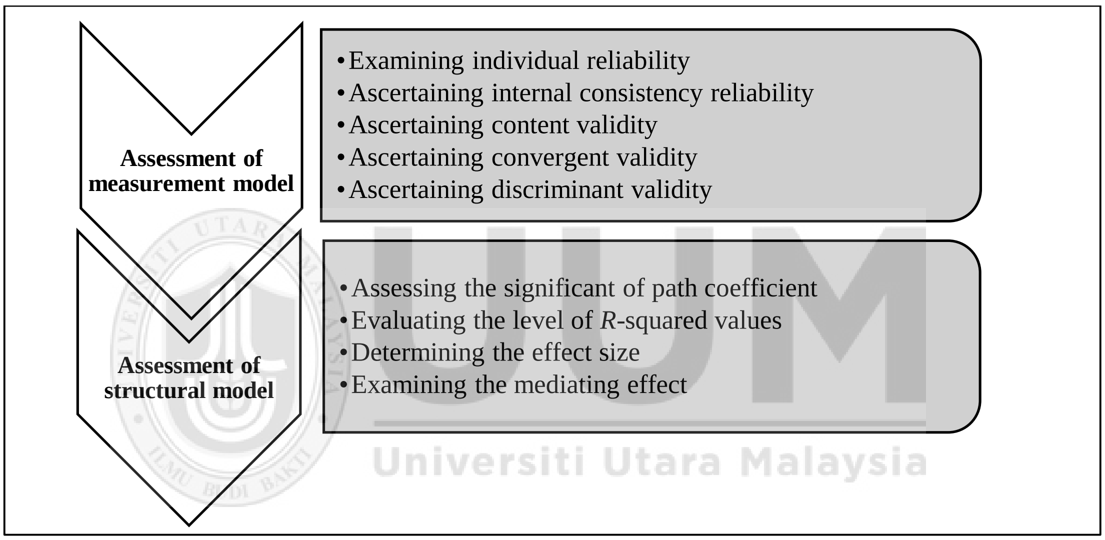

Figure 3.1
A two-step process of PLS path

3.9 Summary

In this chapter, the methods used are discussed in detail. It comprises the research design, operational definition, and instrumentation, data collection, population and sampling, data collection procedures, pilot test and techniques of data analysis. The next chapter will report the results of the study.

CHAPTER 4

FINDINGS

4.1 Introduction

This chapter discusses the result of data analysis. It contained relevant results which were descriptive and inferential analyses – hypothesis testing on correlation and effects between the dimensions of job demands (time pressure, discipline problems and low student motivation), job resources (supportive colleagues, supervisory support, collective school culture and value consonance), and well-being as explained in the previous chapters. Data was analysed using SmartPLS 3.0. Results were aimed at answering the research objectives:

- Objective 1: To examine the dimension of job demands related to teacher well-being.
- Objective 2: To identify the most significant dimension of job demands that influence teacher well-being.
- Objective 3: To examine the dimension of job resources related to teacher well-being.
- Objective 4: To identify the most significant dimension of job resources that influence teacher well-being.

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4.2 Data Collection and Response Rate

In this study, the data were collected starting from 17th February until 27th February 2020. After getting approval from the Planning and Research Division, MOE, an application letter was sent to PPD Kota Setar. The officer from the Psychology and Counselling Sector, PPD, helped to distribute the online questionnaire to the headmasters of the 14 selected schools. Each headmaster then forwarded the online questionnaires to teachers through the school's official social platform, which is the *Whatsapp* group based on the figures required in the application letter sent to them, as discussed in chapter 3. A total of 470 respondents were selected randomly for the desired sample size as suggested by Krejcie and Morgan (1970). During the period of data collection, follow-up with the school offices, headmaster, or assistant headmaster through phone calls was done to ensure all schools received the questionnaires and distributed the survey to the teachers. A total of 261 responses were received with a response rate of 55.5%. These data were coded and keyed-in in the SPSS ver. 25.

4.3 Data Screening

Prior to final data analysis, the data screening process must be done to explore the characteristics and verify the accuracy of data, to check for any missing information, the pattern of missing data, extreme responses, the relevance of variable "numerical codes", analysis of outliers, test of normality of data distribution and multicollinearity test. It was also done to ascertain if the sample complies with the numerical requirements for the research (Hair, Black, Babin, Anderson, & Tatham, 2006; Pallant, 2013).

4.3.1 Missing Value Analysis

Missing data refers to the valid values on one or more variables not available for analysis (Hair et al., 2010). The effects of missing data on data analysis could emerge in terms of the results of the analysis, sample size, generalization, and bias when data are not random, and the application of the remedies are inappropriate. Hence, to avoid missing data, immediate approaches were taken, such as telephone calls made to the person-in-charge to remind all respondents in completing the questionnaire, and checking the responses made at the time of survey collection were delivered. Since online questionnaires were used in collecting the data, the missing data issues were avoided.

4.3.2 Assessment of Outliers

Outlier refers to the data that has clearly deviated away from the others in the sample (Grubbs, 1969). The presence of outliers can be simply caused by human error, such as during data entry (Tabachnick & Fidell, 2007), or because it comes from a different population (Grubbs, 1969). An outlier can also be part of the population itself, but it merely has more extreme value than a normal distribution (Tabachnick & Fidell, 2007). Since human error is assured not to exist in this study, any presence of outliers was genuine because of the following reasons. This study employed the Mahalanobis distance (D2) method to detect outliers, as suggested by Tabachnick and Fidell (2007, 2013).

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Mahalanobis D2 is a multidimensional version of a z-score, which measures the distance of a case from the centroid (multidimensional mean) of a distribution, given the covariance (multidimensional variance) of the distribution (Tabachnick & Fidell, 2007, 2013). Hence, in this study, outliers were examined through Mahalanobis distance (D2) by looking into the box plots, as suggested by Pallant (2007). The result showed that there are eight extreme cases of outlier detected in case 243, 75, 139, 101, 123, 41, 27 and 51. Since the extreme value is high, it concluded that we deleted cases 243, 75, 139, 101,123, 41, 27 and 51. Repetitive outlier analysis was done to ascertain no other extreme values after deleting outlier cases.

4.3.3 Data Normality

The core perception in multivariate analysis is data normality. The appearance of the data distribution for an individual metric variable and its correlation with the normal distribution is referred to as the benchmark for statistical methods (Hair et al., 2010). Normality also refers to a description of the asymmetrical, bell-shaped curve, which has the highest frequency of scores in the middle with smaller frequencies towards the extremes. Normality can be assessed to some extent by obtaining skewness and kurtosis values (Pallant, 2013). There are also other techniques in SPSS to run the normality test. If the variation from the normal distribution is sufficiently large, all resulting statistical tests are invalid since normality is required to use the F and t statistics (Hair et al., 2010). Normality is an issue as it is one of the underlying assumptions required for carrying out structural equation modeling (SEM) analysis (Byrne, 2010). However, the normality problem is less an issue when using PLS-SEM because PLS-SEM applies the

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bootstrapping method for obtaining a significant relationship from a model with the non-normal dataset (Hair et al., 2013). One of the main advantages of PLS-SEM is that it does not require any normal-distributed input data (Urbach & Ahlemann, 2010).

4.3.4 Non-Response Bias

Non-response bias is a test to determine whether responses of those who have not responded are different from those who have responded. It was defined by Lambert and Harrington (1990) as the disparities in their response between non-respondents and respondents. Armstrong and Overton (1977) suggested a time-trend extrapolation method, contrasting the early and late respondents. Extrapolation methods are based on the assumption that subjects who respond 'less readily' are more like non-respondents (Robert, 1939). "Less readily" has been referred to as answering later or as requiring more prodding to answer. These respondents who responded late had similar criteria to non-respondents. A study from Lindner and Wingenbach (2002) proposed that the researcher should achieve a minimum response rate of 50%. The majority of the respondents in this study, which is 261 (55.5%), responded to the questionnaire within the time frame given. None of the respondents replied after the time frame given. Since the response rate in this study is high (55.5%), none of the non-response bias tests was conducted in order to examine any differences that emerged. Lindner and Wingenbach (2002) further argued that if a study achieves a 50% response rate, the issue of non-response bias would not appear. Although a non-response bias test was not conducted, it was not a significant concern for this study.

4.3.5 Common Method Variance

Common method variance (CMV) also identified as monomethod bias refers to the "variance that is attributable to the method of measurement rather than the value construct" (Podsakoff, Scott, Mackenzie, Lee, & Podsakoff, 2003). Many researchers (Lindell & Whitney, 2001; Podsakoff et al., 2003; Spector, 2006) have generally agreed that common method variance is a critical problem of the measurement validity in self-report surveys. Several efforts were made to reduce such bias during the instrument development stage such as modifying item wordings in the questionnaire to avoid vague concepts. Participants were also informed that their answers were strictly confidential throughout the research process.

Two types of the test could be conducted on common method variance; Harman's 1976 One-factor test and Confirmatory factor analysis (CFA). Harman's (1976) one-factor test is one of the most widely applied techniques that address the issue of common method variance (Podsakoff et al., 2003). Podsakoff et al., (2003) defined the process of Harman's single-one-factor test as "loading of all variables of a study into exploratory factor analysis and then, examining the unrotated factor solution to determine the numbers of factors that explain the variance in the variables." In determining the presence of common method variance, one factor will appear from the factor analysis or one particular factor will explain the majority of the covariance among the measures. The confirmatory factor analysis (CFA) could be considered in examining one factor that would account for all variances in the variables (Iverson & Macguire, 2000; Korsgaard & Roberson, 1995). With eigenvalues greater than 1 and no single factor emerged from the unrotated factor solution and accounted for the majority of the covariance among variables, the results derived from the analysis on all variables indicated a cumulative of 33.7% of the variance factors, which is less than 50% (Kumar, 2012). Therefore, this study does not illustrate any sign that indicates the presence of common method variance (CMV).

4.4 Descriptive Statistics

Descriptive statistics are meant to define and explain the aspects of a specific data set by providing concise summaries of the data collection. It is beneficial, as they contain the mean and standard deviation of all factors. Section 4.4.1 demonstrates the details pertaining to the respondent's profile, while Section 4.4.2 described the results of descriptive analysis pertaining to the variables in this study.

4.4.1 Demographic Profile

Initially, 261 respondents answered the questionnaire. However, only 253 samples usable for analysis. The demographic profile of the usable data set of respondents is shown in **Table 4.1.**

Table 4.1
Respondent's demographic profile

Demographic	Categories	Frequency	Percentage (%)
Gender	Female	180	71
	Male	73	29
Age	21-30 years old	5	2
	31-40 years old	68	27
	41-50 years old	128	51

Demographic	Categories	Frequency	Percentage (%)
	Over 51 years old	52	20
Ethnic	Malay	244	96
	Chinese	9	4
	Indian	0	0
	Others	0	0
Marital Status	Single	5	2
	Married	237	94
	Divorced	6	2
	Widowed	5	2
Highest academic qualification	SPM/MCE/STP/STPM	10	3.96
	Diploma	32	12.65
	Bachelor degree	191	75.5
	Master Degree	18	7.1
	PhD	1	0.4
	Others	1	0.4
Teaching experience	Less than 10 years	15	5.93
	10-20 years	126	49.8
	21-30 years	90	35.57
	More than 30 years	22	8.69

The result demonstrated that the majority of respondents were female, which contribute to 71% of the total number of respondents, equivalent to 180 respondents. The remaining were 73 males or 29%. As for the ages of respondents, the largest group of respondents came from those who are 41-50 years old (51% or 128 respondents), followed by 31-40 years old (27% or 68 respondents), over 51 years old (20% or 52 respondents) and 21-30 years old (2% or five respondents).

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The majority of the respondents were Malay, with 244 respondents or 96%, followed by Chinese with 4% (9 respondents). Most of the respondents were married, which contribute to 94%, equivalent to 237 respondents. Respondents who are divorced, widowed, and single were 6 (2%), 5 (2%), and 5 (2%), respectively.

Most of the respondents hold a Bachelor's degree (191 respondents or 75.5%). There are 32 respondents (12.65%) who had Diploma, followed by 18 respondents (7.1%) with Master degree, 10 respondents (3.96%) with SPM/MCE/STP/STPM, 1 respondent (0.4%) with PhD and 1 respondent (0.4%) for others. The majority of respondents have work experience of 10-20 years (126 respondents or 49.8%). There are 90 respondents (35.57%) who have work experience of 21-30 years, followed by 22 respondents (8.69%) with more than 30 years of work experience and 15 respondents (5.93%) who had been working less than ten years.

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4.4.2 Descriptive Variables

The survey obtained a total of 253 available cases. A six-point Likert scale was used to evaluate all variables. **Table 4.2** displays mean ranging from 2.81 to 4.97. Mean values for this study can be categorized into three ranges: low = 1.00 to 2.67; moderate = 2.68 to 4.34 and high = 4.35 to 6.00. The finding showed that the point scale of all independent variables were at high and moderate level, while the dependent variable did score a moderate rating. Whereas, all standard deviations are below 1 or equal to 1, which is considered successful based on a recommendation from Sekaran (2007) for data variability.

Table 4.2
Descriptive analysis of the variables

Construct	Mean	Standard Deviation
Time Pressure	4.80	0.70
Discipline Problem	4.60	0.90
Low Student Motivation	3.90	1.04
Supportive Colleagues	4.97	0.76
Supportive Support	4.90	0.79
Collective School Culture	4.78	0.80
Value Consonance	4.83	0.74
Well-Being	2.81	1.04

4.5 PLS-SEM Path Modelling

The measurement model and the structural model were assessed using Partial Least Squares Structural Equation Modelling (PLS-SEM). There are several advantages of utilizing PLS-SEM for this study. PLS-SEM is able to accept and works very well with a smaller number of sample size, no assumption on the non-normality data, capable to run data measurement with both reflective and formative items also could handle single-item constructs, and implies no identification problems (Hair et al., 2014a, 2014b). PLS-SEM is also considered to be efficient in estimating parameters resulting in the high statistical power outcomes compared to the Covariance-Based SEM (CB-SEM) (Hair et al., 2014a, 2014b). Thus PLS-SEM receives the most and highest-ranking of popular and favorable approach to researchers from various disciplines.

Besides, PLS path modeling provides more reliable projections of the mediating and moderating effect by taking into account the measurement error which mitigates the estimated relationships and improves the theory validity (Chin, Marcolin, & Newsted, 2003; Helm, Eggert, & Garnefeld, 2010; Henseler & Fassoft, 2010). Wetzels, Oderkerken-Schroder, & van Oppen, (2009) in Akter, D'Ambra, and Ray (2013) stated that: *"This approach also allows us to derive the (indirect) effects of lower-order constructs, or dimensions, on outcomes of the higher-order construct."*

Structural equation modeling (SEM) enables researchers to incorporate implicitly measured non-variables by independent variables. It also enables the accounting of calculation errors found in variables (Chin, 1998). SEM has two different types. The first type is CB-SEM, mainly used for supporting (or rejecting) hypotheses by calculating how far a particular theoretical model predicts the covariance matrix for a collection of survey data. Second is PLS-SEM and has been primarily used in an exploratory study to develop concepts. It happens when analyzing the model by concentrating on describing the variability in the dependent variables. According to Chin (2010) and MacKenzie, Podsakoff and Jarvis (2005), PLS modeling is an effective method for predicting complicated models as it can guarantee more statistical parsimony and less uncertainty of simulations. PLS path modeling also provides reliable solutions, especially when the purpose is prediction, the model is relatively complex, the sample size is minimal, and the trend is new or evolving (Chin & Newsteed, 1999).

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This study employed PLS-SEM due to the complex model of reflective constructs. It is also beneficial to use the PLS-SEM as the perfect statistical technique rather than the use of CB-SEM or others. Therefore, PLS SEM being used aimed at measurement model calculation, plus structural model evaluation. This study applied a "two-step process of PLS Path Model Assessment," as suggested by Henseler et al. (2009).

4.5.1 Assessment of the Measurement Model

The reliability of individual items measuring each latent construct, the internal consistency reliability (i.e., construct reliability), discriminant validity, as well as convergent validity for each of the reflective constructs were assessed for the evaluation of the measurement model. For the formative construct, two conditions must be examined on each indicator for it to be important in the construct or not (Aminu, 2015 & Hair et al., 2014a). First, the potential collinearity issues among the indicators applying the tolerance level "(represents the amount of variance of one formative indicator not explained by the other indicators in the same block, Hair et al., 2014a, p. 124) or variance inflation factor (VIF) values, defined as the reciprocal of the tolerance)" (Hair et al., 2014a, p. 124). In the PLS-SEM view, a tolerance value of 0.20 or less and a VIF value of 5 and higher respectively designate a possible collinearity problem (Hair et al., 2011). The second condition is to examine the (statistical) significance and relevance of each formative indicator to the primary construct.

The first set of analyses conducted comprises the individual item reliability as well as the construct reliability and validity of the reflective construct. Then, the evaluation of collinearity among formative indicators was computed using VIF values.

4.5.1.1 Individual Item Reliability of Reflective Measurement Models

This research applied the PLS algorithm, as illustrated in **Figure 4.1**, in weighing the particular item reliability and other measurement model assessment. The single item was assessed with the outer loadings of the indicators (Hair et al., 2014a). Hair et al. also stressed that “the higher outer loadings on a construct indicate that the related indicators have something in common which the construct gathered.”

According to Hair et al., (2014a), a standard common rule of thumb is that “an indicator with 0.70 outer loadings is acceptable and reliable for the established developed scale”. However, it is also mentioned that researchers will be concerned about the composite stability, as well as the substance validity of the model, rather than simply excluding indicators with their outer loading of below 0.70. As such, to remain the indicators, the outer loadings must be between 0.40 and 0.70. If the deletion can increase the value of composite reliability (CR) and Average Variance Extracted (AVE), then it should proceed. Based on the general concept suggested by Hair et al. (2014), out of 43 items representing eight reflective structures in this sample, three items were dropped, keeping the research with the items found appropriate for further examination in PLS-SEM (refer Table 4.3- Results summary for reliability and validity of the constructs).

Reflective measurement model analysis involves reliability for determining internal accuracy, reliability for individual metrics, and AVE for evaluating convergent validity. The Fornell-Larcker test and cross-loading were then used to determine the discriminant validity. The following section highlights each test used to evaluate reflective measurement models.

4.5.1.2 Internal Consistency Reliability of Reflective Models

The first criterion to be measured is the durability of the internal accuracy. Cronbach's alpha is the standard test for internal accuracy. The Cronbach's alpha suggests that all metrics are similarly accurate (i.e., all metrics have equivalent external loads on the construct). Nevertheless, Cronbach's alpha is "sensitive to the number of items in the scale and generally tends to underestimate the internal consistency reliability." As such, it can be used as a conservative indicator of reliability for internal consistency reliability. However, given the lack of population limit of Cronbach alpha, it is more realistic to apply a specific measure of internal consistency reliability, called "composite reliability" (CR) (Hair et al., 2014a).

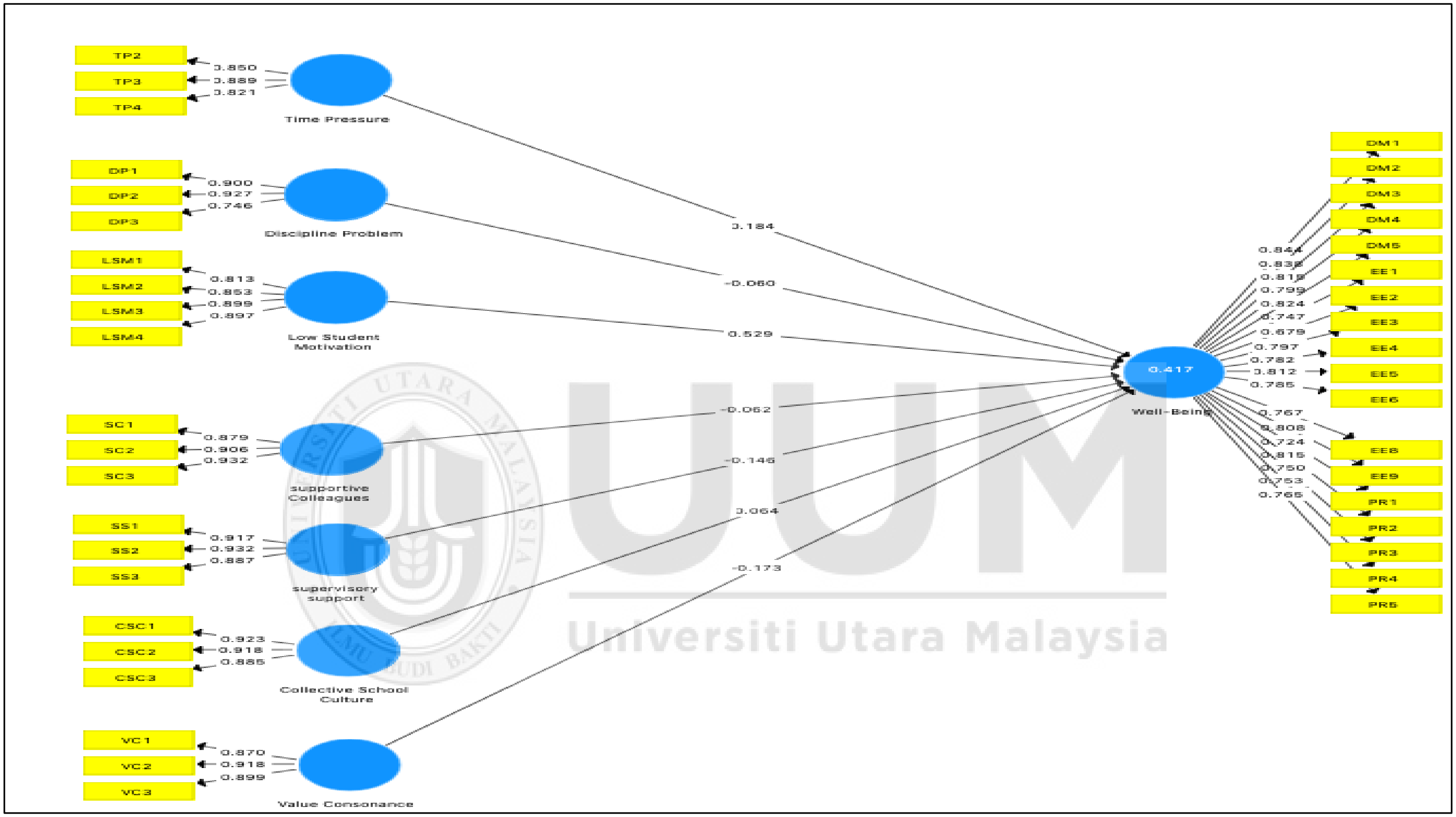

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Figure 4.1

Measurement Model

Note. TP- Time Pressure; DP- Discipline Problem; LSM- Low Student Motivation; SC- Supportive Colleagues; SS- Supportive Support; CSC- Collective School Culture; VC- Value Consonance; DM- ; EE- ; PR

Table 4.3
Results summary for reliability and validity of the constructs

Construct	Scale Type	Item	Loadings	AVE	CR	Item (s) deleted due to low loadings
Well-being	Reflective	DM1	0.844	0.616	0.966	EE7
		DM2	0.838			
		DM3	0.815			
		DM4	0.799			
		DM5	0.824			
		EE1	0.747			
		EE2	0.679			
		EE3	0.797			
		EE4	0.782			
		EE5	0.812			
		EE6	0.785			
		EE8	0.767			
		EE9	0.808			
		PR1	0.724			
		PR2	0.815			
		PR3	0.75			
		PR4	0.753			
		PR5	0.765			
Time Pressure	Reflective	TP2	0.85	0.729	0.890	TP1, TP5
		TP3	0.889			
		TP4	0.821			
Discipline Problem	Reflective	DP1	0.9	0.742	0.895	
		DP2	0.927			
		DP3	0.746			
Low Student Motivation	Reflective	LSM1	0.813	0.750	0.923	
		LSM2	0.853			
		LSM3	0.899			
		LSM4	0.897			
Supportive Colleagues	Reflective	SC1	0.879	0.821	0.932	
		SC2	0.906			
		SC3	0.932			
Supportive Support	Reflective	SS1	0.917	0.832	0.937	
		SS2	0.932			
		SS3	0.887			

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Construct	Scale Type	Item	Loadings	AVE	CR	Item (s) deleted due to low loadings
Collective School Culture	Reflective	CSC1	0.923	0.826	0.934	
		CSC2	0.918			
		CSC3	0.885			
Value Consonance	Reflective	VC1	0.87	0.803	0.925	
		VC2	0.918			
		VC3	0.899			

The composite reliability (CR) takes into account the different out loadings of the indicator variables. The CR varies between 0 and 1, with higher values indicating higher levels of reliability. Commonly, the CR values of 0.60 to 0.70 are acceptable in exploratory research, while in more advanced stages of research, values between 0.70 and 0.90 can be regarded as satisfactory (Nunnally & Bernstein, 1994). In contrast, composite reliability values below 0.60 indicate a lack of internal consistency reliability (Hair et al., 2014a).

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The result of composite reliability postulates in this study showed a satisfactory value of composite reliability. The CR coefficient of latent constructs varies from 0.890 to 0.966, both above 0.70 (lowest allowable standard), indicating sufficient reliability of the internal consistency measures used in this study (Hair et al., 2014a).

4.5.1.3 Convergent Validity of Reflective Models

Convergent validity refers to the extent to which a measure correlates positively with alternative measures of the same constructs (Hair et al., 2014a). In establishing convergent validity, the outer loadings of the indicators, as well as the Average Variance Extracted (AVE) should be considered. This value is referred to as the construct-related great mean value of the squared loadings of indicators. Therefore, the AVE is comparable to a construct's communality. If the associated indicators have much in common that is captured by the constructs, the outer loadings will be high. Chin (1998) suggested the AVE of each latent model should be 0.5 or higher to obtain the appropriate convergent validity.

The AVE values as shown in **Table 4.3** presented high loadings (>0.5), indicating that on average, the constructs explain more than half of the variance of its indicators. However, if an AVE of less than 0.50, it indicates that, on average, more error remains in the items than the variance explained by the constructs. The results of this investigation show that this study's measurement model has demonstrated adequate convergent validity.

4.5.1.3 Discriminant Validity of Reflective Model

Discriminant validity is "the extent to which the concept completely dissimilar with other theoretical constructs" (Hair et al., 2014a). Establishing discriminant validity implies that a construct is unique and captures phenomena not represented by other constructs in the model. Hair et al., (2014a) proposed two measures of discriminant validity. The first approach for determining discriminant validity would be analyzing the indicator's cross-loading. It will be higher if the outer loadings of indicator loading on other constructs. The existence of cross-loadings that surpass the outer loadings of the indicators represents a discriminant validity. The second method is the Fornell-Larcker criterion, and it is a more conservative approach to assessing discriminant validity (Hair et al., 2014a). It can be calculated by comparing the square root of AVE for each construct with its correlations with other constructs (Chin, 1998).

The first assessment of discriminant validity is to examine the indicators' loadings with respect to all construct correlations. For the reflective latent variable to have discriminant validity using the cross-loadings method, the indicator's outer loadings should be higher than all of its loadings on other constructs (i.e., the cross-loadings) (Hair et al., 2014a). This criterion is generally considered rather liberal in terms of establishing discriminant validity (Hair et al., 2011). The assessment of the discriminant validity based on the cross-loadings criterion is presented in **Table 4.4** and **Table 4.5.**

Table 4.4 below shows the cross-loading of items. Cross-loadings refer to an indicator's (i.e., item's) correlations with other constructs in the model. In order to establish the discriminant validity, indicators (i.e., item's) outer loading on the associated construct must be higher that any of its cross-loadings on other constructs (Hair Jr et al., 2014, 2017). **Table 4.4** shows that the outer loadings often outweigh the cross-loadings, thereby showing discriminant validity was defined for all constructs in the model.

Table 4.4
Loadings and cross loadings

Variables	WB	CSC	DP	LSM	TP	VC	SS	SC
DM1	0.844	-0.276	0.114	0.412	0.123	-0.261	-0.286	-0.201
DM2	0.838	-0.199	0.161	0.384	0.16	-0.234	-0.232	-0.197
DM3	0.815	-0.236	0.087	0.408	0.093	-0.264	-0.238	-0.16
DM4	0.799	-0.258	0.089	0.395	0.099	-0.249	-0.242	-0.145
DM5	0.824	-0.185	0.14	0.411	0.138	-0.217	-0.2	-0.118
EE1	0.747	-0.174	0.249	0.553	0.316	-0.192	-0.222	-0.118

Variables	WB	CSC	DP	LSM	TP	VC	SS	SC
EE2	0.679	-0.138	0.376	0.493	0.466	-0.096	-0.135	-0.002
EE3	0.797	-0.264	0.262	0.494	0.302	-0.281	-0.269	-0.15
EE4	0.782	-0.189	0.281	0.489	0.301	-0.234	-0.162	-0.128
EE5	0.812	-0.276	0.259	0.455	0.362	-0.251	-0.267	-0.113
EE6	0.785	-0.3	0.123	0.439	0.164	-0.311	-0.336	-0.272
EE8	0.767	-0.244	0.212	0.443	0.296	-0.235	-0.277	-0.167
EE9	0.808	-0.238	0.103	0.402	0.109	-0.259	-0.257	-0.205
PR1	0.724	-0.127	0.19	0.436	0.216	-0.064	-0.119	-0.097
PR2	0.815	-0.15	0.165	0.466	0.163	-0.184	-0.188	-0.168
PR3	0.75	-0.092	0.225	0.424	0.225	-0.086	-0.121	-0.104
PR4	0.753	-0.044	0.186	0.406	0.205	-0.089	-0.12	-0.132
PR5	0.765	-0.103	0.172	0.355	0.217	-0.152	-0.16	-0.095
CSC1	-0.251	0.923	0.103	-0.085	0.016	0.725	0.763	0.382
CSC2	-0.225	0.918	0.175	-0.039	0.018	0.696	0.683	0.45
CSC3	-0.211	0.885	0.167	-0.051	0.126	0.772	0.679	0.491
DP1	0.241	0.064	0.9	0.503	0.389	0.078	0.083	0.176
DP2	0.228	0.137	0.927	0.535	0.38	0.185	0.183	0.24
DP3	0.156	0.262	0.746	0.351	0.35	0.183	0.267	0.244
LSM1	0.392	-0.006	0.531	0.813	0.299	0.016	0.024	0.047
LSM2	0.454	-0.029	0.489	0.853	0.337	-0.064	-0.016	-0.031
LSM3	0.57	-0.107	0.444	0.899	0.303	-0.053	-0.081	-0.026
LSM4	0.51	-0.064	0.459	0.897	0.284	0.02	-0.006	0.043
SC1	-0.14	0.359	0.224	0.061	0.273	0.517	0.467	0.879
SC2	-0.145	0.445	0.242	0.044	0.256	0.519	0.539	0.906

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Variables	WB	CSC	DP	LSM	TP	VC	SS	SC
SC3	-0.2	0.487	0.215	-0.061	0.202	0.542	0.605	0.932
SS1	-0.247	0.656	0.159	0.002	0.064	0.68	0.917	0.553
SS2	-0.262	0.714	0.197	-0.023	0.125	0.736	0.932	0.579
SS3	-0.246	0.768	0.162	-0.056	0.055	0.681	0.887	0.509
TP2	0.29	0.016	0.302	0.338	0.85	0.101	0.048	0.14
TP3	0.256	0.056	0.395	0.288	0.889	0.136	0.072	0.249
TP4	0.162	0.089	0.453	0.254	0.821	0.198	0.138	0.34
VC1	-0.226	0.748	0.172	0.008	0.156	0.87	0.661	0.527
VC2	-0.272	0.669	0.164	-0.047	0.157	0.918	0.685	0.567
VC3	-0.202	0.758	0.098	-0.025	0.105	0.899	0.723	0.453

Note. TP- Time Pressure; DP- Discipline Problem; LSM- Low Student Motivation; SC- Supportive Colleagues; SS- Supportive Support; CSC- Collective School Culture; VC- Value Consonance; DM- ; EE- ; PR.; highlighted values are loadings for items that are above the recommend value of 0.5.

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Next, to examine the second assessment of the measurement model's discriminant validity, the Fornell-Larcker criterion was applied. According to this method, the square root of the AVE values is compared with the latent variable correlations (Fornell & Larcker, 1981). Generally, the square root of each reflective construct's AVE should be greater than its highest correlation with any other construct. The logic behind this method is based on the idea that a construct shares more variance with its associated indicators than with any other latent constructs of the model (Hair et al., 2014a). The results indicated that all AVE square roots surpassed the off-diagonal, as shown in **Table 4.5.**

Table 4.5
Measurement Model: Discriminant Validity (Fornell-Larcker Criterion)

	CSC	DP	LSM	TP	VC	WB	SS	SC
Collective School Culture	**0.909**							
Discipline Problem	0.161	**0.861**						
Low Student Motivation	-0.065	0.547	**0.866**					
Time Pressure	0.055	0.432	0.351	**0.854**				
Value Consonance	0.803	0.164	-0.025	0.158	**0.896**			
Well-Being	-0.253	0.247	0.564	0.29	-0.264	**0.785**		
Supervisory support	0.781	0.19	-0.028	0.09	0.767	-0.276	**0.912**	
Supportive Colleagues	0.481	0.249	0.007	0.263	0.581	-0.183	0.6	**0.906**

Note. TP- Time Pressure; DP- Discipline Problem; LSM- Low Student Motivation; SC- Supportive Colleagues; SS- Supportive Support; CSC- Collective School Culture; VC- Value Consonance. (Non-bolded=inter-correlation value between constructs)

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Table 4.5 indicated that all square roots of AVEs (bolded) were larger than inter-constructs correlations, indicating that the variance explained by the respective construct is larger than the measurement error variance (Fornell & Bookstein, 1982). It is thus verified that Fornell and Larcker's criteria were fulfilled.

4.5.1.4 Multicollinearity Test

The multicollinearity of this study is examined by the VIF. Hair et al, (2016) and Kline (2015) suggested the VIF should be between 0.1 and less than 10. The findings presented that the VIF values of all the constructs are between those figures. According to O'Brien (2007) and Rogerson (2001), VIF should be lower than 5.0. It is met in the study as shown in **Table 4.6**.

Table 4.6
Multicollinearity Assessment

Construct	Inner VIF Values
Collective School Culture	3.58
Discipline Problem	1.702
Low Student Motivation	1.536
Time Pressure	1.352
Value Consonance	3.578
Well-Being	-
Supervisory Support	3.346
Supportive Colleagues	1.805

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With that, all the tests required have been fulfilled and presented.

4.5.2 Assessment of Structural Model

Since the measurement model has been tested and the validity and reliability conducted, the next test is to assess the model's predictive abilities and the construct's relationships. The direct paths analysis is presented in the next section. In this part of the findings, how well the empirical data supports the theory, and if the theory has been empirically confirmed is decided.

4.5.2.1 Assessment of Structural Model of Direct Determinants on Well-being

The findings of the “structural model” based on the causal interaction between independent variables and dependent variables are seen in **Table 4.7**. The findings were construed based on the “coefficients (Std. Beta) for the path relationship, the standard error (SE), and t-value (T Statistics).” The widespread critical (theoretical) t values for the two-tailed test are 1.65 (<0.10), 1.96 (<0.05), or 2.57 (<0.01)” (Hair et al., 2014a, p. 186).

The result of direct relationship in **Table 4.7** below indicates from seven hypotheses, only three hypotheses were found significant with wellbeing. That being low student motivation (ß=0.529, t=10.609, p<0.01), time pressure (ß=0.184, t=3.283, p<0.01) and value consonance (ß=-0.173, t=2.057, p<0.05).

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Table 4.7
Structural Model: Test of Significance for Direct Relationships

Hypothesis	Relationship	Direct Effect (ß)	Standard Error	T-Value	P-Value	Result
H1a	Time Pressure -> Well-Being	0.184	0.056	3.283	0.001	Significant
H1b	Discipline Problems -> Well-Being	-0.06	0.06	1.007	0.314	Not Significant
H1c	Low Student Motivation -> Well-Being	0.529	0.05	10.609	0.000	Significant
H2a	Supportive Colleagues -> Well-Being	-0.062	0.065	0.964	0.335	Not Significant
H2b	Supervisory Support -> Well-Being	-0.146	0.094	1.555	0.12	Not Significant
H2c	Collective School Culture -> Well-Being	0.064	0.095	0.675	0.500	Not Significant
H2d	Value Consonance -> Well-Being	-0.173	0.084	2.057	0.04	Significant

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4.5.2.2 Assessment of Variance Explained in the Endogenous Latent Variables

According to Hair et al. (2011) and Henseler et al. (2009), R-squared value is one of the essential standards for evaluating the structural model in PLS-SEM. It is also known as the coefficient of determination. The R-squared value represents the exogenous latent variables' combined effects on the endogenous latent variable. Due to the coefficient is squared correlation of actual and predicted values, it also represents the amount of variance in the endogenous constructs explained by all the exogenous constructs linked to it. The **R^2 value** ranges from 0 to 1, with higher levels indicating higher levels of predictive accuracy. Even though the acceptable level of R^2 value depends on the research discipline (Hair et al., 2014a), Falk and Miller (1992) proposed an R-squares value of 0.10 as a minimum acceptable level. Chin (1998) suggested that the R-squared values of 0.67, 0.33 and 0.19 in PLS-SEM can be considered as substantial, moderate and weak, respectively. **Table 4.8** illustrates the R-squared values of the one endogenous latent variable.

Table 4.8
Coefficient of Determination for Direct Relationships: R-Squared

Variance explained in the Endogenous Latent Variables	
Latent Variables	**Variance Explained (R^2)**
Well-being	41.7%

Table 4.8 presented that the total variance in well-being is 41.7%. It suggests that seven sets of exogenous latent variables (i.e., Collective School Culture, Discipline Problem, Low Student Motivation, Time Pressure, Value Consonance, Supervisory Support and Supportive Colleagues) collectively explained 41.7% of the variance of the teacher's wellbeing. Thus, based on Falk and Miller's (1992) and Chin's (1998)

suggestions, “the R^2 value clarified by these latent variables on the target endogenous latent variable” (i.e., well-being) is substantial.

4.5.2.3 Assessment of the Effect Size (f^2)

A metric used to examine the relative impact on an endogenous construction of a predictor construct was known as effect size (f^2) (Hair et al., 2014a). As an addition to examining the R^2values of all endogenous constructs, “the adjustment in the R^2 value when a definite exogenous construct is omitted from the model could be used to evaluate whether the omitted construct has a substantive impact on the endogenous constructs” (Hair et al., 2014a). The effect size can be calculated as:

$$f^2 = \frac{R^2 \text{ included} - R^2 \text{ excluded,}}{1 - R^2 \text{ included}}$$

Hair et at. (2014a) explained, “Where R^2 included and R^2 excluded are the R^2 values of the endogenous latent variable when a selected exogenous latent variable is included in or excluded from the model. The change in the R^2 values is calculated by estimating the PLS path model twice. It is estimated the first time with the exogenous latent variable included (yielding R^2 included) and the second time with the exogenous latent variable excluded (yielding R^2 excluded)”. Cohen (1988) provides f^2 of 0.02, 0.15 and 0.35, respectively, represent small, medium and large effects of the exogenous latent variable.

Table 4.9 reports the effects of size assessments of the corresponding “exogenous latent variables on the endogenous variable in their direct relationships”. From the Table, all the exogenous latent constructs that greatly influence the “endogenous latent variables” (refer **Table 4.9**) have a slight impact on the “endogenous latent variable” (i.e. well-being). Individually, low student motivation (0.312) has been considered as having a large effect size. In contrast, time pressure (0.043), value consonance (0.014) and supervisory support (0.011) has been considered as having a small effect size on teacher’s wellbeing based on Cohen’s (1988) formula.

Table 4.9
The Assessment of Effect Size (f^2)

Relationship	**Effect Size (f^2)**	**Explanation**
Time Pressure -> Well-Being	0.043	Small
Discipline Problems -> Well-Being	0.004	None
Low Student Motivation -> Well-Being	0.312	Large
Supportive Colleagues -> Well-Being	0.004	None
Supervisory Support -> Well-Being	0.011	Small
Collective School Culture -> Well-Being	0.002	None
Value Consonance -> Well-Being	0.014	Small

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4.5.2.4 Assessment of Predictive Relevance (Q^2)

This study also examined the Stone-Geisser’s Q^2 value (Geisser, 1974; Stone, 1974) in order to evaluate the magnitude of the R^2 values as a criterion of predictive accuracy (Hair et al., 2014a). Q^2 value larger than 0 suggests that the model has predictive relevance for a particular endogenous construct, while values of 0 and below show the absence of predictive relevance (Chin, 1998).

The suggested approach to test predictive relevance is called the Blindfolding procedure. According to Wold (1982, p. 30), “the cross-validation test of Stone (1974) and Geisser (1975) fits soft modeling like a hand in glove”. More specifically, when PLS-SEM exhibits predictive relevance, it accurately predicts the data points of indicators in reflective measurement models of endogenous constructs and endogenous single-item constructs. The reflective measurement model specifies that a latent or unobservable concept causes variation in a set of observable indicators (McMillan & Conner, 2003). Since all endogenous latent variables in this study were reflective in nature, a blindfolding procedure was applied mainly to this endogenous latent variable.

Table 4.10
Predictive Relevance (Q-Square) Value

Total	**1-SSE/SSO**
Well-being	0.231

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Table 4.10 qualifies the “*blindfolding*” outcome of the “cross-validated redundancy (Q^2)” test of the dependent variable of this study. Since the “cross-validated redundancy (Q^2) is greater than zero (0), it specifies that there is a path model predictive relevance” (Chin, 1998; Hair et al., 2014a; Hayes, 2009; Hair et al., 2016).

4.6 Chapter Summary

In this chapter, the results of the statistical analysis were presented. The findings will be discussed, along with the implications for theories and policymaking in chapter five.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This last chapter discusses the findings of the study, as presented in the previous chapter. The chapter discussed the findings in accordance with the objectives of the study. Besides, this chapter provides a comparison of the findings with the previous studies, theoretical and practical implications, limitations of the research, and suggestions for future study.

5.2 Discussion

This study intended to identify the most significant dimension of job demands or stressors and job resources that affect teacher well-being. Data were analyzed using SmartPLS 3.0 to reveal the associations between the dependent and independent variables. By employing Path Coefficients, the result reveals there are two dimensions of job demands being positively contribute to a lower teacher well-being which are time pressure and low student motivation, and only one dimension of job resources being negatively associated to a poorer teacher well-being which being value consonance.

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5.2.1 Objective 1: To examine the dimension of job demands related to teacher well-being

The first independent variable tested in this study being job demands. It has three dimensions, which are time pressure, discipline problem, and low student motivation. All these factors may cause distress effects on teacher's well-being. From the analysis, there are two dimensions of job demands found to have a significant positive relationship with teacher well-being, namely low student motivation ($\beta = 0.529$, $p<0.000$) and time pressure ($\beta = 0.184$, $p<0.001$). In this study, the mean score for time pressure is high (value of 4.35 to 6.00) and low student motivation is moderate (value of 2.68 to 4.34) with a mean score of 4.80 and 3.90. It means that the majority of the respondents agree that low student motivation and time pressure have an essential role in decreasing the well-being among teachers in national primary schools, as well-being was measured in negative nature. The results are similar with the previous studies that found time pressure (Skaalvik et al., 2018, 2017, 2011; Bavanhi et al., 2017; Tai et al., 2019; Shalini et al., 2018; Ibrahim et al., 2018) and low student motivation (Skaalvik et al., 2018, 2016; Ibrahim et al., 2018) contributed to the low teacher well-being. The previous studies agreed that these two dimensions were among predictors of job demands, which may decrease teacher's well-being and contribute to high pressure, negative emotions, depression, and health problems such as sleeping problems and headaches.

In this study, students who are not motivated in the classroom proved to have an essential role in decreasing teacher well-being. The emotions, moods and health conditions of teachers were significantly correlated to low student motivation,

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especially when teachers have to deal with students who are not interested in schoolwork, give up easily, playful, and show little effort at their schoolwork. This kind of behavior discouraged the teachers and depleted their energy because they need to work harder to get the student's attention and focus during the lesson. Besides, teachers have a responsibility to improve students' performance. Hence they have to ensure that the teaching and learning process in the classroom runs effectively and efficiently. In doing that, teachers have to increase their effort and use more time to ensure the educational goals can be achieved. However, this being a continuous challenge for teachers to motivate students because it is a constant process, and they have to deal with it every day. Nonetheless, the result cannot be seen right away. It caused them exhaustion, frustration, and drained out due to the tiring and demanding tasks. Therefore, effective action must be taken to address this issue, for example, providing communication skills training to enhance the teacher-student relationship and classroom management course.

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Next, the decreasing of teacher well-being was also proven to be affected by time pressure. Teachers were required to carry out academic and non-academic workloads, such as, teaching, preparing exam questions, filling out students attendance, discipline books, student health forms and student progress records; handling students' clubs as well as conducting sports preparations, prize-giving ceremony, canteen day and other events (Tai et al., 2019; Mohd Fadzli et al., 2005). Thus it contributed to teacher stress when they were pressured to finish it within a stipulated time. It was revealed that the responsibility took a toll and they were anxious in finding times, ideas and strategies to ensure the tasks and duties could be completed within the time limit. When the pressure cannot be controlled, it can undermine their mental and physical well-being.

For this study, teachers agreed that they have a very hectic life at school, restless, attended many meetings, an abundance of administrative work and documentation, and loaded with work. When teachers experience this aspect of job demands, their emotions, mood and health were negatively affected. Hence, teachers' work overload and time pressure must be continuously reviewed by MOE, and feedback from teachers must be attained. Besides, teachers also must be provided with the knowledge and skills needed to organize their tasks accurately.

However, discipline problems were found insignificant to low teacher well-being. It might suggest that primary school students appear to listen to teachers and did not cause any severe disruptive behavior in the classroom that could pressure the teachers. This result might be affected by their young age, where most of the children would follow direct and strict instructions from teachers compared to teenagers. Therefore, the teacher's physical and mental health was not affected by this aspect of job demands. Another reason that might contribute to this finding was the eastern culture that focuses more on results might divert the teacher's attention towards student's attentiveness in the classroom, compared to the student's disruptive behavior. According to Ding et al. (2008), Chinese teachers show contradiction to Western studies where they found that students with disruptive behavior do not contribute to extreme frustration to the teachers. It may be due to teachers who are rushing to complete the syllabus and the KPIs that they do not pay attention to student's discipline. Consequently, their focus has been shifted from developing student's morals and virtues towards accomplishing excellent academic performance. Thus, it makes these aspects of job demands not being significant to the poor teacher's well-being.

Based on this finding, two aspects or dimensions of job demands, namely "time pressure" and "low student motivation" reveal a significant positive relationship with low teacher well-being, as the dependent variable was measured with negative dimensions including emotional exhaustion, depressed mood, and psychosomatic responses. Hence, proactive action must be taken by MOE, JKN, PPD and higher education institutions to equipped teachers with skills, knowledge and abilities needed in the teaching profession.

5.2.2 Objective 2: To identify the most significant dimension of job demands that influence teacher well-being

Low student motivation or unmotivated student is shown to be the most crucial aspect of job demands that positively affect low teacher well-being with a large effect size (f^2=0.312). It means that the relationship between the said independent variable and the dependent variable is strong. The emotions, moods and health condition of teachers were strongly correlated with low student motivation, especially when teachers have to deal with students who were not interested in schoolwork, giving up easily, playful and show little effort at schoolwork. This kind of behavior discouraged the teachers and depleted their energy because they faced difficulties with making students take the schoolwork seriously. In this regard, teachers need to work harder and be more creative to get student's attention and focus during the school lesson. The constant struggle would lead to exhaustion, frustration, stress, hopelessness and job-related illnesses among school teachers, thus revealed that the low student motivation harmfully affect teacher well-being.

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Moreover, there is a need to look at a teacher-student relationship because it could lead to a warmer classroom environment that facilitates successful adaptation in school and thereby increase student motivation to learn (Koca, 2016). Students who have a positive relationship with teachers were reported to be outgoing, socially competent, and motivated (Birch & Ladd, 1997). On the other hand, if the teacher-student relationship does not go well, it may result in a less stimulating and boring environment. This, in return, can cause stress and strain that influence students' motivation to learn.

In addition to that, teachers have expectations for students to be successful academically and behaviorally. In realizing this, students must demonstrate their ability and effort to be successful. Hence, the absence of these qualities made teachers frustrated and depressed, consequently would make them put in more effort and time. When things pile up, teachers cannot have enough rest, thus leading some to face health problems. However, this also indicated that the teachers understand their jobs well, especially the vision and mission of being a teacher. Therefore, the teachers should be provided with updated knowledge, sufficient skills, and right attitudes needed in educating students of the new generation.

Additionally, the low student motivation drained teachers physically and mentally when their days filled with endless orders, giving reminders, and resolve student's dispute. Teachers tend to spend a lot of time and energy running the classroom. Ding et al. (2008) indicated that teachers experienced stress when they had to deal with student's troublesome behavior such as inattentive, daydreaming, not involve in classroom activities due to the "teaching for testing" system. This system has impacted

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the teaching profession where students were evaluated based on how well they performed during examinations, thus forced teachers only to teach concepts and skills that are likely to be tested. Hence, teachers needed to complete the syllabus before the tests or exams took place. Experiencing students with low motivation will slower the process of learning, thus put teachers in higher pressure to ensure teaching and learning can be delivered promptly and comprehensively to all students. Lack of rest and pressure to complete the syllabus might harm teacher well-being when they experience emotional exhaustion, depression and job-related illnesses.

Moreover, MEB 2013-2025 highlighted six qualities that should be inculcated at the individual student level, which are "knowledge, thinking skills, leadership skills, bilingual proficiency, ethics and spirituality, and national identity." It showed that academic performance solely is not enough to reflect the student's achievement. Hence, it described why unmotivated students gave pressure to teachers because the qualities mentioned in MEB 2013-2025 cannot be instilled if teachers continually failed to enhance student's motivation in the classroom. Teacher's failure to motivate students caused them to feel professionally incompetent, angry and exhausted. In the long run, it can undermine their physical and mental health due to burned out, frustration, stress, depression and worries. Therefore, teachers need to have passion, knowledge, and essential skills to tackle low student motivation. Training and related courses must be conducted regularly by MOE, JKN and PPD to provide all teachers with updated and current skills, techniques and information on practical ways in handling students of the new generation.

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5.2.3 Objective 3: To examine the dimension of job resources related to teacher well-being

The next independent variable tested in this study being supportive colleagues, supervisory support, collective school culture, and value consonance which are the dimensions of job resources. Job resources among teachers might serve to alleviate the burden of teachers and strengthen their well-being. Based on the analysis, value consonance reported having a significant negative relationship with low teacher well-being ($\beta = -0.173$, $p<0.04$). In this study, the mean score for value consonance is high (4.83). It means value consonance was considered to have a vital effect on teachers' well-being in national primary schools.

The findings correspond to previous studies (Skaalvik et al., 2018, 2015; Sahlberg, 2010) that found value consonance has a significant relationship with the teacher's well-being. These studies agreed that value consonance being one of the crucial job resources dimension, which may increase teacher well-being and protect them from high stress and negative emotions. Teachers who profoundly felt that value consonance were likely to have less emotional exhaustion, depression and illness because they felt positively connected with the school norms and values. By not having destructive emotions and illnesses, teacher well-being was protected and consequently increased their motivation to perform efficiently. In this regard, the higher education institutions must emphasize these values among teachers because it represents their professional role. Having a clear intention and ethical motives helped teachers from being resistant to work pressure and stress.

Unexpectedly, the other three dimensions of job resources were not found to have a significant relationship with teacher well-being. Supervisory support (β = -0.146, $p<0.12$), supportive colleagues (β= -0.062, $p<0.335$) and collective school culture (β=-0.064, $p<0.500$) were reported to have higher *p*-value than the accepted value. Thus, it proved that the support from co-workers, supervisory support and school culture were not a significant predictor of teacher well-being. This result is contrary to some findings (Ibrahim et al., 2018; Bahari et al., 2016; Collie et al., 2017; Mohd Faiz et al., 2016). According to these previous research findings, supportive colleagues, supervisory support and collective school culture have a significant negative relationship with teacher stress because it creates a positive environment with a feeling of belonging, trust, respect, encouragement. Consequently, the well-being of teachers was protected.

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For this study, the result might indicate that support from co-workers, supervisors, and the school culture cannot ensure teacher well-being if teachers do not have strong internal motivation. The respondents in this sample study are reasonably young, with ages ranging from 31 to 40 years old. At this age, they can do their job by themselves. Therefore, they do not find the existence of culture and support give many differences in their teaching profession. Besides, most of the respondents have a Bachelor's degree. Hence, they have knowledge and skills to complete the tasks without depending on others. Without high dependence or reliance on others, their emotion is not easily affected, hence reduce the risk for illnesses. Subsequently, teachers can focus on their job and increase their teaching quality.

5.2.4 Objective 4: To identify the most significant dimension of job resources that influence teacher well-being

As this study measure well-being in negative nature, value consonance was found to be the only significant dimension of job resources that negatively affect low teacher well-being. However, value consonance has a small effect size (f^2=0.014) on low teacher well-being. It means that the strength of the relationship between value consonance and teacher well-being being low. Teachers who know they uphold the same fundamental norms and beliefs at the school they teach are more likely not having depressed moods such as anxiety, hopelessness, and depression. They were also free from emotional exhaustion and job illnesses such as digestion problems, pain in the neck, back and shoulder, and sleep problems.

As the teaching profession is generally inspired by values, beliefs, ethical motives and intrinsic motivation (Skaalvik et al., 2011), this study has proven that value consonance influences well-being among teachers in primary school in Kota Setar, Kedah. Although the goals and principles that each teacher pursue might be different, it is clear that contributing to the growth of children and making an impact on the lives of children are the essential reasons for them to be a teacher. The values were also communicated during their daily teaching at schools. Therefore, these beliefs and educational goals have become one of the teacher's identity. When teachers are confident that they shared similar values and norms with the schools, it contributes to the feeling of belonging, thus help them to feel comfortable in their workplace and experience less stress with no physical and mental illnesses. Consequently, it might increase their motivation and spirit to work harder to achieve educational goals.

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5.3 Theoretical and Practical Implication

This study offers contributions to the existing literature by investigating which dimension of job demands and job resources contribute to teachers' well-being. Several studies have investigated the influence of job demands and job resources on teacher well-being previously. However, this study focused on the most significant dimension of job demands and job resources that influenced teacher well-being in a different context and background. Based on the results of the study, the most significant dimension of the variables supported the JD-R model in explaining the teacher's well-being. The theoretical perspective of the JD-R model described the relationship between demands (time pressure, discipline problems and low student motivation), resources (supportive colleagues, supervisory support, collective school culture, and value consonance), and low well-being (exhaustion, depression, and psychosomatic responses), by which individuals suffer because job demands deplete their well-being, but well-being could be sustained and protected with the existence of resources.

The resources that were significant with teacher well-being means teachers reported feeling less stressed, more relaxed, and more positive (Turner & Thielking, 2019). In this regard, the dimension of job resources provide support to teacher well-being and can reduce depression and emotional exhaustion, and function again. The Well-being Theory (Turner et al., 2019) empowered people to have more optimistic and positive feelings and interact more wholeheartedly with the environment. The theory also promotes better relationships, pursue greater sense and reason, set and accomplish meaningful goals, and experience greater physical and emotional strengths.

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In terms of practical implications, this study suggests several interventions for stakeholders related to this study, including MOE, JPN, PPD and teachers. The aims were to reduce demands or increase resources at various levels of government agencies and teachers themselves. Firstly, low student motivation found to be the most significant factor in job demands that could harmfully affect teacher well-being. In overcoming the aspect of unmotivated students or low student motivation, proactive action should be taken by MOE, JPN and PPD to address this issue. For instance, they should create a comprehensive training plan for teachers to enhance teacher's communication skills in building a positive teacher-student relationship. Besides, training on classroom management strategies must be done to help teachers understand the importance of preparation, adaptation, and application in their classroom to prevent low student motivation. Even though the teachers are unable to control student's attitude entirely, they can master the techniques and suitable methods needed to motivate their students, and directly could reduce their stress level.

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Hence, teachers must have extensive and updated knowledge, sufficient skills such as listening skills, conflict handling skills and creativity, and the right attitude to educate students of the new generation. Besides, the MOE and JKN should establish an effective policy for teacher well-being to demonstrate they took the issue of teacher's well-being seriously. A wellness program can be done to promote and enhance teacher well-being such as, conduct wellness screening, outreach for counseling services (informal discussions with a supervisor or face-to-face discussions with a trained professional) done regularly, and periodic evaluation based on work performance. By doing this, teachers were able to disclose their worries and get support or advice from others on how to manage the demanding work effectively and become happier and healthier.

Secondly, work overload and time pressure among teachers in national primary schools must be continuously reviewed by MOE, JPN and PPD. Also, feedback from teachers must be attained from time to time because they are the persons on the ground who understood and experience exhaustion, stress, and other negative feeling caused by time pressure and workload. Besides, teachers must be provided with time management training to enhance their knowledge and skills in prioritizing and organizing their job. This training should be made compulsory for teachers. By mastering time management, especially in dealing with work overload and time pressure, teachers could become more confident, composed, and relax at school. The positive energy they have can be channelled to improve their teaching quality and boost their success at school.

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Finally, universities, colleges, and institutes of teacher education should strengthen the syllabus of psychology to prepare future teachers. Psychology learning is essential to all teachers at any school level because it builds a strong foundation for teachers to help them guide the students in the right direction with appropriate methods considering that every child has a different mental ability and learns at different pace (Nezhad & Vahedi, 2011). It is also to ensure that teachers understand their role as a positive contributor to the school's effectiveness. When teachers are confident that they shared similar values and norms with the schools, it contributes to the feeling of belongings, thus help them to feel comfortable in their work and experience less stress with no physical and mental illnesses. Consequently, it might increase their motivation and spirit to work harder to achieve educational goals. The increase in motivation helps to reduce emotional discomfort, depression, and job-related illnesses. When teachers did not experience these negative feelings and ailments, it means their well-being was improved, and they can focus more on providing quality teaching and improving their job performance.

5.4 Limitation

There are several limitations in this study that must be notified. Firstly, only teachers from national primary schools in Kota Setar District, Kedah was chosen in this study. There are many types of primary schools in Malaysia, such as national schools, national-type schools, government-aided religious schools, and special primary schools. Each type of school may have different challenges that affect teachers' well-being. For that reason, the outcome of the study is only applicable to national primary school teachers in Kota Setar, Kedah, and should not be generalized. It is because other schools might have different working cultures, environments, management systems, and policies. So, the aspect of job demands and job resources that influence the well-being of teachers might be different in that context and with the new findings enable the educational agencies to look thoroughly and comprehensively at the well-being of teachers.

Secondly, the process of collecting data in this study utilized the survey questionnaire. Thus, only employees who are willing to answer the survey participated. In this study, only 55.5% response rate was received. Also, the respondent might be hesitated to answer the questions as they may not want to reveal the negative side of themselves as what was being questioned in the questionnaires, such as the feelings of hopelessness and uselessness. Hence, it impacted the accuracy and consistency of data. Therefore, it is important to be tactful and non-judgmental when preparing the questionnaires.

Thirdly, this study involved 14 schools, and the research period is short. Hence, online questionnaires were used to saves time and energy. However, it would be better if a simple briefing session was conducted to teachers at schools to ensure they understand the questions and can improve the response rate because the answers can be obtained directly after the briefing session. Considering the time constraint, only the headmasters or senior school assistant was contacted through phone calls and messages to explain the details.

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Finally, the independent variables for this study only focus on job demands and work resources. For job demands, other dimensions can be studied besides “time pressure,” “discipline problems,” and “low student motivation.” As only two dimensions are significant to teachers’ well-being, it means other dimensions can be considered. For job resources, only one dimension being significant to influence teacher well-being. Hence, it is crucial to understand other dimensions of job resources that can help to reduce teacher well-being besides value consonance.

5.5 Recommendation for Future Research

Based on the study's limitation, some recommendations were proposed for future research. Initially, national primary school teachers were chosen to be studied. Therefore, another type of primary school or secondary school should be studied to make it more comprehensive. As each school has a different environment and management, surely there are many other dimensions of job demands and job resources that can influence teacher well-being such as role ambiguity, conflict with parents, and job control. A comparison study also can be done to see how different types of schools impacted teacher's well-being, for example, a comparison between teacher well-being in national type school (Chinese) and high-performance school.

Secondly, a different technique to collect data can be used. Instead of a quantitative study using an online questionnaire, it will be more practical if future research applies mixed-method research, which combined a quantitative survey with a qualitative survey such as a personal interview with the potential respondents. Hence, future research could provide more comprehensive and accurate data regarding the problems since the quantitative approach offers numerical data, while the qualitative method presents explanations for this.

Thirdly, only one district and one state involved in this study. Thus, future research should be carried out in other districts or states to examine whether teacher's well-being in other areas was affected or not and what are factors contributed to that outcome. Saxena (2014) agreed that the diversity of the workforce coming from various geographical areas has a different mind-set. Therefore, a comparison study also can be done to see how different locations impacted the well-being of national primary school teachers.

Lastly, the aspects of job demand and job resources examined in this study were only three and four dimensions, respectively. Besides, there is no mediator or moderator involved. Future studies may expand the research model by considering other dimensions that influence teacher well-being, such as job autonomy (job resources), self-efficacy (job resources), conflict with parents (job demands), and personality traits (moderator).

5.6 Conclusion

This study has accomplished its objectives. Firstly, the objective is to identify the dimension of job demands that positively related to low teacher well-being in national primary schools in Kedah. From the results, low student motivation and time pressure were found to be significant and positively related to poor teacher well-being. From the two dimensions, low student motivation being the most significant dimension of job demands that positively related to low teacher well-being, and this has responded to the second objective. Then, the third objective to identify the dimension of job resources that negatively related to low teacher well-being at national primary schools in Kedah. It was found that value consonance being significant but negatively related to low teacher well-being. However, the relationship between value consonance and well-being being low, hence explain the fourth objective. Notably, the outcome of this study benefits national primary school teachers in Kota Setar District, Kedah. Future research may identify other dimensions of job demands and job resources that could influence teacher well-being.

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APPENDIX A: APPLICATION LETTER TO THE MOE

KEMENTERIAN PENDIDIKAN MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
ARAS 1 - 4 BLOK E8, KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62604 PUTRAJAYA

BORANG BPPDP 2(A)

TEL : 03 - 8884 6591
FAKS : 03 - 8884 6579

Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan Malaysia
Aras 1-4, Blok E8
Kompleks Kerajaan Parcel E
Pusat Pentadbiran Kerajaan Persekutuan
62604 Putrajaya

BAHAGIAN A : Maklumat Diri Penyelidik

1. Nama Penyelidik (seperti dalam KP)	MADIHAH BINTI MUHAMMAD
2. No. Kad Pengenalan	851102025424
3. Nama Institusi	UNIVERSITI UTARA MALAYSIA
4. Tajuk Kajian	THE INFLUENCE OF JOB DEMANDS AND JOB RESOURCES ON TEACHERS WELLBEING

5. Dengan ini saya **MADIHAH BINTI MUHAMMAD** (NO.KP : **851102025424**) mengaku bahawa saya akan mematuhi segala syarat yang ditetapkan oleh Kementerian Pendidikan Malaysia. Saya memberi jaminan bahawa satu naskhah laporan / disertasi / tesis yang berkenaan akan dihantar kepada Bahagian Perancangan dan Penyelidikan Dasar Pendidikan melalui Ketua Jabatan / Fakulti saya selepas kajian ini selesai di-jalankan.

Madihah

Tandatangan Penyelidik

Tarikh : 4/2/2020

BAHAGIAN B : Untuk diisi oleh Penyelia (bagi pelajar kolej dan universiti) atau Ketua Jabatan (Kajian Am dan Lain-lain)

Saya Khulida Kirana Yahya telah (menyemak / tidak menyemak) kertas cadangan dan instrumen kajian pemohon ini.

Permohonan ini : ☑ Disokong Ulasan (jika ada) :
☐ Tidak Disokong

Penyelidik telah membuat pengakuan bahawa satu naskhah laporan/disertasi / tesis yang berkenaan akan dihantar kepada Bahagian Perancangan dan Penyelidikan Dasar Pendidikan melalui Ketua Jabatan / Fakulti selepas kajian ini selesai dijalankan.

Tandatangan Penyelia/~~Ketua Jabatan~~

Tarikh : 4/2/2020

Nama :
Cap Rasmi :

DR. KHULIDA KIRANA YAHYA
Profesor
Jabatan Pengurusan Sumber Manusia
Pusat Pengajian Pengurusan Perniagaan
Kolej Perniagaan
Universiti Utara Malaysia

Universiti Utara Malaysia

APPENDIX B: APPLICATION LETTER TO PPD KOTA SETAR, KEDAH

Madihah binti Muhammad
Master of Human Resource Management
School of Business Management
Universiti Utara Malaysia
Sintok, Kedah

Pegawai Pendidikan Daerah Kota Setar
Negeri Kedah Darul Aman
(u.p.: Kaunselor Pendidikan Daerah)

17 Februari 2020

Tuan/Puan,

KAJIAN MENGENAI "THE INFLUENCE OF JOB DEMANDS AND JOB RESOURCES ON TEACHERS' WELL-BEING"

Dengan hormatnya saya merujuk perkara di atas.

2. Untuk makluman, saya sedang menjalankan kajian mengenai "*The Influence of Job Demands and Job Resources on Teacher Well-Being.*" Tujuan kajian ini dijalankan adalah untuk melihat sejauh mana pengaruh dan kaitan *job demands* dan *job resources* terhadap kesejahteraan guru. Selain itu, ia juga bertujuan mengenal pasti dimensi *job demands* dan *job resources* yang paling signifikan ke atas kesejahteraan guru.

3. Instrumen soal selidik ini disediakan dalam **dwibahasa iaitu Bahasa Melayu dan Bahasa Inggeris**. Sehubungan dengan itu, saya ingin memohon kerjasama tuan/puan untuk memanjangkan soal selidik ini kepada 14 buah sekolah seperti yang disenaraikan di bawah. Diharapkan agar responden dapat menjawab soal selidik tersebut **sebelum 27 Februari 2020 (Khamis)** melalui pautan berikut:

https://forms.gle/rfpApjaFFp75GbzsS

No.	Sekolah	Jumlah Responden yang diperlukan
1.	Sekolah Kebangsaan Dato' Shaari	28
2.	Sekolah Kebangsaan Mergong	47
3.	Sekolah Kebangsaan Jalan Pegawai	38
4.	Sekolah Kebangsaan Dato' Wan Mohd Saman	33
5.	Sekolah Kebangsaan Hj Hassan Itam	35
6.	Sekolah Kebangsaan Taman Uda	38
7.	Sekolah Kebangsaan Taman Rakyat	38
8	Sekolah Kebangsaan Seri Perdana	33
9.	Sekolah Kebangsaan Peremba	33
10.	*Sekolah Kebangsaan Jalan Datuk Kumbar*	33
11.	Sekolah Kebangsaan Taman Aman	28
12.	Sekolah Kebangsaan Taman Bersatu	28
13.	Sekolah Kebangsaan Wan Abdul Samad	30
14.	Sekolah Kebangsaan Pokok Sena	28
	Jumlah Keseluruhan	**470**

4. Semua maklumat yang terkandung dalam soal selidik ini adalah sulit dan akan digunakan bagi tujuan penyelidikan ini sahaja. Soal kaji selidik ini akan mengambil masa lebih h kurang 5 hingga 10 minit. Sekiranya terdapat sebarang maklum/balas atau pertanyaan berhubung perkara ini, pihak tuan/puan boleh menghubungi saya melalui emel madihah.muhd@gmail.com atau di talian 016-2099842.

Perhatian dan kerjasama tuan/puan berhubung perkara ini amat dihargai dan didahului dengan ucapan terima kasih.

Sekian.

(MADIHAH BINTI MUHAMMAD)
Master of Human Resource Management
School of Business Management
Universiti Utara Malaysia

Universiti Utara Malaysia

APPENDIX C: APPROVAL LETTER

KEMENTERIAN PENDIDIKAN MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
ARAS 1-4, BLOK E8
KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62604 PUTRAJAYA

TEL : 0388846591
FAKS : 0388846579

Ruj. Kami : KPM.600-3/2/3-eras(6704)
Tarikh : 17 Februari 2020

MADIHAH BINTI MUHAMMAD
NO. KP : 851102025424

NO.4004 TAMAN DELIMA JAYA, JALAN DATUK KUMBAR
5300 ALOR SETAR
KEDAH

Tuan,

KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT PENDIDIKAN GURU, JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN DI BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan.

" THE INFLUENCE OF JOB DEMANDS AND JOB RESOURCES ON TEACHERS WELL-BEING "

3. Kelulusan adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari **18 Februari 2020** hingga **1 April 2020** .

5. Tuan dikehendaki menyerahkan senaskhah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat pdf dalam CD kepada Bahagian ini.Tuan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak diterbitkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

Universiti Utara Malaysia

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

Ketua Sektor
Sektor Penyelidikan dan Penilaian
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan Malaysia

salinan kepada:-

JABATAN PENDIDIKAN KEDAH

* SURAT INI DIJANA OLEH KOMPUTER DAN TIADA TANDATANGAN DIPERLUKAN *

APPENDIX D: QUESTIONNAIRE

SCHOOL OF BUSINESS MANAGEMENT
UNIVERSITI UTARA MALAYSIA
MASTER OF HUMAN RESOURCE MANAGEMENT

THE INFLUENCE OF JOB DEMANDS AND JOB RESOURCES ON TEACHERS' WELL-BEING

Dear Respondent,

I am a Master of Human Resource Management (HRM) student at School of Business Management, Universiti Utara Malaysia. I am currently conducting a research on the influence of job demands and job resources on teachers' well-being at national primary school in Malaysia. Your participation in this survey is highly valued as your input would contribute to improve management practices in the future.

Your participation is voluntary and please be assured that the information will be conducted with utmost confidentiality. The findings of this research will be used for academic purposes only. I would be grateful if you could spare about 5 - 10 minutes to answer this questionnaire. I look forward to your kind response and thank you very much for your time and cooperation.

If you have any questions or queries regarding this study, do not hesitate to contact me at madihah.muhd@gmail.com.

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[Section A: Demographic Profile]

Please tick (√) next to the word or phrase that best matches your response.

1. Gender

- [ ] Male
- [ ] Female

2. Age

- [ ] 21 - 30 years old
- [ ] 31 - 40 years old
- [ ] 41 - 50 years old
- [ ] Over 51 years old

3. Ethnic

- [ ] Malay
- [ ] Chinese
- [ ] Indian
- [ ] Others

4. Marital Status

- [ ] Single
- [ ] Married
- [ ] Widowed
- [ ] Divorced

5. Highest academic qualification

- [ ] SPM / MCE / STP / STPM
- [ ] Diploma
- [ ] Bachelor Degree
- [ ] Master's degree
- [ ] PhD
- [ ] Others, please indicate…………………

6. Teaching experience

- [ ] Less than 10 years
- [ ] 10 – 20 years
- [ ] 21 – 30 years
- [ ] More than 30 years

[Section B: Job Demands]

Please read each statement carefully and then indicate the extent to which you agree or disagree by ticking (√) on the appropriate number. The number describes how you feel about the statements on a scale of 1 (Completely disagree) to 6 (Completely agree).
Sila baca setiap penyataan berikut dengan teliti dan tandakan (√) pada skala yang menggambarkan perasaan anda.

1 Completely Disagree *Tidak bersetuju sepenuhnya*	→	**6** Completely Agree *Bersetuju sepenuhnya*

	Time Pressure	1	2	3	4	5	6
1.	Preparation for teaching must often be done after working hours. *Persediaan untuk pengajaran perlu selalu dilakukan selepas waktu kerja.*						
2.	Life at school is hectic and there is no time for rest and recovery. *Kehidupan di sekolah sangat sibuk dan tiada masa untuk berehat dan mengembalikan tenaga.*						
3.	Meetings, administrative work, and documentation take much of the time that should be used for teaching preparation. *Mesyuarat, kerja pentadbiran dan dokumentasi mengambil banyak masa yang sepatutnya digunakan untuk persediaan mengajar.*						
4.	Teachers are loaded with work. *Guru dibebani dengan banyak kerja.*						

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	Time Pressure	1	2	3	4	5	6
5.	To provide a good education, teachers would need more time with the students and for preparing their teaching. *Untuk memberi pendidikan yang terbaik, guru perlu meluangkan lebih banyak masa bersama pelajar dan melakukan persediaan mengajar*						
	Discipline Problem	**1**	**2**	**3**	**4**	**5**	**6**
1.	My teaching is often disrupted by students who lack discipline. *Pengajaran saya sering diganggu oleh pelajar yang kurang berdisiplin.*						
2.	Some students with behavioral problems make it difficult to carry out lessons as planned. *Sesetengah pelajar yang mempunyai masalah tingkah laku menyebabkan sukar untuk melaksanakan pembelajaran yang telah dirancang.*						
3.	Controlling students' behavior takes a lot of time and effort. *Mengawal tingkah laku pelajar mengambil masa yang banyak dan usaha yang berterusan.*						
	Low Student Motivation	**1**	**2**	**3**	**4**	**5**	**6**
1.	Many of my students show little interest in schoolwork. *Ramai pelajar saya menunjukkan minat yang sedikit dalam melakukan kerja sekolah.*						
2.	Many of my students give up once they meet a challenge. *Ramai pelajar saya berputus asa apabila mereka menghadapi cabaran.*						

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	Low Student Motivation	1	2	3	4	5	6
3.	I find it difficult to make all students work seriously with schoolwork. *Saya merasa sukar untuk membuat semua pelajar bersungguh untuk melakukan kerja sekolah.*						
4.	Many of my students show little effort at schoolwork. *Ramai pelajar saya kurang mempamerkan usaha melakukan kerja sekolah.*						

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[Section C: Job Resources]

Please read each statement carefully and then indicate the extent to which you agree or disagree by ticking (√) on the appropriate number. The number describes how you feel about the statements on a scale of 1 (Completely disagree) to 6 (Completely agree).
Sila baca setiap penyataan berikut dengan teliti dan tandakan (√) pada skala yang menggambarkan perasaan anda.

1 Completely Disagree *Tidak bersetuju sepenuhnya*	⟶	**6** Completely Agree *Bersetuju sepenuhnya*

	Supportive Colleagues	1	2	3	4	5	6
1.	In educational matters, I can always get good help from my colleagues. *Dalam urusan pendidikan, saya sentiasa boleh mendapatkan bantuan daripada rakan sekerja*						
2.	The relations among the colleagues at this school are characterized by friendliness and a concern for each other. *Hubungan antara rakan sekerja di sekolah ini mempunyai ciri keramahan dan saling mengambil berat antara satu sama lain.*						
3.	Teachers at this school help and support each other. *Guru di sekolah ini saling membantu dan menyokong antara satu sama lain.*						
	Supervisory Support	**1**	**2**	**3**	**4**	**5**	**6**
1.	In educational matters, I can always get help and advice from the school leadership. *Dalam urusan pendidikan, saya sentiasa boleh mendapatkan bantuan dan nasihat daripada kepimpinan sekolah.*						

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	Supervisory Support	1	2	3	4	5	6
2.	My relationship with the school leadership is one of mutual trust and respect. *Hubungan saya dan kepimpinan sekolah berasaskan kepercayaan dan hormat.*						
3.	The school leadership is supportive and praises good work. *Kepimpinan sekolah ini menyokong dan memuji kerja yang baik.*						
	Collective School Culture	**1**	**2**	**3**	**4**	**5**	**6**
1.	The teachers and the school administration at this school have a common understanding of the direction in which the school should be developed. *Guru-guru dan pentadbiran sekolah ini mempunyai pemahaman yang sama mengenai hala tuju dan arah pembangunan sekolah.*						
2.	The teachers at this school have a shared perception of goals and means of the school development. *Para guru di sekolah ini mempunyai persepsi yang sama mengenai matlamat dan cara membangunkan sekolah.*						
3.	The teachers at this school practice a common set of norms and rules. *Guru-guru di sekolah ini mengamalkan norma dan peraturan yang sama.*						

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	Value Consonance	1	2	3	4	5	6
1.	My educational values are in accordance with the values which are emphasized at this school. *Nilai pendidikan saya selaras dengan nilai yang ditekankan di sekolah ini.*						
2.	My colleagues and I have the same opinion about what is important in education. *Saya dan rakan sekerja mempunyai pandangan yang sama mengenai apa yang penting dalam pendidikan.*						
3.	I feel that this school shares my view of what constitutes good teaching. *Saya merasakan bahawa sekolah ini berkongsi pandangan sama dengan saya mengenai aspek yang penting dalam pendidikan.*						

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[Section D: Well-being]

Please read each statement carefully and then indicate the extent to which you agree or disagree by ticking (√) on the appropriate number. The number describes how you feel about the statements on a scale of 1 (Completely disagree) to 6 (Completely agree).
Sila baca setiap penyataan berikut dengan teliti dan tandakan (√) pada skala yang menggambarkan perasaan anda.

1 Completely Disagree *Tidak bersetuju sepenuhnya*	→	**6** Completely Agree *Bersetuju sepenuhnya*

	Emotional Exhaustion	1	2	3	4	5	6
1.	I feel emotionally drained from my work. *Secara emosinya, saya berasa tidak berdaya disebabkan kerja saya.*						
2.	I feel used up at the end of the workday. *Saya berasa kehabisan tenaga di akhir waktu bertugas.*						
3.	I feel fatigued when I get up in the morning and have to face another day on the job. *Saya berasa tidak bermaya bila bangun dari tidur dan terpaksa berhadapan dengan satu hari lagi dengan tugas.*						
4.	Working with people all day is really a strain for me. *Bekerja dengan orang sepanjang hari sangat menekan diri saya.*						
5.	I feel burned out from my work. *Saya merasa terlalu penat dengan kerja yang saya lakukan.*						

Universiti Utara Malaysia

	Emotional Exhaustion	1	2	3	4	5	6
6.	I feel frustrated by my job. *Saya merasa kecewa dengan kerja saya.*						
7.	I feel I'm working too hard on my job. *Saya rasa saya bekerja terlalu kuat dalam kerja saya.*						
8.	Working with people directly puts too much stress on me. *Bekerja dengan orang secara langsung memberi tekanan kepada saya.*						
9.	I feel like I'm at the end of my rope. *Saya rasa saya berada di jalan buntu.*						
	Depressed Mood	**1**	**2**	**3**	**4**	**5**	**6**
1.	During this school year, I was very much bothered by the feeling of hopelessness. *Pada tahun ini, saya sering terganggu dengan perasaan putus asa.*						
2.	During this school year, I was very much bothered with anxiety. *Pada tahun ini, saya sering terganggu dengan kebimbangan.*						
3.	During this school year, I was very much bothered with depression. *Pada tahun ini, saya sering terganggu dengan kemurungan.*						
4.	During this school year, I was very much bothered by the feeling of uselessness. *Pada tahun ini, saya sering terganggu dengan perasaan tidak berguna.*						

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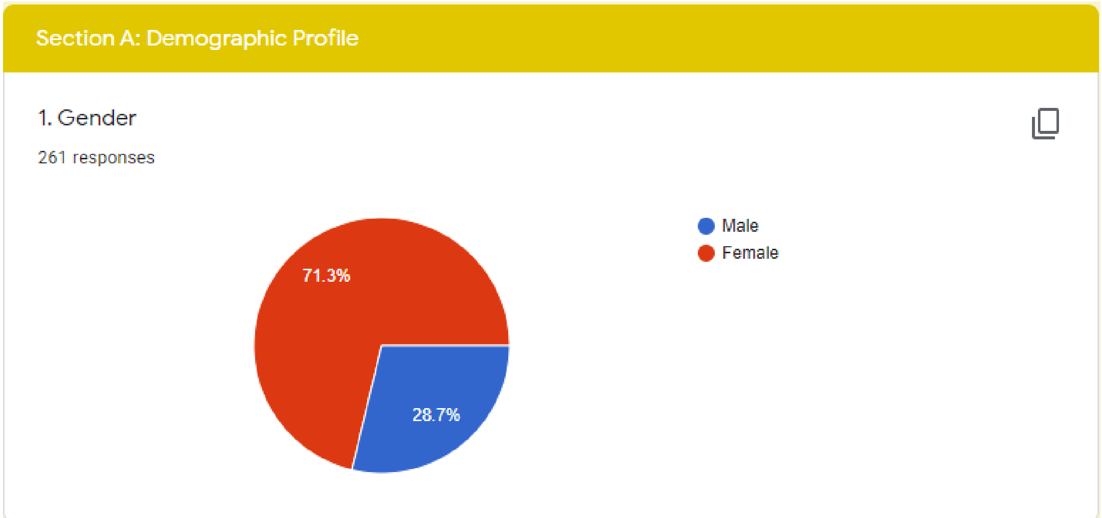
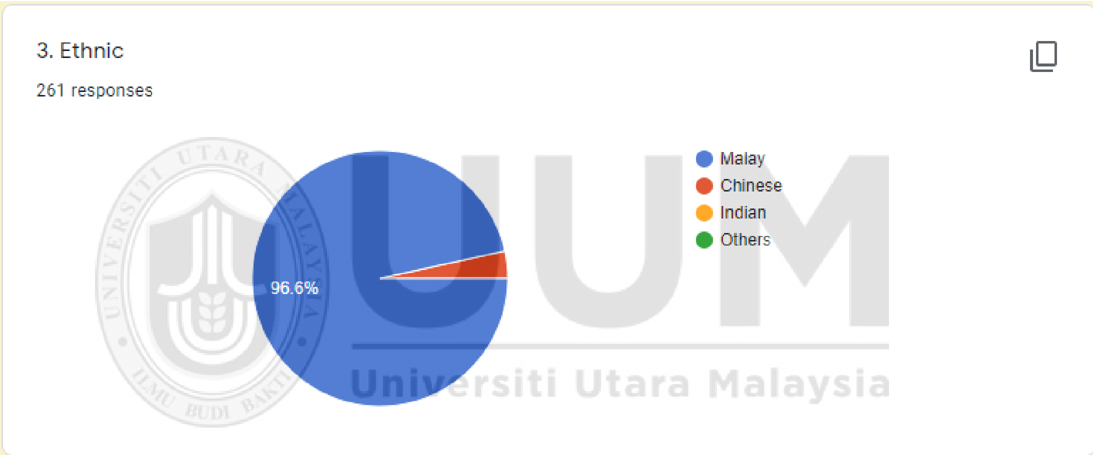
	Depressed Mood	**1**	**2**	**3**	**4**	**5**	**6**
5.	During this school year, I was very much bothered with worry. *Pada tahun ini, saya sering terganggu dengan kerisauan.*						
	Psychosomatic Responses	**1**	**2**	**3**	**4**	**5**	**6**
1.	During this school year, I was very much bothered by pain in my neck, back, or shoulders. *Pada tahun ini, saya sering terganggu dengan rasa sakit di bahagian leher, belakang dan bahu.*						
2.	During this school year, I was very much bothered by digestion problems. *Pada tahun ini, saya sering terganggu dengan masalah penghadaman.*						
3.	During this school year, I was very much bothered by headache. *Pada tahun ini, saya sering terganggu dengan sakit kepala.*						
4.	During this school year, I was very much bothered by dizziness. *Pada tahun ini, saya sering terganggu dengan rasa pening.*						
5.	During this school year, I was very much bothered by sleeping problems. *Pada tahun ini, saya sering terganggu dengan masalah tidur.*						

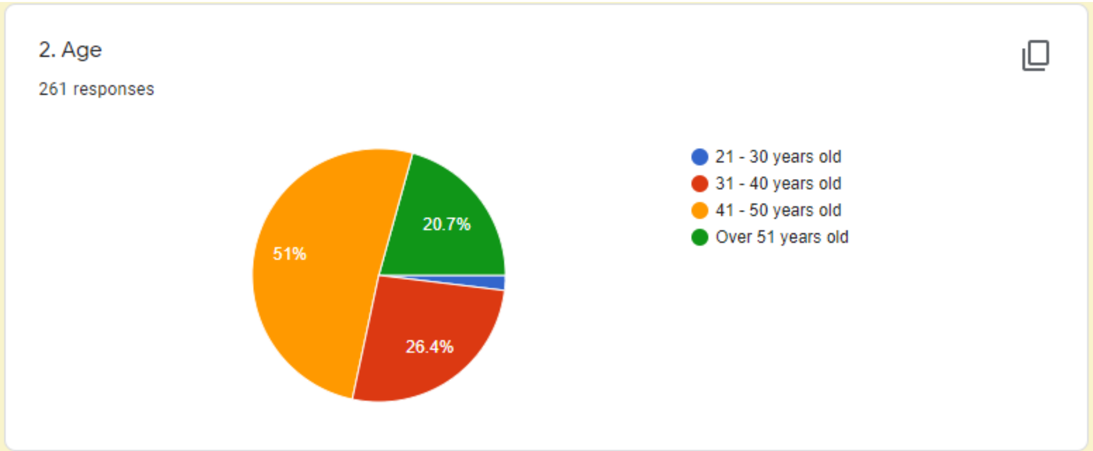
The End.
Thank you for your time.

Tamat.
Terima kasih atas kerjasama anda.

APPENDIX E: PROFILE OF RESPONDENTS

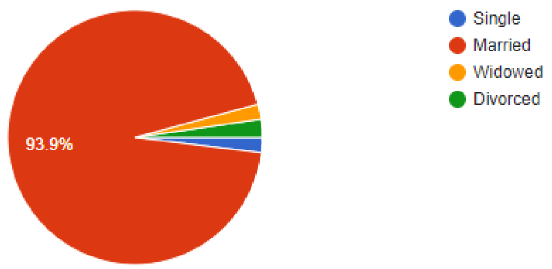






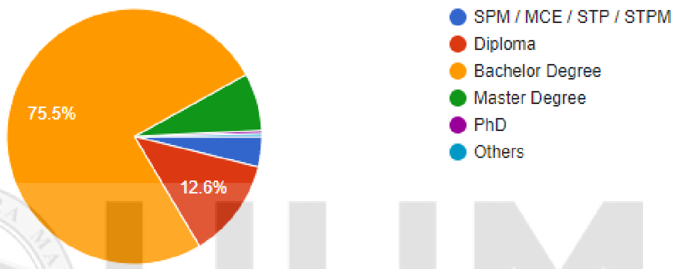
4. Marital Status

261 responses



5. Highest academic qualification

261 responses



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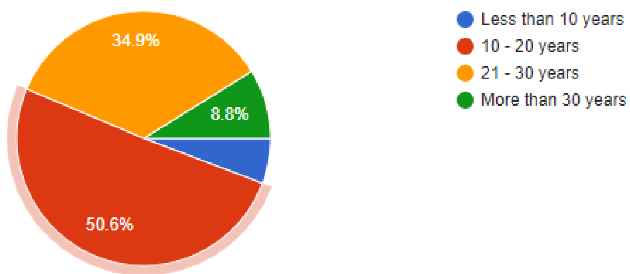
6. Teaching experience

261 responses

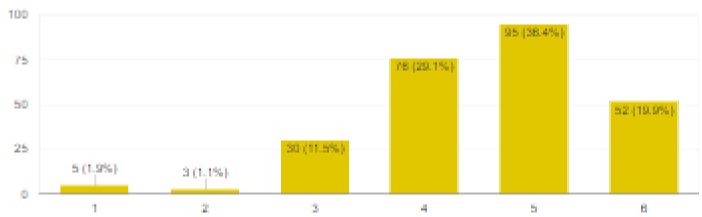


Section B: Job Demands

Time Pressure

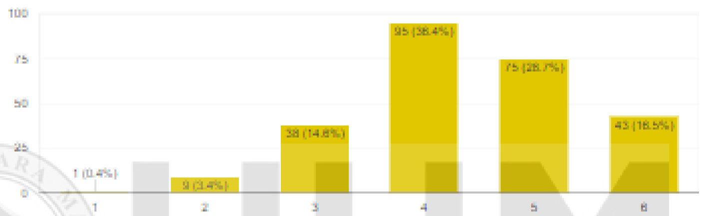
1. Preparation for teaching must often be done after working hours. (Persediaan untuk pengajaran perlu selalu dilakukan selepas waktu kerja).

261 responses



2. Life at school is hectic and there is no time for rest and recovery. (Kehidupan di sekolah sangat sibuk dan tiada masa untuk berehat dan mengembalikan tenaga).

261 responses



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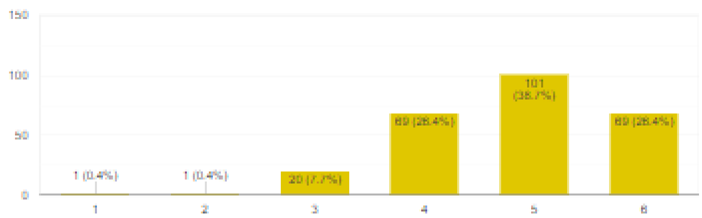
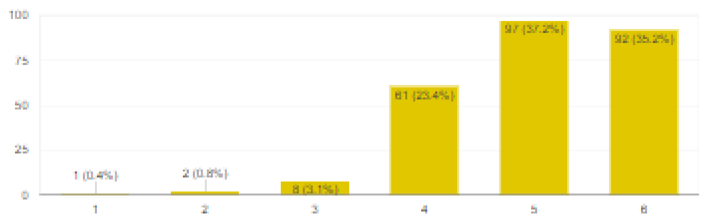
3. Meetings, administrative work, and documentation take much of the time that should be used for teaching preparation. (Mesyuarat, kerja pentadbiran dan dokumentasi mengambil banyak masa yang sepatutnya digunakan untuk persediaan mengajar).

261 responses



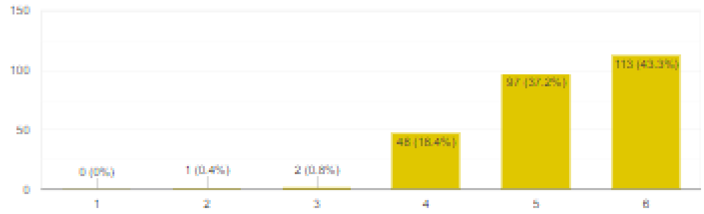
4. Teachers are loaded with work. (Guru dibebani dengan banyak kerja).

261 responses



6. To provide a good education, teachers would need more time with the students and for preparing their teaching. (Untuk memberi pendidikan yang terbaik, guru perlu meluangkan lebih banyak masa bersama pelajar dan melakukan persediaan mengajar).

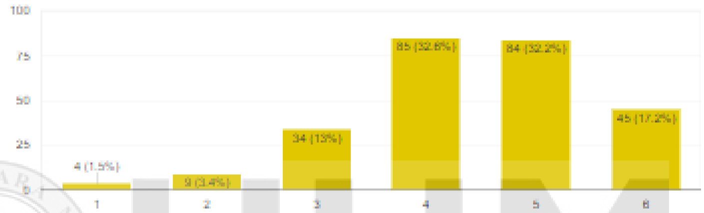
261 responses



Discipline Problem

1. My teaching is often disrupted by students who lack discipline. (Pengajaran saya sering diganggu oleh pelajar yang kurang berdisiplin).

261 responses



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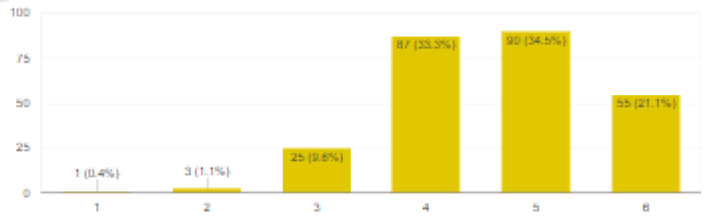
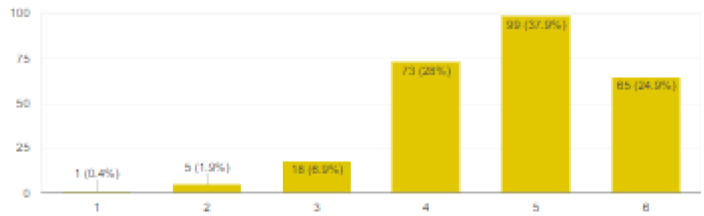
2. Some students with behavioral problems make it difficult to carry out lessons as planned. (Sesetengah pelajar yang mempunyai masalah tingkah laku menyebabkan sukar untuk melaksanakan pembelajaran yang telah dirancang).

261 responses



3. Controlling students' behavior takes a lot of time and effort. (Mengawal tingkah laku pelajar mengambil masa yang banyak dan usaha yang berterusan).

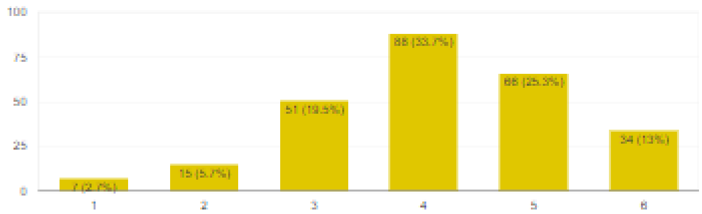
261 responses



Low Student Motivation

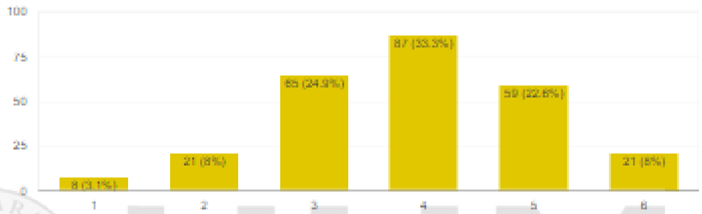
1. Many of my students show little interest in schoolwork. (Ramai pelajar saya menunjukkan minat yang sedikit dalam melakukan kerja sekolah).

261 responses



2. Many of my students give up once they meet a challenge. (Ramai pelajar saya berputus asa apabila mereka menghadapi cabaran).

261 responses



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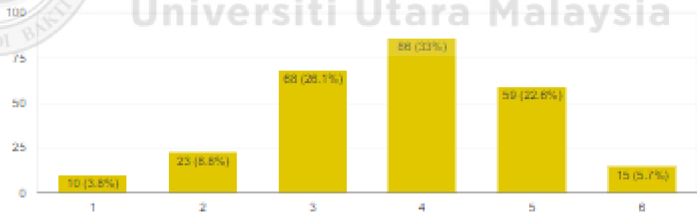
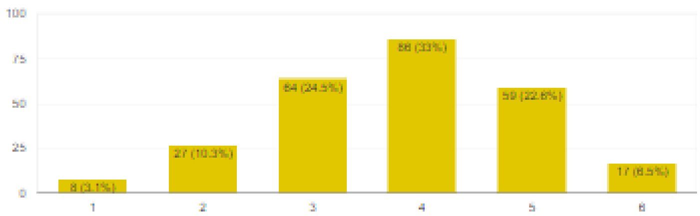
3. I find it difficult to make all students work seriously with schoolwork. (Saya merasa sukar untuk membuat semua pelajar bersungguh untuk melakukan kerja sekolah).

261 responses



4. Many of my students show little effort at schoolwork. (Ramai pelajar saya kurang mempamerkan usaha melakukan kerja sekolah).

261 responses

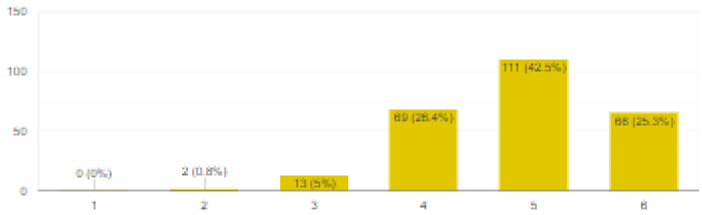


Section C: Job Resources

Supportive Colleagues

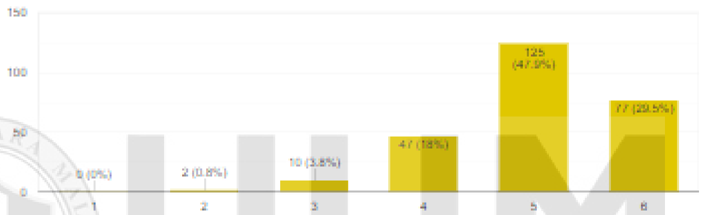
1. In educational matters, I can always get good help from my colleagues. (Dalam urusan pendidikan, saya sentiasa boleh mendapatkan bantuan daripada rakan sekerja).

261 responses



2. The relations among the colleagues at this school are characterized by friendliness and a concern for each other. (Hubungan antara rakan sekerja di sekolah ini mempunyai ciri keramahan dan saling mengambil berat antara satu sama lain).

261 responses



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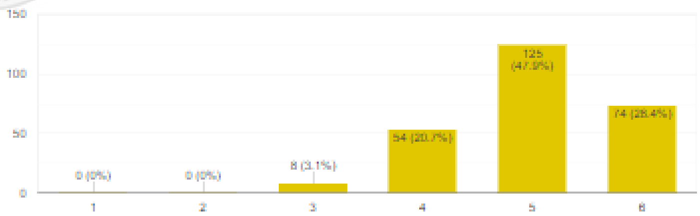
3. Teachers at this school help and support each other. (Guru di sekolah ini saling membantu dan menyokong antara satu sama lain).

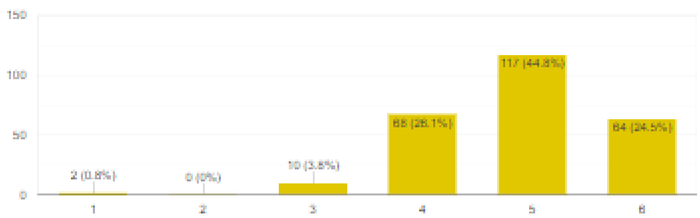
261 responses



Supervisory Support

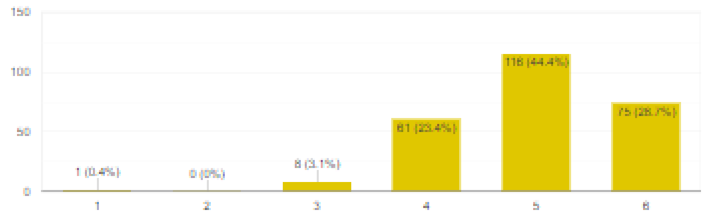
1. In educational matters, I can always get help and advice from the school leadership. (Dalam urusan pendidikan, saya sentiasa boleh mendapatkan bantuan dan nasihat daripada kepimpinan sekolah).

261 responses



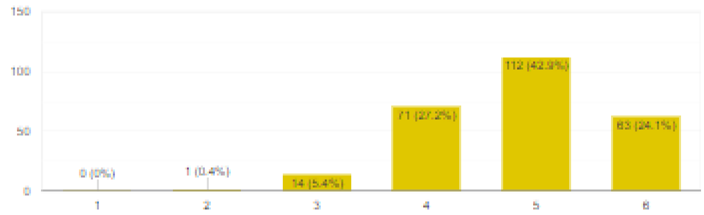
2. My relationship with the school leadership is one of mutual trust and respect. (Hubungan saya dan kepimpinan sekolah berasaskan kepercayaan dan hormat).

261 responses



3. The school leadership is supportive and praises good work. (Kepimpinan sekolah ini menyokong dan memuji kerja yang baik).

261 responses



Collective School Culture

1. The teachers and the school administration at this school have a common understanding of the direction in which the school should be developed. (Guru-guru dan pentadbiran sekolah ini mempunyai pemahaman yang sama mengenai hala tuju dan arah pembangunan sekolah).

261 responses

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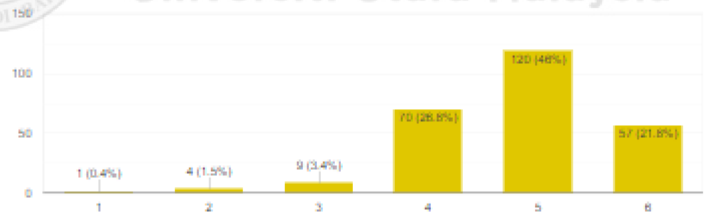
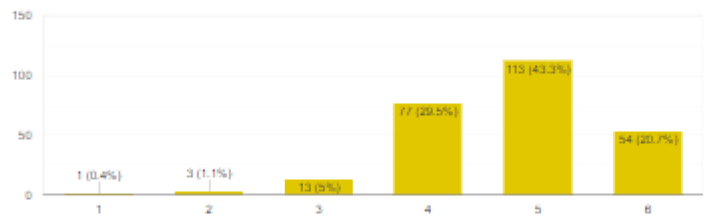


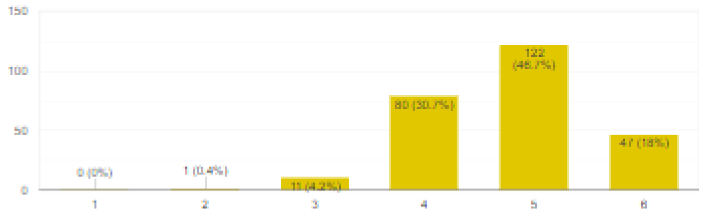
2. The teachers at this school have a shared perception of goals and means of the school development. (Para guru di sekolah ini mempunyai persepsi yang sama mengenai matlamat dan cara membangunkan sekolah).

261 responses



3. The teachers at this school practice a common set of norms and rules. (Guru-guru di sekolah ini mengamalkan norma dan peraturan yang sama).

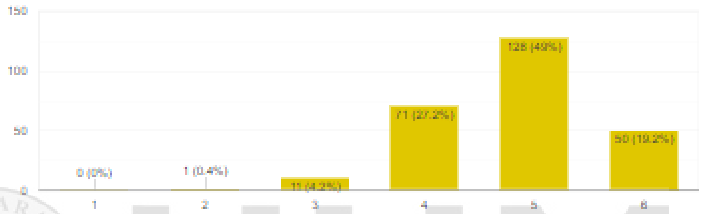
261 responses



Value Consonance

1. My educational values are in accordance with the values which are emphasized at this school. (Nilai pendidikan saya selaras dengan nilai yang ditekankan di sekolah ini).

261 responses



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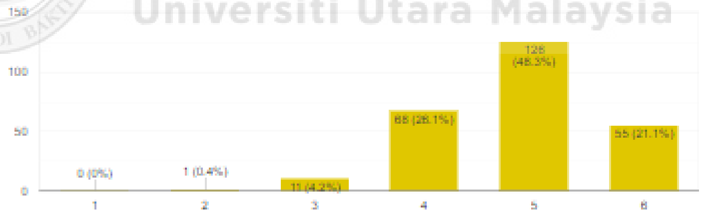
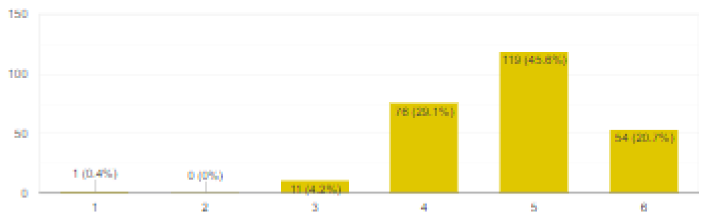
2. My colleagues and I have the same opinion about what is important in education. (Saya dan rakan sekerja mempunyai pandangan yang sama mengenai apa yang penting dalam pendidikan).

261 responses



3. I feel that this school shares my view of what constitutes good teaching. (Saya merasakan bahawa sekolah ini berkongsi pandangan sama dengan saya mengenai aspek yang penting dalam pendidikan).

261 responses

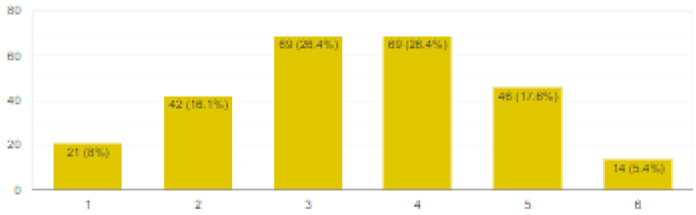


Section D: Well-being

Emotional Exhaustion

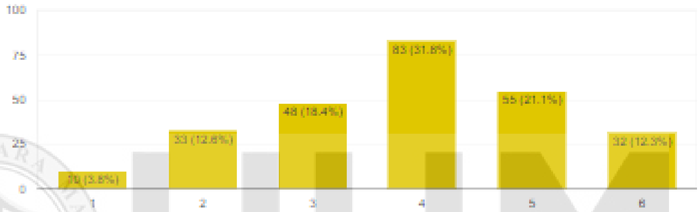
1. I feel emotionally drained from my work. (Secara emosinya, saya berasa tidak berdaya disebabkan kerja saya).

261 responses



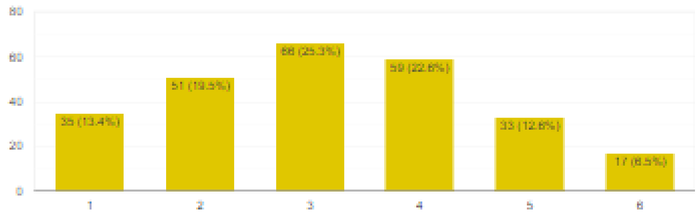
2. I feel used up at the end of the workday. (Saya berasa kehabisan tenaga di akhir waktu bertugas).

261 responses



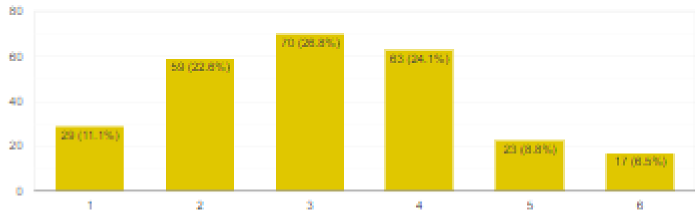
3. I feel fatigued when I get up in the morning and have to face another day on the job. (Saya berasa tidak bermaya bila bangun dari tidur dan terpaksa berhadapan dengan satu hari lagi dengan tugas).

261 responses



4. Working with people all day is really a strain for me. (Bekerja dengan orang sepanjang hari sangat menekan diri saya).

261 responses



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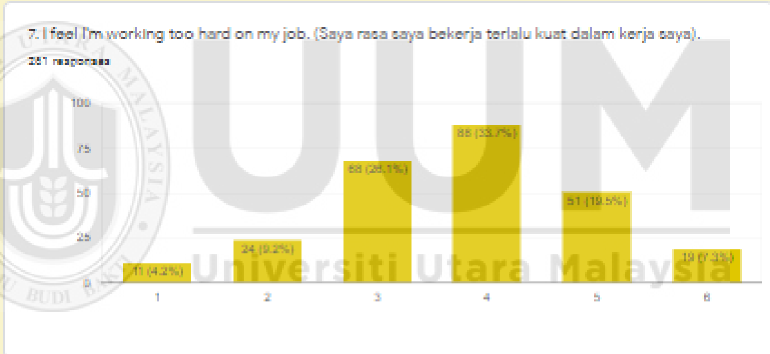

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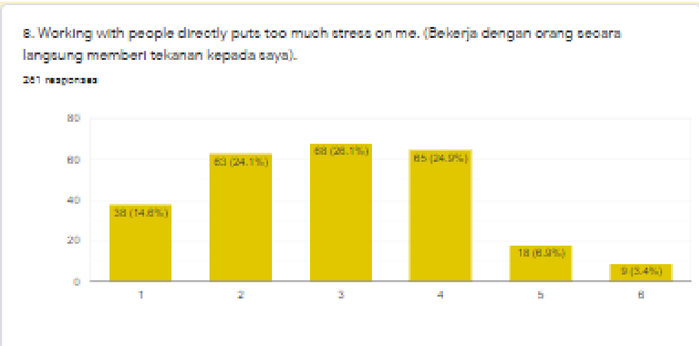
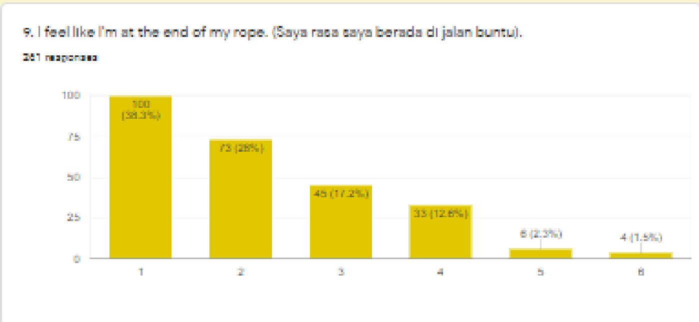
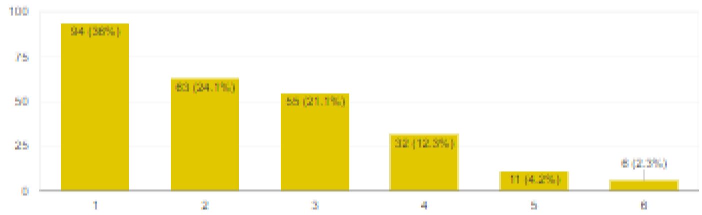




Depressed Mood

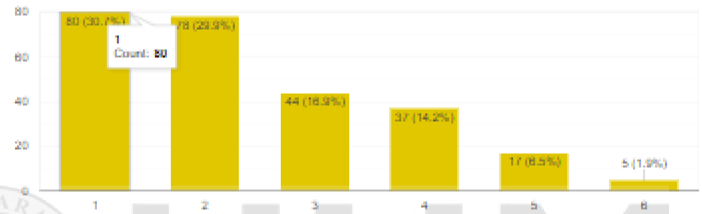
1. During this school year, I was very much bothered by the feeling of hopelessness. (Pada tahun ini, saya sering terganggu dengan perasaan putus asa).

261 responses



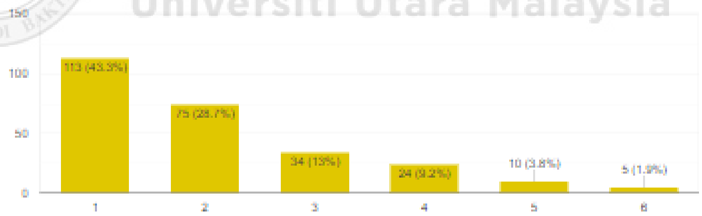
2. During this school year, I was very much bothered with anxiety. (Pada tahun ini, saya sering terganggu dengan kebimbangan).

261 responses



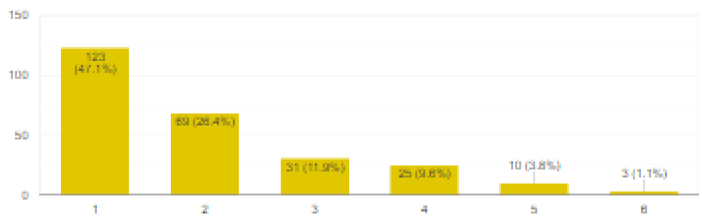
3. During this school year, I was very much bothered with depression. (Pada tahun ini, saya sering terganggu dengan kemurungan).

261 responses



4. During this school year, I was very much bothered by the feeling of uselessness. (Pada tahun ini, saya sering terganggu dengan perasaan tidak berguna).

261 responses



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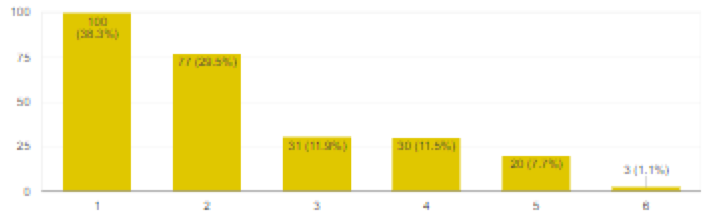
6. During this school year, I was very much bothered with worry. (Pada tahun ini, saya sering terganggu dengan kerisauan).

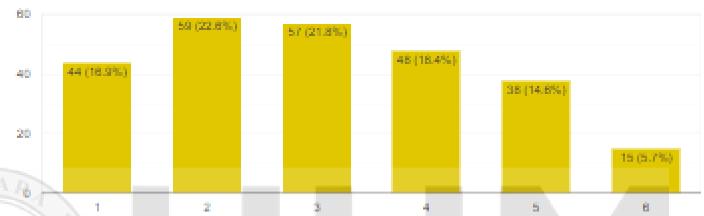
261 responses



Psychosomatic Responses

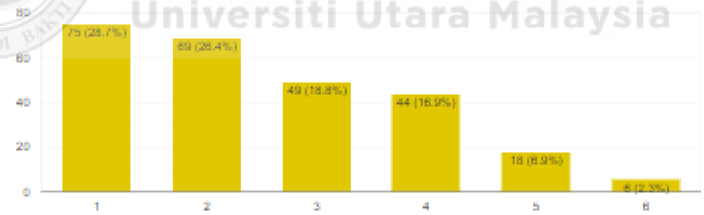
1. During this school year, I was very much bothered by pain in my neck, back, or shoulders. (Pada tahun ini, saya sering terganggu dengan rasa sakit di bahagian leher, belakang dan bahu).

261 responses



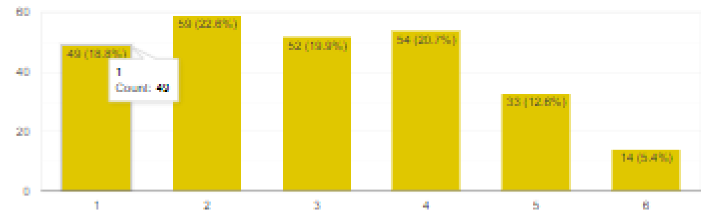
2. During this school year, I was very much bothered by digestion problems. (Pada tahun ini, saya sering terganggu dengan masalah penghadaman).

261 responses



3. During this school year, I was very much bothered by headache. (Pada tahun ini, saya sering terganggu dengan sakit kepala).

261 responses



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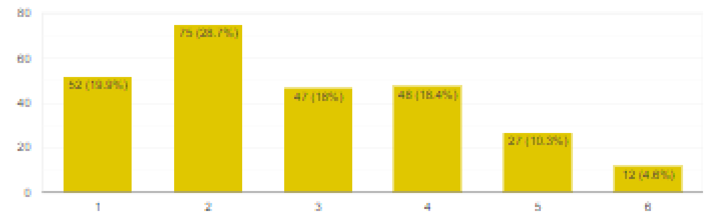
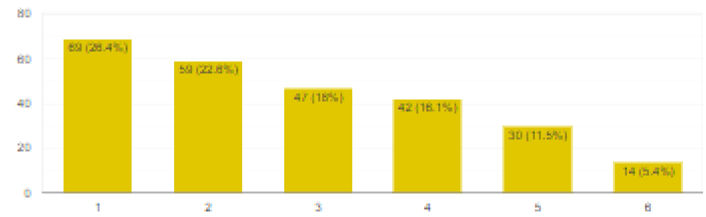
4. During this school year, I was very much bothered by dizziness. (Pada tahun ini, saya sering terganggu dengan rasa pening).

261 responses



5. During this school year, I was very much bothered by sleeping problems. (Pada tahun ini, saya sering terganggu dengan masalah tidur).

261 responses



Thank you for your time.

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