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**PERSONAL QUALITY, EMOTIONAL INTELLIGENCE
AND JOB PERFORMANCE AMONG TEACHERS**

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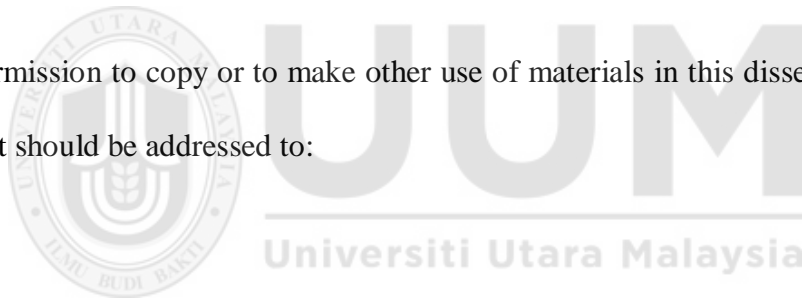
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ABSTRACT

This research was conducted to determine the level of teacher's job performance in Kuala Muda/ Yan, Kedah. This study involved four secondary schools in Kuala Muda/ Yan, Kedah. This study was a quantitative research and Statistical Packages for Social Science (SPSS) software 25.0 was used to analyse the correlation and multiple regression in this study. Based on population, 169 respondents were selected as a sample in this study from four secondary schools in Kedah. A set of questionnaire was distributed to 200 teachers at four secondary schools. An extra questionnaire has been distributed to avoid insufficient data. Out of the 200 questionnaires that were distributed, only 128 questionnaires have been answered. This shows the response rate of 64 % which is used for the analysis of this study. Based on the correlation result, teacher's personal quality is highly correlated with teacher's job performance ($r = .849^{**}$) and there is a significant and positive correlation between teacher's emotional intelligence and teacher's job performance ($r = .710^{**}$). The multiple regression result shows a significant relationship between teacher's personal quality and teacher's emotional intelligence on teacher's job performance and the result indicates 75.0% ($R^2 = 0.750$) of variance in dependent variable (teacher's job performance) being explained by the independent variable (teacher's personal quality and teacher's emotional intelligence). A significant F-test indicates that the regression model provides a good fit to the data. The highest related independent variables in this study on job performance is teacher's personal quality ($B=0.687$). Overall, the hypotheses testing result has been supported and there is a significant relationship between personal quality and emotional intelligence towards teacher's job performance

Keywords: Job performance, personal quality, emotional intelligence, teacher, school.

ABSTRAK

Kajian ini dijalankan untuk menentukan tahap prestasi kerja guru di kawasan Kuala Muda/ Yan, Kedah. Kajian ini melibatkan empat buah sekolah menengah di Kuala Muda/ Yan, Kedah. Kajian ini berbentuk kuantitatif dan SPSS 25.0 digunakan untuk menganalisis korelasi dan regresi dalam kajian ini. Seramai 169 orang responden dipilih dalam kajian ini daripada empat buah sekolah di Kedah. Satu set soal selidik diedarkan kepada 200 orang guru di empat buah sekolah tersebut. Soalan soal selidik lebih disediakan bagi mengelakkan berlakunya data yang dikutip tidak mencukupi. Daripada 200 set soal selidik, hanya 128 sahaja yang dijawab. Ini menunjukkan kadar respon adalah sebanyak 64% dan digunakan untuk tujuan analisis kajian ini. Keputusan korelasi menunjukkan kualiti peribadi guru berkorelasi tinggi dengan prestasi kerja guru ($r = .849^{**}$) dan terdapat hubungan yang positif di antara kecerdasan emosi seorang guru dan prestasi kerja guru ($r = .710^{**}$). Hasil regresi menunjukkan hubungan yang signifikan di antara kualiti peribadi guru dan kecerdasan emosi guru terhadap prestasi kerja guru dan hasil menunjukkan 75.0% ($R^2 = 0.750$) varians dalam pemboleh ubah bersandar (prestasi kerja guru) dapat dijelaskan oleh pemboleh ubah tidak bersandar (kualiti peribadi guru dan kecerdasan emosi seorang guru). Ujian- F yang signifikan menunjukkan bahawa model regresi adalah bersesuaian dengan data kajian. Kualiti peribadi guru menunjukkan hubungan yang paling tinggi dengan prestasi kerja guru ($B=0.687$). Secara keseluruhannya, keputusan ujian hipotesis telah disokong dan menunjukkan hubungan kualiti peribadi seorang guru dan kecerdasan emosi seorang guru dengan prestasi kerja guru.

Kata kunci: Prestasi kerja, kualiti peribadi, kecerdasan emosi, guru, sekolah.

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Figure 2.1 Research Framework

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LIST OF ABBREVIATION

UUM	Universiti Utara Malaysia
UPM	Universiti Putra Malaysia
MPA	Malaysia Psychiatric Association
SPSS	Statistical Package for Social Science
NEP	National Education Philosophy
MOE	Ministry of Education
PDP	Professionalism Development Plan
WHO	World Health Organization



CHAPTER 1

INTRODUCTION

1.1 Background of Research

Educational organizations face a great challenge in the 21st century to produce individuals who are in line with the national education philosophy that is to produce human capital that has a balanced development in terms of spiritual, physical intellectual and emotional (Supermane, 2019). Various reform that has taken place in the development of the country such as in the fields of science and technology, economy, industry including education that challenges teachers as educators (Bush & Ng, 2019). Today, educational organizations are the landmark of success in a country. This success will be a continuation of progress and development.

Based on National Education Philosophy (NEP) in 1988, teachers become an essential part in achieving Malaysia education goals by creating an intellectual student, spiritual, emotional, physical balanced and become a harmonious student (Woo, 2019). So, it becomes a big challenge to teachers nowadays. Teachers must have an excellent quality in performing their job quality. Teachers quality is including a teacher's personal quality. Teacher's personal quality can be defined as a level of person in showing their positive personal characteristics, applies good human relations and shows their higher job performance (Malhi, 1999). The Ministry of Education (MOE) put a target on teacher in Malaysia to become a driving

force to increase the innovation and capacity of knowledge and nurture the ‘first-class mentality’ among their student.

According to Professionalism Development Plan of teachers (PDP), teachers must fulfil all responsibilities that are in line with school management and Ministry of Education Malaysia if they want to achieve excellent job performance. This situation can give a burden on Malaysian teachers (Azita, 2012). Lately, a lot of questions about a teacher’s job performance. Teacher’s Job Performance is a responsibility that has become as teacher’s duty to achieve an organizational goal to maintain high standard of professionalism (Hanifah, 2019). Teachers have demotivated to work which call ‘burn out’ and at the same time, teachers also complain that they have the burden on time of teaching and job pressure that leads to stress and tired (Rohaidah, 2015). Nevertheless, the duties of a teacher are complex and challenging tasks. They need to do multitask not only focusing on teaching, but they need to do a clerical work and administration work, running the curriculum activities and they need to involve and participate actively with the school ceremony (Noriah 1994). According to Noriah (1994), the teacher profession does not have a definite division time between working hours and non-working hours. So, this situation will give pressure to teacher to achieve their job performance because of the task that they need to perform as a teacher in school.

According to World Health Organization (WHO), 322 billion people in the world become depressed based on 2015 statistic and increase 18.4 percent from 2005 (Sinar Harian, 2019, Jan 28). Based on the newspaper report about cases Nur Farhana’s case, the 27 years old teacher is missing due to depressing problems that affected

her mental health (Sinar Harian, 2019, Jan 23). Previous study by Lim and Leong (1999) shows that some teachers become depressed and decided to retire early. Besides that, according to the newspaper report, the ministry has conducted a study about stress among teachers and the result shows 4.4 percent of the teachers in Malaysia are having a higher medium level of stress and many Malaysian teachers are demoralized (Berita Harian, 2018, August 28). Former president of Malaysia Psychiatric Association (MPA), Prof. Dr. Nor Zuraida Zainal said that it is not a surprise when result of research that has been done by University Putra Malaysia (UPM) found that 71.1 percent teachers in Malaysia especially teachers at Kuala Lumpur and Selangor having a stress that can lead towards depression.

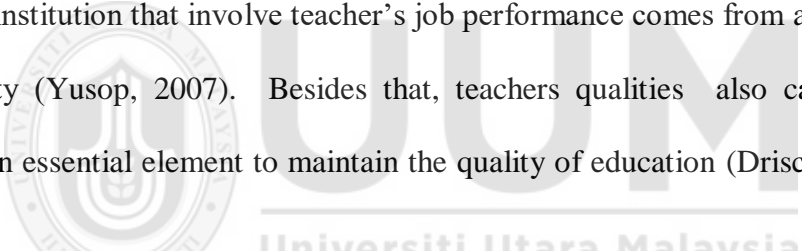
Report from mass media (NST 2000, Utusan Malaysia 2001, Berita Harian 2003) stated that the role of teacher stunted due to undisciplined student that leads to pressure. Teachers will change into negative behavior and become more emotional that can lead to poor job performance. To capture these problems, a lot of discussions that have been discussed about job performance (Folger & Konovsky, 1989 ; Lind & Tyler, 1992 ; Cropanzano & Randall, 1993).

1.2 Problem Statement

Job performance is related to teachers in performing their task to achieve educational goals (Nadeem et. al, 2011). As a teacher, teacher's job performance becomes as wide issues that have been discussed as a critical factor that influence the quality of education (Mekonnen, 2014). In Malaysian context, the education system will

achieve the target when a quality teacher can be produced (Syed Ismail & Ahmad Subki, 2010).

Teacher's personal quality and emotional intelligent is becoming as essential element in achieving teacher's job performance. There has a positive relationship between teacher's personal quality and teacher's job performance. The previous studies were highlighted that a teacher that has a personal quality will influence their job performance and can give an excellent commitment towards their teaching profession (Saban, 2015). Besides, the teachers that have high personal quality will influence job performance. Previous study has mentioned that the main problems in an educational institution that involve teacher's job performance comes from a poor teacher's quality (Yusop, 2007). Besides that, teachers qualities also can be considered as an essential element to maintain the quality of education (Driscoll & Pianta, 2010).



Then, there also have a positive relationship between teacher's emotional intelligence and teacher's job performance. In achieving goal in performance, a teacher who can control and handle their own emotion can positively affect their job performance (Day & Carroll, 2004). Teacher's emotional intelligence can be defined as an action combining with intelligent to change the behavior that suitable with time and condition (Goleman, 1998). So, this study will see the relationship between teacher's personal quality, teacher's emotional intelligence and teacher's job performance.

Finally, personal quality and emotional intelligence play an important role to improve teachers job performance. However literature reviews on personal quality and emotional intelligent on teacher's job performance still lack especially on personal quality. The need to study about personal quality and emotional intelligent on teacher's job performance is necessary. West country has done a lot study on personal quality and emotional intelligent on education sector but less in Malaysia education sector. So, this study is one of the efforts to minimize these gaps. This study will focus on Malaysian teachers. Hope this study will give positive impact to improve job performance among Malaysian teachers.

1.3 Research Questions

- 1- What are the level of teacher's job performance, teacher's personal quality and emotional intelligence?
- 2- Is there any significant relationship between teacher's personal quality and teacher's job performance?
- 3- Is there any significant relationship between teacher's emotional intelligence and teacher's job performance?

1.4 Research Objectives

- 1- To determine the level of teacher's job performance, teacher's personal quality and emotional intelligence.
- 2- To determine the relationship between teacher's personal quality and teacher's job performance.
- 3- To determine the relationship between emotional intelligence and teacher's job performance.

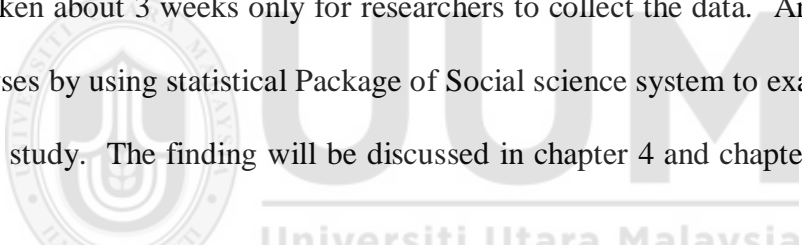
1.5 Significant of Research

This study is very important towards achieving educational goals to improve teacher's job performance. Besides, this study is significant as a reference to school management to develop a teacher's quality that can perform well in their job. This study also can add some knowledge among Malaysian teachers to increase their personal quality and getting some knowledge about emotional intelligence in order to improve their job performance.

This study also is significant to secondary school teachers to increase their job performance level by improving teacher's personal quality and the ways of controlling themselves with emotional intelligence. The result of this study could encourage the teachers to enhance their effectiveness in increasing their job performance.

1.6 Scope of Research

This study focuses on teacher's job performance among secondary school teachers. This study is conducted to investigate the relationship between teacher's personal quality and teacher's job performance. Besides, this study was examined the relationship between teacher's emotional intelligence and teacher's job performance. This research also will study on how far teacher's personal quality and teacher's emotional intelligence will influence teacher's job performance. The data collection was conducted at four secondary schools at Kuala Muda/Yan, Kedah. This study is using a quantitative approach where data collected. The data collection on this research was taken about 3 weeks only for researchers to collect the data. And the data were analyses by using statistical Package of Social science system to examine the quantitative study. The finding will be discussed in chapter 4 and chapter 5 of this paper.



1.7 Key Definition of Term

Definition of key term for this study as following below:

1.7.1 Job Performance

Job Performance can be described as a responsibility that shows by employee based on a specific time and follows the system to achieve an organizational goal (Obilade, 1999).

1.7.2 Personal Quality

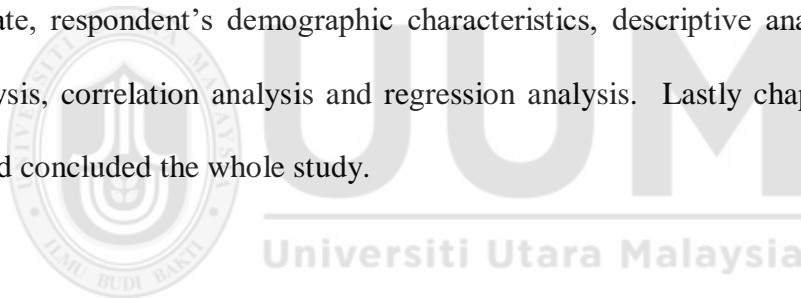
Personal Quality can be described as a level to a person in showing their positive personal characteristics, applies good human relations and displays work performance (Ranjit, 2003).

1.7.3 Emotional Intelligence

Emotional intelligence can be defined as an effort to control and handle their self and others with feeling, emotional aspect and action. An action combining with intelligent to change the behavior that suitable with time and condition (Goleman, 1998).

1.8 Organization of The Thesis

This study has five chapters which began with Chapter 1 that described about the overview of the study that consisted of the background of the study, problem statement, research question, research objectives, scope of the study, significance of the study and definition of key term. Then, followed by Chapter 2 that focused on literature review which elaborated deeper about previous literature in this study. Chapter 3 focused on the methodology used in this study that would include research design, population and sample, data collection procedures, instrument of study, pilot test and techniques for data analysis. In Chapter 4, the result elaborated by including the response rate, respondent's demographic characteristics, descriptive analysis, reliability analysis, correlation analysis and regression analysis. Lastly chapter 5 summarized and concluded the whole study.



CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Chapter two focuses on the past research review and highlights the previous study on teacher's job performance, teacher's personal quality and teacher's emotional intelligence. The literature review focus on the concept of variables and followed by the relationship between the independent and dependent variable.

2.2 Definition and Concept of Teacher's Job Performance

“Job performance is the total expected value to the organization of the discrete behavioral episodes that an individual carries out over a standard period of time.”

(Motowildlo, 2003)

Jex (2002) defined job performance as all behaviors that employees engage at work. For the school context, the outcomes or result of educational goals will determine teacher's job performance (Adejumobi & Ojikutu, 2013). Teacher's job performance will influence by a teacher's actions that come out with relevant result towards achieving an educational goals (Cook, 2008). Teacher's job-performance becomes

as a duty that must display by a teacher based on specific time and follow the school system to achieving an organizational goal (Obilade.SO, 1999).

Job performance is the ability of a teacher to make some combination of input and increase the output of teaching (Okeniyi, 1995). Besides that, as a teacher, in participating in daily working toward the organizational goal will measures the teacher's job performance (Peretemode, 1996).

Job performance also can be defined as an action or activities that perform by an employee to achieve organizational goals (Campbell, 1990), which is can also contain both counterproductive and productive of the act by the employee that can lead toward organization mission and vision (Hunt, 1996). The latest meaning of job performance is an action and result that employee perform towards organization goal (Viswesvaran & Ones, 2000). Apart from that, job performance refers to productivity of person action that brings toward organizational goals and contains a duty and contextual performance (Motowidlo, 2003). The conceptual of job performance will determine by individual's performance while completing their job or task (Motowidlo & Van Scotter, 1994).

The concept of job performance is widen which required non- efficiency or additional role dimension such as helping co-worker and teamwork cooperation to achieve job performance (Organ, 1998). Organ (1998) also stated that job performance could be measured by another dimension which are participation of employee in organizational citizenship behaviors.

Besides, in achieving job performance, the employee must have abilities and skills to motivate themselves to achieve high job performance (Sarmiento et al., 2007). High job performance will be influenced by the higher level of individual that consists of innovation, productivity and quality (Johnson & Bharadwaj, 2005), hence they will be able to support an organization to achieve organizational goals by having strategic planning and sustaining the company's competitive advantage (Dessler, 2011). Thus, in order to achieve high employee performance, managers or owners are required to motivate and make their employees satisfied with their job (Joseph et al., 2015), so that an organization can develop committed employees that have a high performance that can achieve company efficiency (Samad, 2007).

2.2.1 Dimension of Teacher's Job Performance

Teacher's performance will be evaluated through four dimensions which are teaching skill, management skills, discipline and regularity and lastly, is interpersonal relations (Amin & Atta, 2013).

1. Teaching skill

A teacher who has a good teaching skill will be using different styles while teaching in class, they will teach based on students' abilities, make an early preparation before entering class and treat equally while making a students' evaluation (Amin & Atta, 2013).

2. Management skills

The teacher's management skills that established will perform duties apart from their teaching like handling co-curricular activities and non-interference of internal activities on job (Amin & Atta, 2013).

3. Discipline and regularity

The teachers' regularity and discipline can be well managed by following the rule, which is come early to school, be on time especially entering class, complete syllabus on time and always retained discipline in the class (Amin & Atta, 2013).

4. Interpersonal relations

Teachers' interpersonal have a relationship with member of school management and student which is by showing curiosity in solving the problems that relate to member of school management and student (Amin & Atta, 2013).

2.3 Previous Study on Teacher's Job Performance

A good job performance produces by motivating employee that will increase the organization productivity and increase Malaysia's economy. In fact, less



motivated employee will cause weaknesses in administrative system in organization while completing their task (Azlina, 2013). Previous study focusing more on job performance dimension where the individuals job performance is divided into three dimensions which is job performance, context of performance and unproductive job behavior performance (Koopmans et al., 2014). The first dimension which is job performance, this dimension gets high attention and can be defined as an individual who has the skill to perform the others task becomes as main task. The second dimension is the context of performance that can define as an act related to organization environment, social and psychology. This concept is to achieve job performance and create new task in work. The last dimension is unproductive job behavior performance that can be defined as the negative behavior that shows by the employee such as come late, absent and misuse material that have in workplace.

Previous study also has been studied about job performance and personal quality. The studies were highlighted that a teacher that has a personal quality will influence their job performance and can give an excellent commitment towards their teaching profession (Saban, 2015). Besides, the teachers that have high personal quality will influence job performance. In achieving the goal in performance, a teacher who can control and handle their own emotion can positively affect their job performance (George, 2000; Day & Carroll, 2004).

Teacher's role and duty become difficult (Williams & Burden, 2000). Stoeber and Rennert (2008), mention that a profession as a school's teacher that has the highest level of job stress. Previous study was explored the role of emotional

intelligence to improve teacher's job performance (Arnold, 2005; Jennings & Greenberg, 2009; Rohana, Kamaruzaman, & Zanariah, 2009; Sutton, 2004; Najmuddin, Noriah, & Mohamad, 2011). Besides, Corcoran and Tormey (2012) mention in their study that there has a positive relationship between emotional intelligent and teacher's job performance. Interestingly, the other researchers found that employees that have an emotional intelligence can predict the outcomes such as job satisfaction and job performance (Bachman, Stein, Campbell, & Sitarenios, 2000; Prati, Douglas, Ferris, Ammeter, & Buckley, 2003; Wong & Law, 2002). Teachers that have skill can determine their own emotion and concern toward their feeling. Then, teachers that have skill are better communicating their needs and can accomplish their goals toward better performance (George, 2000; Day & Carroll, 2004). They also can cooperate with others to perform a task and achieve goals by providing emotion support to others. Previous studies have found that teachers can demonstrate outstanding performance by having high emotional intelligent (Hayashi & Ewert, 2006; Arnold, 2005). This study aims to provide a better understanding of the relationship between emotional intelligence and teacher's job performance.

2.4 Definition and Concept Of Teacher's Personal Quality

Personal Quality can be described as a level of person in showing their positive personal characteristics, applies good human relations and shows their higher job performance (Malhi, 1999). Besides that, teachers qualities also can be

considered as an essential element to maintain the quality of education (Driscoll & Pianta, 2010).

2.4.1 Dimension of Teacher's Personal Quality

The personal quality of teacher can be clarified into twelve level which emphasizes teamwork, interact and communicates respect, fosters critical thinking, encourages and appreciates diversity, motivates students and co-workers, provides positive feedback, encourages creative work, involving open and trusting learning environment, always dedicated and committed while working, in teaching do a demonstrates leadership, brings skills and talents from broaden the scope of teaching and lastly is continuing to find new teaching skills (Azer, 2005).

1. Emphasizes teamwork

Being a teacher must build a connection and having a good relationship with their student (Azer, 2005). So, it becomes more easier to encourage their students to work in teams and promotes collaborative learning.

2. Interact and communicates respect

A teacher must communicate successfully with their student to encourage input by hearing carefully and giving credit for their participations. A

teacher must have integrity and should provide a model of high ethical standards which is by shows a caring attitude to their student (Azer, 2005).

3. Fosters critical thinking

In this level, the teachers must explain to their students on how to think, not what to think. A teacher also must encourage their students to organize some activities, investigate and explore the new knowledge and lastly try to evaluate or make a conclusion on their activities. In that way, it will help the student to ask question and will create a good discussion on the idea and guiding student to have a strategic thinking style (Azer, 2005).

4. Encourages and appreciates diversity

A teacher must have this kind of personal quality which decreases a stereotype or speak negatively about others. A teacher also must nurture and encourages diversity. Besides, seeks and inspires understanding of, and respect for, people of various backgrounds (Azer, 2005).

5. Motivates students and co-workers

In becoming a teacher, the knowledge and skill to motivate student and co-workers must high. This is because it will encourage their students by motivating them to achieve goals besides providing constructive feedback

and monitoring progress of the students and fostering their success (Azer, 2005).

6. Provides positive feedback

Teachers must pay attention to students and discover their educational required. The teacher must have an inner kind in themselves to becomes as qualities teachers. They must find the values of their students and never belittles of their mindset toward their student. Being as a teacher also must provides constructive feedback besides helps and supports the student to grow. Besides, a quality teacher will teach their student how to monitor their improvement (Azer, 2005).

7. Encourages creative work

A teacher must motivate the student to produce new ideas frequently by fosters innovation and using new approaches to attract them in the learning process (Azer, 2005).

8. Involving an open and trusting learning environment

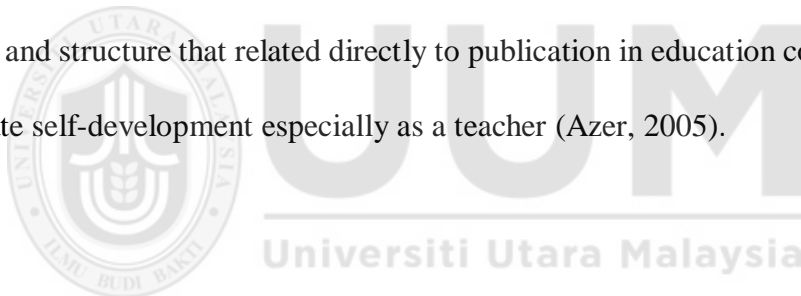
Creates a climate of trust by encourages students to learn from mistakes and helps students set the failure in their mind as a learning experience. A teacher will encourage their student by answering questions and engagement in the learning process (Azer, 2005).

9. Always dedicated and committed while working

Focuses on student educational requirements. In achieving the good result of student achievement, a teacher must work with passion. A teacher must make sure their student enthusiastic about work and their teaching (Azer, 2005).

10. In teaching do a demonstrates leadership

Try to demonstrate creativity in teaching strategies and committed to professional development in education. Besides, teachers must create course design and structure that related directly to publication in education context to create self-development especially as a teacher (Azer, 2005).



11. Brings skills and talents from broaden the scope of teaching

The teacher must encourage their student thinking skill by stimulates and present clear teaching. Then, the teacher must state and bring a concept and try to explain it clearly with appropriate evidence to make a strong memory of their student (Azer, 2005).

12. Continuing find new teaching skills

Teachers must find new skills and new information about teaching skill.

Teachers also must find an initiative to improve the skill of teaching to keeps up to date by request any comment or response by others (Azer, 2005).

2.5 The Relationship Between Teacher's Personal Quality and Teacher's Job Performance

According to Saban (2015), a teacher who has qualities can make a difference through their commitment to achieve excellence toward their teaching profession. Besides, a teacher who is admitting their personal lives will directly and significantly affect performance. The previous research highlights that the element of teacher's personal will influence his or her teaching performance and as a teacher they will deal with human being because it as a nature of teacher's profession.

The teacher has significant influence on student's achievement (Rockoff, 2004). The student is inspired by the personal qualities of teachers (Hossain & Islam, 2015). An excellent teacher serves as a role model and enables students to reach their potential (Azer, 2005). He also mentions that some of the necessary qualities are inherent and a good teacher must be nurtured and rewarded.

H1: There is a significant relationship between teacher's personal quality and teacher's job performance.

2.6 Definition and Concept of Emotional Intelligence

Emotional intelligence (EI) can develop a job performance and the effectiveness of individuals (Goleman, 2005). In defining emotional intelligence there are several meanings of emotional intelligence which are match all of them with the main purpose to understand the capabilities and qualities connect by each sentiment (Emmerling & Goleman, 2003).

A research has shown that in fact emotional intelligence does encounter three criteria which is a set of abilities, measure with same aptitude and skill and influence by age and knowledge (Mayer, Caruso & Salovey, 1999). EI is as one of the categories of emotional intelligence which includes the capability to monitor that involve sense and sentiments and to use information to guide one's intelligent and actions (Salovey & Mayer, 1990). In other words, emotional intelligence can perceive, recognize and realize one sentiment and reaction of others and to make a difference with one emotion and others.

An individual who has emotional intelligence can recognize and express themselves (Bar-On, 2000). Some of the research shown and focused with an important of EI rather than working environment and prove that EI will influence on employee performance and bring toward leadership success

(Hayward, Amos & Baxter, 2008; Murphy & Janeke, 2009; Nel & De Villiers, 2004).

2.6.1 Dimension of Emotional Intelligence (EI)

The dimension of EI can be clarified into four dimensions which are self-awareness, self-management, social awareness and relationship management (Goleman, Boyatzis & McKee, 2002).

1. Self-regulations

"Self-regulation (or self-regulated learning) mentions that education results from a scholar's self-generated thought and actions that are structured focused toward the fulfilment of their learning goals"

(Schunk & Zimmerman, 2003, p.59).

Self-regulation or can be known as self-management is the second of Goleman's major competencies. The concept of self-management is through the ability to persist calmly during irritating or conflict condition while protecting defensiveness to a lowest and ultimately repairing rationality (Wolmarans & Martins, 2001). According to Schunk & Zimmerman (2003), self-regulation improvements mainly base from social source and changes to

individual sources by category of levels. Self-regulation also would motivate persons to take an important role in their opinions, emotions, and performances (Schunk & Zimmerman, 2003).

2. Self- awareness

Self-awareness is one of emotional dimension and it is very important at the workplace. According to Grayson (2013), self-awareness is the ability to recognize another feeling, to make a difference between it, to know the current feelings and realize it and find what the effect of feelings. According to Goleman (1998), in recognizing an individual's emotional and how it will impact is through emotional self-awareness. Self-aware becomes as a first step in developing an emotional intelligent (Yeung, 2009).

3. Self-motivation

According to Goleman (1995), emotional self-motivation is one of the skills that will manage the emotional in achieving organizational goals. Self-motivation is the abilities of a person to set targets, focused and always positive with problems that occur during setting goals. Self-motivation becomes as a crucial part that will involve in daily action which could also committed to problems that occur. Wolmrans and Martins (2001), suggested

that taking responsibility for individual successes and failures is one of self-motivation.

4. Social skill (relationship management)

Social skills can be described to a person skill and talent in solving a relationship with others and it also calls as a person's skills. Respect others, commitment, open-minded, empathy, great in negotiation and have a good way of communication is the set of social skills (Schuetz, 2011). Besides that, the ability of see other needs and can switch feeling with others also one of the social skills. Thus, social skills also have quality in leading to change, can persuade others and can build a teamwork (Goleman, 1995). Social interaction also brings a lot of benefits which can build someone confident, help manager to communicate with their subordinate and also help in many sides of employee (Pettry, 2006).

2.7 The Relationship Between Teacher's Emotional Intelligent and Teacher's Job Performance

Previous study by Hamid et.al (2019), in their study about the relationship between interpersonal and emotional intelligence on teacher performance. The result showed that there has a significant relationship between emotional intelligence and teacher performance. Next, previous study by Aqqad et.al

(2019) also mentioned that in their study that emotional intelligence were positively and significantly related to job performance. Emotional intelligence also is an effort to improve job performance (Aqqad et.al, 2019).

The past research also recommended that organization must recognize that in developing human capital in any organization, emotional intelligence can bring and lead to high-performing workers (Goleman, 1998). Emotional intelligence can shape person's behavior and determine their decision making (Goleman, 1995). An emotion have the power to control, regulate one's action and motivate a person (Brown, Hesketh & Wiliams, 2003). Previous study also mentions that a teacher who has high emotional intelligence will bring excellence achievement (Hayashi & Ewert, 2006; Arnold, 2005). A person who are possesses emotional intelligence, that person will easier guide their thinking processes and manage their behavior to achieve the result (Caruso, Mayer & Salovey, 2002).

Emotional intelligence is a processed of information and helping one person to deal with other people (Mayer, Caruso & Salovey, 1999). An emotional intelligence person can understand others feeling, emotions, need, establish and maintain cooperative, well manage of personal social and environmental change (Bar-On, 2000).

Based on growth performance, an emotional intelligence of an employee is significantly related to employee, managers and public as overall (Kumari,

2015). A teacher that have a skill of controlling and evaluating their own emotion can affect positively on their communication and be more focus and concern toward their personal feeling toward achieving the goals (George, 2000; Day & Carroll, 2004).

One's life can be developed through emotional intelligence (Coetzee, Muller, Basson & Martins, 2006). The strong relationships between emotional intelligence and employee's job performance (Higgs, 2004). In the previous study, emotional intelligence is correlated to job performance and self- management cluster, it also will be exposed and have a connection with job performance and it also will be connected directly with surrounding work (Nel & De Villiers, 2004). So, there is the relationship between emotional intelligence and job performance and it seems logical due to the growing trend of managers expose which is the way of speaking into account the emotional intelligence of candidates in employee development programmed during recruitment and selection process (Chaudhry & Usman, 2011). The author also mentions the employee that have a high level of EI will affect their emotions to build a connection at the workplace and can lead towards their job performance.

Recent study also mentions that emotional intelligence is to a predict a person's achievement thus emotional intelligence and job performance have a relationship (Abraham, 1999; Cavallo & Brienza, 2002; Ryback, 1997;

Servinc, 2001; Stagg & Gunter, 2002; Vermeulen, 2004; Weisinger, 1998; Wong & Law, 2002).

H2: There is a significant relationship between emotional intelligence and job performance.

2.8 Research Framework

This section describes the research framework

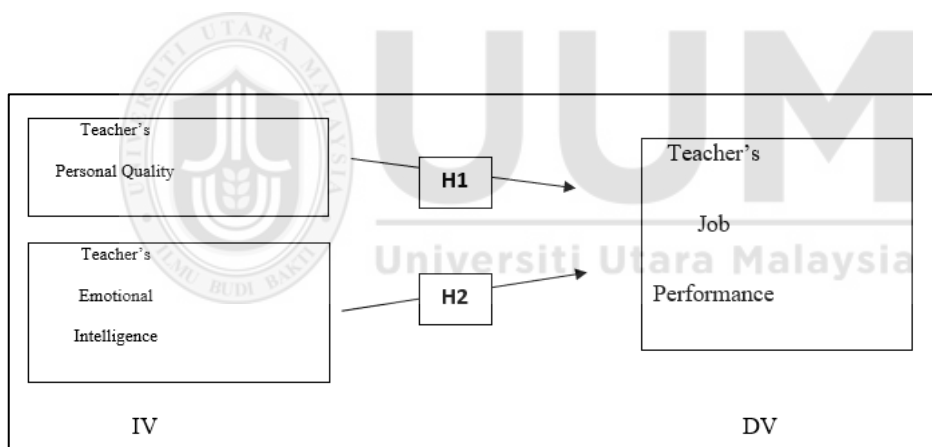


Figure 2.1

Research Framework

There is one dependent variable which is teacher's job performance and two independent variables which include teacher's personal quality and teacher's emotional intelligence in this study. Figure 2.1 describes the relationship between independent variables and dependent variables and the researcher proposed teacher's personal quality and teacher's emotional intelligence

would impact on teacher's job performance among secondary school's teacher.

2.9 Summary

This chapter has shown literature review section that focuses on teacher's personal quality and teacher' job performance relationship. Then, teacher's emotional intelligence and teacher's job performance relationship. The next chapter will discuss the procedures and the methodology used for data collection and analysis in this study.



CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter will explain the method and techniques that have been used in this study.

This chapter will focus on collecting the data related to this study. The discussion in this chapter includes design of study, population and sample, instruments, questionnaire design, pilot study, data collection procedure and data analysis techniques.

3.2 Research Design



Sekaran and Bougie (2013) define research design as an organizing a plan and implementing procedure for the data collection process, analyzing and translate the output in order to summarize the result. According to Creswell (2009) research design is important as guidance for the researcher to have a clear perspective regarding the idea, data and analysis process to support this study. The main objective in this research is to examine the relationship between dependent and independent variable which is teacher's personal quality, teacher's emotional intelligence and teacher's job performance. This study will use quantitative research by using questionnaire as the method for collecting the data by using statistical analysis

(Babbie, 2010). In this study, the quantitative method is suitable method to test the relationship between variables.

This study is a cross-sectional field survey which is to examine the relationship between dependent and independent variables. This is consistent with the primary objective of this study which to investigate the relationship between teacher's personal quality, teacher's emotional intelligence and teacher's job performance.

The unit analysis for this study utilised test based on the individual level (teachers) at four secondary schools which is Sekolah Menengah Kebangsaan Yan, Sekolah Menengah Kebangsaan Agama Yan, Sekolah Menengah Dulang and Sekolah Menengah Kebangsaan Sungai Limau Yan. The data collection for this present study was collected directly from them through the distribution of questionnaires and online survey. The perceptions from respondents about teacher's job personal quality and teacher's emotional intelligence as the basis to understand their impact on teacher's job performance. Thus, it is the reason to use teachers as individual unit of analysis to examine all the variables proposed in the research framework.

3.3 Population, Sample and Sampling Technique

3.3.1 Population

In Table 3.1 below shows the total population of teacher for this study at four secondary school area Kuala Muda / Yan, Kedah which is 298 teachers. The respondent in this research would include teachers at Sekolah Menengah Kebangsaan Yan, Sekolah Menengah Kebangsaan Agama Yan, Sekolah Menengah Kebangsaan Dulang and Sekolah Menengah Sungai Limau Yan.

Table 3.1

Total numbers of teacher

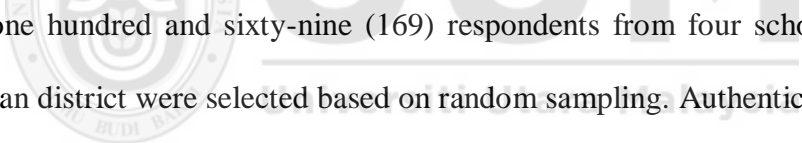
NAME OF SCHOOL	TOTAL NUMBERS OF TEACHERS (person)
SEKOLAH MENENGAH KEBANGSAAN YAN	85
SEKOLAH MENENGAH KEBANGSAAN AGAMA YAN	70
SEKOLAH MENENGAH KEBANGSAAN DULANG	63
SEKOLAH MENENGAH KEBANGSAAN SUNGAI LIMAU YAN	80
TOTAL	298

Sources: "Pejabat Pendidikan Daerah (PPD)", Kuala Muda/Yan

3.3.2 Sample

In this study, sampling size and sampling process are required to determine the sample of population. The total numbers of teachers are taken from Kuala Muda District Education Department. To determine a definite sample size, researcher use the table by Krejcie and Morgan (1970), which are 169 (n) selected as a sample size in this study. In this study, to represent the whole study of population the sample size is required.

3.3.3 Sampling Technique



In this study, one hundred and sixty-nine (169) respondents from four school in Kuala Muda/ Yan district were selected based on random sampling. Authentic form of fair sampling is called random sampling techniques. The logic behind choosing this random sampling is to avoid some bias during the selection procedure and the representative result of samples.

3.4 Data Collection Procedures

A set of questionnaires has been prepared before collecting the data. Then, to get relevant data, the questionnaire has been distributed to secondary school teachers through self-administered questionnaires and online survey. One hundred

questionnaires have been distributed through self-administered to make the respondent understand and can guide the respondent during answering the questionnaire. Then, 100 questionnaires were distributed through online survey. As for maintaining the result of data, 50 questionnaires were distributed to avoid insufficient data during SPSS process. Besides, the researcher also prepares some ethical guidelines to prevent sensitive issue during the data collection, the cover letter has been provided and noted that all the respondent data is confidential and private.

Some procedure has been done before collecting the data. Before the questionnaire was distributed, a formal letter from the researcher attached with the university (UUM) letter was submitted to four secondary school principals regarding the intention of the researcher to do research at their school. A draft of the research and sample of questionnaire was also given to the school principals for their review to have a clear understanding about this study and get approval from principal.

Meanwhile, the researcher was asked to make an appointment to the school administration to submit a set of questionnaires and attach with university permission. It took a month from January to early February to get a permission to collect the data at the four secondary schools.

3.5 Instrument of Study

The data is collected through a survey which contains multiple questions that divided into four sections. The questionnaire contains quantitative measures of teacher's job performance, teacher's personal quality and teacher's emotional intelligence. In the demographic section, respondents were asked to fill and provide a piece of information about gender, age, level of education, name of school, race and year of teaching. The questionnaires were distributed in English.

Table 3.2

Design of questionnaire

Section	Descriptions
A	Demographic section contains gender, age, level of education, name of school, race and year of teaching.
B	Teacher's Job Performance contains twenty (20) questions. The questions developed by Maclean (2018).
C	Teacher's Personal Quality contains twelve (12) questions. The questions developed by Azer (2005).
D	Emotional Intelligence contains fifteen (15) questions. The questions developed by Wong (2002).

3.5.1 Teacher's job performance

Teachers who have carried out their responsibilities and perform their duties voluntarily including teaching and non-teaching duties in helping school institution achieve the goals (Amin et al., 2013). Teacher's job performance was measured by twenty (20) items developed by Maclean (2018) based on Table 3.3. Participants in this study measured their frequency agreement with the teacher's personal quality based on a 5-Likert scale whereby 1= not at all and 5=frequently.

Table 3.3

Items for Teacher's job performance

Items

TEACHING SKILLS

While teaching, I will use different methods.

Most of my students in my class will get good marks.

I will use a teaching style for each of my student based on his/her abilities.

I will make well preparation before I enter class.

I can teach difficult subject easily.

If my student ask me a question, I will try to answer as I can.

I will be justice when I mark exam paper.

MANAGEMENT SKILLS

I also will fulfil other responsibility very wisely apart from my teaching.

While teaching, I don't allow co-curricular activities to affect my class teaching.

Table 3.3 (Continued)

I will not any internal affair includes in my responsibilities as a teacher.

If my duties change by someone, I will try adjusting it myself.

I will try my best to improve my performance.

DISCIPLINE AND REGULARITY

I come to school early.

I will attain my class when I present.

I will do relevant activities during my class.

I fulfil my assigned activities on time.

I will settle and complete my syllabus on time.

I maintain discipline in my class

INTERPERSONAL RELATIONS

During my class, I will try to solve my student problems.

I will maintain my relationship with my colleagues.

I will give good cooperation to my co-worker during work.

I ask an opinion of my colleagues in solving of my class problems.

I always give a suggestion and motivate my students to be involved in co-curricular activities.

I always connect and contact my student parent to make sure of their progression.

I will give commitment in helping school to solve any problems.

Source: Maclean (2018)

3.5.2 Teacher's personal quality

Personal Quality can be described as a level to a person in showing their positive personal characteristics, applies good human relations and displays work performance (Ranjit, 2003). Teacher's personal quality is measured by twelve (12) items developed by Azer (2005) based on Table 3.4. Participants in this study measured their frequency agreement with the teacher's personal quality based on a 5-Likert scale whereby 1= strongly disagree and 5=strongly agree.

Table 3.4

Items for Teacher's personal qualities

Items
I emphasize on teamwork
I have interacted and communicates respect
I foster critical thinking
I encourage and appreciates diversity
I can motivate students and co-workers
I will provide positive feedback
I will encourage creative work
I will encourage an open and trusting learning environment
I am committed to work
I demonstrate leadership in teaching
I bring a wide range of skills and talents to teaching
I seek continually to improve teaching skills

Source: (Azer, 2005)

3.5.3 Teacher's Emotional intelligent

Emotional intelligence can be defined as a confounding condition of sentiment that will influence the idea and conduct, physical and psychological changes (Dursun, Emul & Gencoz, 2010). Teacher's Emotional intelligence is measured by fifteen (15) items developed by Wong (2002) and using Wong and Law's Emotional Intelligence Scale (WLEIS) (Wong & Law, 2002). Based on Table 3.5 participants in this study measured their frequency agreement with the teacher's emotional intelligence based on a 5-Likert scale whereby 1= strongly disagree and 5=strongly agree.

Table 3.5

Items for Emotional intelligence

Items
Self-emotion appraisal
I have a good sense of why I have certain feelings most of the time.
I have good understanding of my own emotions.
I really understand what I feel.
I always know whether or not I am happy.
Regulation of emotion
I am able to control my temper so that I can handle difficulties.
I am quite capable of controlling my own emotions.
I can always calm down quickly when I am very angry.
I have good control of my own emotions.
Use of emotion

Table 3.5 (Continued)

I always set goals for myself and then try my best to achieve them.

I always tell myself I am a competent person.

I would always encourage myself to try my best.

Others emotion appraisal

I always know my friend's emotions.

I am a good observer of others' emotions.

I am sensitive to the feelings and emotions of others.

I have good understanding of the emotions of people around me.

Sources: Wong (2002)

3.6 Pilot Test



In this study, before performing the actual data collection, the researcher also conducted a pilot study. The main purpose of the pilot study is to ensure the reliability of measurement that will be used for this study. Pilot study is a pre-test of the large scale from the study. A total number of 30 respondents were pick up as randomly from a group of teachers at daily secondary school at Kuala Muda/Yan, Kedah. The questionnaires were distributed by hand and were collected within 2 hours after the time of distribution.

After a pilot study was done, reliability analysis was carried out to check the reliability of the instrument. Based on Sekaran and Bougie (2009), the acceptable, reliable and good Cronbach Alpha values is above .70. As shown in Table 3.6, the

reliability results show each variable's Cronbach Alpha values. From the value of Cronbach Alpha, the instrument is reliable, and the actual data collection process can be carried out.

Table 3.6
Result of Reliability Analysis for Pilot Study

Variables		Number	Cronbach
		of items	Alpha
Dependent Variable			
Teacher's	Job	20	.938
Performance			
Independent Variable			
Teacher's	Personal	12	.920
Quality			
Teacher's	Emotional	15	.899
Intelligence			

3.7 Techniques for Data Analysis

The data will be analysed using the Statistical Package for the Social Sciences (SPSS version 25.0). After the data were keyed in, the descriptive analysis was carried out to see the respondent's demographic profile such as gender, age, level of education and year of teaching.

In addition, the Cronbach alpha coefficients were computed using reliability analysis to investigate the consistency and reliability of the instrument. Moreover, Pearson Correlation Analyses were used to examine the correlation between independent variables (teacher's personal qualities and teacher's emotional intelligent) and dependent variable (teacher's job performance). Then followed by multiple regression analysis to determine which variables significantly influence teacher's job performance. Lastly, continued with a summary of testing hypothesis.

3.8 Summary

In this chapter, the research methodology was explained, and the statistical methods used to analyse the data obtained from the questionnaire were clarified. The objectives of the study were formulated, the sampling design and the characteristics of the sample discussed and the method for data collection and analysis were explained. The next chapter deals with the result.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter will cover the result of data analysis. It encompasses the descriptive analysis (frequency, percentage and mean) and inferential statistics reliability test, correlation analysis and multiple regression. The descriptive analysis will be described in this chapter that will present gender, age, race, the highest level of education and year of teaching as a respondent's demographic profile. This is followed by a reliability test and correlation analysis. Finally, multiple regression analysis was used to analyses the relationship between the dependent variable (teacher's job performance) and independent variable (teacher's personal quality and teacher's emotional intelligence).

4.2 Response Rate

Questionnaires were distributed to 200 teachers at four secondary schools at Kuala Muda/Yan in Kedah. Out of the 200 questionnaires that were distributed, only 128 questions have been answered. This shows the response rate of 64 % which is used for the analysis of this study.

4.3 Respondent Demographic Profile

Table 4.1 shows the respondent's demographic. 70.3% of the respondent from female respondents, then followed by the number of male respondents which are 38 with 29.7%. This show that the majority respondents are from female respondents.

Tables 4.1 also shows that, the majority of the respondents from the range 20 to 30 years old which is 36.7%. Then, followed by 28.1% of respondents were from 41 to 50 years old. While 27.3% of the respondents were from 31 to 40 years old. Meanwhile, 7.8% of respondent were from 51 to 60 years old.

Tables 4.1 shows race of the respondents. Most of the respondents are Malay that is 93.8% and represents 120 persons. The minority of the respondents are Indian that is 3.9% and the remaining belongs to other race respondents which is 2.3%.

Table 4.1 also shows that 81.3% of the respondents have a degree which is 104 respondents. 10.9% of the respondents have master which is 14 respondents. 7.0% of the respondents have diploma which is 9 respondents and remaining 0.8% of respondents have SPM.

Table 4.1 shows respondents' years of teaching. The maximum years of teaching is 37.5%, this refers to 1 until 5 years' experience that involved 48 respondents. 22.7% refers to 11 to 15 years of teaching that is 29 respondents. 14.8% refers to

6 to 10 years that involved 19 respondents. The equal range is the respondents who have 16 to 20 and 20 years and above of teaching which is 16 respondents that is 12.5%.

Table 4.1

Respondent's Demographic Profile

Demographic	Characteristics	Frequency	Percentage
Gender	Male	38	29.7
	Female	90	70.3
Age	20-30 years	47	36.7
	31-40 years	35	27.3
	41-50 years	36	28.1
	51-60 years	10	7.8
Race/Ethnicity	Malay	120	93.8
	Indian	5	3.9
	Others	3	2.3
Highest level of education	SPM	1	0.8
	Diploma	9	7.0
	Degree	104	81.3
	Master	14	10.9
Year of teaching	1-5 years	48	37.5
	6-10 years	19	14.8
	11-15 years	29	22.7
	16-20 years	16	12.5
	21 years and above	16	12.5
TOTAL		128	100

4.4 Descriptive Analysis

Descriptive analysis denotes the mean and standard deviation for the dependent and independent variable as shown in Table 4.2.

The dependent variable (teacher’s job performance) are evaluated based on 5-point scale (1= Not at all to 5 = Frequently), followed by the independent variable (teacher’s personal quality and teacher’s emotional intelligent) which is use the scale (1 = Strongly disagree to 5 = Strongly agree). Based on the results, the mean for dependent variable which is teacher’s job performance is 3.95. The teacher’s personal qualities have the highest mean of independent variable which is 4.05 then followed by the second independent which is teacher’s emotional intelligence (3.99).

The results of the analysis also show the standard deviation of variables. Teacher’s personal quality has the highest standard deviation (.512) then followed with teacher’s job performance (.490) and teacher’s emotional intelligence which is .454.

Table 4.2
Descriptive Statistics of Dependent and Independent Variables

Variables	N	Minimum	Maximum	Mean	Standard Deviation
Teacher’s Job Performance	128	1.00	5.00	3.95	.490
Teacher’s Personal Quality	128	1.08	5.00	4.05	.512
Teacher’s Emotional Intelligence	128	2.80	5.00	3.99	.454

4.5 Reliability Test

Reliability test was examined by using Cronbach's Alpha. Each item of dependent variables and independent variables are tested by using the reliability test. The results of reliability test are shown in Table 4.3.

Table 4.3
Reliability Test

	Variable	No. of items	Cronbach's Alpha
Independent variable	Teacher's Personal Quality	12	0.920
Independent Variable	Teacher's Emotional Intelligence	15	0.899
Dependent variable	Teacher's Job Performance	20	0.938

Tables 4.3 has shown the total number of items measured in this study was 47. All questions have value of more than 0.6 Cronbach's alpha analysis. The value of Cronbach's alpha that has score 0.6 is generally acceptable (Sturmey, et al., 2005).

The dependent variables is teacher's job performance has the highest Cronbach's alpha value of 0.938. It follows by independent variable that have alpha value of

0.920 which is teacher's personal quality. Then, followed by the second independent variables which is teacher's emotional intelligence that have Cronbach's alpha value is 0.899. Each variable has alpha value more than 0.6.

4.6 Correlation Analysis

This section discusses the analysis of Pearson Correlation result which identifies the inter-correlations or association between the dependent variable (teacher's job performance) and independent variable (teacher's personal quality and teacher's emotional intelligence). The summary of the correlation analysis results is shown in Table 4.4.

As shown in Table 4.4, the correlation between teacher's personal quality and teacher's job performance is significant. Then, the correlation between teacher's emotional intelligence and teacher's job performance also show a significant and positive correlation. Teacher's personal quality is the highest correlates with teacher's job performance ($r = .849^{**}$, $n = 128$, $p \leq 0.01$). Table 4.5 also shows that there is a significant and positive relationship between teacher's emotional intelligence and teacher's job performance which is ($r = .710^{**}$, $n = 128$, $p \leq 0.01$).



Table 4.4
*Correlation Result between Teacher's Job Performance, Teacher's Personal
 Quality and Teacher's Emotional Intelligence*

Variables	TJP	TPQ	TEI
	1		
Teacher's Personal Quality (TPQ)	.849**	1	
Teacher's Emotional Intelligence (TEI)	.710**	.691**	1

**Correlation is significant at the 0.01 level (2-tailed); n=128

4.7 Multiple Regression analysis

Regression analysis was carried out to determine the relationship between the dependent variable (teacher's job performance) and independent variable (teacher's personal quality and teacher's emotional intelligence). The results of the analysis are tabulated in Table 4.5.

Table 4.5
Multiple Regression Result

Independent Variables	Standardized Coefficients (Beta)	t-stat.	p-value
Constant		1.190	.236
Teacher's Personal Quality	.687	11.115	.000
Teacher's Emotional Intelligence	.235	3.805	.000
R²			0.750
Adjusted R²			0.746
F-test			187.787
Sig.			0.000^b

Table 4.5 above shows correlation between the independent variable and dependent variable (scale 0-1). The coefficient of determination R^2 is a statistical technique used by researcher to measure how a variable can predict the relationship with other variables. Mainly, R^2 focuses on explaining the result of variance dependent variables that being explained by the independent variables. The model summary shows that the result that indicates 75.0% ($R^2 = 0.750$) of variance in dependent variable (teacher's job performance) being explained by the independent variable (teacher's personal quality and teacher's emotional intelligence).

Finding of multiple regression shows a significant relationship between teacher's personal quality and teacher's emotional intelligent on teacher's job performance which is p-value less than 0.05. Hence, the higher the F value, the higher the significant effect on the variables (Winter, 2011). A significant F-Test indicates that the regression model provides a good fit to the data. Importantly, to examine the coefficient of the independent and dependent variables in this study. Beta also shows that the higher the Beta value, the higher the relationship of independent variables with

dependent variables. So, the highest related independent variables in this study towards job performance is teacher's personal quality ($B=0.687$, $t = 11.115$, $p < 0.05$).

4.8 Summary of Hypotheses Testing

Table 4.6 displays the summary of the hypotheses testing for this study. In earlier Chapter 2, the hypotheses have already been proposed. The result has shown teacher's personal quality and teacher's emotional intelligence influence teacher's job performance.

Table 4.6

Summary of Hypotheses Testing

Hypotheses Statement	Findings
H1: There is a significant relationship between teacher's personal quality and teacher's job performance	Supported
H2: There is a significant relationship between emotional intelligence and teacher's job performance	Supported

4.9 Summary

Generally, this chapter covers the overall result of the analysis of this study. To summarize, the findings show that teacher's personal quality significantly determine teacher's job performance and teacher's emotional intelligence significantly influences teacher's job performance. The results also illustrate that out of the two hypotheses that were proposed were been accepted (H1 and H2). The next chapter will discuss the result and contribution of the study and will discuss about the limitation of study and recommendation for future study.



CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter examines the correlation that has been highlighted as objectives in Chapter 1 and the findings that were presented in Chapter 4 which highlights the analysis of the study together with its implications. Limitation and recommendations for future study will also be discussed and concluded with the conclusion.

5.2 Recapitulation of the Study's Findings

To recap, this study was conducted to determine whether teacher's personal quality and emotional intelligence contribute towards teacher's job performance. A regression model of teacher's personal quality and emotional intelligence was proposed (see chapter 2 research framework) to investigate relationship with teacher's job performance.

Previous research has showed that teacher's personal quality and emotional intelligence widely practices in west country but less in Malaysian schools and less discuss toward contribution teacher's job performance. Interesting field of research but limited reference on Malaysia context which require further and more focus research. The finding of the research which conclude:

1. The correlation between teacher's personal quality and teacher's job performance is significant. Then, the correlation between teacher's emotional intelligence and teacher's job performance also show a significant and positive correlation.
2. Finding of multiple regression shows a significant relationship between teacher's personal quality and teacher's emotional intelligent on teacher's job performance.

Besides, the SPSS was used to analyze the data gathered from the respondents and the standard multiple regression was applied to study the relationship between each other.



5.3 Relationship between variables

5.3.1 Teacher's Personal Quality and Teacher's Job Performance

The main objective of this research is to determine is there any relationship between teacher's personal quality and teacher's job performance. Referring to Table 4.5 Multiple Regression results shows that teacher's personal quality and teacher's job performance has a significant relationship which shows ($\beta = .687, p \leq 0.05$). Hence, this study shows that there is a significant relationship between teacher's personal quality and teacher's job performance.

In chapter 2 which is the literature review part, it describes about teachers that have great performance will follow by the higher level of individual and organization performance which consist of an innovation, productivity and quality and be an asset of performance (Johnson & Bharadwaj, 2005). It shows that a teacher must have a quality as one element to perform well. This study shows that it has a strong relationship that a teacher must have a personal quality to achieve their job performance. A quality of teachers also be considered as an essential element to maintain the quality of education (Driscoll & Pianta, 2010; Buyse , et al.,2008). Hossain (2015) mentions that the high personal qualities of teachers will strongly inspire their student.

5.3.2 Teacher's Emotional Intelligent and Teacher's Job Performance

The next research objective of this study is to determine the influences of emotional intelligence on teacher's job performance. Referring to Table 4.6 Multiple Regression results shows that there is a significant relationship between teacher's emotional intelligence and teacher's job performance ($\beta = .235, p \leq 0.05$). The result shows significant relationship between teacher's emotional intelligent and teacher's job performance.

According to the literature in chapter 2, the employee that has high level of EI will affect their emotions to build a connection at the workplace and can lead towards their job performance (Chaudhry & Usman, 2011). The past research also mentions that emotional intelligence have a strong relationship with the employee's job

performance (Higgs, 2004). Based on the past research, this study also shows a significant relationship between teacher's emotional intelligence and teacher's job performance.

Self-regulation is one of the teacher's emotional intelligence dimension. It is related to personal performance. Self-regulation also would motivate persons to take an important role in their opinions, emotions, and performances (Schunk & Zimmerman, 2003).

5.4 Implication of the Study

The research result comes up some theoretical and practical implications that can be related to the teacher's job performance in Malaysia. With knowing the fact about the level of teacher's job performance, it is beneficial towards school institution and become as a best practice that will bring better insight on teacher's job performance framework in the future.

5.4.1 Theoretical Implications

In general, this research contributed to expand the knowledge that already exists, especially the knowledge that relates to teacher's job performance among teacher's at school. The finding from this research could be used as a reference and could be

applied to the future research of the same area of topic that could help to strengthen the validity of the literature.

5.4.2 Practical Implication

The finding from this current study are crucial for school management as this research will allow them to acknowledge the level of teacher's job performance and the relationship between teacher's personal quality and teacher's emotional intelligence. Based on the outcomes, personal quality had a significant influence on teacher's job performance followed by emotional intelligence. This finding can provided useful information to the Educational institution which is secondary school teachers for better understanding toward how to increase job performance. Besides, this study also useful for the school management to understand that personal qualities of teachers and emotional intelligence will affect teacher's job performance.

A teacher who has a personal quality can influence their student and can motivate their student. Besides that, teachers that have a personal quality will emphasize teamwork, interact and communicate with respect, fosters critical thinking, encourage and appreciate diversity, motivate students and co-workers, provide positive feedback, encourage creative work, involving open and trusting learning environment, always dedicated and committed while working, in teaching do demonstrate leadership, bring skills and talents from broaden scope of teaching and lastly is continuing find new teaching skills. While influencing performance and

leadership success, emotional intelligent must play an important role (Hayward, Amos & Baxter, 2008; Murphy & Janeke, 2009; Nel & De Villiers, 2004).

Based on this study, it is important knowledge that school management must expose their teachers to improve their teacher's skill and the profession as a teacher. School management will make this study as a reference to increase their teacher's job performance. Finally, this study assumes that if school management understands their teacher's personally and the outcome of their teacher's performance will high.

5.5 Limitation of the Study and Future Suggestion

In completing this study, several limitations were identified. First, this study was focused only on job performance among secondary school's teacher and not involving primary school's teacher. This study also only focusing for secondary school.

Secondly, the data collection limitation. This happens due to corona virus tragedies that affected the country. So, new challenges were faced by the researcher for the data collection and questionnaire distribution because all school institutions have been closed.

Third, time constrain. Due to unexpected tragedy with corona virus, all teachers have been quarantining at their home, thus it will gave impact on the result of study. Despite this challenge however, the process of data distribution and collection were smoothly done but only 128 questionnaires were collected.

The data were gathered through questionnaire and no interview session was conducted to get feedback from the teachers personally. The researcher cannot measure the level of honesty and reliability of the teachers while answering the questionnaire. This is due to the virus and the country condition, teachers were answering the questionnaire hurryingly and rushingly without focusing on each question.

Lastly, this study only has limited variable which are teacher's personal quality and teacher's emotional intelligence as an independent variable. Hence, other variables that influence teacher's job performance should be incorporated in order to widen the scope and framework of the study in feature studies and a longitudinal study is recommended which will enhance the findings gathered.

5.6 Conclusion

This study attempted to provide a theoretical explanation regarding the teacher's job performance were influenced by teacher's personal quality and teacher's emotional intelligence. From this study, the independent variable is teacher's personal quality

and teacher's emotional intelligence followed by dependent variable which is teacher's job performance. The objective was mainly focus on the level of teacher's job performance together with all variables. In addition, the aim is also to identify whether teacher's personal quality and teacher's emotional intelligence had a strong direct influence toward teacher's job performance.

This study also found that teacher's personal quality has a strong relationship with teacher's job performance. In additions, the teacher's emotional intelligence also have a significant positive relationship with teacher's job performance. In this study, it shows that teacher's personal quality and teacher's emotional intelligence can directly influence teacher's job performance.

Overall, although there are a lot of research examined the level of teacher's job performance, the present research still contributed to the school institution, individual and the future academic research especially in the Malaysian context. Finally, this study added to the present knowledge towards school institution to ensure a good level of their teacher's job performance.

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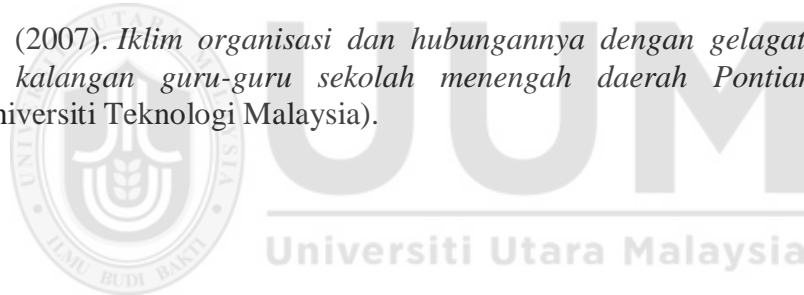
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APPENDIX A



Othman Yeop Abdullah
Graduate School of Business
UNIVERSITI UTARA MALAYSIA

1 March 2020

Tuan / Puan

Saya ialah pelajar sepenuh masa yang sedang mengikuti program Sarjana Pengurusan Sumber Manusia (*Master of Human Resource Management*) di Universiti Utara Malaysia, Kedah. Saya sedang menjalankan satu kajian yang bertajuk "**Kualiti peribadi seorang guru, kecerdasan emosi seorang guru dan Prestasi kerja seorang guru**" (**Teacher's Personal quality, Emotional intelligent and Teacher's Job Performance**). Tujuan penyelidikan adalah untuk menyelidik hubungan antara kualiti peribadi seorang guru, kecerdasan emosi seorang guru dengan prestasi kerja di kalangan guru di negeri Kedah. Penyelidikan ini mengfokuskan kepada guru-guru dari sekolah menengah kebangsaan di daerah Yan, Kedah.

Saya berasa amat berbesar hati sekiranya pihak tuan/puan dapat meluangkan masa menjawab soal selidik yang dikepilkan. Maklumat yang diperoleh sepanjang kajian ini bersifat rahsia dan hanya digunakan bagi tujuan akademik sahaja.

Sekian, segala kerjasama dan perhatian tuan/puan dalam menjayakan penyelidikan ini didahului dengan ucapan ribuan terima kasih.

Yang benar,

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SECTION A
DEMOGRAPHICS

1- Age:

20-30 years

31-40 years

41-50 years

51-60 years

2- Name of school:

3- Gender:

Male

Female

4- Year of teaching:

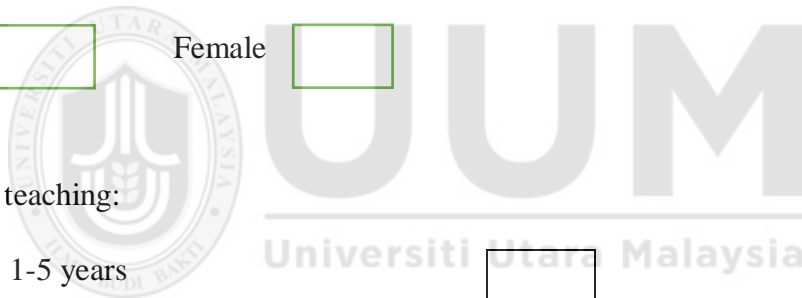
1-5 years

6-10 years

11-15 years

16-20 years

21 years and above



5- Highest level of education:

SPM

Diploma

Degree

Master

PHD

6- Race/ Ethnicity:

Malay

Chinese

Indian

Others



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SECTION B

TEACHER'S JOB PERFORMANCE (TJP)

Please circle number on the right-hand columns to indicate your agreement with the following statements regarding to your job performance:

1	2	3	4	5
Not at All	Once in a While	Sometimes	Often	Frequently

A	TEACHING SKILLS					
1	I apply a variety of instructional models	1	2	3	4	5
2	A good number of the student in my class get good grades.	1	2	3	4	5
3	I go to class fully prepared for the instructions.	1	2	3	4	5
4	Difficult topics are made easy in my class	1	2	3	4	5
5	I teach students to meet their learning needs.	1	2	3	4	5
B	MANAGEMENT SKILLS					
6	In addition to teaching I also accomplish other tasks.	1	2	3	4	5
7	Clerical duties do not affect my teaching	1	2	3	4	5
8	Home problems do not interfere in my job as a teacher.	1	2	3	4	5
9	I quickly adjust when there is a change in my responsibilities.	1	2	3	4	5
10	I do all in my power to advance my performance.	1	2	3	4	5
C	DISCIPLINE AND REGULARITY					

11	I am always punctual to school	1	2	3	4	5
12	When on duty I commence work on time	1	2	3	4	5
13	I avoid irrelevant activities during my lesson periods.	1	2	3	4	5
14	I complete instruction on my syllabus on time.	1	2	3	4	5
15	I control and maintain discipline in my class.	1	2	3	4	5
D	INTERPERSONAL RELATIONS					
16	My relationship with my colleagues cordial.	1	2	3	4	5
17	I also solve students' problems outside teaching.	1	2	3	4	5
18	I cooperate with other teachers while doing my job.	1	2	3	4	5
19	To advance my students learning I also relate effectively with their parents.	1	2	3	4	5
20	I assist the school head to solve our school problems.	1	2	3	4	5

SECTION C

TEACHER'S PERSONAL QUALITY (TPQ)

Please circle number on the right-hand columns to indicate your agreement with the following statements regarding to your personal quality:

1	2	3	4	5
Strongly disagree	disagree	Neither disagree nor agree	agree	Strongly agree

	Statement					
1	I emphasize on teamwork	1	2	3	4	5
2	I have interacted and communicates respect	1	2	3	4	5
3	I foster critical thinking	1	2	3	4	5
4	I encourage and appreciates diversity	1	2	3	4	5
5	I can motivate students and co-workers	1	2	3	4	5
6	I will provide positive feedback	1	2	3	4	5
7	I will encourage creative work	1	2	3	4	5
8	I will encourage an open and trusting learning environment	1	2	3	4	5
9	I committed to work	1	2	3	4	5
10	I demonstrate leadership in teaching	1	2	3	4	5
11	I bring a wide range of skills and talents to teaching	1	2	3	4	5
12	I seek continually to improve teaching skills	1	2	3	4	5

SECTION D

TEACHER'S EMOTIONAL INTELLIGENT (TEI)

Please circle number on the right-hand columns to indicate your agreement with the following statements regarding to your emotional intelligent:

1	2	3	4	5
Strongly disagree	disagree	Neither disagree nor agree	agree	Strongly agree

	Self-emotion appraisal					
1	I have a good sense of why I have certain feelings most of the time.	1	2	3	4	5
2	I have good understanding of my own emotions.	1	2	3	4	5
3	I really understand what I feel.	1	2	3	4	5
4	I always know whether or not I am happy.	1	2	3	4	5
	Regulation of emotion					
5	I am able to control my temper so that I can handle difficulties.	1	2	3	4	5
6	I am quite capable of controlling my own emotions.	1	2	3	4	5
7	I can always calm down quickly when I am very angry.	1	2	3	4	5
8	I have good control of my own emotions.	1	2	3	4	5
	Use of emotion					
9	I always set goals for myself and then try my best to achieve them.	1	2	3	4	5
10	I always tell myself I am a competent person.	1	2	3	4	5
11	I would always encourage myself to try my best.	1	2	3	4	5
	Others emotion appraisal					

12	I always know my friend's emotions.	1	2	3	4	5
13	I am a good observer of others' emotions.	1	2	3	4	5
14	I am sensitive to the feelings and emotions of others.	1	2	3	4	5
15	I have good understanding of the emotions of people around me.	1	2	3	4	5

Thank you.

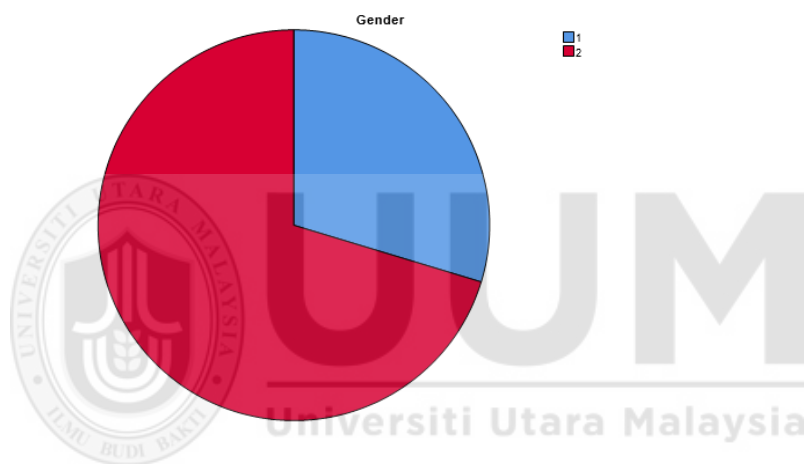


APPENDIX B

DATA SPSS

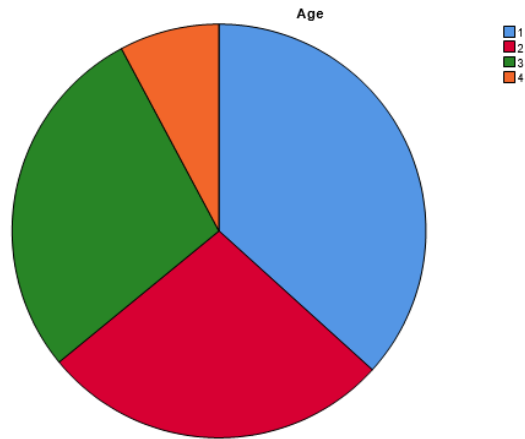
Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	38	29.7	29.7	29.7
	2	90	70.3	70.3	100.0
Total		128	100.0	100.0	



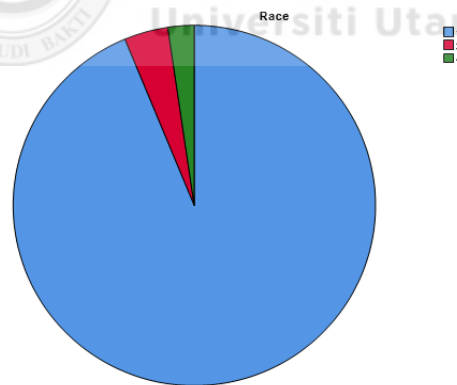
Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	47	36.7	36.7	36.7
	2	35	27.3	27.3	64.1
	3	36	28.1	28.1	92.2
	4	10	7.8	7.8	100.0
Total		128	100.0	100.0	



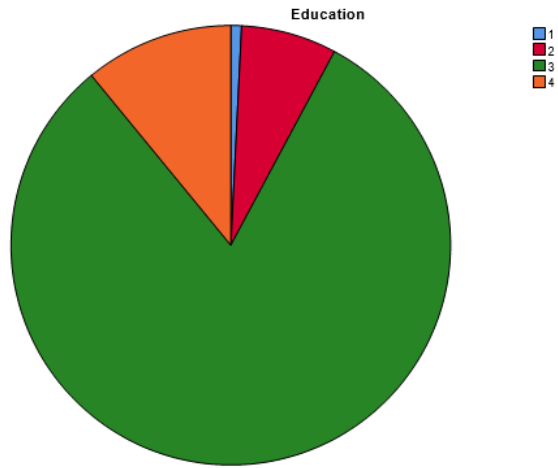
Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	120	93.8	93.8	93.8
	3	5	3.9	3.9	97.7
	4	3	2.3	2.3	100.0
Total		128	100.0	100.0	



Education

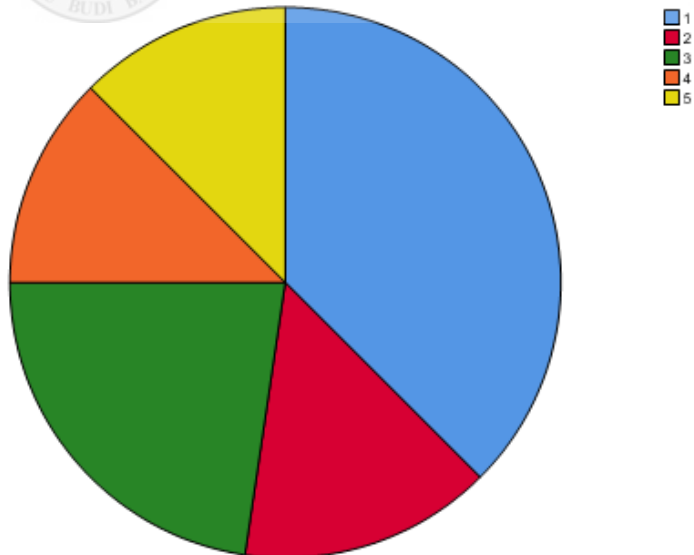
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.8	.8	.8
	2	9	7.0	7.0	7.8
	3	104	81.3	81.3	89.1
	4	14	10.9	10.9	100.0
Total		128	100.0	100.0	



Year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	48	37.5	37.5	37.5
	2	19	14.8	14.8	52.3
	3	29	22.7	22.7	75.0
	4	16	12.5	12.5	87.5
	5	16	12.5	12.5	100.0
Total		128	100.0	100.0	

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Inter-Item Correlation Matrix

	TJP1	TJP2	TJP3	TJP4	TJP5	TJP6	TJP7	TJP8
TJP1	1.000	.443	.336	.522	.310	.385	.380	.385
TJP2	.443	1.000	.402	.387	.352	.475	.436	.401
TJP3	.336	.402	1.000	.309	.429	.393	.465	.453
TJP4	.522	.387	.309	1.000	.234	.414	.545	.429
TJP5	.310	.352	.429	.234	1.000	.275	.481	.334
TJP6	.385	.475	.393	.414	.275	1.000	.392	.495
TJP7	.380	.436	.465	.545	.481	.392	1.000	.349
TJP8	.385	.401	.453	.429	.334	.495	.349	1.000
TJP9	.459	.272	.528	.472	.300	.321	.417	.394
TJP10	.450	.317	.430	.434	.373	.232	.372	.381
TJP11	.483	.515	.421	.539	.327	.429	.478	.371
TJP12	.495	.396	.367	.532	.396	.367	.491	.351
TJP13	.515	.412	.404	.545	.321	.308	.422	.328
TJP14	.504	.455	.484	.478	.425	.485	.499	.511
TJP15	.324	.366	.486	.370	.419	.190	.472	.354
TJP16	.324	.408	.433	.349	.395	.246	.388	.465
TJP17	.474	.438	.459	.478	.295	.458	.502	.474
TJP18	.408	.340	.455	.433	.299	.297	.420	.607
TJP19	.488	.461	.420	.515	.273	.312	.433	.368
TJP20	.307	.419	.459	.358	.399	.326	.465	.552

Inter-Item Correlation Matrix

	TJP9	TJP10	TJP11	TJP12	TJP13	TJP14	TJP15	TJP16
TJP1	.459	.450	.483	.495	.515	.504	.324	.324
TJP2	.272	.317	.515	.396	.412	.455	.366	.408
TJP3	.528	.430	.421	.367	.404	.484	.486	.433
TJP4	.472	.434	.539	.532	.545	.478	.370	.349
TJP5	.300	.373	.327	.396	.321	.425	.419	.395
TJP6	.321	.232	.429	.367	.308	.485	.190	.246
TJP7	.417	.372	.478	.491	.422	.499	.472	.388
TJP8	.394	.381	.371	.351	.328	.511	.354	.465
TJP9	1.000	.432	.409	.490	.424	.545	.493	.407
TJP10	.432	1.000	.438	.525	.398	.444	.481	.416
TJP11	.409	.438	1.000	.432	.512	.531	.498	.429
TJP12	.490	.525	.432	1.000	.456	.671	.473	.439
TJP13	.424	.398	.512	.456	1.000	.543	.493	.441
TJP14	.545	.444	.531	.671	.543	1.000	.384	.567
TJP15	.493	.481	.498	.473	.493	.384	1.000	.457
TJP16	.407	.416	.429	.439	.441	.567	.457	1.000
TJP17	.375	.477	.533	.541	.483	.558	.453	.450
TJP18	.421	.290	.498	.416	.464	.522	.451	.641
TJP19	.478	.340	.604	.521	.452	.510	.472	.477
TJP20	.397	.334	.471	.359	.567	.537	.429	.657

Inter-Item Correlation Matrix

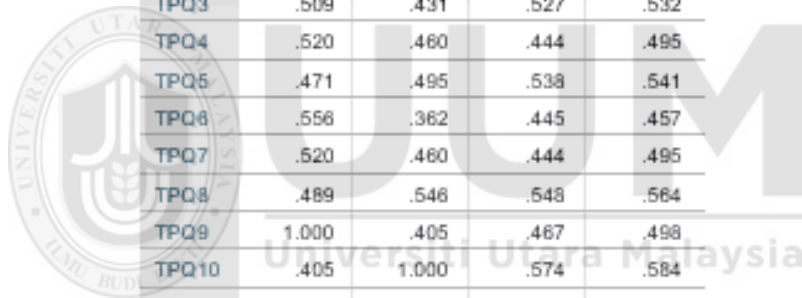
	TJP17	TJP18	TJP19	TJP20
TJP1	.474	.408	.488	.307
TJP2	.438	.340	.461	.419
TJP3	.459	.455	.420	.459
TJP4	.478	.433	.515	.358
TJP5	.295	.299	.273	.399
TJP6	.458	.297	.312	.326
TJP7	.502	.420	.433	.465
TJP8	.474	.607	.368	.552
TJP9	.375	.421	.478	.397
TJP10	.477	.290	.340	.334
TJP11	.533	.498	.604	.471
TJP12	.541	.416	.521	.359
TJP13	.483	.464	.452	.567
TJP14	.558	.522	.510	.537
TJP15	.453	.451	.472	.429
TJP16	.450	.641	.477	.657
TJP17	1.000	.494	.612	.568
TJP18	.494	1.000	.428	.693
TJP19	.612	.428	1.000	.475
TJP20	.568	.693	.475	1.000

Inter-Item Correlation Matrix

	TPQ1	TPQ2	TPQ3	TPQ4	TPQ5	TPQ6	TPQ7	TPQ8
TPQ1	1.000	.467	.448	.414	.321	.371	.414	.523
TPQ2	.467	1.000	.417	.542	.379	.480	.542	.596
TPQ3	.448	.417	1.000	.396	.446	.382	.396	.462
TPQ4	.414	.542	.396	1.000	.544	.611	1.000	.484
TPQ5	.321	.379	.446	.544	1.000	.399	.544	.453
TPQ6	.371	.480	.382	.611	.399	1.000	.611	.574
TPQ7	.414	.542	.396	1.000	.544	.611	1.000	.484
TPQ8	.523	.596	.462	.484	.453	.574	.484	1.000
TPQ9	.370	.496	.509	.520	.471	.556	.520	.489
TPQ10	.433	.564	.431	.460	.495	.362	.460	.546
TPQ11	.465	.495	.527	.444	.538	.445	.444	.548
TPQ12	.427	.600	.532	.495	.541	.457	.495	.564

Inter-Item Correlation Matrix

	TPQ9	TPQ10	TPQ11	TPQ12
TPQ1	.370	.433	.465	.427
TPQ2	.496	.564	.495	.600
TPQ3	.509	.431	.527	.532
TPQ4	.520	.460	.444	.495
TPQ5	.471	.495	.538	.541
TPQ6	.556	.362	.445	.457
TPQ7	.520	.460	.444	.495
TPQ8	.489	.546	.548	.564
TPQ9	1.000	.405	.467	.498
TPQ10	.405	1.000	.574	.584
TPQ11	.467	.574	1.000	.604
TPQ12	.498	.584	.604	1.000



Inter-Item Correlation Matrix

	TE1	TE2	TE3	TE4	TE5	TE6	TE7	TE8
TE1	1.000	.427	.348	.287	.326	.396	.415	.450
TE2	.427	1.000	.428	.520	.559	.517	.495	.523
TE3	.348	.428	1.000	.366	.515	.502	.476	.455
TE4	.287	.520	.366	1.000	.374	.394	.473	.469
TE5	.326	.559	.515	.374	1.000	.497	.609	.441
TE6	.396	.517	.502	.394	.497	1.000	.541	.519
TE7	.415	.495	.476	.473	.609	.541	1.000	.557
TE8	.450	.523	.455	.469	.441	.519	.557	1.000
TE9	.236	.364	.239	.391	.247	.291	.318	.345
TE10	.370	.567	.316	.480	.448	.594	.425	.581
TE11	.296	.376	.332	.313	.338	.378	.390	.424
TE12	.414	.385	.379	.354	.329	.503	.494	.343
TE13	.279	.435	.342	.376	.467	.446	.457	.423
TE14	.175	.253	.169	.301	.224	.134	.234	.261
TE15	.380	.445	.371	.380	.287	.396	.382	.288

Inter-Item Correlation Matrix

	TE9	TE10	TE11	TE12	TE13	TE14	TE15
TE1	.236	.370	.296	.414	.279	.175	.380
TE2	.364	.567	.376	.385	.435	.253	.445
TE3	.239	.316	.332	.379	.342	.169	.371
TE4	.391	.480	.313	.354	.376	.301	.380
TE5	.247	.448	.338	.329	.467	.224	.287
TE6	.291	.594	.378	.503	.446	.134	.396
TE7	.318	.425	.390	.494	.457	.234	.382
TE8	.345	.581	.424	.343	.423	.261	.288
TE9	1.000	.291	.355	.290	.296	.116	.332
TE10	.291	1.000	.388	.380	.426	.202	.302
TE11	.355	.388	1.000	.194	.414	.078	.408
TE12	.290	.380	.194	1.000	.435	.190	.589
TE13	.296	.426	.414	.435	1.000	.399	.508
TE14	.116	.202	.078	.190	.399	1.000	.252
TE15	.332	.302	.408	.589	.508	.252	1.000

Correlations

		MEANTJP	MEANTPQ	MEAN_TEI
MEANTJP	Pearson Correlation	1	.849**	.710**
	Sig. (2-tailed)		.000	.000
	N	128	128	128
MEANTPQ	Pearson Correlation	.849**	1	.691**
	Sig. (2-tailed)	.000		.000
	N	128	128	128
MEAN_TEI	Pearson Correlation	.710**	.691**	1
	Sig. (2-tailed)	.000	.000	
	N	128	128	128

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



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Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.938	.939	20

Item Statistics

	Mean	Std. Deviation	N
TJP1	3.98	.640	128
TJP2	3.81	.740	128
TJP3	3.94	.729	128
TJP4	3.74	.766	128
TJP5	4.05	.638	128
TJP6	3.78	.913	128
TJP7	3.98	.646	128
TJP8	3.91	.794	128
TJP9	3.96	.669	128
TJP10	4.02	.658	128
TJP11	3.97	.687	128
TJP12	4.03	.773	128
TJP13	3.99	.693	128
TJP14	3.97	.731	128
TJP15	4.01	.646	128
TJP16	3.98	.721	128
TJP17	4.00	.753	128
TJP18	4.00	.784	128
TJP19	3.90	.751	128
TJP20	3.99	.682	128

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.920	.921	12

Item Statistics

	Mean	Std. Deviation	N
TPQ1	4.09	.657	128
TPQ2	4.06	.750	128
TPQ3	3.95	.767	128
TPQ4	4.09	.664	128
TPQ5	3.95	.730	128
TPQ6	4.10	.638	128
TPQ7	4.09	.664	128
TPQ8	4.05	.697	128
TPQ9	4.11	.701	128
TPQ10	4.02	.742	128
TPQ11	4.00	.721	128
TPQ12	4.09	.669	128

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.899	.902	15

Item Statistics

	Mean	Std. Deviation	N
TEI1	4.12	.570	128
TEI2	3.91	.758	128
TEI3	4.04	.692	128
TEI4	4.01	.621	128
TEI5	3.95	.713	128
TEI6	4.05	.674	128
TEI7	3.99	.670	128
TEI8	4.00	.676	128
TEI9	4.09	.743	128
TEI10	3.88	.742	128
TEI11	4.07	.604	128
TEI12	4.04	.714	128
TEI13	3.93	.744	128
TEI14	3.88	.848	128
TEI15	3.99	.768	128

Descriptive

		Statistic	Std. Error	
TJP	Mean	3.9512	.04331	
	95% Confidence Interval for Mean	Lower Bound	3.8655	
		Upper Bound	4.0369	
	5% Trimmed Mean	3.9561		
	Median	3.8500		
	Variance	.240		
	Std. Deviation	.49000		
	Minimum	1.00		
	Maximum	5.00		
	Range	4.00		
	Interquartile Range	.49		
	Skewness	-1.411	.214	
	Kurtosis	9.655	.425	

Descriptive

		Statistic	Std. Error	
TPQ	Mean	4.0495	.04525	
	95% Confidence Interval for Mean	Lower Bound	3.9599	
		Upper Bound	4.1390	
	5% Trimmed Mean	4.0677		
	Median	4.0000		
	Variance	.262		
	Std. Deviation	.51194		
	Minimum	1.08		
	Maximum	5.00		
	Range	3.92		
	Interquartile Range	.42		
	Skewness	-1.281	.214	
	Kurtosis	8.093	.425	

Descriptive

		Statistic	Std. Error	
TEI	Mean	3.9953	.04017	
	95% Confidence Interval for Mean	Lower Bound	3.9158	
		Upper Bound	4.0748	
	5% Trimmed Mean	3.9994		
	Median	3.9333		
	Variance	.207		
	Std. Deviation	.45449		
	Minimum	2.80		
	Maximum	5.00		
	Range	2.20		
	Interquartile Range	.53		
	Skewness	.020	.214	
	Kurtosis	.246	.425	

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TJP	.140	128	.000	.861	128	.000

a. Lilliefors Significance Correction

Tests of Normality

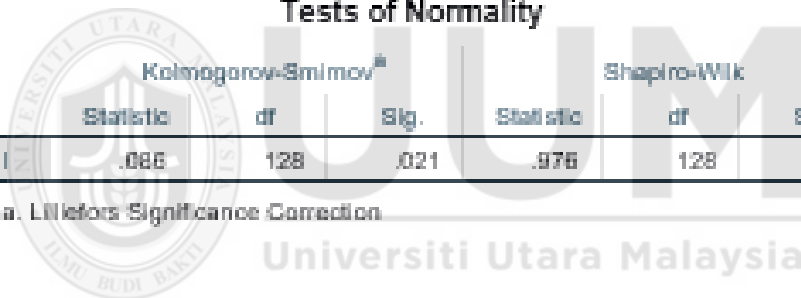
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TPQ	.130	128	.000	.879	128	.000

a. Lilliefors Significance Correction

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TEI	.086	128	.021	.976	128	.022

a. Lilliefors Significance Correction



Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.866 ^a	.750	.746	.23652	.750	187.787	2

Model Summary^b

Model	Change Statistics		
	df2	Sig. F Change	Durbin-Watson
1	125	.000	1.934

a. Predictors: (Constant), MEAN_TEI, MEANTPQ

b. Dependent Variable: MEANTJP

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.010	2	10.505	187.787	.000 ^b
	Residual	6.992	125	.056		
	Total	28.002	127			

a. Dependent Variable: MEANTJP

b. Predictors: (Constant), MEAN_TEI, MEANTPQ

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Coefficients^a

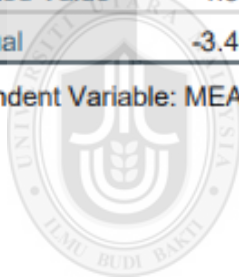
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	.230	.193		1.190	.236
	MEANTPQ	.630	.057	.687	11.115	.000
	MEAN_TEI	.243	.064	.235	3.805	.000

a. Dependent Variable: MEANTJP

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.7546	4.5949	3.7520	.40673	128
Residual	-.80460	.56266	.00000	.23465	128
Std. Predicted Value	-4.911	2.073	.000	1.000	128
Std. Residual	-3.402	2.379	.000	.992	128

a. Dependent Variable: MEANTJP



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