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

**By**

**NOR ZAHIDAH BINTI OTHMAN**



**Thesis Submitted to  
Othman Yeop Abdullah Graduate School of Business,  
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in Partial Fulfillment of the Requirement for the Mater of Human Resources (Management)**



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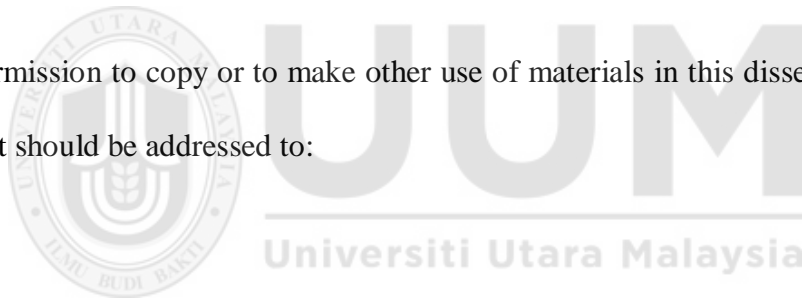
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## ABSTRACT

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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## 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 21<sup>st</sup> 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

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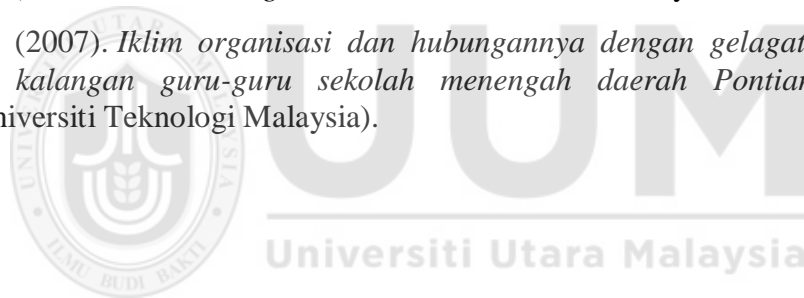
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## APPENDIX A



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**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.

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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:

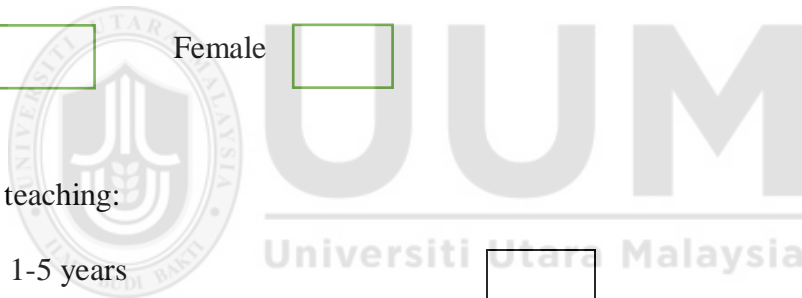
1-5 years

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

<b>A</b>	<b>TEACHING SKILLS</b>					
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>B</b>	<b>MANAGEMENT SKILLS</b>					
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
<b>C</b>	<b>DISCIPLINE AND REGULARITY</b>					

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
<b>D</b>	<b>INTERPERSONAL RELATIONS</b>					
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

	<b>Self-emotion appraisal</b>					
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
	<b>Regulation of emotion</b>					
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
	<b>Use of emotion</b>					
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
	<b>Others emotion appraisal</b>					

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.

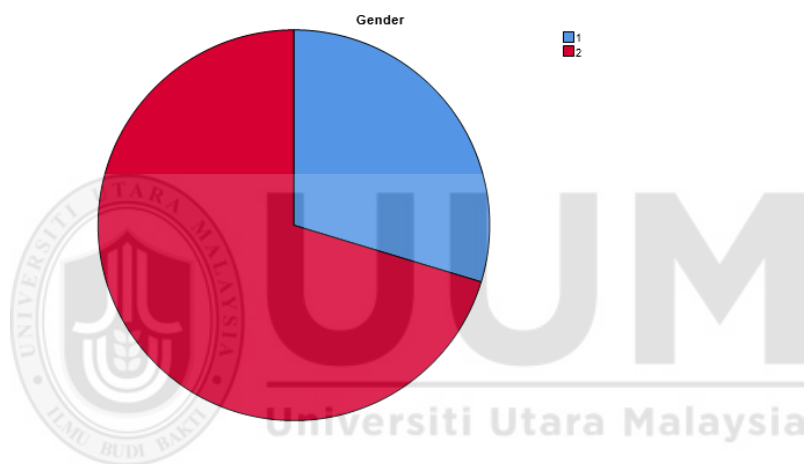


## APPENDIX B

### DATA SPSS

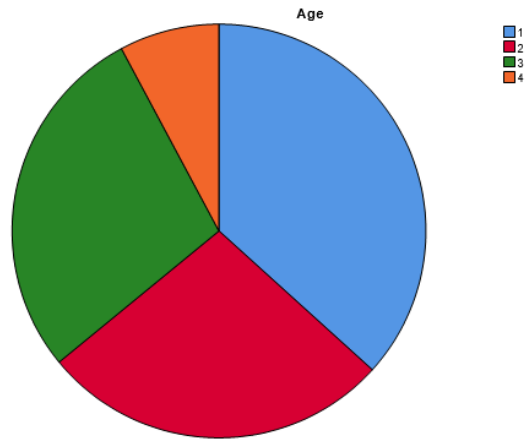
**Gender**

		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	



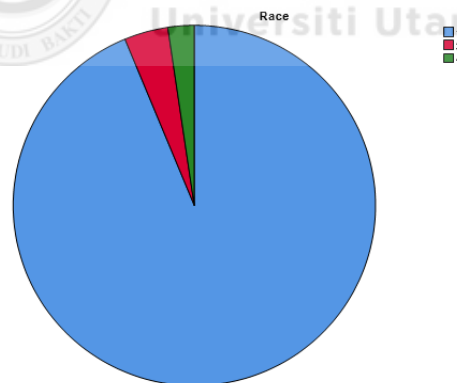
**Age**

		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	



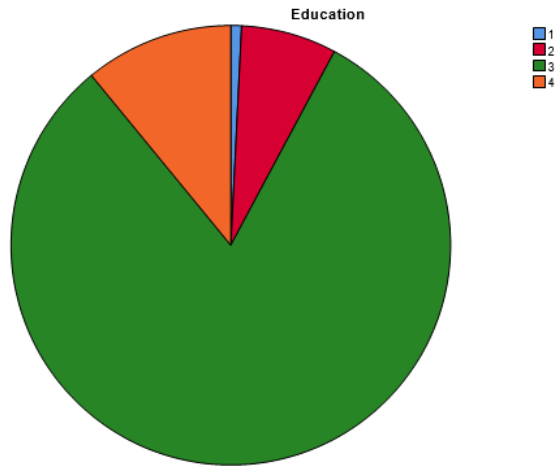
### Race

		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

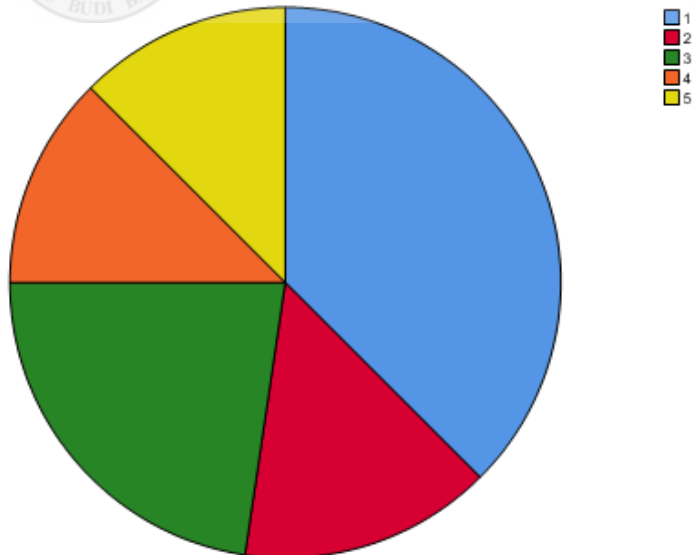
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.8	.8	.8
	2	9	7.0	7.0	7.8
	3	104	81.3	81.3	89.1
	4	14	10.9	10.9	100.0
Total		128	100.0	100.0	



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

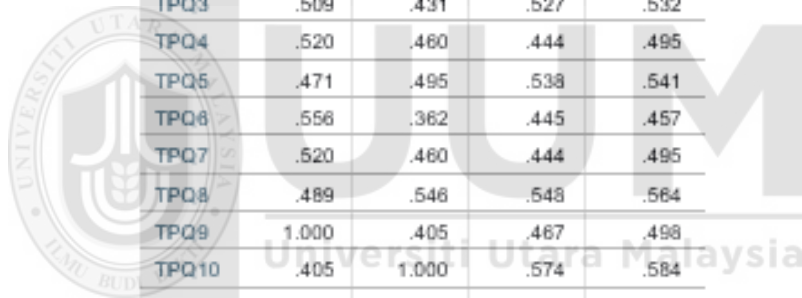
	TJP17	TJP18	TJP19	TJP20
TJP1	.474	.408	.488	.307
TJP2	.438	.340	.461	.419
TJP3	.459	.455	.420	.459
TJP4	.478	.433	.515	.358
TJP5	.295	.299	.273	.399
TJP6	.458	.297	.312	.326
TJP7	.502	.420	.433	.465
TJP8	.474	.607	.368	.552
TJP9	.375	.421	.478	.397
TJP10	.477	.290	.340	.334
TJP11	.533	.498	.604	.471
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 <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TJP	.140	128	.000	.861	128	.000

a. Lilliefors Significance Correction

### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TPQ	.130	128	.000	.879	128	.000

a. Lilliefors Significance Correction

### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TEI	.086	128	.021	.976	128	.022

a. Lilliefors Significance Correction



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### Model Summary<sup>b</sup>

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

### Model Summary<sup>b</sup>

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<sup>a</sup>

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

a. Dependent Variable: MEANTJP

b. Predictors: (Constant), MEAN\_TEI, MEANTPQ

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### Coefficients<sup>a</sup>

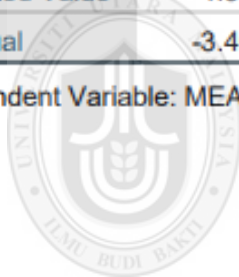
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	.230	.193		1.190	.236
	MEANTPQ	.630	.057	.687	11.115	.000
	MEAN_TEI	.243	.064	.235	3.805	.000

a. Dependent Variable: MEANTJP

### Residuals Statistics<sup>a</sup>

	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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