

STUDY OF IN-SERVICE TRAINING, JOB  
PROMOTION, WORKING ENVIRONMENT AND  
WORK PASSION ON JOB PERFORMANCE AMONG  
THE PRIMARY SCHOOLS' ENGLISH TEACHER IN  
MALAYSIA

BY

CHIN ZU DEN  
LIM CHIN YI  
MOK YEU JEAN  
SAW QING SHENG  
TEY YIN LE

A research project submitted in partial fulfilment of the  
requirement for the degree of

BACHELOR OF BUSINESS ADMINISTRATION  
(HONS)

UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF BUSINESS AND FINANCE  
DEPARTMENT OF BUSINESS

AUGUST 2017

Copyright @ 2017

ALL RIGHTS RESERVED. No part of this paper may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, graphic, electronic, mechanical, photocopying, recording, scanning, or otherwise, without the prior consent of the authors.

**DECLARATION**

We hereby declare that:

- (1) This undergraduate research project is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.
- (2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.
- (3) Equal contribution has been made by each group member in completing the research project.
- (4) The word count of this research report is 20418 words.

<b>Name of Student:</b>	<b>Student ID:</b>	<b>Signature:</b>
CHIN ZU DEN	13ABB02579	_____
LIM CHIN YI	14ABB06726	_____
MOK YEU JEAN	14ABB07230	_____
SAW QING SHENG	14ABB06839	_____
TEY YIN LE	14ABB00545	_____

Date: 18<sup>th</sup> August 2017

## ACKNOWLEDGEMENT

First and foremost, we, the group of researchers would like to express our deepest gratitude to all those parties that were involved in contributing their knowledge and experiences to help us throughout the completion of our research.

Besides that, great appreciation is to be given to the Universiti of Tunku Abdul Rahman, who provided us with the opportunity to learn and conduct our research project. Through our research, we were able to gain valuable knowledge and experiences that will be advantageous to our future working life as well as enabling us to complete our research through interactive teamwork.

Hereby, we would like to express our special appreciation to our research supervisor, **Ms. Chan Ling Meng (Cynthia)** for her dedication and patience in guiding us throughout the whole process of accomplishing this research project. Without her guidance and trust, we would not have completed this research project successfully.

Apart from that, we would like to thank all our respondents who were so kind and helpful to spare their precious time to provide our group with sufficient as well as useful information for our research. With their assistance, we were able to collect data efficiently and progress with our research smoothly.

Last but not least, we would like to appreciate every team member who participated and contributed the effort, knowledge and time in doing this research.

## **DEDICATION**

First of all, we would like to dedicate this research project to our supervisor, **Ms Chan Ling Meng (Cynthia)** who had given a hand to us throughout the completion of this research project. She had given us valuable and countless suggestions during the progress of this research project.

Secondly, we also would like to dedicate this dissertation to our beloved parents who had given us the chance to study in Universiti Tunku Abdul Rahman (UTAR) for learning. Furthermore, they given us in financial, mental support and scarified themselves to provide us the best. Besides, we would like to thanks our family members who will always understanding us during the period of busyness accomplishing our projects.

Lastly, we dedicate this project and given special thanks to our group members for the cooperation, understanding, respect and motivation to each other throughout this research.

## TABLE OF CONTENTS

	Page
Copyright Page.....	ii
Declaration.....	iii
Acknowledgment.....	iv
Dedication.....	v
Table of Contents.....	vi
List of Tables.....	xii
List of Figures.....	xiv
List of Abbreviations.....	xv
List of Appendices.....	xvii
Preface.....	xviii
Abstract.....	xix
<b>CHAPTER 1 INTRODUCTION.....</b>	<b>1</b>
1.0 Introduction.....	1
1.1 Research Background.....	1
1.2 Problem Statement.....	3
1.3 Research Objectives.....	6
1.3.1 General Objective.....	6
1.3.2 Specific Objectives.....	7
1.4 Research Questions.....	7
1.5 Hypotheses of the Study.....	8
1.6 Significance of the Study.....	8
1.7 Chapter Layout.....	10

1.8	Conclusion .....	11
CHAPTER 2	LITERATURE REVIEW .....	12
2.0	Introduction.....	12
2.1	Review of the Literature .....	12
2.1.1	Dependent Variable: Job Performance .....	12
2.1.2	1 <sup>st</sup> Independent Variable: In-service Training .....	17
2.1.3	2 <sup>nd</sup> Independent Variable: Job Promotion.....	20
2.1.4	3 <sup>rd</sup> Independent Variable: Working Environment.....	22
2.1.5	4 <sup>th</sup> Independent Variable: Work Passion.....	26
2.2	Review of Relevant Theoretical Models .....	29
2.2.1	In-service Training, Job Promotion, Working Environment and Job Performance .....	29
2.2.2	Work Passion and Job Performance.....	31
2.3	Proposed Theoretical/ Conceptual Framework.....	33
2.4	Hypotheses Development .....	34
2.4.1	The Relationship between In-service Training and Job Performance .....	34
2.4.2	The Relationship between Job Promotion and Job Performance .....	36
2.4.3	The Relationship between Working Environment and Job Performance.....	37
2.4.4	The Relationship between Work Passion and Job Performance .....	38
2.4.5	The Relationship between Antecedents (In-service Training, Job Promotion, Working Environment, Work Passion) and Job Performance .....	40

---

2.5	Conclusion .....	41
CHAPTER 3	RESEARCH METHODOLOGY .....	42
3.0	Introduction.....	42
3.1	Research Design .....	42
3.2	Data Collection Methods .....	43
3.2.1	Primary Data .....	43
3.2.2	Secondary Data .....	44
3.3	Sampling Design.....	44
3.3.1	Target Population.....	44
3.3.2	Sampling Frame and Sampling Location.....	45
3.3.3	Sampling Element.....	45
3.3.4	Sampling Technique .....	46
3.3.5	Sampling Size .....	47
3.4	Research Instrument .....	47
3.4.1	Pilot Test .....	48
3.5	Constructs Measurement.....	48
3.5.1	Original Sources and Operational Definitions.....	49
3.5.2	Scales of Measurement .....	50
3.5.2.1	Nominal Scale.....	51
3.5.2.2	Ordinal Scale.....	51
3.5.2.3	Ratio Scale.....	51
3.5.2.4	Likert Scale.....	52
3.6	Data Processing.....	52
3.6.1	Checking .....	53
3.6.2	Editing.....	53



	3.6.3	Coding.....	53
	3.6.4	Transcribing .....	54
3.7		Data Analysis .....	54
	3.7.1	Descriptive Analysis .....	54
	3.7.2	Scale Measurement - Reliability Test .....	55
	3.7.3	Inferential Analysis .....	56
		3.7.3.1 Pearson Correlation Coefficient Analysis...	57
		3.7.3.2 Multiple Linear Regression Analysis .....	57
3.8		Conclusion .....	58
CHAPTER 4		RESEARCH RESULTS .....	59
4.0		Introduction.....	59
4.1		Descriptive Analysis .....	59
	4.1.1	Respondents' Demographic Profile .....	59
		4.1.1.1 Respondents' Gender .....	59
		4.1.1.2 Respondents' Age .....	60
		4.1.1.3 Respondents' Race.....	61
		4.1.1.4 Respondents' Highest Education Completed . .....	62
		4.1.1.5 Respondents' Teaching Experience.....	62
		4.1.1.6 Respondents' Years Working In Current School .....	63
		4.1.1.7 Respondents' Teaching English As The Main Subject .....	64
	4.1.2	Central Tendencies Measurement of Constructs .....	64

	4.1.2.1	In-service Training.....	64
	4.1.2.2	Job Promotion .....	65
	4.1.2.3	Working Environment .....	65
	4.1.2.4	Work Passion .....	66
	4.1.2.5	Job Performance .....	66
4.2		Scale Measurement - Reliability Test.....	67
4.3		Inferential Analyses .....	68
	4.3.1	Pearson Correlation Coefficient Analysis.....	68
		4.3.1.1 In-service Training and Job Performance...	69
		4.3.1.2 Job Promotion and Job Performance .....	70
		4.3.1.3 Working Environment and Job Performance .....	71
		4.3.1.4 Work Passion and Job Performance .....	72
	4.3.2	Multiple Linear Regression Analysis.....	74
4.4		Conclusion .....	79
CHAPTER 5		DISCUSSION AND CONCLUSION .....	80
	5.0	Introduction.....	80
	5.1	Summary of Statistical Analyses .....	80
		5.1.1 Summary of Descriptive Analysis .....	80
		5.1.2 Central Tendencies Measurement of Constructs .....	82
		5.1.3 Scale Measurement - Reliability Test .....	84
		5.1.4 Summary of Inferential Analysis .....	85
		5.1.4.1 Pearson Correlation Coefficient Analysis...	85
		5.1.4.2 Multiple Linear Regression Analysis .....	86

---

5.2	Discussions of Major Findings .....	87
5.2.1	The Relationship between In-service Training and Job Performance .....	89
5.2.2	The Relationship between Job Promotion and Job Performance .....	89
5.2.3	The Relationship between Working Environment and Job Performance.....	90
5.2.4	The Relationship between Work Passion and Job Performance .....	91
5.2.5	The Relationship between (In-Service Training, Job Promotion, Working Environment and Work Passion) and Job Performance.....	91
5.3	Implications of the Study .....	92
5.3.1	Managerial Implications .....	92
5.4	Limitations of the Study .....	95
5.5	Recommendations for Future Research.....	96
5.6	Conclusion .....	98
	References.....	99
	Appendices.....	125

## LIST OF TABLE

			Page
Table	3.1	The Rule of Thumb of Cronbach's Coefficient Alpha .....	55
Table	3.2	Reliability Test of Questionnaire for Pilot Test .....	56
Table	3.3	Rules of Thumb about the Strength of Correlation Coefficients .....	57
Table	4.1	Descriptive Analysis for Respondents' Gender .....	60
Table	4.2	Descriptive Analysis for Respondents' Age .....	60
Table	4.3	Descriptive Analysis for Respondents' Race .....	61
Table	4.4	Descriptive Analysis for Highest Education Completed .....	62
Table	4.5	Descriptive Analysis for Teaching Experience .....	62
Table	4.6	Descriptive Analysis for Years Working In Current School .....	63
Table	4.7	Descriptive Analysis For Teaching English As The Main Subject .....	64
Table	4.8	Reliability Analysis's Result .....	67
Table	4.9	Correlation between In-Service Training and Job Performance .....	69
Table	4.10	Correlation between Job Promotion and Job Performance...	70
Table	4.11	Correlation between Working Environment and Job Performance .....	71
Table	4.12	Correlation between Work Passion and Job Performance....	73
Table	4.13	Analysis of Variance .....	74
Table	4.14	Model Summary .....	75

---

Table	4.15	Parameter Estimates.....	76
Table	4.16	Ranking of the Parameter Estimates of Independent Variables .....	77
Table	5.1	Summary of 5 Hypotheses' result.....	87

**LIST OF FIGURE**

			Page
Figure	2.1	Conceptual Framework of Model 1.....	29
Figure	2.2	Conceptual Framework of Model 2.....	31
Figure	2.3	Conceptual Framework of Present Research.....	33

**LIST OF ABBREVIATIONS**

DV	Dependent Variable
H <sub>0</sub>	Null Hypothesis
H <sub>1</sub>	Alternative Hypothesis
HP	Harmonious Passion
IT	In-service Training
IV	Independent Variable
JP	Job Performance
JP	Job Promotion
KPM	Kementerian Pendidikan Malaysia
MEBP	Malaysia Education Blue Print
MWCD	Merriam Webster Collegiate Dictionary
N	Population Size
OP	Obsessive Passion
POS	Perceived Organizational Support
R	Reverse
r	Correlation Coefficient Value
S	Sample Size
SAS	Statistical Analysis Software
SET	Social Exchange Theory
Sig.	Significance

TMT	The Malaysian Time
UPSR	Ujian Pencapaian Sekolah Rendah
WE	Working Environment
WP	Work Passion



## LIST OF APPENDICES

			Page
Appendix	1.1	English Level of Teacher in our country is considered very low .....	125
Appendix	1.2	Proportion of English-option English-language Primary Malaysian teachers who tested proficient in English, 2012.....	126
Appendix	3.1	Table of Sample Size .....	127
Appendix	3.2	Survey Questionnaire Permission Letter .....	128
Appendix	3.3	Questionnaire .....	129
Appendix	3.4	Pilot Test (Reliability Test).....	139
Appendix	4.1	Full Test (Descriptive Analysis) .....	144
Appendix	4.2	Full Test (Summary Statistics) .....	151
Appendix	4.3	Central Tendencies Measurement of Constructs .....	151
Appendix	4.4	Full Test (Reliability Test).....	157
Appendix	4.5	Full Test (Pearson Correlation Coefficient).....	160
Appendix	4.6	Full Test (Multiple Linear Regression) .....	161

## **PREFACE**

This research was conducted with the aim of recognize the antecedents that affect job performance among primary schools' English Teachers in Malaysia. This research is indeed essential for primary schools, as there was statistical evidence showed that the proficiency in the English language among English teachers is poor resulted in lower English performance. Therefore, this research is dedicated to those primary schools in hope that can provide them with information to increase the level of job performance.

In order to achieve the objective, there are four independent variables are being analyzed to determine their relationship with the job performance. The four variables are in-service training, job promotion, working environment and work passion.

## ABSTRACT

The main objective of this study is to examine job performance among primary schools' English teachers in Malaysia. The literature review has revealed that in-service training, job promotion, working environment and work passion are important variables that can improve English teachers' job performance within the primary schools. A conceptual framework has been developed. The study proposed a list of hypotheses concerning the English teachers in Malaysia primary schools.

The target population for this research was English teachers in selected Malaysian primary schools. There are total 342 sets of questionnaire have been collected. The sampling selected was based on probability sampling technique with cluster simple random sampling. Various assumptions of the test analysis were conducted such as Pearson Correlation Coefficient and Multiple Regression Analysis were employed to test the hypotheses.

The study confirmed that in-service training, job promotion, working environment and work passion are significantly correlated with job performance. Additionally, the result also shows that working environment most significantly predicted job performance.

In conclusion, it is recommended that practitioner, government and society should take great focus on in-service training, job promotion, working environment as well as work passion in order to improve primary schools' English Teachers job performance. At the same time, reduce the turnover rate among employees.

# **CHAPTER ONE: INTRODUCTION**

## **1.0 Introduction**

According to High Performing Education (2013), the issue on low proficiency has raised concerns on the performance in workplace among primary schools' English Teachers in Malaysia. Primarily, this study will be focusing on measuring and identifying the factors affecting performance in Malaysia primary school workplace. This chapter consist of the research background, states the problem statement, determine the research objectives and research questions, together with the significance and purpose of this study.

## **1.1 Research Background**

The main interest on this study is to examine the factors that contribute job performance among primary schools' English teachers in Malaysia. This study intended to understand why the proficiency in the English language among English teachers is poor resulted in lower English performance. In particular, this study is also intended to identify whether is job performance has any relationship with the in-service training, job promotion, working environment and work passion.

According to The Malaysian Time (TMT) (2012), English is known as one of the most major used languages of the world. It is also a language that commonly spoken and written by majority of people in worldwide. English considered as a global

international language. It has widely use on the internet across the globe. By comparing with other spoken languages, English has a wider distribution and is an official language in 52 countries. It is the most useful language to learn for international travel and is now the de facto language of diplomacy. The Malaysian government has start implementing new curriculum to help develop the English language learning. In other words driving the younger generation to realize the importance of English language and become better and able to compete with global community.

This study is intended to investigate on primary schools' English teachers as we are concern on importance of learning English language in primary school stage, it is very important for children to acquire high language proficiency as early as possible particularly in the English Language. Based on Kementerian Pendidikan Malaysia, in 2016 Malaysia are having a total number of 7772 primary school and all of the school are consist of 2685403 students.

Primary school is a place to develop a concrete foundation for the learning of children in their whole life. The progress of the child at primary school level can be evaluated based on UPSR (Ujian Pencapaian Sekolah Rendah) which is a public examination conducted at every primary public schools in Malaysia. Normally when a child reached the age of seven they will need to admit themselves to the primary education. Every single child with the age between 7 and 12 is compulsory to commit themselves to the primary school and each of them should sit for the same public examinations when the primary school come to the end.

According to the survey at EF English Proficiency Index (2016), Malaysia is positioned at 12th out of 70 countries. Based on Aziz (2016), she said she had witnessed at her workplace that although new graduates in Malaysia are having a high grades in exams but still possessed a poor command of language, spoken and written. The declining of English Language Proficiency is due to the teacher's teaching methods and their lack of proficiency in the language. (Aziz, 2016) Based on the Malaysia English Language Teaching Association (Melta) stated in The Star,

Malaysia is still having a big gap in order to reach the internationally acknowledged level of English proficiency.

Based on The Star Online News (2015) Malaysia Deputy Education Minister P. Kamalanathan's mentioned that Malaysian English language level is better than Singaporeans but there is another report from Melta president Association Prof Dr Ganakumaran Subramaniam contradicting with what P. Kamalanathan said. In the report it stated that the statistic in the Malaysian Education Blueprint is not match. On the other hand there is another documents published by the ministry showed that the proficiency level of English is still far from there yet (The Star, 2015).

Researchers Medly and Shannon (1994) define that education is nothing if without the crucial role played by a teacher in guaranteeing. They also mentioned that a student's learning process is extremely needed to assist by the job performance of a teacher which is related to the effectiveness of teacher. According to Selamat, Samsu & Kamalu (2013), education system will be impaired if without the service of teacher, this strongly indicated that the important of job performance among the teachers. The job performance of a teacher is exacerbating in Malaysia and even around the world, subsequently the learning and teaching process at school will be affected. As a conclusion, the major victim will be the students, thus, it is essential to figure out the factors that influence the job performance of a teacher.

## **1.2 Problem Statement**

According to Chamundeswari (2013), teacher's performance highly rely on the characteristics of English teacher include him/herself knowledge base, sense of responsibility, and inquisitiveness; the characteristics of student such as opportunity to learn, and academic work; the teaching factors such as structure of lesson, and communication; the learning aspects such as engagement and achievement; and the classroom. Norris (1999) mentioned that a holistic research of language teacher

proficiency had incorporated the concept include the knowledge of teacher which is the skills and knowledge needed by teacher in order to achieve the effectiveness of the learning area.

The student academic performance is one of the measurements of teacher job performance in this study. It is because the student performance falls under one of the components which is managerial skill to measure the job performance of teacher. It concerns about the ability of teacher to manage the classroom and their students. Under this circumstance, the students will improve their performance if the teacher is perform well in term of managerial skill.

Marzano (2003) illustrates the first elements that relate to the school in which the learning is taking place. Second is about the factors that influence teacher in the classroom among other factors that are interrelated in the relationship between teacher professional development and student academic achievement. The professional development for teachers is purposely to accomplish the improvement of student. It means that professional development of a primary school teacher is sufficient or not simultaneously brings impact on the result in Ujian Pencapaian Sekolah Rendah (UPSR) of primary school students. Teacher may indicate a better job performance lead by the professional development enhance a teacher's job attitude. Besides, those students who have an improvement in academic work may due to a teacher who has a better performance in the classroom. (Meagher, 2011)

Low proficiency among English language teachers will results in lower performance of student in English. There was a sample of over 7,500 English language teachers who took a test which is Cambridge Placement Test (CPT). In order to teaching English language, a minimum proficiency standard required must be met. Through this test, it shown that a significant number that did not meet the minimum requirement of proficiency standard (In cited Malaysia Education Blue Print 2013-2025). There is also a big mismatch between the subjects that teachers were trained to teach and the subjects they end up for teaching. (MEBP 2013-2025). Approximately 30% of current English language teachers were not originally trained to teach English

subject while approximately 3,600 teachers were trained to teach English language subject are teaching other subjects as well. (MEBP 2013-2025). Last but not least, an international research indicated that students insufficient to build operational proficiency by Malaysia's 15-20% instructional time in English language. (MEBP 2013-2025).

According to Appendix 1.1, it indicates that the English standard of overall Malaysian teacher is very low regarding to the Malaysia Education Blue Print report. 75% of English teacher in primary school is low proficient while 25% of English teacher is high proficient in Malaysia. In the other hand, 49% of English teacher is low proficient while 51% of English teacher is high proficient in Malaysia secondary school. (MEM: High Performing Education, 2013)

In response to the consideration of the level of children's English in the public school system below the ideal standard, which in turn is the reason for the low quality of teaching, the government tested the English-language teachers' English proficiency level in 2012 at the primary stage. Appendix 1.2 is the test that illustrates the proportion of Primary Malaysian teachers who mainly taught English subject with achieved the "proficient" level. Through the finding, the English proficiency of English teacher is significant low.

Based on the report, only 25% of these primary schools' English teachers were proficient in the today global lingua franca, which not required for further training to improve their English proficiency. However, the required language skills of teaching English obtained by teachers were inadequate. The deficiency in skills in the primary school stage is extremely critical in view of it is easiest and appropriate phase to build up the foundation of language skills to the children (MEM: High Performing Education, 2013).

In accordance with The Star online newspaper, the education director-general Tan Sri Abd Ghafar Mahmud had mentioned that, in Ujian Pencapaian Sekolah Rendah (UPSR) 2013, the performance of students in English were declined. He indicated that only 74.4% of the 356,334 government school students who sat for English paper



scored a minimum grade C compared to 77.3% in 2012. In 2012, the percentage of students who scoring grade A dropped from 17.6% to 17.4% in 2013 (The Star Online Newspaper, 2013). The ministry disclosed that at least 23% of the standard six students who sat for UPSR failed the English Language Writing paper. The performance for English Language Comprehension paper was better compared to English Language Writing paper, yet, it still considered weak with 16% of students who not getting the minimum of grade D to pass the subject. Education director-general Khair Mohamad Yusof expressed that the primary six students still not yet achieve their desire level for the English Language Writing paper through the analysis of the UPSR exam results.

In this study, in-service training are highly related to the job performance of a teacher as in-service training were proposed to keep practicing teachers so that they are able to acquire the proficiency required in their teaching, especially English teacher. With the good English proficiency gained from in-service training, they tend to have a better job performance. Work passion can improve their job performance when English teachers are highly passionate. It is because they are willing to self-sacrificing by invest their time into personal career development due to their passion. It may improve their proficiency and thus enhance their job performance.

In a nutshell, high effectiveness of teachers produces higher student's achievement (Bruce, et al. 2010). Teachers' English proficiency can influence their own ability to be effective and responsive in teaching. Teachers should have a proper self-efficacy on their skills.

## **1.3 Research Objectives**

The purpose of this research is addressed in this section.

### **1.3.1 General Objective**

The objective of this research is to investigate the factors that contribute to the job performance among primary schools' English Teachers in Malaysia.

### **1.3.2 Specific Objectives**

- To examine whether there is a significant relationship between in-service training and job performance.
- To examine whether there is a significant relationship between job promotion and job performance.
- To examine whether there is a significant relationship between working environment and job performance.
- To examine whether there is a significant relationship between work passion and job performance.
- To examine which independent variable (include in-service training, job promotion, working environment and work passion) has the strongest effect on job performance among primary schools' English teachers in Malaysia.

## **1.4 Research Questions**

5 research questions are form to investigate the factors affecting job performance:

- What is the relationship between in-service training and job performance?
- What is the relationship between job promotion and job performance?
- What is the relationship between working environment and job performance?
- What is the relationship between work passion and job performance?

- Do in-service training, job promotion, working environment and work passion affect job performance?

## **1.5 Hypotheses of the Study (for quantitative research)**

The research hypotheses for this research are:

- H1: There is significant relationship between in-service training and job performance.
- H2: There is significant relationship between job promotion and job performance.
- H3: There is significant relationship between working environment and job performance.
- H4: There is significant relationship between work passion and job performance.

## **1.6 Significance of the Study**

The aim of this study is to provide guidelines and discover factors that contribute job performance among primary schools' English Teachers in Malaysia. This research will also provide useful information on the factors such as in-service training, job promotion, working environment and work passion are affecting job performance. Thus, it will provide some guidelines on how to strengthen the job performance of English teacher. Teachers play a central role that fosters student learning.

The multiple roles of teachers in the teaching process are the key to effective teaching. The school, being an educational organization is dependent upon teachers' effectiveness of teaching. There are sufficient evidences that teachers with high

effectiveness are the most crucial in-school contributors to student learning in classrooms (Glazerman, Loeb, Goldhaber, Staiger, Raudenbusch, & Whitehurst, 2010; Harris, 2012; Hattie, 2009; MET Project, 2012b; Weisberg, Sexton, Mulhern, & Keeling, 2009).

This study may important to practitioners. An additional information and knowledge is given about how to let English teacher strengthen their job performance. Practitioner can serve it as a suggestion and concept in order to lead an improvement of student performance. After knowing factors that will affect their job performance employers can make some changes to sustain them. Besides that, teacher performance will affect the student performance.

The engagement in learning of students will be increase which often exceed academic expectations and achieve better performance when their teachers are motivating them, hold high expectations and believe in their own capability as teachers. In fact, it is almost universally identified that teachers who are at a low level in English proficiency have a lack of confidence in their English ability (Ghatage, 2009; Hoque, 2009).

The primary school can consider focusing on the personal growth of academic staff in strategically way based on this study. However, organizational performance would impacts on academic staff's contribution. In other words, when institutions have good quality English teachers that willing to contribute more towards the institution it will have the ability to educate students into excellent people and contribute back to the society in the future.

The school may have insights to reduce problems which arise in English teacher job performance context. The school itself can consider to has some new practice and policies or modify those policies in order to satisfy the need of the English teachers based on this study. The school could recognise how in-service training, job promotion, working environment and work passion would impact on job performance

of English teachers which will and enhance their well-being and improve student performance through this study.

## **1.7 Chapter Layout**

This study consists of 5 chapters to investigate the factors contributing job performance among primary schools' English Teachers in Malaysia.

- **Chapter 1: Introduction**

Chapter 1 illustrates the research background, problem statement, objectives, questions, hypotheses and significance. Besides, this chapter provides a clearer view on the factors contributing job performance among primary schools' English Teachers in Malaysia.

- **Chapter 2: Literature Review**

In this chapter, illustrates the relationship between independent and dependent variables. Contents are reviewed from educational materials from previous researches including theoretical frameworks obtained from books and journals to build a proposed framework for this research.

- **Chapter 3: Research Methodology**

This chapter illustrates the research design, data collection methods, sampling design, research instrument, constructs measurement, data progressing and data analysis. Besides, questionnaire will be designed and delivered to specific universities. The SAS Enterprise Guide will be used to test the reliability of this study.

- Chapter 4: Research Results  
In this chapter, SAS Enterprise Guide will interpret the results of our research. It will also describe the result of the relationship and variation on the variables.
- Chapter 5: Discussion and Conclusion  
This chapter will be discussing about the study such as the implications, limitations and recommendations.

## **1.8 Conclusion**

In conclusion, we have a better understanding of job performance among English teachers of primary schools in Malaysia. In this chapter, we discovered the independent variables such as in-service training, promotion of teachers, working environment, and work passion that will affect the job performance among primary schools' English Teachers in Malaysia.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

In this chapter, the independent variables and dependent variable are concerned for discussion. Besides, reviewing journal and article is crucial action to the field of study this research, then analyse the content and develop the hypotheses regarding in-service training, promotion of teachers, working environment and work passion are having significant relationship with job performance as well as to construct theoretical framework. A conclusion is concluding this chapter.

### **2.1 Review of the Literature**

#### **2.1.1 Dependent Variable – Job Performance**

Job performance of employees plays an important role in accomplishing organizational performance (Wang et al., 2015). Job performance can refer to set of managerial behaviors explained on how employees perform their jobs (Alawamlah, 2004). An organization must explores ways to make a helpful environment for employees to reach the ability level that can give a greater impact on their job or work in order to increase productivity and achieve a proper job performance with more efficiency and effectively (Azar, & Shafiqhi, 2013).

According to Motowidlo (2003), job performance had been defined as the values which an individual does during a specified time period as discrete pieces of behaviour which organization's expected. There are various ways to described about the performance. Robert and Tim (1998) suggested that the performance is an act of executing or accomplishing a given task while Olaniyan (1999) described performance are the ability to join skill fully the correct behaviour towards the accomplishment of organizational objectives and goals.

The teacher's job performance was measured by 3 components such as Management Skills, Discipline and Regularity, and Interpersonal Skills. Vigoda (2000) defined it as how well the persons perform their jobs in relation to standards. Job performance can results in three factors there are effort, skill and the nature of work conditions. Peters and O'Connor (1980) determine that effort is how much the employee puts forth in work in order to getting the job done; skills encompass employees' abilities, knowledge and competencies; and the nature of the work condition is the degree which transformation of these conditions in increasing the employee's productivity (Amarneh, Abu Al-Rub, & Abu Al-Rub, 2010).

Ability of teacher is to manage the classroom and their students' behaviours are prerequisites to effective management skills or classroom management. A better educational outcome would be assurance when teachers who are capable of effectively managing their classroom (Hamid, 2012). According to Brown (2004), several best practices of classroom by teachers which are commitment, responsibility and effective in classroom management. An effective classroom management involve appropriate teachers' ability to respond to the social, emotional, and cognitive needs of the students. An effective teacher can supervise their students by creating a favourable classroom environment in which students able to respect their teachers all the time.



Based on Oliver and Reschly (2007), the teachers' ability to manage students' behaviours and organize classroom can result in positive educational outcomes. Conroy, Sutherland, Snyder and Marsh (2008) indicate that the students who are undertake in the learning process are more likely to engage in active and correct responses in contrast less likely to demonstrate problem behaviours. Zapatero, Maheshwari and Chen (2011) suggested that the effectiveness of the collaborative learning environment in the classroom with the testing methodologies and changed the classroom environments each semester, there was an increase in the engagement students level. Therefore, teachers' positive classroom management was the factors that motivate students to learn (Halawah, 2011).

All of the employees influenced by a specific disciplinary measure should be stated. The organization is expected to formulate the standard of performance attainable and the rules or regulatory employees are expected to conform to (Muhammad, 2013). The discipline is necessary to maintain employees' performance. Developing self-discipline is the biggest challenge of management among the subordinates.

Employees will perform satisfactorily once they understand what is expected of them (Bedeian, 1987). Knight (2014) suggested that discipline as a pattern of behaviour which can be traced back from a particular training. The behaviour can described as by a person in order to indicate his personal traits. For example, an employee reflects a particular behaviour in a workplace and their behaviour contributes towards achieving their goal at the organization. Duze (2012) indicates that the variables associated with teachers' job performance such as effective teaching, preparation of lesson note, effective use of scheme of work, effective supervision which teachers should adhere to effectively in the school system.

Hanif (2010) argued that effective teachers has not only to teach in a way that he or she can satisfy the class with his outstanding teaching skills or style, moreover he or she must have a good time management and other duties assigned to him or her apart from teaching. For example, managed ethics and discipline in class, ensure students' interaction, motivating students and always maintaining a proper link with students' parents and administration of educational institution. The indiscipline comes in several forms such as absenteeism, coming late to the office, carefree attitude at work, leaving the office before the closing hours, stealing of government properties, lacking of dedication, loitering, insubordination and animosity. The indiscipline will influence on the employee performance and organizational effectiveness (Idris & Alegbeleye, 2015).

An interpersonal communication has been placed as an important requirement for conducting successful job performance in the organizations. Rentz et al. (2002) stated that the components of interpersonal skills are listening, optimism, perceived observation skills and empathy. Hochwarter, Kiewitz, Gundlach, and Stoner (2004); and Churchill et al. (2000) show that an interpersonal skills were reflected in the term of effective explanation, other influencing mechanisms and persuasion which show the ability to control others. In this regard, it is possible that those who possess high levels of interpersonal skills result the highest levels of performance. In any organization that is goal-oriented, workers cooperative efforts coupled with their interpersonal relationship level tend to affect the entire work-group performance.

Valued interpersonal relationship can influence organizational performance by establish supportive and innovative climates, increasing organizational productivity, increasing institutional participation, and indirectly reducing the turnover intention (Berman et al., 2002; Crabtree, 2004; Ellingwood, 2004; Song and Olshfski, 2008). Based on Manning and Reece (2004); and Weitz,

Castleberry, and Tanner (1998) a salespersons have a higher level of interpersonal skills, it would be more likely result in building and sustaining loyalty of customer, repurchase intention and the salespersons would be more likely to build long lasting relationships with their customers. Therefore, it is expected that better performance to those who have a high interpersonal skills level.

Nwachukwu (2006) defined job performance is the output. It results from a given resources input at a given time as well. Employees' job performance increases due to their satisfaction also increase. This will made them to be more committed to their existing work. The achievement of business depends on employees' performance in organization. In order to enhance business performance and revenue, an organization must increase the performance of employees itself which is from the lowest levels of the organization to senior management. Improving in performance also depends on effective human resource strategies that succeed in motivated workforce, recruiting and maintaining a committed (Al-Ahmadi, 2009).

According to Schermerhorn, Hunt & Osborn (2005), job performance can be involved a quantity and quality of results driven from individual or group struggle completion. In another meaning of job performance can be described as the individual's ability to achieve their respective work aims, after that meet their own expectations, benchmarks achieving or accomplish their organizational objectives (Ismail et al., 2009).

The theory can influencing teacher performance level (Adeyemi, 2004). Different individual have different perspective on job performance. Mali (2005) always looked at job performance as reach the peak of performance with the least expenditure on resources. Therefore, job performance is a critical factor in socio-economic development as it justifies tremendous expenditure by the organization and it has many other salutary effects on it.

Researchers like Hanif, (2010) disputed that a good teachers has not only to teach in a way that they can satisfy the class with their outstanding teaching skill or style, moreover they must have a good time managing and those other duties assigned to them apart from teaching such as ethics management and discipline in class, motivating their students, make sure all student have interaction, and maintaining a proper link with the students' parents and administration of educational institution. This would enhance not only the performance of teachers and yet the students' performance as well.

### **2.1.2 1<sup>st</sup> Independent Variable – In-Service Training**

In-service training can be defined as a continuous training orientation adopted by teachers continually with the intention to let them understand and possess the knowledge about the new trends in the industry of education (Nyakongo, 2015). Oleforo, Ikpe and Bassey (2015) also stated that in-service training is also one of a process to inspire teachers to enrich their teaching knowledge and skill through cutting- edge academic studies. Based on Clarke (2008) research, he mentioned that in-service training can also implied as a kind of staff management with the objective to bring the educational restructurings and development to a different level that enable to create qualified workforces and are able to keep the long term educational objective to survive continuously.

Other than that, training is also the development process which will inject skills and understanding which help the individuals to have the ability to effectively face the various tests of life, Ramsley (as cited in Nyakongo,2015). By the way training is seen as a process to acquire the necessary attitudes, skills and knowledge to face difficulties in real life, those institutions which is

looking for resolution to solve their challenges regarded to its job performance should consider to put more focus on investing in human capital, Njeri (as cited in Nyakongo,2015). On the another research done by Domack (as cited in Nyakongo,2015) also stated that the development of human capital which is guided by continuously training can be considered as the most critical resource for any of the organization.

Besides, from Kizito (as cited in Nyakongo,2015) perspective, training can be alleged as an effective process that equipped an individual capability to perform tasks proficiently. Based on a study about the influences of in-service training on job performance of teachers in public secondary school which is done by Omieri (as cited in Nyakongo,2015) in Manga Sub-County of Kisii County found that an education institutions is necessary to focus more in the training of their staff so that their human capital can developed to gain proper skill and understanding that can assist them to address their responsibilities competently. He also mentioned that training should be comprehended continuously so the skill of people can be enriched for the performance of the job. Employee themselves know about the importance of training to performance as they are driven to be trained as they knew training could help them to boost up their job satisfaction, confidence level and self-esteem.

Singh and Shan,(as cited in Mekonnen, 2014) defined that in-service training is considered as a whole set of activities which can help those teachers to increase their understanding on the educational techniques, expand their professional education and grow their professional competence. The performance of teacher in school can be mapped in a good way by organizing training program for the teachers, subsequently their confidence will boost and they will get motivated (Mekonnen, 2014). The degree to which an institution aims to achieve its academic objectives is highly dependent on the offering of in-service training to teachers. Since in- service training is a motivational tool with the purpose to increase the job performance of teacher.

Therefore, institution needs to address training at a regular basis so that the expected behavioural patterns which were essential to complete specialized task can be learnt. (Ndege, 2004).( as cited in Nyakongo, 2015)

On the other hand according to (Teck-Hua & Catherine,2015; Mishra & Smyth, 2015; Alwekaisi, 2015) training must be able to covered in a broad range and needed to be conducted in a continuous basis as it will be supportive for the industry of education in facing emerging matters. A vital factor relevant to training is the practice of novel learning theories and up-to-date methods. Effective training hinges on the use of effective training methods which have a high capability of drawing the attention of personnel and improving the learning procedure.

Moreover, an excellent teacher necessary to be equipped with the distinctive characteristics such as commitment and dedication to his profession, proficiency of subject matter, sound physical, mental fitness and expert training based on Hanushek ( as cited in Jahangir, Saheen &Kazmi,2012). Besides, excellent teachers possessed good tactics in assisting student based on what Bockerts, Pitrich & Zeidner mentioned (as cited in Jahangir, Saheen &Kazmi,2012). Training act as a facilitator that stimulating tremendous change on a teacher, clarified their responsibility, enlarges their perception and improves the qualities of teachers. In addition, it assists the teachers to become more logical and at the same time become more organized in their teaching way. ( Kazmi, Pervez , Mumtaz, 2011).

Furthermore, in-service training also can rises teacher morale, specifically with mentoring and observation, consequently the outcomes of the students will be improved, remarked by the study of Ginsburg (as cited in Guarjado, 2011). Their desire to grow their tested solutions and knowledge based to educational issues make in-service training pertinent which improving higher performance. (Clarke,2008). Bennell and Akyeampong (as cited in Guarjado,

2011) said that teachers do look to be confident in their own capabilities, but in their opinion external support is still needed like mechanism, and training that allow them to do better in their work (Iqbal, Ijaz, Latif & Mushtaq, 2015). Besides, the improvement of education required the in service training to play an important role on it as teachers understanding about their role is pivotal and crucial to the improvement. Hence, the quality of training should be measured, the effect of training program can be evaluated depend on how good the performance of teachers was. Furthermore, if want to fulfil the institutional needs in the word of knowledge and skill, in service training can help the trainees to improve on their roles and capacities. In order to acquire the essential knowledge and skill, understand the capacities and responsibility of a job, it can be gained through in-service training. Set aims and establish plans for reaching those aims can only be done by the well trained teachers according to Pintrich & Schunk (as cited in Jahangir, Saheen &Kazmi, 2012).

### **2.1.3 2<sup>nd</sup> Independent Variable – Job Promotion**

Promotion mention about the action of awaken and internal satisfaction in extent the employees keep escalate their ranks in a period of time in method of salary raise and more responsibility. (Ombuya, 2011) Another researcher Lazear (2000) indicates that promotion is a employee transfer for a job of higher prominence and higher compensation. Lazear (1986) also defined that promotion is the shifting of an employee to the higher position within the organization, usually that leads to strengthen of responsibility and rank, also improved compensation package. Another definition of promotion is the reallocation of an employee to an upper position of the job, this was measure by McCausland (2005). According to Dessler (2008), promotion is said to be happened when an employee makes a transfer in the higher position in an organizational hierarchy and change to a position with greater responsibility.

Promotion can make a great increase in the salary of an employee as well as in the extent of authority and control. Through this way could help the competitors to identify the most productive employees in the business field. Employees at the same time can be recognized by their own organization. Promotion can make employees themselves feel to be an effective contributor and therefore will make them to be more satisfied with their job, this statement are defined by Asvir (2011). According to Rosen (1982), promotion can be said that any employee decision making for their level of job position is based on their talent. The level of an individual talent will result their position in a company. Murphy (1985) said that promotion is important due to the context it lead to a significant change in the salary of an employee. Therefore, the values of promotion equal to salary rise. (Baker, 1994)

Doeringer & Piore (1971) determine that promotion can be generally said as an employee bond with the employment which defined as a routine. Bernhardt & Scoones, (1993) mentioned that promotion can help the rival companies to identify the most value employee of a company that has a value to be hiring for another organization in this highly competitive business world. Through this way the promotions highlights employees' in the external environment and realize their value in the internal environment. Carmichael (1983) mentioned that promotion improves the productivity of an organization when an employee get promote to higher level on the basis his experience and eventually gets raise on salary. Yet, based on another researcher Baker (1988), promotion can't take as a motivation method, therefore employee's promotion in the organization can't be used to produce the optimal results. Employees who are hired externally will have higher failure rate than those promoted internally (Kelly-Radford, 2001).

Promotion determines that level or position of an employee raise or going higher in the organization hierarchy with the salaries increases. This research



was measure by Pfeifer (2008) and Spilerman (1999). Promotion not just change the salaries and the level of responsibility, but also the title and scope of job. However, employees usually will feel more freedom and reduce the level of risk and uncomfortableness when they are deal with job promotion, Lazear (1999) and Kleiner (2001). There are a lot of research studies about promotion. For example, a Spilerman (1999) study shows that employee has the opportunity to promote, and the related factors include merits and vacancies. There are another research also claimed that promotion opportunity represents job satisfaction (Parker, 2005). Promotion is one of the most concerned issues of employees. There are many employees put much effort of themselves to work in order to get the chance to get promote. In addition, when employees concern and pay more attention to the chances to get promotion, hence job satisfaction occurs.

#### **2.1.4 3<sup>rd</sup> Independent Variable – Working Environment**

The working environments can be considered from different way of viewpoint. Generally, physical and psychosocial aspects of the workplace are be interpreted. In the opinion of Haynes (2008), the physical environment with the productivity living space is divided into two types which are office comfort (pairing the workplace environment to the work processes) and office design layout (cellular offices verses open-plan). It builds elements that allow employees conduct their respective activities and responsibilities. As well as psychosocial components are leadership styles that grant freedom of a feeling of self-esteem, creativity and innovation, expression of personal desires, social work availability of different structures of motivators (Olango, 2011). A successful organization must have the pleased and motivated staffs and good leadership to achieve their goals (Malik, Danish, & Usman, 2010). Leadership style is a behavioural model is which the leader in directing employee behavior towards the achievement of personal or organizational goals. In the workplace, to enhance the opportunity to share

information and exchange ideas among the employees, the office layout condition is being designed in such a way for encourages friendly interaction.

The philosophy was proposed by Russel Cropanzano and Howard M. Weiss in 1996 (Phua, 2012). The Affective Events Theory give an explanation of the relationship between job satisfaction, employees' internal influences, organizational commitment and their responds to incidents that happen in their work environment that influence their performance. For example Scott, (2000) reported that employees' job satisfaction and job involvement related to working environments. In a study of Strong et al (1999) observed that physical, organizational and social conditions act as the momentum for activities and tasks, and substantially impact on workers' performance.

Brill (1992) predicts an increment of 5-10% in employee performance and eventually employee productivity outcome of the improvements in the physical layout of the workplace. The ability to share organizational knowledge as if it were an asset within an organization relies on how the design of workplace is establish to let organizations to make use of work environment (Brenner, 2004). He reveals that innovative office layouts can be developed to motivate groups communicate freely across departmental to share the information and networking regardless to job boundaries. Statt (1994) suggested that the current work physical of environment is distinguished by technology as well as furniture and furnishings. In order to attain a high level of employee performance, the organization must ensure that the physical environment favourable to organizational needs facilitating privacy and interaction, formality and informality, cross-disciplinarily and functionality.

Reporting from the research carried out at Oyugis Town Council on elements affecting performance of worker in local officials, Odhiambo (2009) noticed that several council servants operated briefcase bureaus in the Town Hall corridors due to lack availability working capacity. As a consequence, the physical environment is an instrument that can be supported both to improve

employee well-being (Huang, Robertson and Chang, 2004) and business results (Mohr, 1996). By providing an adequate facilities to employees is crucial on the behalf of top management to motivating employee to have greater performance, productivity and commitment. In Tamessek (2009), his study analyzed the effect of perception of working environments on employee turnover rate and commitment in the organization, he figured out that if the employees are provided with enabling supportive on workplace environmental, they will be highly satisfied and show high level of commitment towards their organization and hence low turnover rate. From a safety viewpoint, Gyekye (2006) shows that environmental circumstances have an impact on worker safety perceptions which effect upon worker performance.

There are directly influences both on teachers and schools in matter of good working environments such as suitable workload at schools and good relationships. Part of these positive influences are reducing teachers' turnover, stress, sickness, absence, and increase job satisfaction of teachers, motivation, cooperation and increasing student achievement in classrooms (Direk, 2003; Erken, 2002; Skolverket, 2004; Tye & O'Brien, 2002; Velez-Arias, 1998; Williams, 1995). In adverse, bad working environments have negative impacts on teachers for the reasons of crowded classrooms, work overload, low status and salary, behaviour of students and problems of motivation, lack of needed resources, poor physical conditions and low support from colleagues, administrators and parents. Other impacts are poor morale, stress level are high and job satisfaction are low (Işıkhan, 2004; as quoted in Sümer, 2007; Ko, 2003; PehlivanAydın, 2002; Vogel, 2004). Thus, good psychosocial of working environment of teachers resulted in positive effects on students' satisfaction and learning in school (OECD, 2003).

There are all kinds of literature that interprets different points that affect the employees' performance. Haynes (2008) describes the significant impact on office productivity is affected by the behavioral office environment behavioral elements of the office environment. In all shades of work, the interaction is

seen as a component that has the most positive impact on productivity while distraction is considered to be the most negative. Since manpower is the most precious resource of an organization thus, the human management makes a change to organization performance (Patterson et al., 1997). Environment factors in the workplace can result in disengagement or engagement. These are reasons encourage employees to communicate with each other at work.

Each manager uses a certain different leadership style which has a significant effect on employee morale. As a result, the employee morale will affect their performance. Storey (2004) argues that transformational leadership style which is consists of individualized consideration is one of the most effective leadership styles followed by influence, ideals, intellectual stimulation and inspirational motivation. These components of the transformational leadership provide a great impact on employee satisfaction and performance simultaneously. Based on Sauter (1992) who pointed out that if the person that contained a weak relationship with supervisors, subordinates, colleagues in their workplace, it will lead to personal depression within the organization. Consequently, this will cause to the person have poor performance in organization. As primary school leaders in an educational field, effective functioning of teaching and learning on teachers and staffs are affected by the principal. It means that the primary school principals are the most visible and direct contact of the school representatives, they have a great impact on the performance of teachers. (Olango, 2011)

The working environment is an important determinant of employee well-being. The task is to undertaken a series of actions to achieve specific goals Warr (2002). Good skills of employee enable them to operate efficiently in respect of goals of the work. The work environment is a noteworthy element that supposed not be undervalued. Warr (2002) points out that environmental pressures may occasionally lead to difficulties for skilled performance, resulting in a decline quality or quantity of working yield, or, for example, mistakes in problem solving. Hence, it is essential to bring environment

subject into consideration in which employees operate. For instance, the growth rate of the absenteeism or lessen of the employee's work performance (Maslach et al., 2001). In their work, perhaps they will not that effective and productive. These people are even unacceptable when officially working and at their behaviors in performing the tasks (Halbesleben & Buckley, 2004). Furthermore, Bakker, Demerouti, & Verbeke, (2004) suggested that they may be reluctant to provide assistance to co-partner and reduce their concern about the organization.

The Ethiopian government (FDRE, 1994) has highlighted that the standard of education is directly interconnected to the quality of exercises method in the classroom. The teacher is perceived the key element in implementing every educational reforms at the phase of grassroots. Indeed that the knowledge of the subject matter, academic qualifications, commitment of the teacher and skills and competence of teaching have effective impact on the teaching learning process (Ahmed, 2000).

It is dependent upon the school itself and individual teachers' perception regarding to their working environments, these are includes the teachers' observations and assessments of their own thought of physical and psychosocial working environments. Working environment factors perceived by a single teacher in a specific school may not be the similar with those considered by other teachers at other schools. Wherefore elements of working environment are generally acknowledged as particular person and context (Zhao, 2007; as quoted in Öztürk, 2008; Skolverket, 2004).

### **2.1.5 4<sup>th</sup> Independent Variable - Work Passion**

Passion can be simply explained as a type of motivation that includes extreme energy and emotion and may be associated with spirituality (Merriam Webster

Collegiate Dictionary, 2008). Carbonneau, Vallerand and Guay (2008) posit that the representation which an individual likes and engage an activity regularly will be incorporated in that person's identity to the extent that the activity is highly valued (Aron, Aron, & Smollan, 1992; Csikszentmihalyi, Rathunde, & Whalen, 1993), thereby leading to a passion for this activity.

In a further study, passion is very crucial for people enjoy and enthusiastic to invest their energy and time in activity such as job. It has been related to certain cognitive, behavioural and affective results (Forest et al., 2010). Passion can be divided into two types which are harmonious and obsessive.

Harmonious passion comes from autonomous internalization of a favourite activity into one's identity which means people freely select and engage in an activity without external or internal pressure (Vallerand et al., 2003). In the other hand, controlled internalization of an activity which lead to obsessive passion may drive an individual engage an activity by external pressure such as acceptance from colleagues or teachers or internal pressure include activity-contingent self-esteem or uncontrollable excitement (Roussy, Lavigne and Vallerand,2010).

According to Gubman (2004), a passionate employee can easily accept the changes and adapt with it but still able to remains focused to their goals and in doing so the organization should hire and retain such passionate employees. A passionate teacher loves and enjoys what he/she does. Fried (1998) stated that a difference could be made by passion in the quality of student learning. A passionate teacher believes that passion arouses their students, and is strongly conscious of the impact he/she has on students.

A passionate teacher can convey his passion to the students. Passion is crucial in education context because teachers are required to invest time, energy, and their hearts in their teaching to achieve high-quality performance in term of

teaching profession (Day, 2004). Thus, the impact of passion on teaching quality is unquestionable.

A passionate teacher can contribute to a better student achievement and professional development. “A teacher who ‘really knows and believes’ that teaching worthwhile will likely conduct him- or herself differently from a teacher who has lost faith in the endeavour or who resorts to expediency in the face of challenge (Hansen, 2001, p.56). Passion stimulates; therefore, passion that a passionate teacher conveys to the students enables them achieve higher learning results.

There are some past researches had been done about the scales for measuring work passion of the employees. The passion scale focuses on the impact of the experience of passion to the aspects of one’s life in harmonious or obsessive manner. Harmonious passion was measured through items like ‘This activity is in harmony with the other activities in my life’.

Similarly, to measure obsessive passion items such as ‘I have an almost obsessive feeling for this activity’ were used. The three dimensions of passion are liking the activity, activity valuation and investment of time and energy and the following three items are: ‘This activity is important for me’, ‘I like this activity’ and ‘I spend a lot of time doing this activity’.

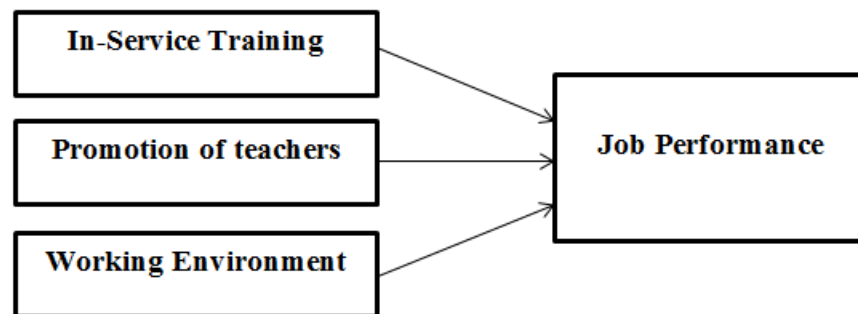
Refer to the previous practice proposition (Vallerand et al., 2007), passion to work is one of the significant source of activity investment’ (p. 505) that results in performance accomplishment. Only few empirical researches have been done to examine the implication to explain the work passion–performance association. It is important to explore the reason of translation of passion into performance as concept of work passion (Forest et al., 2010). Besides, the circumstances that might influence this relationship are

significant to further study because contextual influences are appears to be adapted by the passion (Curran et al., 2011).

## 2.2 Review of Relevant Theoretical Models

### 2.2.1 In-Service Training, Job Promotion, Working Environment and Job Performance

Figure 2.1: Prof. orodho (2008) Conceptual Framework



Source: Nyakongo, O. H. Influence of motivation on teachers' job performance in public secondary schools in Rachuonyio South Sub-country, Homa-Bay country: Kenya.

As the conceptual framework figure showed above, the motivation that eventually cause to high morale for increased of job performance. The motivations involve in-



service training, promotion of teachers and working environment. The level of motivation will significantly influence the ability of teachers to perform their tasks effectively. The commitment on tasks will positively depends on the motivating drives.

In general the term in-service training or in-service education has been described as fundamental activities designed solely or principally to enhance professional performance according to Henderson (as cited in Daniel, 2011). The process of education is usually complex and it may consume a lot of resources and it needed a period of time and will go through some difficult challenges, at the same time the outcome would not form immediately and apparent to the direct beneficiaries. Besides, individuals were draw into education in their tender ages, which created an unaware situation where its benefits caused terrific obligation to teachers in execution their tasks. Therefore, to successfully navigate the obligation in jobs performance, effective training for teacher is pivotal to help them possess vital skills and knowledge that is essential for shaping a solid group of young people with the capability to affect the society in a positive way. In service training was then gauged based on the frequency of training, entry training qualification at employment, value attached to training, current training qualification, and the form of training orientation (Nyakongo, 2015).

Through finding, the promotion significantly related to job performance is tally with the studies of Herzberg (1986) showed that providing opportunities to employees to bring forward in their company through internal promotions as a motivator that related to work. While Simon and Enz (1995) and Wiley (1997) noticed that the opportunity of promotion and the advancement are best tools to motivate employees. The research by Harrison and Novak (2006) showed that the opportunities of promotion contributes to job satisfaction of employee and be a motivator for work performance.

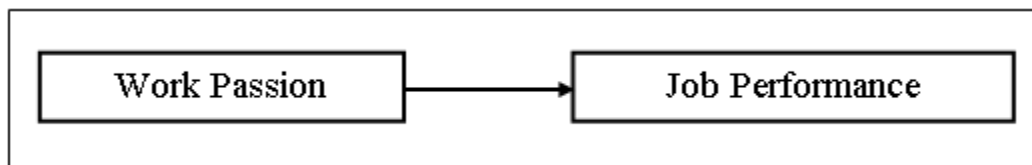
According to Nyakongo's model (2015), the two components of working environment are physical, and psychosocial. However, for our study, the working environment will be categorized into physical and psychosocial in this research. From the result, it found that there is a positive relationship between working environment and job performance which means that the person with a good working environment will result in high job performance. Working environment was noticed to have significant impact on job performance of the teacher, since they spend most of the time in the workplace than elsewhere.

As conclusion, Nyakongo (2015) found that there is a significant relationship between in-service training, job promotion, and working environment through conduct the survey among 1568 teachers in public secondary schools in Rachuonyo South Sub-county. Therefore, they suggested that high level of job performance can be achieved by enhance in-service training, promotion of teacher, and working environment. Moreover, it also can help institutions to retain their teachers by giving a high motivation because motivation among the teachers would inspire them to spend more time and effort in order to contribute to their respective institutions.

### 2.2.2 Work Passion and Job Performance

Figure 2.2: Astakhova, M. N., and G. Porter

Conceptual Framework of Model 2



Source : Astakhova, M. N., and G. Porter. "Understanding The Work Passion-Performance Relationship: The Mediating Role Of Organizational

Identification And Moderating Role Of Fit At Work". *Human Relations* 68.8 (2015): 1315-1346.

This research model was developed by Astakhova et al. (2015) with the purpose to measure whether work passion has affected job performance. Work passion has been chosen as the independent variable from job performance because the researchers found that it is a strong predictor of job performance as theories of passion for work evolve.

The data was obtained from 233 employee–supervisor dyads from multiple organizations in Russia by using emails with an online survey link. The findings is more reliable by raises the volatility of respondent opinion(Ostroff, 2007) because it conducted 10 organizations with different industries in Russia City. This finding reveals that work passion has a significant effect on job performance.

The relevant approach to this research was heavily affected by an interest in practice. The organizational activities in Russian and in multi-national organizations especially human resource management which include recruitment and selection can be implied through this finding. Because it is showing that one of the work passion which is harmonious work passion (HWP) is related to performance, managers should not only consider workers' skills and abilities, but also their passion for the activities involved in doing the job during decision making relate to recruitment and selection activities (Ho et al., 2011).



study of Astakhova et al. (2015). These variables seem as the key drivers of job performance. Thus, the proposed framework would be reliable and valid.

Based on the data shown by the Astro AEC Evening Edition, the English level of teacher in our country is considered very low. Low proficiency among English language teachers will be driven to low student performance in English language (In cited Malaysia Education Blue Print 2013-2025). Therefore, we develop the proposed framework to enhance the well-being of academic staffs and improve student performance. In this study, work passion has been added as the new independent variable because it has been found as a predictor of job performance and has significant effect on job performance (Astakhova et al., 2015).

## **2.4 Hypotheses Development**

The relationships among the important variables have been discussed through the theoretical / conceptual framework. The hypotheses are as below:

### **2.4.1 The Relationship between In-Service Training and Job Performance**

Based on previous researches, different conclusions about the relationship between in service training and job performance had been reported. Some of the researches indicates that teachers' job performance is affected by the in service training. Teachers' job performance is influenced by different method of in-service training. This is caused by the presence of a significant relationship between in-service training and teachers' job performance. The research also indicated that teachers' gain improvement on their knowledge

from the programmes and thus it improves the standard of education. (Oleforo, Ikpe & Bassey, 2015).

According to the research conducted by Jahangir, Saheen & Kazmi (2012), they found out there is an obvious difference between the responses of the partakers between pre and post training and hence backing the hypothesis that there will be a distinct change in the perception of the trainees on the qualities of a good teacher as an outcome of in-service teacher training. Besides, the finding from Johnson and Sloat (2006) showed that training has a significant effect on performance of the teachers after five phases of training which are named as guided practices, information, coding practices, instruction and performance were conducted. The result got from the research of Bressoux (1996) showed there are some changes on the behaviour of the teachers by end of the training course. Other than that it also indicates that the training on teacher affected the students' Mathematics score to improve significantly. This was also supported by the research conducted by Daniel (2014). In his research there were a significant number of respondents who believe that in-service training has improved the skill and knowledge of teacher and consequently improved the performance of teacher in several secondary schools located within Keffi metropolis. Based on the research carried out by Samupwa (2008) to determine the effects of teacher training on the teacher's behaviour in the classroom and administrative work, it showed that the behaviour of teacher in classroom has a significant change due to training.

Thus, the following hypotheses are formed:

***H0: There is no significant relationship between in-service training and job performance.***

***H1: There is a significant relationship between in-service training and job performance.***

## **2.4.2 The Relationship between Job Promotion and Job Performance**

Various researchers (Kosteas 2009; Cobb-Clark 2001; Blau and DeVaro 2007; Francesconi 2001), define that job promotion is a significant element of employee's career life. It will affect the other job experience levels also could make a clear influence on other job aspects like job attachment and responsibilities. In this situation, an organization can apply job promotions for those employees who performing well as a reward or compensation. This will expand an encouragement for them to continues contribute their best effort. In addition, those researchers also measure that if employees put an important value on it, job promotion can affecting the ways of applying the better efforts. Otherwise the organizations would focus on pay increase to reward high effort and productivity.

Pergamit & Veum (1999) putting out the fact that the employees may be value the promotions since they make an increase in job expenses like spending account or a bigger office (the visible elements which managers do not have enough information about). In other words, the employees make a good performance results with the job promotion.

Herzberg (1986) explains that providing employees with chance to moving up their position in the organization through internal promotions as a motivator related to work. Refer to Simon and Enz (1995) and Wiley (1997) the opportunity of promotion and advancement are the best ways to motivate the employees.

While Riketta and Dick (2005) implied that behavior of employees in the working place is connected to satisfaction in their jobs. The research by

Harrison and Novak (2006) indicated that an effort by management to establish opportunities of promotion contributes to the job satisfaction of employees.

Thus, the following hypothesis is proposed as follows:

*H0: There is no significant relationship between job promotion and job performance.*

*H1: There is a significant relationship between job promotion and job performance.*

### **2.4.3 The Relationship between Working Environment and Job Performance**

Refer to the research done by Bushiri (2014), working environment plays an important role in motivating employees to carry out their assigned task. In the light of monetary incentives is not a satisfactory motivator in encouraging the workplace performance needed. In today's competitive organizational environments, an organization's potential to attract, maintain and motivate high-performance among the rivals is becoming progressively essential over time. The study also indicated that employee's performance will ameliorate than before if the issues identified throughout the research are resolved by the management. Based on the research result, find that the employee's working environment greatly affect in their productivity. Hence, to let the employees perform their job more comfortable, it is a matter of the organization that should give concern by furnishing a friendly working environment.



Maduabulochukwu (2012) pointed the relevance of the working environment in the organization enhances the performance of the staff, respondents had varying opinions as associated to the extent of effect interior environment exist on their performance. 32% from the respondents questioned agreed that a comfortable work environment improves efficiency of the workers; satisfaction towards their job and commitment to the duty assigned. At the same time, most of them believe if workers feel motivated in the workplace eventually employees' performance and productivity standard could be aggravated. Respondents also agreed that high absenteeism and job turnover rate could be avoided if the provision of a work environment by the organization is good.

Thus, the following hypotheses are formed:

*H0: There is no significant relationship between working environment and job performance.*

*H1: There is a significant relationship between working environment and job performance.*

#### **2.4.4 The Relationship between Work Passion and Job Performance**

The job performance can be linked to work passion as perceived by an employee as Ho et al. (2011) indicate that harmonious passion can be linked to job performance through cognitive absorption as a mediating role while obsessive passion did not relevant to job performance even though negatively related to cognitive attention.

Most of the researchers concluded that there is a crucial relationship between work passion and job performance (Burke et al., 2014; Ho et al., 2011). As regards, there is a research conducted through a cross-cultural study in Russia and China in which they defined the relationship between harmonious work passion (HWP) and obsessive work passion (OWP) and a number of job- and career-focused outcomes, involving job performance and it concluded that there is a correlation with HWP and job performance in Russia and China, whereas OWP was unassociated to performance in either country (Astakhova & Porter, 2015).

In the other hand, other work in sports emphasized that both harmonious and obsessive passion can influence the deliberate practice, which, in turn, is a performance predictor (Ericsson et al., 1993; Vallerand et al., 2008). Besides, larger performance is known to enhance one's self-esteem (Baumeister et al., 2003) which means that performance can be viewed as an opportunity by obsessively passionate individuals to raise their perceptions of self-worth. Taken together, the above reasoning suggests that both HWP and OWP are the crucial sector which can affect the job performance.

Thus, the following hypotheses are formed:

***H0: There is no significant relationship between work passion and job performance.***

***H1: There is a significant relationship between work passion and job performance.***

### **2.4.5 The Relationship between Antecedents (In-service Training, Job Promotion, Working Environment, Work Passion) and Job Performance**

According to the framework adopted from Prof. Orodho (2008), in-service training, promotion of teachers, and working environment are considered as notable factors that affect job performance among teachers. Nyakongo (2015) indicated that the teacher is perceived to experience motivation (in-service training, improvement of working conditions and promotion of teachers) which eventually leads to high morale for increased job performance. Not only that, a significant relationship between work passion and job performance in different contexts also has been found (Vallerand et al., 2008; Vallerand et al., 2007). However, there was no research that took in-service training, job promotion, working environment and work passion together as the independent variables to investigate their relationship with job performance.

Thus, the following hypotheses are formed:

*H0: There is no significant relationship between in-service training, promotion of teachers, working environment, work passion and job performance.*

*H1: There is a significant relationship between in-service training, promotion of teachers, working environment, work passion and job performance.*

## **2.5 Conclusion**

In this chapter, we had discovered that all of our variables which are independent have significant relationship with the variable which is dependent. The review of the relevant theoretical models and the conceptual framework for this study had been discussed. Followed by the hypotheses for the relationships have been formulated to conclude this chapter. In next section, the research methodology will be examined.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

This chapter is defining the relationship between dependent variable and independent variable, which is the factors that influence job performance in the education field. There is a suitable guidance about the study procedures for researcher and ensure it is completely followed to avoid any mistake. However, this chapter is arranged as follows: research design, sampling design, construct measurement, data processing, data analysis, data collection and method research instrument.

### **3.1 Research Design**

Research design is the entire plans of the procedures and method in analyzing and collecting data.

Research method had separated into two techniques there are qualitative and quantitative. In this study, the technique had been used is quantitative technique because it consist of hypothesis, grounding theory, structured questionnaires, fixed alternative questions and the timing for the research objectives to be involve in statistical analysis and mathematical measurement. On the other hand, the qualitative technique was not use in this research is because that technique is targeted on expressive descriptions and expression, thus it is not appropriate for our research as it needed to contain discussion observation, open ended question and the result is required to be in a subjective form (Sekaran & Bouige, 2010).

Additionally, this research was categorized as a descriptive research due to the type of research question, design, and data analysis that will be applied to the relationship between dependent and independent variable which is job performance, in-service training, job promotion, working environment, work passion. Descriptive research is conclusive in nature, as opposed to exploratory. This means that descriptive research gathers quantifiable information that can be used for statistical inference on the target audience through data analysis (Team, 2014). By conducting descriptive research, it allows us to find the profile or to illustrate corresponding aspects of the phenomenon of interest among these variables.

## **3.2 Data Collection Method**

The implementation of primary data and secondary data is needed and useful in confirming the data collected is accurate and consistent (Sekaran & Bougie, 2010). Primary and secondary data can be gathered using several methods. In this research both types of data were used to collect the related information with the intention to seek more accurate information.

### **3.2.1 Primary Data**

Based on what Sekaran and Bougie (2010) stated, primary data was mean to be the data which acquired first-hand by the researcher on the variables for the study's specific purposes. For instance, questionnaires, telephone interviews and face to face interview, which can be conducted either personally or electronically or even sent by mail. In this research questionnaires distributed are acting as the primary data.

### **3.3 Sampling Design**

Sampling referred to a selection of the units number to conduct analyst from a population that researcher interested in (Trobia, 2008).

#### **3.3.1 Target Population**

Target population is defined as the whole group of target or objects that the researcher intend to investigate in the study. For this study, English teacher who work in primary school in Malaysia are targeted as the population. There are 7772 primary schools in Malaysia in 2016 (Kementerian Pendidikan Malaysia). So our target population will focus on the academic staff who teach English subject of these 7772 primary schools. According to the information of Kementerian Pendidikan Malaysia (KPM), there are 38,800 English teachers in Malaysia.

#### **3.3.2 Sampling Frame and Sampling Location**

English teachers in primary school had been targeted. There are 7772 primary schools located over Malaysia. According to Lim (n.d.), Malaysia can be simply divided into five main regions which are Northern Region such as Perlis, Kedah, Penang and Perak, Central Region such as Selangor and Negeri Sembilan, Southern Region such as Melaka and Johor, East Coast such as Pahang, Kelantan and Terengganu, East Malaysia such as Sabah, and Sarawak.

We randomly choose the schools within those main regions adopted from a Malaysia primary school list (MySchoolChildren, 2016) as our sampling location for this research by lucky draw. At first we created 5 boxes which representing the 5 main regions in Malaysia, and then we write all schools in each of the region on different papers and put it into the box accordingly. Lastly, we draw 76 pieces paper from each of the box, and the school showed on the paper will be our target respondent. We pick 76 respondents in each cluster which means one respondent represent one school. Thus, the total sampling involved in our study is 380 schools across those regions.

Most of the primary schools do not publish their staff's details in their website that known as staff directory, some of it cannot be accessed due to privacy statement and so on. Therefore, this study was unable to obtain the all English teacher in Malaysia primary schools.

### **3.3.3 Sampling Elements**

Sampling element is the unit of analysis or case in a population which can be a person, a group, an organization, an arrest that is being measure. Sampling element in this study is the academic staffs, but the English teacher in primary schools will be targeted on. Teacher is playing a significant role in improvement of language abilities of student (Xu, 2012).

### **3.3.4 Sampling Technique**

Sampling methods can be separate into two categories which are probability sampling and nonprobability sampling. Probability sampling can divide into few types such as stratified sampling, simple random and systematic sampling.



For nonprobability sampling techniques, it included snowball, quota, purposive, accidental and theoretical sampling (Trobia, 2008). Probability sampling refers to which everyone in the population having the same chance of being selected, whereas non-probability technique refers to the collecting of the sample on the basis of personal judgement or their accessibility (Sekaran & Bougie, 2010).

In this study, after we decided the sampling frame and sampling location, then we are using probability sampling technique to produce and manage the questionnaires. For probability sampling technique, we are using cluster simple random sampling. Clusters sampling can refers to the sampling method where the entire population is divided into groups, or clusters, and a random sample of these clusters are selected. This sampling refers to area or geographical cluster sampling and randomly selected (Ajay and Micah, 2014). A random sample cluster is drawn. For each selected cluster either a sample of elements or all the elements are included in the sample (Sekaran and Bougie, 2015).

There are some advantages by using cluster sampling technique. For large geographical areas, it is the most cost-efficient and time-efficient probability design. Large sample size also can be used due to increased level of accessibility of perspective sample group members (Jackson, 2011).

### **3.3.5 Sampling Size**

The sample size is vital feature of any study in which the aim is from a sample to make an inferences about the population. In general, the larger samples size increased the exactness when estimating unknown parameters (Ajay and

Micah, 2014). According to Kementerian Pendidikan Malaysia, there are total 38,800 primary school English teacher in Malaysia. According to the table of sample size (appendix 3.1), 380 set of data need to be collected over the target population of 40, 000. However, 90% of response rate are obtained. Response rates can achieve over 85% when the respondent is motivated and the survey is well-executed (Fryrear, 2015).

### **3.4 Research Instrument**

Questionnaire is the instrument of study that most widely used in research. There are several ways to construct a good set of questionnaire, such as keep it clean and simple. The steps or instructions for answering the questions must be provided at the top of the questions. The questionnaire was used based on the literature review and to match the questions with the variables. After the respondents complete answering the questionnaire, the questionnaire can be collected from the respondents based on paper and electronic form.

#### **3.4.1 Pilot Test**

Pilot study refers to a small size analysis of how successful a research can be accomplished. The limited data and information only can be provided in this pilot study (Nihgov, 2016). Pilot test is used to test how well the respondents understand and suitability of the questions in the questionnaire. Conducted of pilot test can observe how long for the respondents take to complete the questions (Schade, 2015).

For this particular research study, Johanson and Brooks (2010) claim that 30 is an appropriate minimum sample size that bootstrapping the confidence interval. Thus, a total of 30 questionnaires were used to conduct the pilot test.

In order to enhance the variability of pilot studies, some articles and literature reviews to support the study are highly recommended.

We choose Terengganu as our location to conduct our pilot test. It is the third lowest state for proficiency of English teacher in Malaysia primary school. It can increase the reliability of our data.

### **3.5 Constructs Measurement**

This questionnaire includes Section A, B as well as C. Section A involves demographic profile of the respondent, section B involves independent variables, while section C involves dependent variable.

#### **3.5.1 Original Sources and Operational Definitions**

In this research, questionnaire is used as the scales of measurement to measure the hypothesized relationships. The questions used in the questionnaire are constructed from validated previous studies. The other remaining questions found are not used in the questionnaire because they are quite similar and irrelevant to our research.

The first independent variable, in-service training, adopted from 3 different journals. Three of the questions is from Kennedy (2009) which is constructed for the Frequency of Training conducted for Employees of Judicial Service and Impact of Development & training on employee job performance. Besides, there are two question from Al-Nsour (2011) which is created for learning and growth impact on organizational performance for the employees of the Jordanian Universities. On the other hand, one question is from Asfaw, Argaw,

and Bayissa (2015) which is constructed for the organizations effort to train its employees.

The second independent variable, job promotion refers to moving upwards within an organization. There are two questions constructed from Desta (2014). One question adopted from Marwan (2012), one question get from Ombuya (2011), one question from Jarret (2011) and another one question is refer from Stella (2013).

The third independent variable, working environment, was taken from 2 journals. Two question is adopted from (Ijaz &Khan, 2013) which is refer to the attribute that motivate job performance. Besides, another four question is from (Oswald, 2012) which involve the performance measures on the availability with respect to frequency and also the competence with respect to frequency.

The last independent variable, work passion, adopted from Carbonneau, Vallerand, Fernet, and Guay(2008) refers to the role of passion for teaching in intrapersonal and interpersonal outcomes. 6 questions were constructed for this independent variable where it is the ability to study the passion criteria and the effect of different type of work passion which are harmonious passion and obsessive passion on the job performance among teachers.

The dependent variable, job performance adopted from Amin et al (2013) involves teaching skills, discipline & regularity and interpersonal relations. There are 6 questions were constructed for teaching skills where it is all about the teaching methods and preparation in class. Meanwhile, 6 questions were constructed for discipline & regularity where it is come to school regularly, attend classes in time, complete syllabus in time and maintained discipline in the class. Lastly, 6 questions were constructed for interpersonal relations

where it is about the relationship between teachers, students and principal and interest in solving problem.

### **3.5.2 Scales of Measurement**

Scales of measurement are scales used to measure the response from variables, and provide a range of values based on each individual's response. Nominal, ordinal, ratio as well as likert scale are used to construct the questionnaire.

#### **3.5.2.1 Nominal Scale**

Nominal scale consists more qualitative than quantitative. It is distinguished by name, example, 1=male, 2=female. Even though numbers 1 and 2 are used, they do not refer to quantity (Levels of Measurement, n.d.). Example:

1. Gender:

Female

Male

#### **3.5.2.2 Ordinal Scale**

Ordinal scale refers to rank or order in a measurement. This scale also indicates direction (Levels of Measurement, n.d.). Example:

4. Highest education completed:

Bachelor Degree

- Master Degree
- PhD Degree
- Others

### 3.5.2.3 Ratio Scale

Ratio scale has an absolute zero. Absolute zero refers to a position where the quality being measured is not existing (Levels of Measurement, n.d.).

Example:

2. Age:
- 21-30
  - 31-40
  - 41-50
  - 51 and above

### 3.5.2.4 Likert Scale

The intensity or strength of experience is linear in likert scale, example, on a sequence from strongly agree to strongly disagree. This scale also assumes that attitudes can be measured. Respondents are given a choice from five to seven or nine with a neutral point in between (McLeod, 2008). Example:

Work Passion	SD	D	N	A	SA
1. I like my job as a teacher.	1	2	3	4	5

## **3.6 Data Processing**

Data processing is used to process the samples of questionnaires that gather back from the respondents. According to (Kveder & Galoco, 2008), data processing has four steps including checking, editing, coding and transcribing. It also a process to vary the data collected into valuable information for the research.

### **3.6.1 Checking**

Data checking is the first step of data processing. This step is to checking the reliability and quality of the questionnaire. Sekaran & Bougie (2009) defined that researchers have to ensure all the questionnaires are valid and the questions are completely answered and filled all as well. Besides, researchers have to take out all the invalid or incomplete or irrelevant samples questionnaires. Researchers are required to make sure there is no incomplete answer was found in the completed questionnaires.

### **3.6.2 Editing**

Data editing is the second step of data processing. According to Sekaran & Bougie (2009), this step including analyzes the inconsistent, unclear and incompleted answers found in questionnaire. Data editing is to ensure all the details is valid and accurate. Besides, data editing guarantee the data is reliable and prevents invalid date on the collected questionnaire or ommission occur due to some respondents are not completed answers the questionnaire.

### **3.6.3 Coding**

Data coding is the third step of data processing. Data coding is a process of transfer the data into a form of understanding by using computer software (Sekaran & Bougie, 2009). This process involved using SAS Enterprise Guide to do data input to get the outcome. The researcher will distribute and assign the code to each respondent's response. For example, 'Malay' coded as 1, 'Chinese' coded as 2, 'Indian' coded as 3 and 'Others' coded as 4 under the question of 'Race'.

### **3.6.4 Transcribing**

Data transcribing is the fourth step of data processing. According to (Sekaran & Bougie, 2009), data transcribing is used to transferring all the coded data from the questionnaires to the software in order to get the result or outcome and make it accessible to individuals. SAS Enterprise Guide is used to transcribe all the coded data for the data analysis in this research.

## **3.7 Data Analysis**

After completing data collection process, all of the data was analyzed and interpreted by Statistical Analysis System (SAS). There are several types of analysis that provided by SAS such as descriptive analysis, scale measurement, inferential analysis will be used in this research.



### **3.7.1 Descriptive Analysis**

Descriptive analysis is to transform the raw data into form that will make the data easy to understand. Beside that descriptive analysis is to generate descriptive information by interpreting, rearranging, ordering, and manipulating the data (Zikmund, 2003). It can represent by a frequency table, central tendency such as mean, mode and median. Frequency table is the permutation of statistical data into row or column format that show the count of responses or observation for each category assigned to a variable. By analyzing these graphic techniques, the raw data can be converted into beneficial information. It includes age, gender, races, current position, working experience and etc.

### **3.7.2 Scale Measurement – Reliability Test**

According to Sekaran and Bougie (2010), reliability test is to test the consistency and reliability of a measure. Cronbach's alpha is the most familiar test to measure the reliability test. It is a reliability coefficient that shows the correlation of the dependent variables and independent variables (Sekaran & Bougie, 2010). The coefficient alpha ranges in value from 0 to 1. The internal consistency reliability will be higher when the coefficient alpha ( $\alpha$ ) is near to 1, while when the value is 0, meaning no consistency.

**Table 3.1: The Rule of Thumb of Cronbach Coefficient Alpha**

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

Source: Sekaran, U., & Bougie, R. (2012). *Research Methods for Business*. (6<sup>th</sup> ed.). Italy: John Wiley & Sons Ltd.

Based on Table 3.1, when the coefficient alpha is less than 0.60 is considered as poor reliability. While, when coefficient alpha is between 0.60 to 0.70 is considered as fair reliability. For coefficient alpha from 0.80 to 0.90 is good reliability and when the coefficient alpha within 0.85 to 0.95 is considered as excellent reliability.

The result of reliability test for pilot study is shown in below:

**Table 3.2 Reliability Test of Questionnaire for Pilot Test.**

<b>Topics</b>	<b>Coefficient Alpha Value</b>
In-Service Training	0.955479
Job Promotion	0.885531
Working Environment	0.836098
Work Passion	0.858030
Job Performance	0.938657

Source: Developed for the Research.

According to Appendix 3.4, for pilot test of this study, the result from SAS system indicates that in-service training has a coefficient alpha value of 0.955479. The job promotion's coefficient alpha value is 0.885531. The coefficient alpha value of working environment is 0.836098. Moreover, coefficient alpha value of work passion is 0.858030. The dependent variable which is job performance is 0.938657. The results of coefficient alpha for five variables which are in-service training, job promotion, working environment, work passion, and job performance are considered excellent reliability because these all five variables are more than 0.8.

### **3.7.3 Inferential Analysis**

In this research, four independent variables which are in-service training, promotion of teacher, working environment, work passion and one dependent variable which is job performance had been found. Two techniques will be used which are Pearson Correlation Coefficient and Multiple Linear Regression Analysis. This is to test the relationship between dependent variable and independent variables.

#### **3.7.3.1 Pearson Correlation Coefficient**

Pearson Correlation Coefficient is testing the strength of the correlation between two variables (Hauke & Kossowski, 2011). The value range of this test is from -1.00 to +1.00. There is a "perfect positive linear relationship if the r value is +1.00" while there is a "perfect negative linear if r value is -1.00". In some cases, there is "no relationship between dependent variable and independent variables when r value is 0".

**Table 3.3 Rules of Thumb about the Strength of Correlation Coefficients**

<b>Correlation Coefficient</b>	<b>Strength of Correlation Coefficients</b>
± 0.00 to ± 0.20	Slight, almost negligible
± 0.21 to ± 0.40	Small but definite relationship
± 0.41 to ± 0.70	Moderate
± 0.71 to ± 0.90	High
± 0.91 to ± 1.00	Very Strong

Source: Hair, J., Money, A., Samouel, P., & Page, M. (2007). *Research Methods for Business*. New York: John Wiley & Sons, Inc.

### 3.7.3.2 Multiple Linear Regression Analysis

Multiple linear regressions analysis is to predict two or more variables (David, n.d.). The aim of multiple linear regressions is to know more about the relationship between multiple independent variables with a dependent or criterion variable. Besides, it can let us to determine the independent variables that influence dependent variables by comparing the beta weight that showed in a statistical table.

$$\hat{Y} = \alpha + \beta X_1 + \beta X_2 + \beta X_3 + \beta X_4$$

Whereby,  $\hat{Y}$  = dependent variable

$\alpha$  = fix and constant

$\beta$  = coefficients of each independent variables

$X_1$  = independent variable 1

$X_2$  = independent variable 2

$X_3$  = independent variable 3

$X_4$  = independent variable 4

### **3.8 Conclusion**

In conclusion, the primary data and secondary data have been used to gather the related information. Besides, sampling design was done in this chapter and the questionnaires have been completely distributed to the respondents. The reliability of the dependent variable and independent variable was indicated by using pilot test and these related data will be beneficial for continuing the study of chapter 4.

## **CHAPTER FOUR: RESEARCH RESULT**

### **4.0 Introduction**

We distributed 30 questionnaires to random English teachers who working in primary schools, these information collected were used to start our pilot test. So in this chapter we are going to discuss about the outcome of the 400 questionnaires that we distributed to our target population, by using the SAS software as our analytical instrument to analyze, interpret, and summarized the outcome. The analyses include descriptive analysis, scale measurement, and followed by inferential analysis.

### **4.1 Descriptive Analysis**

This study had applied descriptive analysis to examine the demographic profile of respondents which including gender, age, race, highest education completed, working experiences, and current position.

#### **4.1.1 Respondents' Demographic Profile**

##### **4.1.1.1 Respondents' Gender**

**Table 4.1: Descriptive Analysis for Respondents' Gender**

Gender	Frequency	Percentage (%)	Cumulative Percentage (%)
Female	270	78.95	78.95
Male	72	21.05	100.00

Source: Developed for the Research.

Table 4.1 showed the difference in gender of respondents that involved in the questionnaire survey. There are 21.05% out of 100% of respondents are female which 270 people and 78.95% out of 100% of respondents are male which 72 people.

#### 4.1.1.2 Respondents' Age

**Table 4.2: Descriptive Analysis for Respondents' Age**

Age	Frequency	Percentage (%)	Cumulative Percentage (%)
21 – 30	111	32.46	32.46
31 – 40	88	25.73	58.19
41 – 50	35	10.23	68.42
51 and Above	108	31.58	100.00

Source: Developed for the Research.

Table 4.2 represent the respondents' age range. In the age range of 21 to 30, there are 111 respondents which percentage 32.46% and was the highest percentage among others age range. Followed by the age range of 51 and above which are 108 respondents which consisted 31.58% out of 100%. Next,

respondents who are in the age range of 31-40, which consists of 88 respondents which are 25.73%. However, for age range of 41-50 only consist 35 respondents which are 10.23%.

#### 4.1.1.3 Respondents' Race

Table 4.3: Descriptive Analysis for Respondents' Race

Race	Frequency	Percentage (%)	Cumulative Percentage (%)
Malay	53	15.50	15.50
Chinese	193	56.43	71.93
Indian	65	19.01	90.94
Others	31	9.06	100.00

Source: Developed for the Research.

Based on Table 4.3 above, there are 53 respondents (15.50%) are Malay. The majority of the respondents are Chinese which are 193 respondents and 56.43%. Next, Indian comprises of 19.01% which 65 respondents. Other races consists the lowest percentage of 9.06% out of 100% (31 respondents).



#### 4.1.1.4 Respondents' Highest Education Completed

Table 4.4: Descriptive Analysis for Highest Education Completed

Highest Education Completed	Frequency	Percentage (%)	Cumulative Percentage (%)
Bachelor Degree	198	57.89	57.89
Master's Degree	22	6.43	64.33
PhD's Degree	2	0.58	64.91
Others	120	35.09	100.00

Source: Developed for the Research.

The Table 4.4 have shown the highest education completed of respondents which are 198 respondents are Bachelor's Degree holders (57.89%), 120 respondents are others education holders (35.09%), 22 respondents are Master's Degree holders (6.43%), and 2 respondents is PhD's degree holders which with only 0.58%.

#### 4.1.1.5 Respondents' Teaching Experience

Table 4.5: Descriptive Analysis for Teaching Experience

Teaching Experience	Frequency	Percentage (%)	Cumulative Percentage (%)
Less than a year	51	14.91	14.91
1 – 3 years	55	16.08	30.99
4 – 5 years	13	3.80	34.80
6 – 10 years	125	36.55	79.58
Above 10 years	98	28.65	100.00

Source: Developed for the Research.

The teaching experience of respondents has shown in the Table 4.5. There are 125 respondents (36.55%) have 6 – 10 years of teaching experience in the particular primary school, 98 of respondents (28.65%) have more than 10 years of teaching experience, 55 of respondents (16.08%) have 1 – 3 years of teaching experience, 51 of respondents (14.91%) have less than a year of teaching experience while only 13 respondents (3.80%) have 4 – 5 years of teaching experience.

#### 4.1.1.6 Respondents' Years Working in Current School

Table 4.6: Descriptive Analysis for Years Working in Current School

Years Working in Current School	Frequency	Percentage (%)	Cumulative Percentage (%)
Less than a year	51	14.91	14.91
1 – 3 years	132	38.60	53.51
4 – 5 years	25	7.31	60.82
6 – 10 years	17	4.97	65.79
Above 10 years	117	34.21	100.00

Source: Developed for the Research.

The years working in current school of respondents has shown in the Table 4.6. There are 132 respondents (38.60%) have 1 – 3 years of working in the current primary school, 117 of respondents (34.21%) have more than 10 years of working in the current primary school, 51 of respondents (14.91%) have less than a year of working in the current primary school, 25 of respondents (7.31%) have 4 – 5 years of working in the current primary school while only 17 respondents (4.97%) have 6 – 10 years of working in the current primary school.

#### 4.1.1.7 Respondents' Teaching English as the Main Subject

Table 4.7: Descriptive Analysis for Teaching English as the Main Subject

Teaching English as the Main Subject	Frequency	Percentage (%)	Cumulative Percentage (%)
Yes	268	78.36	78.36
No	74	21.64	100.00

Source: Developed for the Research.

The teaching English as the main subject of respondents has shown in the Table 4.7. There are 268 respondents (78.36%) are teaching English as the main subject in the particular primary school, 74 of respondents (21.64%) are not teaching English as the main subject in the particular primary school.

### 4.1.2 Central Tendencies Measurement of Constructs

Mean and the standard deviation value of dependent and independent variables will be shown at below measurement.

#### 4.1.2.1 In-Service Training

The ranking of mean and standard deviation of In-Service Training are shown in Appendix 4.3, table 4.7. Based on the table, the statement "The current training provided has improved my job performance." has the highest mean value which is 4.35088 and it has the lowest value of standard deviation which is 0.47794. It indicates that respondents mostly are agreed with the statement.

The lowest mean value of the statement “I am trained continuously.” is 4.00292 however it has the second lowest value of standard deviation which is 0.63845. It shows that the response toward this statement has the highest dispersion rate.

#### **4.1.2.2 Job Promotion**

According to the Appendix 4.3, table 4.8, the statement “I am satisfied with the fair promotion opportunities in school.” has the highest mean value 3.97368. The highest mean value indicates that majority of the respondents are agreed to the statement. The lowest mean value is under the statement “An internal promotion arrangement is implemented by school” which is 3.42982. However, it contains the highest standard deviation which is 0.67597. It shows that the response toward this statement has the highest dispersion rate. The statement “I perceive my promotion and grade as fair” has the second highest mean value 3.80117 but it has second lowest standard deviation which is 0.47973.

#### **4.1.2.3 Working Environment**

The statements “I am comfortable with my working environment” the highest value of mean and third lowest value standard deviation which is 4.54386 and 0.49880. The highest mean value indicates that the respondents mostly are agreed with this statement and it shows that the response toward this statement has the highest dispersion rate. The second highest mean are “A positive working environment is important for me to perform well in my job.” which is 4.47368. These statements also showed the third lowest standard deviation which is 0.50004. Besides, the lowest value of mean is the statement of “If I

am granted autonomy at work I will be more motivated.” which is 3.69883. (Appendix 4.3, table 4.9)

#### **4.1.2.4 Work Passion**

Table 4.10, appendix 4.3 is the statistic of work passion. According to the table, the statements “I like my job as a teacher.” has the highest mean which was 4.40643, indicating respondents are mostly agreed on the statement. As a comparison, the lowest mean which 3.99145 for the statement of “My job as a teacher is the only thing that really turns me on.” The highest standard deviation was 0.71537 which is from the statement of “I like my job as a teacher.” It shows that the response toward this statement has the highest dispersion rate. However, the statement of “If I could, I would only do my job as a teacher.” has the lowest standard deviation which was 0.37322.

#### **4.1.2.5 Job Performance**

The job performance central tendencies measurement is shown at appendix 4.3, table 4.11. In management skills, the statements “I try my level best to improve my performance” has the highest mean which was 4.37427 indicating a big group of the respondents are agreed on this statement. As a comparison, the lowest mean which is 4.13743 for the statements of “I don’t let co-curricular activities to affect my class teaching” and “I don’t let my domestic affairs to interfere in my duty” It shows that the response toward this statement has the highest dispersion rate.

In Discipline and Regularity, the highest mean which 4.80117 for the statement “When present at school I attain my class on time.” indicating the largest number of respondent are agreed on this statement and it has highest

standard deviation which is 0.47973. Other statements have lowest mean value which is 4.67544 which have lowest standard deviation 0.46890.

In Interpersonal Relations, the statements “I enjoy good relations with my colleagues.” and “I co-operate with my colleagues in any work” have highest mean which are 4.54094. The lowest mean value which 4.13158 for the statement “For the betterment of my students I contact their students.” And it has lowest standard deviation which is 0.43010.

#### 4.2 Scale Measurement (Reliability Test)

In this study, SAS Enterprise Guide has been used to conduct the reliability test to evaluate the dependent variables and the independent variables. Reliability analysis for this study involved 342 respondents. The reliability test result is shown as below:

Table 4.8: Reliability Analysis's Result

Variables	Cronbach Coefficient Alpha	Number of Items	Results of Reliability
Job Performance	0.946901	17	Excellent
In-Service Training	0.923595	6	Excellent
Job Promotion	0.890101	6	Excellent
Working Environment	0.822386	6	Excellent
Work Passion	0.836879	6	Excellent

Source: Developed for the Research.

Table 4.8 is the result of the reliability test for this study. The job performance variable has the highest coefficient alpha value standing at 0.946901 which range from 0.80 – 0.95, it considers excellent reliability. Follow by, In-Service Training variable which has coefficient alpha value 0.923595. The third highest is job

promotion coefficient alpha value standing at 0.890101 follows by work passion 0.836879. Working environment has the lowest coefficient alpha value 0.822386.

On the whole, the variables are reliable and consistent as each of the variables has a coefficient alpha value is more than 0.80, thus the questionnaire in this study was considered consistent and excellent.

### **4.3 Inferential Analysis**

This analysis is used to analyse data generated through SAS software. Hence, both Pearson Correlation Coefficient and Multiple Regression Analysis are focused in this study.

#### **4.3.1 Pearson Correlation Coefficient Analysis**

Pearson Correlation Coefficient is to test on the strength of the correlation between two variables (Hauke & Kossowski, 2011). The value range of this test is from -1.00 to +1.00. It considered as "perfect positive linear relationship if the r value is fall on +1.00" while there is a "perfect negative linear if r value is fall on -1.00". On the other hand, it might also consider as "no relationship between dependent variable and independent variables when r value is 0".

### 4.3.1.1 In-Service Training and Job Performance

Hypotheses 1

H<sub>0</sub>: There is no significant relationship between in-service training and job performance.

H<sub>1</sub>: There is a significant relationship between in-service training and job performance.

Table 4.9: Correlation between In-Service Training and Job Performance.

		In-Service Training	Job Performance
In-Service Training	Pearson Correlation	1	0.45053
	Sig. (2-tailed)		<0.0001
	N	342	342
Job Performance	Pearson Correlation	0.45053	1
	Sig. (2-tailed)	<0.0001	
	N	342	342

Source: Developed for the Research.

Based on Table 4.9, the correlation coefficient value of in-service training is 0.45053. The range fall from  $\pm 0.41$  to  $\pm 0.70$  consider as moderate of correlation coefficients. Thus, there is a moderate relationship between in-service and job performance.

The positive value of correlation coefficient also identifies that the relationship of two variables is related with each other. Since the p-value is <0.0001 which is less than



the alpha value of 0.05, there is also a significant positive relationship between in-service training and job performance.

As a result,  $H_0$  is rejected.

#### 4.3.1.2 Job Promotion and Job performance

Hypotheses 2

$H_0$ : There is no significant relationship between job promotion and job performance.

$H_1$ : There is a significant relationship between job promotion and job performance.

Table 4.10: Correlation between Job Promotion and Job Performance

		Job Promotion	Job Performance
Job Promotion	Pearson Correlation	1	0.59487
	Sig. (2-tailed)		<0.0001
	N	342	342
Job Performance	Pearson Correlation	0.59487	1
	Sig. (2-tailed)	<0.0001	
	N	342	342

Source: Developed for the Research.

Based on Table 4.10, the correlation coefficient value of job satisfaction is 0.59487. The range fall from  $\pm 0.41$  to  $\pm 0.70$  consider as moderate strength of correlation coefficients. Therefore, there is a moderate relationship between job promotion and job performance.

The positive value of correlation coefficient also identifies that the relationship of two variables is interrelated. Since the p-value is <0.0001 which is less than the alpha value of 0.05, there is also a significant positive relationship between job promotion and job performance.

As a result,  $H_0$  is rejected.

### 4.3.1.3 Working Environment and Job Performance

Hypotheses 3

$H_0$ : There is no significant relationship between working environment and job performance.

$H_1$ : There is a significant relationship between working environment and job performance.

Table 4.11 Correlation between Working Environment and Job Performance

		Working Environment	Job Performance
Working Environment	Pearson Correlation	1	0.74181
	Sig. (2-tailed)		<0.0001
	N	377	377
Job Performance	Pearson Correlation	0.74181	1
	Sig. (2-tailed)	<0.0001	
	N	377	377

Source: Developed for the Research.

Based on Table 4.11, the correlation coefficient value of Working Environment is 0.74181. The range fall from  $\pm 0.71$  to  $\pm 0.90$  reflect as very strong strength of correlation coefficients. Hence, the relationship between working environment and job performance is considered as high.

The positive value of correlation coefficient also showed that the relationship of two variables is interrelated. Meanwhile the p-value is  $<0.0001$  which is less than the alpha value of 0.05, this indicated that there is also a significant positive relationship between working environment and job performance.

As a result,  $H_0$  is rejected.

#### **4.3.1.4 Work Passion and Job Performance**

Hypotheses 4

$H_0$ : There is no significant relationship between work passion and job performance.

$H_1$ : There is a significant relationship between work passion and job performance.

Table 4.12 Correlation between Work Passion and Job Performance

		Work Passion	Job Performance
Work Passion	Pearson	1	0.51194
	Correlation		
	Sig. (2-tailed)		<0.0001
	N	377	377
Job Performance	Pearson	0.51194	1
	Correlation		
	Sig. (2-tailed)	<0.0001	
	N	377	377

Source: Developed for the Research.

Based on Table 4.12, the correlation coefficient value of Work Passion is 0.51194. The range fall from  $\pm 0.41$  to  $\pm 0.70$  categorized as moderate strength of correlation coefficients. Hence, there is a moderate relationship between Work Passion and Job Performance.

The correlation coefficient with positive value also identified that the relationship of two variables is related with each other. Since the p-value is <0.0001 which is less than the alpha value of 0.05, there is also a significant positive relationship between work passion and job performance.

As an outcome,  $H_0$  is rejected.

### 4.3.2 Multiple Linear Regression Analysis

Multiple Linear Regression Analysis is to test one or more than one independent variable to explain the variance in a dependent variable.

Hypotheses 5

H0: There is no significant relationship between independent variables (in-service training, job promotion, working environment, work passion) and dependent variable (job performance).

H1: There is a significant relationship between independent variables (in-service training, job promotion, working environment, work passion) and dependent variable (job performance).

**Table 4.13: Analysis of Variance**

Analysis of Variance					
Source	DF	Sum of Squares	Mean Square	F value	Pr>F
Model	4	30.42672	7.60668	234.98	<.0001
Error	337	10.90921	0.03237		
Corrected Total	341	41.33593			

Source: Developed for the Research.

1. Predictors: (Constant): In-Service Training, Job Promotion, Working Environment, Work Passion
2. Dependent variable: Job Performance

According to table 4.13(Analysis of variance), p-value ( $<.0001$ ) is less than alpha value (0.05). Thus, the F-statistic is a value of 234.98 which is significant. The model for this research is a good descriptor of the relationship between the predictor and dependent variables. Therefore, the independent variables (in-service training, job promotion, working environment, work passion) are significantly explained the variance of job performance.

So the  $H_0$  is rejected.

**Table 4.14: Model Summary**

Root MSE	0.17992	R-Square	0.7361
Dependent Mean	4.44496	Adj R-Sq	0.7330
Coeff Var	4.04775		

**Source: Developed for the Research.**

The R square provides the information about the percentage or extent the independent variables able to explain the variations in the dependent variable. Based on table 4.14, the value of R square is 0.7361, it means that independent variables (in-service training, job promotion, working environment, work passion) can explain 73.61% of the variations in the dependent variable which is job performance. Nevertheless, it is still 26.39% (100%-73.61%) unexplained in this research. In other word, there are others variables that are also important in explaining job performance has not been found in this research.

**Table 4.15: Parameter Estimates**

Parameter Estimates					
Variable	DF	Parameter Estimates	Standard Error	t value	Pr>  t
Intercept	1	0.81991	0.12197	6.72	<.0001
In-Service Training	1	-0.11101	0.02594	-4.28	<.0001
Job Promotion	1	0.33710	0.02215	15.22	<.0001
Working Environment	1	0.62044	0.03726	16.65	<.0001
Work Passion	1	0.04835	0.03281	1.47	0.1415

Source: Developed for the Research.

Based on table 4.15, p-value for In-Service Training is <.0001 which is less than alpha value 0.05. Therefore, In-Service Training is significant to predict dependent variable (job performance) for this study.

Next, p-value for the Job Promotion is <.0001 which is less than alpha value 0.05. Therefore, Job Promotion is significant to predict dependent variable (job performance) for this study.

Besides that, p-value for the Working Environment is <.0001 which is less than alpha value 0.05. So, Working Environment is significant to predict dependent variable (job performance) for this study.

Lastly, Work Passion is not statistically significant to predict dependent variable (job performance) for this study, because p-value for the work passion is 0.1415 which is more than alpha value 0.05.

**Regression Equation:**

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4$$

Y = Job Performance

X<sub>1</sub> = In-Service Training

X<sub>2</sub> = Job Promotion

X<sub>3</sub> = Working Environment

X<sub>4</sub> = Work Passion

Based on table 4.17, the equation of multiple linear regressions will be:

$$\text{Job Performance} = 0.81991 - 0.11101 (\text{In-Service Training}) + 0.33710 (\text{Job Promotion}) + 0.62044 (\text{Working Environment}) + 0.04835 (\text{Work Passion})$$

**Table 4.16: Ranking of the Parameter Estimates of Independent Variables**

Independent Variables	Parameter Estimates	Ranking
In-Service Training	-0.11101	3
Job Promotion	0.33710	2
Working Environment	0.62044	1
Work Passion	0.04835	4

Source: Developed for the Research.



**Highest Contribution**

Working Environment is the highest contribution to the variance of Job Performance as the value of the parameter estimate for this variable is 0.62044, which is the largest when compare with other variables in this research. It indicates that Working Environment has the strongest contribution to illustrate the variation in Job Performance which has interpreted by other variables in the model.

**Second Highest Contribution**

Predictor variable that contribute the second highest to the variation of Job Performance are Job Promotion, because the value of “Parameter Estimates” for Job Promotion is 0.33710 which is the second largest as compare to other predictor variables (In-Service training and Work Passion). It indicates that Job Promotion makes the second strongest contribution to express the variation in Job Performance, when the variance interpreted by all other predictor variables in the model.

**Third Highest Contribution**

The In-Service Training is the third highest contribution to the variation of Job Performance as compared to other independent variable in this study. This is due to the value of the parameter estimate for this variable is 0.11101 and it is indicated as the third strongest contribution to justify the variation in job performance when the variance clarified by other independent variables.

### **Lowest Contribution**

Work Passion is the predictor variables that contribute the lowest to the variation of Job Performance, because the value of “Parameter Estimates” for Work Passion is the smallest which is 0.04835 as compare to other predictor variables (In-service Training, Job Promotion and Working Environment ).It indicates that Work Passion makes the lowest contribution to express the variation in Job Performance, when the variance interpreted by all other predictor variables in the model is controlled for.

## **4.4 Conclusion**

There are 3 sections of analysis include in chapter 4 which are descriptive analysis, scale measurement, and inferential analysis are finalised into tables and paragraphs. The result of this study shows that all of the independent variables (In-Service Training, Job Promotion, Working Environment and Work Passion) significantly relate to dependent variable (Job Performance). Further discussion and conclusion will be conducted at chapter 5.

## **CHAPTER 5: DISCUSSION AND CONCLUSION**

### **5.0 Introduction**

The outcomes illustrated in Chapter 4 will be summarizing in this chapter. Besides that, the implications, limitations, and the recommendations of the study are discussed. Lastly, overall conclusion about this research will be made.

### **5.1 Summary of Statistical Analyzes**

Descriptive and inferential analyses from previous chapter are summarized.

#### **5.1.1 Summary of Descriptive Analysis**

All academicians in Malaysia primary schools are the target respondents of this study. For this study, 342 out 380 sets of survey questionnaires were collected back, the response rates was 90%.

There are 342 target respondents are participated in this study. All of them are primary schools academic staffs. Firstly, investigation on respondents' gender was conducted. 270 of 342 (78.95%) respondents are female, and 72 out of 342 (21.05%) respondents are male. This shows that academic staff in primary school comprises more on female teachers.

Secondly, investigation on respondents' age is conducted. 111 out of 342 (32.46%) respondents are under age 21 – 30, 88 out of 342 (25.73%) respondents are under age 31 – 40, 35 out of 342 (10.23%) respondents are under age 41 – 50, and 108 out of 342 (31.58%) respondents are under age 51

and above. This shows that the academic staff in primary school is filled mostly by the teachers who is under 21-30 years old.

Thirdly, examination on respondents' race is carried out. 53 out of 342 (15.50%) respondents are Malay, 193 out of 342 (56.43%) respondents are Chinese, 65 out of 342 (19.01%) respondents are Indian, and 31 out of 342 respondents (9.06%) are from other races. This shows that the academic staff in primary school is filled mostly by Chinese race teachers.

Fourthly, investigation on respondents' highest education completed is conducted. 198 out of 342 (57.89%) respondents are holding bachelor degree certification, 22 out of 342 (6.43%) respondents are holding master degree certification, 2 out of 342 (0.58%) respondents are holding PhD Degree certification, and 120 out of 342 (35.09%) respondents are holding other certification. This shows that the academic staff in primary school is mostly holding bachelor degree certification.

Fifthly, examination on respondents' years working in current primary school is carried out. 51 out of 342 (14.91%) respondents are having less than a year working in current primary school, 132 out of 342 (16.08%) respondents are working within 1 – 3 years in current primary school, 25 out of 342 (7.31%) respondents are working within 4 – 5 years in the primary school, 17 out of 342 (4.97%) respondents are working within 6 – 10 years in current primary school, and 117 out of 342 (34.21%) respondents are working more than 10 years in current primary school. This illustrates that the academic staff in primary school is primarily are working more than 10 years in current primary school.

Sixth, investigation on respondents' teaching experience in primary school is conducted. 51 out of 342 (14.91%) respondents are having less than a year working experience in the primary school, 55 out of 342 (16.08%)

respondents are having working experience within 1 – 3 years in the primary school, 13 out of 342 (3.80%) respondents are having working experience within 4 – 5 years in the primary school, 125 out of 342 (36.55%) respondents are having working experience within 6 – 10 years in the primary school, and 98 out of 342 (28.65%) respondents are having working experience more than 10 years in the primary school. This displays that the academic staff in primary school is mainly having working experience within 4 – 5 years in the primary school.

Lastly, examination on respondents' whether teaching English is the main subject is carried out. 268 out of 342 (78.36%) respondents are teaching English as the main subject in the particular primary school, 74 out of 342 (21.64%) respondents are not teaching English as the main subject in the particular primary school. This shows that the academic staff in primary school is mostly teaching English as the main subject in the particular primary school.

### **5.1.2 Central Tendencies Measurement of Constructs**

For In-Service Training, most (mean 4.35088) of the respondents are improving their job performance through current training. However, there are least (mean 4.00292) of the respondents are trained continuously. Ministry of Education should concern on In-service training of the English teacher, because performance of academic staffs will be improved if they have been trained. Besides, the frequency of in-service training is very important due to it may affect the job performance. The English teachers which had involve in-service training will loyalty towards their organization and do not think of leaving their jobs. It is because they think that the organization is concern about their personal development. Thus, they have more confidence on their

own capabilities through the involvement of in-service training. The higher the frequency of in-service training the English teacher involved, the better will be their attitudes towards the work and may lead to better performance.

For job promotion, most (mean 3.97368) of the respondents are satisfied with the fair promotion opportunities in school. However, least (mean 3.42982) of school is implement an internal promotion arrangement. Minister of Education should also concern on job promotion, because English teacher that have many job promotion opportunity may leads to greater job performance. Job promotion may engage English teacher to involve deeply in their job. Besides, job promotion also crucial for improving English teacher job satisfaction. When the English teachers feel that their salient psychological needs such as for growth, security, achievement and recognition are being satisfied, they will more contribute to their jobs. The job security of employees will be increased when they are deal with job promotion.

For working environment, the most (mean 4.54386) of the respondents would think that they are comfortable with their working environment. However, least (mean 3.69883) of the respondents' organization will be more motivated if they are granted autonomy at work. Hence, Ministry of Education should concern on working environment of academic staffs, because working environment can improve job performance of English teacher. A good working environment can reduce teachers' stress and turnover. The teachers' motivation, job satisfaction, cooperation, and effectiveness in classrooms will be achieved through a desired working environment.

For work passion, most (mean 4.40643) of the respondents like their job as a teacher. However, least (mean 3.99145) of the respondent think that their job as a teacher is the only thing that make them satisfies. Hence, Ministry of Education should concern on the way to increase work passion of English teachers, because work passion is significant to the job performance. A better

student achievement and professional development can be contributed by a work passion of teacher. A passionate English teacher is more willing to invest their time into their job. Hence, the impact of passion on teaching quality is unquestionable.

### **5.1.3 Scale Measurement – Reliability Test**

In this study, independents variables which are in-service training, job promotion, working environment, work passion and a dependent variable which is job performance are used to generate reliability result via SAS enterprise guide. Refer to Appendix 4.4, job performance (17 items) is obtained 0.946901 alpha values, which highest value than the four variables. Besides, in-service training (6 items) is obtained 0.923595 alpha values which higher value than job promotion, working environment and work passion, but lower than job performance. However, job promotion (6 items) is obtained 0.890101 alpha values which higher than working environment and work passion, but lower than job performance and in-service training. Moreover, work passion (6 items) is obtained 0.836879 alpha values which higher than working environment, but lower than job performance, in-service training and job promotion. Lastly, working environment (6 items) is obtained 0.822386 alpha values, which lowest value than the four variables. Cronbach Alpha value falls between the ranges 0.80 to 0.95 are considered very good reliability. Cronbach Alpha value falls between the ranges 0.70 to 0.80 are considered good reliability. Cronbach Alpha value falls between the ranges 0.60 to 0.70 are considered fair reliability. Therefore, job performance, in-service training, job promotion, work passion and working environment are having very good reliability.

### **5.1.4 Summary of Inferential Analysis**

Pearson Correlation Coefficient Analysis and Multiple Linear Regression Analysis are used to review the data obtained.

#### **5.1.4.1 Pearson Correlation Coefficient Analysis**

Pearson Correlation Coefficient test used to review the relationship between independent variables (in-service training, job promotion, working environment, job passion) and dependent variable (job performance). Based on the outcome in chapter 4, the four independent variables are significantly influencing dependent variable, where p-value is  $<0.0001$  which is less than alpha value 0.05.

The result of the relationship between working environment and job performance has the strongest relationship than the other, where strength of association is 0.74181. Besides, it falls in the range  $\pm 0.71$  to  $\pm 0.90$  which consider high in strength.

The result of the relationship between job promotion and job performance has a stronger relationship than the other, but lower than working environment and job performance, where strength of association is 0.59487.

The result of the relationship between work passion and job performance has lower relationship than the other, but higher than in-service training and job performance, where strength of association is 0.51194. Besides, both of the results are fall in the range  $\pm 0.41$  to  $\pm 0.70$  which consider moderate in strength.



The result of the relationship between in-service training and job performance has the weakest relationship than other, where strength of association is 0.45053. Besides, it falls in the range  $\pm 0.41$  to  $\pm 0.70$  which consider moderate in strength.

#### **5.1.4.2 Multiple Linear Regression Analysis**

Multiple Linear Regression test used to test the effect between independent variables (in-service training, job promotion, working environment, job passion) and dependent variable (job performance). Refer to the result in chapter 4, the R-square is 0.7361 indicates 73.61% of the variation in job performance that can be explain by in-service training, job promotion, working environment, and job passion.

The three independent variables (in-service training, job promotion, working environment) are significant to predict a dependent variable (job performance) at the P-value less (0.0001, 0.0001, 0.0001 respectively) than alpha value 0.05, but there is one independent variable (work passion) which is not significant to predict the dependent variable (job performance) at the P-value (0.1415) more than alpha value 0.05. This result may be caused by one dimension of the work passion which is obsessive work passion (OWP). It indicates that OWP is not significant to the job performance of employees based on the research (Astakhova&Porter, 2015).

On the other hand, the F-value 234.98 is significant at the P-value 0.0001 less than alpha value 0.05. The hypothesis 1, 2, 3 and 4 are supported by the multiple linear regression model and the regression equation would be conveyed as:

$$JP = 0.81991 - 0.11101 (\text{IST}) + 0.33710 (\text{JPR}) + 0.62044 (\text{WE}) + 0.04835 (\text{WP})$$

Note:

JP = Job Performance

IST = In- Service Training

JPR = Job Promotion

WE = Working Environment

WP = Work Passion

## 5.2 Discussions of Major Findings

Table 5.1: Summary of 5 Hypotheses' Result

Hypothesis	Result	Test
<u>Hypothesis 1:</u> H <sub>0</sub> : There is no significant relationship between <b>in-service training</b> and <b>job performance</b> . H <sub>1</sub> : There is a significant relationship between <b>in-service training</b> and <b>job performance</b> .	$\beta = 0.45053$ $P = 0.0001 < 0.05$ reject H <sub>0</sub>	Pearson Correlation Coefficient Test
<u>Hypothesis 2:</u> H <sub>0</sub> : There is no significant relationship between <b>job promotion</b> and <b>job performance</b> . H <sub>1</sub> : There is a significant relationship between <b>job promotion</b> and <b>job performance</b> .	$\beta = 0.59487$ $P = 0.0001 < 0.05$ reject H <sub>0</sub>	Pearson Correlation Coefficient Test

<p><u>Hypothesis 3:</u></p> <p>H<sub>0</sub>: There is no significant relationship between <b>working environment</b> and <b>job performance</b>.</p> <p>H<sub>1</sub>: There is a significant relationship between <b>working environment</b> and <b>job performance</b>.</p>	<p><math>\beta = 0.74181</math></p> <p>P= 0.0001 &lt; 0.05</p> <p>reject H<sub>0</sub></p>	<p>Pearson Correlation Coefficient Test</p>
<p><u>Hypothesis 4:</u></p> <p>H<sub>0</sub>: There is no significant relationship between <b>work passion</b> and <b>job performance</b>.</p> <p>H<sub>1</sub>: There is a significant relationship between <b>work passion</b> and <b>job performance</b>.</p>	<p><math>\beta = 0.51194</math></p> <p>P= 0.0001 &lt; 0.05</p> <p>reject H<sub>0</sub></p>	<p>Pearson Correlation Coefficient Test</p>
<p><u>Hypothesis 5:</u></p> <p>H<sub>0</sub>: There is no significant relationship between <b>(in-service training, job promotion, working environment, work passion)</b> and <b>job performance</b>.</p> <p>H<sub>1</sub>: There is a significant relationship between <b>(in-service training, job promotion, working environment, work passion)</b> and <b>job performance</b>.</p>	<p>P= 0.0001 &lt; 0.05</p> <p>reject H<sub>0</sub></p>	<p>Multiple Linear Regression Test</p>

### **5.2.1 The Relationship between In-Service Training and Job Performance**

Refer to the table 5.1, the result between in-service training and job performance shows that this study should reject the  $H_0$ , because the p-value of the relationship is 0.0001 which lower than alpha value 0.05. Thus, in-service training is having significant relationship with the job performance to primary schools teachers.

According to Villegas-Reimer (2003), in-service training is able to improve teachers' performance and directly affect the students' academic performance. In-service training will provide a continuous improvement on the teacher's performance and at the same time enhance their efficiency and effectiveness on activities carry out in classroom (Goldhaber & Brewer, 2000). Besides, Jagero (2012) mentioned in his study that the performance of the employee is highly dependent on the in-service training received by the employees; obviously there is a relationship between in- service training and employee job performance.

### **5.2.2 The Relationship between Job Promotion and Job Performance**

Based on the table 5.1, the result between job promotion and job performance shows that this study should reject the  $H_0$ , because the p-value of the relationship is 0.0001 which lower than alpha value 0.05. Thus, job promotion is having significant relationship with the job performance to primary schools teachers.

Khan (2012) authenticated that job promotion is a factor that will affect the job satisfaction of employee which will directly influence their job performance. According to Noor, Khan & Naseem (2016), chances of job promotion given to employee will lead to the improvement on employee job performance. Teseema and Soeters (2006) determined that there is high relationship between job promotion and job performance of employee. If organizations desired to accelerate performance of employees in an organization, unbiased and reasonable promotional opportunities should be given to employees. (Park et al., 2003)

### **5.2.3 The Relationship between Working Environment and Job Performance**

According to table 5.1, the result between working environment and job performance demonstrates that this study should reject the H<sub>0</sub>, because the p-value of the relationship is 0.0001 which lower than alpha value 0.05. So, working environment is having significant relationship with the job performance to primary schools' teachers.

Based on the study of Jayaweera (2014), the outcome of his research authenticated that working environment was positively related with job performance. Employees are not performing satisfactory when they perceive working environment in their workplace is poor or bad are less motivated. Consequently, working environment improves job performance to organizations. An organization practicing a good working environment can encourage their employees to build up positive behaviour which beneficial to the organization (Hamid &

Hassan, 2015). Thereby, good working environment was associated with higher performance (Itumbiri, 2013).

#### **5.2.4 The Relationship between Work Passion and Job Performance**

Based on table 5.1, the result between work passion and job performance shows that this study should reject the H<sub>0</sub>, because the p-value of the relationship is 0.0001 which lower than alpha value 0.05. So, work passion is having significant relationship with the job performance to primary schools' teachers.

Astakhova and Porter (2015) indicate the result of their research authenticated that work passion was positively related with job performance. Passion is kindled in an organization where the individual is given the chance to discover and involve his or her talent in the performance of job tasks (Hardgrove & Howard, 2015). In the context of education, work passion is a key as teachers must sacrifice their time, energy and their hearts in deliver education to achieve high performance (Day, 2004).

#### **5.2.5 The Relationship between (In-Service Training, Job Promotion, Working Environment and Work Passion) and Job Performance**

Based on the table 5.1, the result between all the independent variables and job performance shows that this study should reject the H<sub>0</sub>, because the p-value of the relationship is 0.0001 which lower than

alpha value 0.05. So, all the independent variables are having significant relationship with the job performance to primary schools' teachers.

Prof. orodho (2008) defined that in-service training, promotion of teachers, and working environment are considered as significant factors that affect job performance among teachers. Besides, Nyakongo (2015) indicated that the teacher is perceived to experience motivation (in-service training, improvement of working conditions and promotion of teachers) which eventually leads to high morale for increased job performance. And also, a significant relationship between work passion and job performance in different area also has been identify (Vallerand et al., 2008; Vallerand et al., 2007).

## **5.3 Implications of the Study**

Implications of this study refer to management implications of the independent variables and dependent variable.

### **5.3.1 Managerial Implications**

This section highlights the relationship between all the independent variables (in-service training, job promotion, working environment and work passion) with dependent variable (job performance). The result is as showed in table 5.1.

First, in-service training is the important factor to improve performance of teachers. The more in-service training was given to the employees will resulting higher job performance of employees. Furthermore, employees with low in-

service training will do not understand how to perform their jobs or tasks. This leads to low morale among employees, which results in high employee turnover. In-service training could help the employees to boost up their job satisfaction, confidence level and self-esteem. In-service training should be comprehended continuously so the skill of people can be enriched for the performance of the job. In-service training can help teachers to increase their understanding on the educational techniques, expand their professional education and grow their professional competence. The performance of teacher in school can be mapped in a good way by organizing training program for the teachers, subsequently their confidence will boost and they will get motivated.

Primary school in Malaysia should also concern on job promotion because it is significant correlated with job performance. Job promotion is the result of proactive of employee pursuit of higher ranking or as a reward by employers for their better performance. Then, the job promotion such as upgrade the level or position of employees in organization can increase the performance of employees. The higher level of talent of an individual, the higher the position will be in the hierarchy. Job promotion by provides an opportunities to employees for them move up their position in the company through an internal promotions as a motivator that related to work. Promotion can make themselves feel to be more effective contributor and therefore will make them to be more satisfied with their job. The employees must devote themselves to work in order to gain chance to promote. Increasing the job promotion among employees will lead to increase the job performance and productivity of employees.

Next, Malaysian primary school should also concern on working environment. This is because the working environment is significant related to job performance and the result showed the highest. The working environment is an important determinant of employee well-being. Organizations must ensure that the physical environment is advantages to organizational needs facilitating interaction and privacy, formality and informality, functionality and cross-



disciplinarily. Good working environments such as good relationships and a suitable workload at schools. Employees who work in a good working environment will become more motivated and perform better. A positive work environment makes employees feel good about coming to work, and this provides the motivation to sustain them throughout the day.

As work passion is significant related to job performance, primary school in Malaysia should also concern on it. Employees with high work passion are like and willing to invest their time and energy in doing their tasks. Managers should not only concern on skills and abilities of workers, but same goes to their passion for the activities involved in doing the job during decision making relate to recruitment and selection activities. If the employees with low passionate, they will not enjoy in performing their tasks. Work passion is able to categorize into 2 types harmonious passion, obsessive passion. To increase the performance of the worker who possessed harmonious passion, manager need to give them more emotional support and motivation. While for the workers who possessed obsessive passion for their job, manager need to improve them by knowing what their need and satisfy them.

Thus, the four independent variables (in-service training, job promotion, working environment and work passion) have significant correlation with job performance in Malaysian primary school. The high level of job performance can be achieved by enhance in-service training, promotion of teacher, working environment and work passion. Hence, Malaysia primary school should increase their effort in enhancing in-service training, job promotion, working environment and work passion in order to increase job performance among academic staff. The result is significant implication to Malaysian primary school to be better in the future where high performance among primary schools' English teacher are being placed. The result showed the highest was working environment within 4 variables. Therefore, the policy makers and practitioners need to focus more on it.

Based on the job performance of employees in the organization, practitioners can provide reward system and recognition to them due to their contributions. Employees should be rewarded with bonus or travel in order to enhance their productivity. Through this reward system and recognition, the employees will become more motivated in performing their jobs or tasks.

Government can put more impress on Malaysia Employment Act 1955 where heavy penalty will be charged to any organizations when unfairness was taking placed. Unfairness can be in the forms of unfair wages distribution between employees and not up to the minimal labor laws on salary upraises (Malaysia Employment Act 1955, n.d.). All of this can influence employees' job performance.

## **5.4 Limitations of the Study**

Throughout the whole process of finishing this research, some limitations were met. First limitation is the participation of respondents. It is difficult to include every of the respondent in the questionnaires as a few of them are not present in their office because they might be having class or attending courses at somewhere else. Several of the respondents declined to fill in the questionnaires as they worried their confidential information will disclose to others.

In the meantime, some of them were unwilling or not interested to answer, the excuses like they are busy were given. This can caused to have smaller sample size if the amounts of respondents are less. To ensure the amount of rejection that we get from our target respondents, we tried to approach them in person and explain to them about our research in order to let them clearly understand

what we are doing. Meanwhile, we also faced some respondent reachability issue as our target respondents are scattered around Malaysia.

Therefore, we tried to reach some of them using email, but by using email we met another issue which is the low response rate. At first we send our email to the target respondent by attaching our questionnaire soft copy, so they might feel this make a lot of trouble for them, subsequently they will choose to ignore the e-mail as the procedure for them to response to our questionnaire is too lengthy, they need to print out the questionnaire, fill in and scan again the answered questionnaire and send back to us .At last, we tried to increase the response rate by create our questionnaire using Google document and send the link to them, they might just need to fill in our questionnaire online then Google will automatically help us to collect the data. This makes them easier and more willing to fill in our questionnaire.

Besides, the second limitation is about the contents of the questionnaire. The content, word sentences and the structure of the questions that used in the questionnaire fundamentally links to low proficiency of English language because the respondents are not able to answers the questions accordingly. Consequently, this may reduce the validity of our result. We try to prevent the respondents from simply answering the questionnaire we tried to stay beside them when they are answering the questionnaire so that we are able to make explanation to them whenever they met any question which they might need further clarification from us.

## **5.5 Recommendations for Future Research**

Through this study, future researches are recommended to target variety type of respondents. Other than primary academic staffs, respondents such as secondary or

tertiary academic staffs can also be a target in order easier to collecting data, and target both private and public sector. This method outcome could bring to many sample size of respondents, indirectly will lead to more reliable results due to different level of respondents will have different opinion and perspective.

Besides, future researches are suggested to simplify the questions for the survey questionnaire. The questions should be more direct to avoid any misunderstanding. This can be effectively and ensure the respondents to answer efficiency without any confusing of the questions asked. In addition, the result can be more reliable and less bias as the respondents truly understand what the questions exactly want and given the answers accurately.

In a nutshell, future researches can also take other independent variables there are not included in this study that are suitable to examine the research topic as job performance among primary schools English teachers in Malaysia. Apart from this, future researches can be investigating these factors which affect the job performance in other different type of industry such as organizations.

There are some areas to be considered for future researches in this study:

- i. To examine whether there is significant negative influences of in-service training to the academic staffs in Malaysia?
- ii. Is there any influences of job promotion have on teacher's job performance in secondary schools in Malaysia?
- iii. To identify the differences of working environment between teachers in both primary and secondary schools in Malaysia.
- iv. To what extent does work passion alone influences teachers' job performance in primary schools in Malaysia?

## **5.6 Conclusion**

Throughout this study, there is a better of understanding was obtained regarding the factors that affect the job performance among primary schools English teachers in Malaysia. Based on the Multiple Linear Regression Analysis, working environment has the strongest contribution to job performance while job passion has the lowest contribution among the four independent variables. In conclusion, limitations and recommendations of this study provide future research as a guideline to conduct similar research.

## REFERENCES

- Adejumobi, F. T., & Ojikutu, R. K. (2013). School climate and teacher job performance in Lagos state Nigeria. *Discourse Journal of Educational Research*, Vol.1(2); pp. 26-36.
- Adeyemi JK (2004). Resource situation and internal efficiency of technical colleges in Nigeria. (Unpublished doctoral dissertation). University of Ibadan, Ibadan.
- Adeyemi, T. (2010). Principals' Leadership Styles and Teachers' Job Performance in Senior Secondary Schools in Ondo State, Nigeria. *Current Research Journal of Economic Theory* 3(3), 84-92.
- Ahmed, J. 2000. Education. Army Education Directorate, G.H.Q and Ministry of Education of Pakistan Islamabad, Pakistan, Pp.150.
- Ajay S. Singh and Micah B. Masuku. (2014). Sampling Techniques & Determination of Sample Size in Applied Statistics Research: An overview. *International Journal of Economics, Commerce and Management*, ISSN 2348 0386.
- Akpakwu, S . O. (2004). Management of Classroom towards a successful Universal Basic Science Education Scheme. In the Nigerian Academic Forum. A multi disciplinary Journal 4(2) 16 – 20.
- Al-Ahmadi.H, (2009), 'Factors Affecting Performance of Hospital Nurses in Riyadh Region, Saudi Arabia', *International Journal of Health Care Quality Assurance*, Vol. 22 No. 1, pp.40-54

- Alawamlah, N. (2004) Managerial performance in public organizations between regional and globalization. *Studies for human sciences*, 31(3), 16.
- Ali, H. & Aroosiya (2010). Impact of Job Design on Employees' Performance, Icbi 2010 - University of Kelaniya, Sri Lanka.
- Al-Nsour, M. (2012). Relationship between Incentives and Organizational Performance for Employees in the Jordanian Universities.
- Alwekaisi, K. (2015). Perception on training programs in family-owned firms in the Kingdom of Saudi Arabia. Doctoral dissertation. Brunel University, London.
- Amarneh, B., Abu Al-Rub, R., & Abu Al-Rub, N. (2010). Co-workers' support and job performance among nurses in Jordanian hospitals. *Journal Of Research In Nursing*, 15(5),391 <http://dx.doi.org/10.1177/1744987109347134>
- Amin, M., Shah, R. u., Ayaz, M., & Atta, M. A. (2013). Teachers' JobPerformance at Secondary Level in khyber. Gomal University Journal of Research, 29(2) Dec 2013.
- Aron, A., Aron, E. N., & Smollan, D. (1992). Inclusion of other in the self scale and the structure of interpersonal closeness. *Journal of Personality and Social Psychology*, 63, 596–612.
- Asfaw, A. M., Damte, M. D., & Bayissa, L. (2015). The Impact of Training and Development on Employee Performance and Effectiveness: A Case Study of District Five Administration Office, Bole Sub-City, Addis Ababa, Ethiopia.
- Astakhova, M. N. (2015). The curvilinear relationship between work passion and organizational citizenship behavior. *Journal of Business Ethics*, 130(2), 161-174.

Astakhova, M. N., and G. Porter. (2015) "Understanding The Work Passion Performance Relationship: The Mediating Role Of Organizational Identification And Moderating Role Of Fit At Work". *Human Relations* 68.8 :1315-1346.

Asvir Naveed, Ahmad Usman & Fatima Bushra (2011) Promotion:A Predictor of Job Satisfaction A Study of Glass Industry of Lahore(Pakistan). *International Journal of Business and Social Science*, 301-305.

Ayodele, & Aladenusi. (2014). Counterproductive Behaviour and Job Performance among Secondary School Teachers: School Climate as a Mediator. *Journal of Education and Practice*, Vol.5, No.8.

Azar, M., & Shafiqhi, A. (2013). The Effect of Work Motivation on Employees' Job Performance (Case Study: Employees of Isfahan Islamic Revolution Housing Foundation). *International Journal Of Academic Research In Business And Social Sciences*, 3(9).  
<http://dx.doi.org/10.6007/ijarbss/v3i9/231>

Aziz,H. (2016).Raising English language proficiency.Retrieved 7July 2017 from <https://www.nst.com.my/news/2016/09/176566/raising-english-language-proficiency>

Baker, George P., Michael, C. J., & Kevin J. M. (1988). Compensation and incentives: Practice vs. theory. *Journal of Finance* 43, 593-616.

Baker, George, P., Michael, G., & Bengt, H. (1994).The wage policy of a firm.*Quarterly Journal of Economics*, 109, 921-955.



- Bakker, A.B., Demerouti, E., & Schaufeli, W.B. (2005). Crossover of burnout and work engagement among working couples. *Human Relations*, 58, 661-689.
- Barry, P. Haynes: An Evaluation of the Impact of the Office Environment on Productivity. *Journal of Facilities*. (2008), 26 (5/6), pp. 178-19.
- Bastian, K., McCord, D., Marks, J., & Carpenter, D. (2017). A Temperament for Teaching? Associations Between Personality Traits and Beginning Teacher Performance and Retention. *AERA Open*, 3(1), 233285841668476. <http://dx.doi.org/10.1177/2332858416684764>
- Baumeister RF, Campbell JD, Krueger JI and Vohs KD (2003). Does high self esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? *Psychological Science in the Public Interest* 4(1): 1-44.
- Bedeian, A. G. (1987) *Principle of management*: Chicago: Dryden Press
- Berman, E.M., West, J.P., Richter, J., and Maurice, N. (2002). Workplace relations: Friendship patterns and consequences. *Public Administration Review*, 62, 217-230.
- Bernhardt, D., & Scoones, D. (1993). Promotion, turnover, and preemptive wage offer. *American Economic Review*, 83(4), 771-791.
- Blau, F.D., & DeVaro, J. (2007). New Evidence on Gender Differences in Promotion Rates: An Empirical Analysis of a Sample of New Hires. *Industrial Relations*, 46 (3), 511-550.

- Bonneville-Roussy, A., Lavigne, G. L., & Vallerand, R. J. (2011). When passion leads to excellence: the case of musicians. *Psychology of Music*, 39(1), 123-138.
- Brenner, P. (2004). Workers physical surrounding. Impact bottom line accounting: Smarts Pros.com.
- Bressoux , P. (1996). The effects of teachers' training on pupils' Achievement: the case of elementary school in France, school effectiveness and school improvement. *Economics of Education Review*, 7, (3) , 252- 279.
- Brill, M. (1992). How design affects productivity in settings where office-like work is done. *Journal of Health Care Design*, 4, 11–16.
- Brown, G. T. L. (2004). Teachers' conceptions of assessment: implications for policy and professional development. *Assessment in Education*, Vol 11(3).
- Burke RJ, Astakhova MN and Hang H (2014). Work passion through the lens of culture: Harmonious work passion, obsessive work passion, and work outcomes in Russia and China. *Journal of Business and Psychology* (in press). DOI: 10.1007/s10869 014-9375-4.
- Bushiri, C. P. (2014). The Impact Of Working Environment On Employees'Performance: The Case Of Institute Of Finance Management In Dar Es Salaam Region . A Dissertation Submitted In Partial Fulfilment Of The Requirements For TheDegree Of Master In Human Resources Management Of The Open University Of Tanzania., 1-62.
- C. Pfeifer, "An empirical note on wages in an internal labour market," *Economics Letters*, vol. 99, pp. 570-573, 2008.

- Carbonneau, N., Vallerand, R. J., Fernet, C., & Guay, F. (2008). The role of passion for teaching in intrapersonal and interpersonal outcomes. *Journal of Educational Psychology*, 100(4), 977-987. doi: 10.1037/a0012545
- Carmichael, L. (1983). Firm-specific human capital and promotion ladders. *Bell Journal of Economics*, 14, 251- 258.
- Chamundeswari,S.(2013). Job Satisfaction and Performance of School Teachers. *International Journal of Academic Research in Business and Social Science* Vol. 3, No. 5
- Churchill, Gilbert A., Jr., Neil M. Ford, Mark W. Johnson, & Orville C. Walker, Jr. (2000). *Sales Force Management* (6th ed.). Singapore: McGraw-Hill Co.
- Clarke, J. (2008). Real Questions, Real Answers: Focusing Teachers Leadership on School Improvement. *Alexandria Journal of Association of Supervision and Curriculum Development*, 2(2), 108 – 118.
- Cobb-Clark, D. A. (2001). Getting ahead: determinants of and payoffs to internal promotion of young US men and women || in Polachek, S.W. (e.d.), *Worker Wellbeing in a Changing Labour Market*, 20, 339-372.
- Coleman V, Borman W (2000) Investigating the underlying structure of the citizenship performance domain. *Human Resource Manage Rev* 10: 25–44.
- Conroy, M.A., Sutherland, K.S. Snyder, A. L., & Marsh, S. (2008). Classwide interventions: Effective instruction makes a difference. *Teaching Exceptional Children*,40 (6), 24-31.

- Crabtree, S. (2004). Getting personal in the workplace: Are negative relationship squelching productivity in your company? *Gallup Management Journal*. 1-4.
- Csikszentmihalyi, M., Rathunde, K., & Whalen, S. (1993). *Talented teenagers: The roots of success & failure*. New York: Cambridge University Press.
- Cubukcu, F. (2010). Student Teachers' Perceptions of teacher competence and their attributions for success and failure in learning. *Uluslararası Sosyal Araştırmalar Dergisi The Journal of International Social Research* Volume 3 / 10 Winter 2010
- Curran T, Appleton PR, Hill AP and Hall HK (2011). Passion and burnout in elite junior soccer players: The mediating role of self-determined motivation. *Psychology of Sport and Exercise* 12(6): 655–661.
- Daniel, A. (2014). In service training and teachers productivity in secondary school: A case study of Secondary Schools in Keffi Metropolis of Nasarawa State. Day, C. (2004). *A passion for teaching*. London: Routledge Falmer.
- Dessler, G. (2008). *Human resource management* (11th ed.). Upper Saddle River, NJ: Pearson, Prentice Hall.
- Desta Ayele. (2014). Teachers' Job Satisfaction And Commitment In General Secondary Schools Of Hadiya Zone. In Southern Nation Nationality And People Of Regional State
- Direk, A. (2003). Farklı Kurum ve Branşlarda Çalışan Öğretmenlerin İş Doyumları: Zonguldak İli Örneği. (The Job Satisfaction of Teachers Working at Different Institutions and Branches: Cases from Zonguldak). Unpublished Master's Thesis. Ankara: Turkey and Middle East Public Administration Institute.

- Doeringer., & Piore. (1971). *Internal Labor Markets and Manpower Analysis*. Heath Lexington Books
- Dumisanl, E. M. (2002). *Impact of discipline on learner performance*. A thesis submitted in fulfillment of partial requirements for the degree of masters of education in the department of foundation for education (Unpublished)
- Duze, C. O. (2012). *Leadership Styles of Principals and Job Performance of Staff in Secondary Schools in Delta State of Nigeria*. *An International Journal of Arts and Humanities*, 1(2), 224-245
- E. Lazear (1999). *Personnel economics: past lessons and future directions*. *Journal of Labor Economics*, vol. 17, pp. 199-236
- Ellingwood, S. (2001). *The collective advantage*, Retrieved June, 2010, from <http://www.gallupjournal.com/GMJarchive/issue3/2001915c.asp>
- Ericsson KA, Krampe RT and Tesh-Römer C (1993). *The role of deliberate practice in the acquisition of expert performance*. *Psychological Review* 100(3): 363 406.
- Forest J, Mageau GA, Sarrazin C and Morin ES (2010). *Work is my passion': The different affective, behavioral, and cognitive consequences of harmonious and obsessive passion toward work*. *Canadian Journal of Administrative Sciences* 28(1): 27–40.
- Francesconi, M. (2001). *Determinants and consequences of promotions in Britain*. *Oxford Bulletin of Economics and Statistics* , 63(3), 279-310.

- Fried, R. (1998). *The Heart of the Matter*. In *Kaleidoscope: readings in Education*, (Ryan, K. & Cooper, J.M., Eds.). Boston: Houghton Mifflin Company.
- Fryrear, A. (2015), "What's A Good Survey Response Rate?". SurveyGizmo. Retrieved 10 June, 2017, from <https://www.surveygizmo.com/surveyblog/survey-response-rates/>
- G. Go, and B. H.Kleiner (2001). "How to Manage Promotion Decisions Effectively," *Management Research News*, vol. 24, pp. 109-113
- Gharib, M. N., Jamil, S. A., Ahmad, M., & Ghouse, S. (2016). The impact of job stress on job performance: A case study on academic staff at dhofar university. *International Journal of Economic Research*, 21-33.
- Guajardo, J. (2011). *Teacher Motivation: Theoretical Framework, Situation Analysis of Save the Children Country Offices, and Recommended Strategies*.
- Gubman, E. (2004). From engagement to passion for work: The search for the missing person. *Human Resource Planning*, 27(3), 42+.
- Gyekye, S. A. (2006). *Safety Management: Perceptions of Workplace Safety*. *Professional Safety*, 51(7), 34-41.
- Halawah, I. (2011). Factors influencing college students' motivation to learn from students' perspective. *Education*, 132 (2), 379-391.
- Halbesleben, J. R. B., & Buckley, M. R. (2004). Burnout in organizational life. *Journal of Management*, 30, 859-879.

- Hamid, A., Rafiah, S., Hassan, S. S., and Ismail, N. A. (2012) "Teaching Quality And Performance Among Experienced Teachers In Malaysia". *Australian Journal of Teacher Education* 37.11: n. pag. Web.
- Hanif, R., Tariq, S., & Nadeem, M. (2011). Personal and Job Related Predictors of Teacher Stress and. *Pak. J. Commer. Soc. Sci.*, Vol. 5 (2), 319-329.
- Hansen, D.T. (2001). *Exploring the Moral Heart of Teaching: Toward a Teacher's Creed*. New York: Teachers College Press.
- Harrison, L. L., & Novak, D. (2006). Evaluation of a gerontological nursing continuing education programme: Effect on nurses' knowledge and attitudes and on patients' perceptions and satisfaction. *Journal of Advanced Nursing*, 13(6), 684-692.<http://dx.doi.org/10.1111/j.13652648.1988.tb00558.x>
- Herzberg, F. (1986). One more time: How do you motivate employees? In J. N. Williamson (Ed.), *The leader-manager* (pp. 433-448).
- Ho VT, Wong SS and Lee CH (2011). A tale of passion: Linking job passion and cognitive engagement to employee work performance. *Journal of Management Studies* 48(1): 26–47.
- Hochwarter, Wayne A., Kiewitz Christian, Gundlach Michael J., & Stoner Jason (2004). The impact of vocational and social efficacy on job performance and career satisfaction. *Journal of Leadership and Organizational Studies*, 10 (3), 27–41.
- Huang, Y. H., Robertson, M. M., and Chang, K. I. (2004). The role of environmental control on environmental satisfaction, communication, and psychological stress: effects of office ergonomics training. *Environment and Behavior*, 36(1), 617-638.

- Hurtz, G. M., & Donovan, J. J. (2000). Personality and job performance: The Big Five revisited. *Journal of Applied Psychology*, 85, 869–879.
- Idris, D. S., & Alegbeleye, I. G. (2015). Discipline And Organization Effectiveness: A Study Of Nigeria Customs Service. *Review of Public Administration and Management*, 88-106.
- Ijaz,, M., & Khan, A. (2013). The impact of Non-Financial Incentives on employees' motivation
- Iqbal, A., Ijaz, M., Latif, F., & Mushtaq, H. (2015). Factors Affecting The Employee's Performance: A Case Study Of Banking Sector In Pakistan.
- Ismail,A., Suh,Y., Ajis, M., Dollah, N.(2009). Relationship between Occupational Stresses, Emotional Intelligence and Job Performance: An Empirical Study in Malaysia". *Theoretical and Applied Economics*. 3-16.
- Jagero N. (2012). Relationship between on the Job Training and Employee's Performance in Courier Companies in Dar es Salaam, Tanzania. *International Journal of Humanities and Social Science*.(2) 22,114
- Jahangir, S. F., Saheen, N., & Kazmi, S. F. (2012). In Service Training: A Contributory Factor Influencing Teachers' Performance.
- Jarret.Guajardo.(2011).Teacher Motivation:Theoretical Framework, Situation Analysis of Save the Children Country Offices, and Recommended Strategies.Save the Children Basic Education Intern
- Johnson,L., & Sloat, K.C.(2006).Teacher Training Effects:Real or Illusory.Research in Higher Education. 13,(4) 330-35.



- Kazmi,S.F., Pervez,T., Mumtaz,S. (2011). In-Service Teacher Training in Pakistani Schools and Total Quality Management (TQM). *Interdisciplinary Journal Of Contemporary Research In Business*, March Edition 2011, 2, 238-248. ISSN 2073 7122
- Kelly-Radford, L. (2001). The revolving door of talent. *CEO Magazine*, 86-89.
- Kementerian Pendidikan Malaysia (2017).Retrieved May 10, 2017, from <http://www.moe.gov.my/index.php/my/>
- Kennedy J. (2009). The Impact Of Training And Development On Job Performance.
- Khan, A., Nawaz, M., Aleem, M., & Hamed, W. (2011). Impact of job satisfaction on employee performance: An empirical study of autonomous Medical Institutions of Pakistan.
- Khattak Z,I,& Abbasi, M.G. (2010). Evaluation of the effectiveness of in-service teacher training courses of the CALL sub-committee of the ELTR project in Pakistan. *Procedia Social and Behavioral Sciences* 2, 4911-4917.
- Knight, X & Ukpere, W. I (2014). The effectiveness and consistency of disciplinary actions and procedures within a South African organisation *Mediterranean Journal of Social Sciences (MCSER)*. 5(4) 589 – 596
- Kocak R (2006). The validity and reliability of the teachers' performance evaluation scale. *Educational Sciences: Theory and Practice*, 6(3): 799- 808.
- Kosteas, V.D. (2009). — Job level changes and wage growth. || *International Journal of Manpower*. 30(3,) 269-284

- Lazear, Edward P. 1986. "Salaries and Piece Rates." *Journal of Business* 59: 405-31.
- Lazear, Edward P. 2000. "Performance Pay and Productivity." *American Economic Review* 90:1346 – 61.
- Lim, A. (2012). *The Six Regions of Malaysia*. Retrieved April 10, 2017, from <http://thingsasian.com/story/six-regions-malaysia>
- Macgregor, D. (1960). *The human side of enterprise*. New York: McGraw Hill.
- Maduabulochukwu, O. M. (2012). Effect Of Internal Environment On Employee Performance In Power Holding Company Of Nigeria (Phcn), Enugu . PG/MBA/11/60451, 1-66.
- Malaysia Economic Monitor: High-Performing Education (2013). Published by The World Bank
- Malaysia Education Blueprint 2013-2025 (Preschool to Post-Secondary Education). Kementerian Pendidikan Malaysia
- Malaysia Employment Act 1955. (n.d.). Retrieved June 21, 2017, from <http://www.ilo.org/dyn/natlex/docs/WEBTEXT/48055/66265/E55mys01.htm>
- Mali, P. (2005). *Improving Total Productivity*. New York: John Witey Press.
- Malik, E., Danish, R., & Usman, A. (2010). Impact of motivation to learn and job attitudes on organizational learning culture in a public service organization of Pakistan. University of the Punjab, Lahore, Pakistan.
- Manning, Gerald L. and Reece Barry L (2004). *Selling Today: Creating customer value* (9th ed.). Upper Saddle River, New Jersey: Pearson Education.

- Marwan.Al-Nsour.(2012). Relationship between Incentives and Organizational Performance for Employees in the Jordanian Universities.International. Journal of Business and Management
- Marzano,R.J.(2003).What Works in Schools: Translating Research into Action
- Maslach, C., Schaufeli, W., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52, 397-422.
- McCausland, W., Pouliakas, K. and Theodossiou, I. 2005. "Some Are Punished and Some Are Rewarded: A Study of the Impact of Performance Pay on Job Satisfaction." *International Journal of Manpower* 26: 636 – 59.
- Meagher, Thomas, (2011) "An Investigation of the Relationships of Teacher Professional Development, Teacher Job Satisfaction, and Teacher Working Conditions" . Dissertations. Paper 68
- Medley, D. M., and Shannon, D. M. (1994), ‘Teacher evaluation’ in T. Husén and T. N. Postlethwaite (eds), *The International Encyclopedia of Education*, 2nd edn, vol. X, Oxford: Pergamon.
- Mekonnen, T. (2014). Factors Affecting Teachers’ Job Performance In Public Secondary Schools Of West Hararghe Zone, Oromia Regional State.
- Merriam Webster Collegiate Dictionary (1993). Tenth edition. Springfield, MA, Merriam Webster Incorporated.
- Mishra, V., & Smyth, R. (2015). Workplace Policies and Training in China: Evidence from Matched Employee-Employer Data. *International Journal of Manpower*, 36(7), 986-1011.

- MOE. (1994). The Education and Training Policy of the Federal Republic of Ethiopia. Addis Ababa, Ministry of Education.
- Mohammad.S.A, Subramaniam.I.D & Abu.Baker. (2013). Relationship between Motivational Factors and Job Performance of Employees in Malaysian ServiceIndustry
- Mohd , B. S., Syed, A. Z., & Philip J. Kitchen. (2010). The Relationship Between Sales Skills And Salesperson Performance: An Empirical Study In The Malaysia Telecommunications Company. International Journal Of Management And Marketing Research, 51-73.
- Mohr, R. (1996). Office Space is a Revenue Enhancer, Not an Expense. National Real Estate Investor, 38(7),46-47.
- Motowidlo, J. S. (2003). Job Performance, Handbook of Psychology. Industrial and Organizational Psychology. 12, 39-55.
- Muhammad, A. (2013). Ethics and accountability in Nigerian public service: Its Collapse and the Way Forward. Academic Journal of Interdisciplinary Studies 2(5), 117 – 120.
- Murphy, K. (1985). Corporate performance and managerial remuneration: An empirical analysis. Journal of Accounting and Economics 7, 11-42.
- Ngari, N. (2015). Influence Of In-Service Training On Employee Performance. A Case Of Judiciary's Lower Courts In Nairobi County, Kenya.
- Nihgov. (2016). PubMed Central (PMC). Retrieved 10 April, 2017, from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3081994/>

- Ning,L,C & Ladion,L,D,G.(2014). Teachers' English Proficiency and Teaching Efficacy as Correlates of Effective Teaching
- Noor, Z., Khan, A., & Naseem, I. (2015). Impact Of Job Promotion And Job Advancement On Job Satisfaction In Universities Of Kpk Province Of Pakistan.
- Norris,S.(1999). Language Teacher Proficiency Or Teacher Language Proficiency? An Environmental Scan Of Information Relating To The Competencies/Qualities/Knowledges Required To Be An Effective Language Teacher.
- Nwachukwu, C. C. (2006). Management Theory and Practice. Onitsha: Africana-Fep. Publishers.
- Nyakongo, O. H. (2015). Influence Of Motivation On Teachers' Job Performance In Public Secondary Schools In Rachuonyo South Sub - County, Homa-Bay County: Kenya . A Research Project Submitted To The Department Of Educational Management Policy And Curriculum Studies, School Of Education, 1-64.
- Obakpolo , P. (2015). Improving Interpersonal Relationship in Workplaces. IOSR Journal of Research & Method in Education (IOSR JRME) , 115-125.
- Odhiambo, D (2009). Factors Influencing employee performance in Local Authority in Oyugis Town council: A survey of the level of public service delivery.
- OECD (2003). Attracting, Developing and Retaining Effective Teachers. Retrieved in March 2007 from <http://www.oecd.org/dataoecd/10/60/2962250.pdf>

- Ojiemhenkele, & Ejashanrene, A. (2014). In Service Training: A Panacea For Teachers' Job Effectiveness and Productivity.
- Olango, O (2011). Factors Influencing Employee Productivity in the Informal industry sector in a case of the EPZ, Nairobi.
- Olaniyan, A.O., 1999. Principal Preparation, Selection and Leadership Roles, Teachers and Teaching in Nigeria. Benin Festa Press Ltd., pp: 73-88.
- Oleforo, N., Ikpe, U., & Bassey, E. (2015). Management Strategies and Secondary School Teachers' Job Performance in Akwa Ibom South Senatorial District. Asian Journal of Management Sciences & Education, Vol. 4(2).
- Oliver, R.M. & Reschly, D. J. (2007). Effective classroom management: Teacher preparation and professional development. National Comprehensive Centre for Teacher Quality. USA Department of Education.
- Ombuya, Hesborne, Nyakongo.(2011). Influence Of Motivation On Teachers' Job Performance In Public Secondary Schools In Rachuonyio South Sub - County, Homa-Bay County: Kenya
- Omenka, J., & Otor, E. (2015). Influence of Classroom Management on Students' Academic Achievement in Science and Mathematics in Oju Local Government Area of Benue State. Global Journal of Interdisciplinary Social Sciences, G.J.I.S.S.,Vol.4(4):36-40 .
- Ostroff C (2007). General methodological and design issues. In: Ostroff C and Judge TA (eds) Perspectives on Organizational Fit. New York: Lawrence Erlbaum Associates, 389–416.

- Oswald, A. (2012). The Effect Of Working Environment On Workers Performance: The Case Of Reproductive And Child Health Care Providers In Tarime District.
- Öztürk, G. (2008). The Relationships among Public Primary School Teachers` Working Conditions, Self-Efficacy and Professional Self-Esteem. Unpublished Master`s Thesis. İstanbul: Marmara University.
- Paisey, A. (1992). Organisation and Management in Schools. 2nd edition. New York: Longman publishing.
- Patterson M G, West M A, Lawthorn R and Nickell, S (1997). Impact of People Management Practices on Business Performance, (Issues in People Management No 22). Institute of Personnel and Development, London.
- Pehlivan-Aydın, İ. (2002). İş Yaşamında Stres. (Stress at Work Life). 2. Edition. Ankara:PegamA Publishing.
- Pergamit, M. R., &Veum, J. R. (1999). What is a Promotion? Industrial and Labor Relations Review, 581-601.
- Peters L, O`Connor E (1980) Situational constraints and work outcomes: The influences of a frequently overlooked construct. Acad Manage Rev 5: 391-397.
- R. J. Parker, and J. M. Kohlmeyer III (2005). "Organizational justice and turnover in public accounting firms: a research note," Accounting, Organizations and Society, vol. 30, pp. 357-369
- Rentz, J. C., Shepherd, D., Armen, Tashchian, A., Dabholkar, P. A., Ladd, R. T. (2002). A measure of selling skill: Scale development and validation. The Journal of Personal Selling & Sales Management, 22 (Winter), 13-21.

- Riketta, M., & Dick, R. V. (2005). Foci of attachment in organizations: A meta analytic comparison of the strength and correlates of workgroup versus organizational identification and commitment. *Journal of Vocational Behavior*, 67(3), 490-510. <http://dx.doi.org/10.1016/j.jvb.2004.06.001>
- Robert, H. and H. Tim, (1998). *Essential Manager's Manual*. A korkling Kindersley Book. Colour Scan, Singapore.
- Rooney, J. (2003). Principals Who Care: A Personal Reflection. *Educational Leadership*, 60(6), 76-79.
- Rosen, J. M. (1982). *Guessing: Reading as prediction*. San Francisco, CA: Innovative Learning Strategies. (Review by Shell 1989)
- S. Spilerman and T Peterse (1999). "Organizational Structure, Determinants of Promotion, and Gender Differences in Attainment," *Social Science Research*, vol. 28, pp. 203-227
- Samupwa, M.(2008).Teacher Training and Work Behavior .*International Journal of HumanResources* ,65,88-98.
- Sauter, S. L, Murphy, L. R., & Hurrell, J. J. (1992). Prevention of work-related psychological disorders: a national strategy proposed by NIOSH in *G JobStress, Burnout and Job Satisfaction Keita and S Sauter [ends]* *Work and Wel Being: An Agenda For The 1990s*, Washington DC, American Psychological Association.
- Schade, A. (2015, April 5). Pilot testing: Getting it right (before) the first time. Retrieved April 10, 2017, from <https://www.nngroup.com/articles/pilot-testing/>



Schermerhorn, J. R., Hunt, J. G., & Osborn, R. N. (2005), *Organizational Behavior*. New York: John Wiley.

Scott, K. D., Jusanne, M., & Steven, M. E. (2000). Factors influencing employee benefits beliefs that pay is tied to performance. *Journal of Business and Psychology*, 14, 553-562.

Selamat, N., Samsu, N., & Kamalu, N. (2013). The impact of organizational climate on teachers' job performance. *Educational Research Ejournal*, 2(1), 7182. <http://dx.doi.org/10.5838/erej.2013.21.06>

Simons, T., & Enz, C. A. (1995). Motivating Hotel Employees: Beyond The Carrot and The Stick. *Cornell Hotel and Restaurant Administration Quarterly*, 36(1), 20-27.

Skolverket (2004). National Evaluation of the Compulsory School in 2003: A Summary Main Report. Retrieved in October 2008 from [www.skolverket.se/sb/d/193/url/...pdf1404](http://www.skolverket.se/sb/d/193/url/...pdf1404).

Song, S., Olshfski (2008). Friends at work: A comparative study of work attitudes in Seoul City Government and New Jersey State Government. *Administration and Society*, 40(2), 147-169.

Statt (1994) D. A. *Psychology and the World of Work*. (Washington Square, NY: New York University Press, 457 p.). *Psychology, Industrial*.

Stella.Achieng'.Odembo.(2013).Job Satisfaction And Employee Performance Within The Telecommunication Industry In Kenya: A Case Of Airtel Kenya Limited

- Storey, J (2004). *Leadership in Organization, current Issues and Key Trends*.
- Strong, M. H., Jeanneret, P. R., McPhail, S. M., & Bleckley, B (1999). Work context, taxonomy and measurement of the work environment. *American Psychological Association (Houston TX)*. 86 : 12767.
- Sümer, T. K. (2007). *İlköğretim Okullarında Yönetici Davranışlarının Öğretmenler Üzerindeki Etkilerinin Oluşturduğu Stres. (The Level of Stress Caused by the Effects of School Managers' Attitudes on Teachers)*. Unpublished Master's Thesis. İstanbul: Yeditepe University.
- Teck-Hua, H., & Catherine, Y. (2015). How a One-Time Incentive Can Induce Long Term Commitment to Training. *California Management Review*, 57(2), 113-128.
- Temessek, (2009) *Expanding the Psychosocial Work Environment: Workplace Norms and Work-Family Conflict as Correlates of Stress and Health* 3(1) 71 -88.
- The Malaysian Times (2012). English language and its importance to Malaysia's growth. Retrieved from <http://www.themalaysiantimes.com.my/english-language-and-its-importance-to-malaysia%E2%80%99s-growth/>
- The Star.(2015).English level in Malaysia not that high yet, say teachers.Retrieved 7July 2017 from <http://www.thestar.com.my/news/nation/2015/03/30/english-level-in-malaysia-not-that-high-yet-say-teachers/>
- The World Bank (2013). *Malaysia Economic Monitor: High-Performing Education Malaysia Education Blueprint 2013-2025 (Preschool to Post-Secondary Education)*
- Thompson, E.R; Phua, F.T.T. (2012). A Brief Index of Affective Job Satisfaction. *Group & Organization Management* 37 (3): 275–307.

- Trobia, A. (2008). Sampling. *Encyclopedia of survey research methods*, 784–785.
- Sekaran, U., & Bougie, R. (2010). *Research method for business* (5th ed). United Kingdom: John Wiley and Sons Ltd.
- Vallerand RJ, Mageau GA, Elliot AJ et al. (2008) Passion and performance attainment in sport. *Psychology of Sport and Exercise* 9(3): 373–392.
- Vallerand, R. J., & Houliort, N. (2003). Passion at work: Toward a new conceptualization. In D. Skarlicki, S. Gilliland, & D. Steiner (Eds.), *Social issues in management* (pp. 175–204). Greenwich, CT: Information Age.
- Vallerand, R. J., & Miquelon, P. (2007). Passion in sport: Theory, research, and applications. In D. Lavallee & S. Jowett (Eds.), *Social psychology in sport* (pp. 249–263). Champaign, IL: Human Kinetics.
- Victor, O. E., & Maurice, A. C. (2012). Influence of staff discipline and attitude to work on job satisfaction lecturers in tertiary institutions in Cross River State. *Public Policy and Administration Research*, 2(3), 25 – 33
- Vigoda E (2000) Internal politics in public administration system: an empirical examination of its relationship with job congruence, organizational citizenship behavior, and in-role performance. *Public Personnel Manage* 29: 185–210.
- Vogel, T. L. (2004). *An Analysis of the Working Conditions Experienced by Beginning Teachers in an Urban School District*. Unpublished Doctoral Dissertation. Tennessee: The University of Memphis.
- Wang, C., Yen, C., & Liu, G. (2015), How intellectual influence individual performance: A multi-level perspective. *Computers in Human Behavior*, 51(2), 930-937.

Warr, P. (2002), *Psychology at work*, London: Penguin Books.

Weitz, Barton A., Castleberry, Stephen B., & Tanner Jr., John F. (1998). *Selling: Building the partnership*, 3rd edition, United States: Irwin/McGraw Hill.

Wiley, C. (1997). What motivates employees according to over 40 years of motivation surveys. *International Journal of Manpower*, 3(18), 263-280.  
<http://dx.doi.org/10.1108/01437729710169373>

Xu,L.(2012). The Role of Teachers' Beliefs in the Language Teaching-learning Process. *Theory and Practice in Language Studies*, Vol. 2, No. 7, pp. 1397-1402

Zapatero, E. G., Maheshwari, S. Chen, J. (2011). Effectiveness of active learning environment: Should testing methods be modified? *Allied Academies International Conference. Academy of Educational Leadership. Proceedings*, 16 (2), 61-65.

<u>Questions</u>	<u>Sources</u>
<b><u>In-Service Training</u></b>	
2. I attend internal or external training courses.	Al-Nsour, M. (2012). Relationship between Incentives and Organizational Performance for Employees in the Jordanian Universities.
3. I am trained continuously.	Al-Nsour, M. (2012)
4. The frequency of training and development provided really has any positive impact on my performance	Kennedy J. (2009). The Impact Of Training And Development On Job Performance
5. The training program designed based on the requirements of the job	Asfaw, A. M., Damte, M. D., & Bayissa, L. (2015). The Impact of Training and Development on Employee Performance and Effectiveness: A Case Study of District Five Administration Office, Bole Sub-City, Addis Ababa, Ethiopia
6. The current training provided has improved my job performance	Kennedy J. (2009)
7. Training offered has been a worthwhile investment for my rights as a staff.	Kennedy J. (2009)
<b><u>Promotion of teachers</u></b>	
8. The school allows career opportunities and development for teacher.	Marwan.Al-Nsour.(2012).Relationship between Incentives and Organizational Performance for Employees in the Jordanian Universities.International Journal of Business and Management
9. An internal promotion	Ombuya.Hesborne.Nyakongo.(2011).Influence

arrangement is implemented by school.	Of Motivation On Teachers' Job Performance In Public Secondary Schools In Rachuonyio South Sub - County, Homa-Bay County: Kenya
10. I am satisfied with the commitments of different level management for their own promotion	Desta Ayele.(2014).Teachers' Job Satisfaction And Commitment In General Secondary Schools Of Hadiya Zone, In Southern Nation Nationality And People Of Regional State
11. I have opportunity to be promoted	Jarret.Guajardo.(2011).Teacher Motivation:Theoretical Framework, Situation Analysis of Save the Children Country Offices, and Recommended Strategies.Save the Children Basic Education Intern
12. I perceive my promotion and grade as fair	Stella.Achieng'.Odembo.(2013).Job Satisfaction And Employee Performance Within The Telecommunication Industry In Kenya: A Case Of Airtel Kenya Limited
13. I am satisfied with the fair promotion opportunities in school	Desta.Ayele.(2014)
<b><u>Working Environment</u></b>	
14. A positive working environment is important for me to perform well in my job	Ijaz,, M., & Khan, A. (2013). The impact of Non-Financial Incentives on employees' motivation.
15. I have work overload.	Oswald, A. (2012). The Effect Of Working Environment On Workers Performance: The Case Of Reproductive And Child Health Care Providers In Tarime District.
16. I have good relationship with my subordinate.	Oswald, A. (2012)

17. I have good relationship with my students.	Oswald, A. (2012)
18. I am comfortable with my working environment.	Oswald, A. (2012)
19. If I am granted autonomy at work I will be more motivated.	Ijaz,, M., & Khan, A. (2013). The impact of Non-Financial Incentives on employees' motivation.
<b><u>Job Passion</u></b>	Carbonneau, N., Vallerand, R. J., Fernet, C., & Guay, F. (2008). The role of passion for teaching in intrapersonal and interpersonal outcomes. <i>Journal of Educational Psychology</i> , 100(4), 977-987. doi: 10.1037/a0012545
20. I like my job as a teacher.	
21. My job as a teacher is a passion for me	
22. My job as a teacher allows me to live a variety of experiences	
23. My job as a teacher is well integrated in my life.	
24. My job as a teacher is the only thing that really turns me on.	
25. If I could, I would only do my job as a teacher.	
<b><u>Job Performance</u></b>	Amin, M., Shah, R. u., Ayaz, M., & Atta, M. A. (2013). Teachers' Job Performance At Secondary Level In Khyber. <i>Gomal University Journal of Research</i> , 29(2) Dec 2013.
<b><u>Teaching Skills</u></b>	
1. I use different methods of teaching.	

2. Most of students of my class get good marks.	
3. I teach every student according to his abilities.	
4. I come well prepared for teaching in class.	
5. I can also teach difficult lessons easily.	
6. If any student ask question I try to satisfy him at every level.	
<b>Discipline and Regularity</b>	
1. I come to school regularly.	
2. When present at school I attain my class on time.	
3. I don't do irrelevant activity in my period.	
4. I fulfil my assigned activities on time.	
5. I complete my syllabus on time.	
6. I maintain discipline in my class.	
<b>Interpersonal Relations</b>	
1. Apart from teaching I try to solve any problem of the student.	
2. I enjoy good relations with my colleagues.	
3. I co-operate with my colleagues in any work.	
4. I consult my colleagues in	



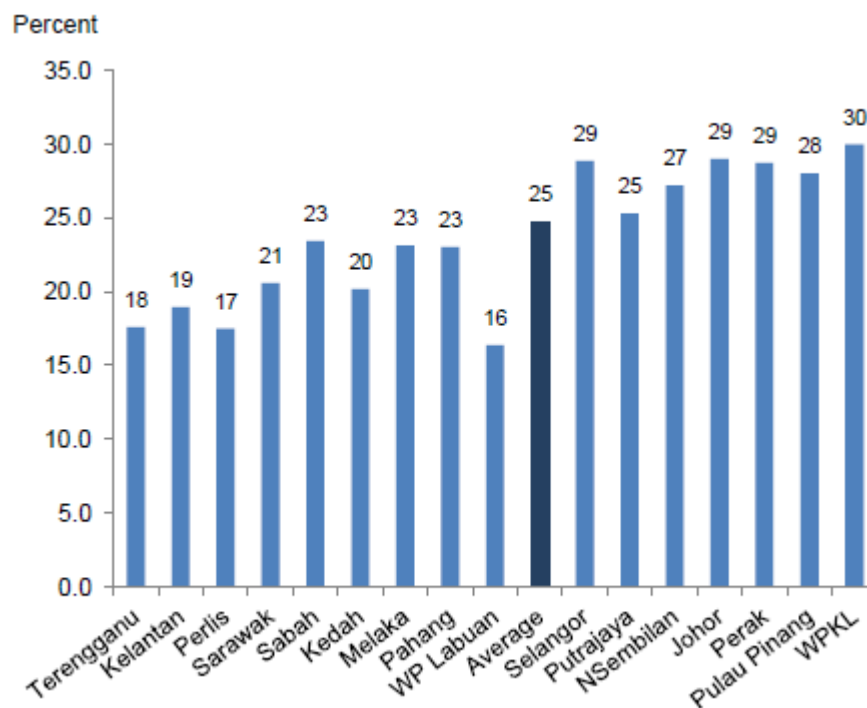
solving of my class problems.	
5. For the betterment of my students I contact their parents.	
6. I help the head in solving the problems of the school.	

**Appendix 1.1: The English level of teacher in our country is considered very low**



Source: Astro AEC Evening Edition

**Figure 1.2 Proportion of English-option English-language Primary Malaysian teachers who tested proficient in English, 2012**



Source: Malaysian Economic Monitor (2013) : High Performing Education

**APPENDIX 3.1: TABLE OF SAMPLE SIZE**

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Source: Sekaran, U., & Bougie, R. J. (2016). Research methods for business: A skill building approach (5th ed.). Chichester, West Sussex: John Wiley & Sons, Inc.

**APPENDIX 3.2: SURVEY QUESTIONNAIRE PERMISSION**  
**LETTER**



**UNIVERSITI TUNKU ABDUL RAHMAN**  
Wholly Owned by UTAR Education Foundation (Company No. 578227-M)

29<sup>th</sup> June 2017

**To Whom It May Concern,**

Dear Sir/Madam,

**Permission to Conduct Survey**

This is to confirm that the following students are currently pursuing their *Bachelor of Business Administration (Hons)* program at the Faculty of Business and Finance, Universiti Tunku Abdul Rahman (UTAR) Perak Campus.

I would be most grateful if you could assist them by allowing them to conduct their research at your institution. All information collected will be kept confidential and used only for academic purposes.

The students are as follows:

<u>Name of Student</u>	<u>Student ID</u>
Saw Qing Sheng	14ABB06839
Tey Yin Le	14ABB00545
Mok Yeu Jean	14ABB07230
Lim Chin Yi	14ABB06726
Chin Zu Den	13ABB02579

If you need further verification, please do not hesitate to contact me.

Thank you.

Yours sincerely,

.....  
Dr Choong Yuen Onn  
Head of Department,  
Faculty of Business and Finance  
Email: choongyo@utar.edu.my

.....  
Ms Chan Ling Meng  
Supervisor,  
Faculty of Business and Finance  
Email: chanlm@utar.edu.my

### APPENDIX 3.3: QUESTIONNAIRE



#### Universiti Tunku Abdul Rahman

#### **Study Of In-Service Training, Job Promotion, Working Environment And Work Passion On Job Performance Among The Primary School's English Teacher In Malaysia.**

Dear respondents,

We are final year undergraduate students of Bachelor of Business Administration (Hons) from Universiti Tunku Abdul Rahman (UTAR). We are currently doing our final year project with title "Factor that contribute job performance among primary schools' English Teachers in Malaysia: A study about in-service training, job promotion, working environment and work passion." in order to complete our honours degree program.

There are THREE (3) sections in this questionnaire. Please read the instructions carefully before answering the questions.

Please answer ALL questions in ALL sections. It will take approximately 10-15 minutes to complete this questionnaire. Your cooperation in completing this questionnaire will be kept **PRIVATE** and **CONFIDENTIAL** and be used solely for academic purposes.

Thank you and appreciate for your cooperation and participation.

#### Research Project Team Members

<b>No.</b>	<b>Name</b>	<b>Student ID</b>	<b>Contact Number</b>
1.	Saw Qing Sheng	14ABB06839	018-909 4837
2.	Tey Yin Le	14ABB00545	017-732 8982
3.	Mok Yeu Jean	14ABB07230	010-903 4088
4.	Lim Chin Yi	14ABB06726	017-959 0668
5.	Chin Zu Den	13ABB02579	011-2658 9007

**PERSONAL DATA PROTECTION STATEMENT**

Please be informed that in accordance with Personal Data Protection Act 2010 (“PDPA”) which came into force on 15 November 2013, Universiti Tunku Abdul Rahman (“UTAR”) is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

**Notice:**

1. The purposes for which your personal data may be used are inclusive but not limited to:-

- For assessment of any application to UTAR
- For processing any benefits and services
- For communication purposes
- For advertorial and news
- For general administration and record purposes
- For enhancing the value of education
- For educational and related purposes consequential to UTAR
- For the purpose of our corporate governance
- For consideration as a guarantor for UTAR staff/ student applying for his/her scholarship/ study loan

2. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.

3. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.

4. UTAR is committed in ensuring the confidentiality, protection, security and

accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

**Consent:**

1. By submitting this form you hereby authorise and consent to us processing (including disclosing) your personal data and any updates of your information, for the purposes and/or for any other purposes related to the purpose.
2. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.
3. You may access and update your personal data by writing to us at [QS1994@lutar.my](mailto:QS1994@lutar.my).

**Acknowledgment of Notice**

- I have been notified by you and that I hereby understood, consented and agreed per UTAR above notice.
- I disagree, my personal data will not be processed.

## Questionnaire

### Section A: Demographic Profile

Please provide the following information about yourself by placing a “√” on one of the blank space.

1. Gender:
  - Female
  - Male
2. Age:
  - 21-30
  - 31-40
  - 41-50
  - 51 and above
3. Race
  - Malay
  - Chinese
  - Indian
  - Others
4. Highest education completed
  - Bachelor Degree
  - Master Degree
  - PhD Degree
  - Others
5. No. of years of teaching experience
  - Less than one year
  - 1 – 3 years
  - 4 – 5 years
  - 6 – 10 years
  - Above 10 years



6. Number of years working in current school

Less than one year

1 – 3 years

4 – 5 years

6 – 10 years

Above 10 years

7. Teaching English as the main subject?

a. Yes

b. No

8. Subject/s that taught in the school:

Please list down: \_\_\_\_\_

**Section B: Variables**

Please circle according to the Likert scale which range from strongly disagree to strongly agree with each statement number from 1 to 5, where it indicates as follows:

SD = Strongly Disagree

D = Disagree

N = Neutral

A = Agree

SA = Strongly Agree

<b><u>In-Service Training</u></b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
26. I attend internal or external training courses.					
27. I am trained continuously.					
28. The frequency of training and development provided really has any positive impact on my performance					
29. The training program designed based on the requirements of the job					
30. The current training provided has improved my job performance					
31. Training offered has been a worthwhile investment for my rights as a staff.					

<b><u>Job Promotion</u></b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
32. The school allows career opportunities and development for teacher.					
33. An internal promotion arrangement is implemented by school.					

34. I am satisfied with the commitments of different level management for their own promotion					
35. I have opportunity to be promoted					
36. I perceive my promotion and grade as fair					
37. I am satisfied with the fair promotion opportunities in school					

<b><u>Working Environment</u></b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
38. A positive working environment is important for me to perform well in my job					
39. I have work overload.					
40. I have good relationship with my subordinate.					
41. I have good relationship with my students.					
42. I am comfortable with my working environment.					
43. If I am granted autonomy at work I will be more motivated.					

<b><u>Work Passion</u></b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
44. I like my job as a teacher.					
45. My job as a teacher is a passion for me					
46. My job as a teacher allows me to live a variety of experiences					
47. My job as a teacher is well integrated in my life.					

48. My job as a teacher is the only thing that really turns me on.					
49. If I could, I would only do my job as a teacher.					

**Section C: Job Performance**

This section is related to Job Performance which is affected by such factors. Please circle the number which best express your opinion based on your experiences in employment. The number 1 to 5 indicates:

SD = Strongly Disagree

D = Disagree

N = Neutral

A = Agree

SA = Strongly Agree

<b><u>Job Performance</u></b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>Management Skills</b>					
7. Apart from teaching I fulfill other responsibilities very nicely					
8. I don't let co- curricular activities to affect my class teaching					
9. I don't let my domestic affairs to interfere in my duty.					
10. If someone changes my responsibilities then I adjust myself.					
11. I try my level best to improve my performance.					
<b>Discipline and Regularity</b>					
7. I come to school regularly.					
8. When present at school I attain my class on time.					

9. I don't do irrelevant activity in my period.					
10. I fulfil my assigned activities on time.					
11. I complete my syllabus on time.					
12. I maintain discipline in my class.					
<b>Interpersonal Relations</b>					
7. Apart from teaching I try to solve any problem of the student.					
8. I enjoy good relations with my colleagues.					
9. I co-operate with my colleagues in any work.					
10. I consult my colleagues in solving of my class problems.					
11. For the betterment of my students I contact their parents.					
12. I help the head in solving the problems of the school.					

## APPENDIX 3.4: PILOT TEST (RELIABILITY TEST)

### 1<sup>st</sup> Independent Variable- In-Service Training

**Reliability test(In-service training)**  
The CORR Procedure

6 Variables: In-Service Training1 In-Service Training2 In-Service Training3 In-Service Training4 In-Service Training5 In-Service Training6

Simple Statistics										
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label			
In-Service Training1	30	4.16667	0.69893	125.00000	3.00000	5.00000	Internal/external training, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data			
In-Service Training2	30	4.00000	0.58722	120.00000	3.00000	5.00000	Trained Continuously, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data			
In-Service Training3	30	4.16667	0.69893	125.00000	3.00000	5.00000	Training and Development, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data			
In-Service Training4	30	4.16667	0.69893	125.00000	3.00000	5.00000	Job Requirements, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data			
In-Service Training5	30	4.33333	0.47946	130.00000	4.00000	5.00000	Training Improved Job Performance, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data			
In-Service Training6	30	4.16667	0.69893	125.00000	3.00000	5.00000	Investment for rights as a staff, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data			

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.955556
Standardized	0.955479

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Alpha Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
In-Service Training1	0.969387	0.934164	0.959132	0.935775	Internal/external training, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
In-Service Training2	0.456435	0.986111	0.468369	0.988055	Trained Continuously, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
In-Service Training3	0.969387	0.934164	0.959132	0.935775	Training and Development, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
In-Service Training4	0.969387	0.934164	0.959132	0.935775	Job Requirements, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
In-Service Training5	0.892573	0.948795	0.895854	0.943036	Training Improved Job Performance, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
In-Service Training6	0.969387	0.934164	0.959132	0.935775	Investment for rights as a staff, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data

Pearson Correlation Coefficients, N = 30 Prob >  r  under H0: Rho=0						
	In-Service Training1	In-Service Training2	In-Service Training3	In-Service Training4	In-Service Training5	In-Service Training6
In-Service Training1	1.00000	0.42008	1.00000	1.00000	0.85749	1.00000
Internal/external training, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data		0.0208	<.0001	<.0001	<.0001	<.0001
In-Service Training2	0.42008	1.00000	0.42008	0.42008	0.61237	0.42008
Trained Continuously, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data	0.0208		0.0208	0.0208	0.0003	0.0208
In-Service Training3	1.00000	0.42008	1.00000	1.00000	0.85749	1.00000
Training and Development, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data	<.0001	0.0208		<.0001	<.0001	<.0001
In-Service Training4	1.00000	0.42008	1.00000	1.00000	0.85749	1.00000
Job Requirements, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data	<.0001	0.0208	<.0001		<.0001	<.0001
In-Service Training5	0.85749	0.61237	0.85749	0.85749	1.00000	0.85749
Training Improved Job Performance, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data	<.0001	0.0003	<.0001	<.0001		<.0001
In-Service Training6	1.00000	0.42008	1.00000	1.00000	0.85749	1.00000
Investment for rights as a staff, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data	<.0001	0.0208	<.0001	<.0001	<.0001	

## 2<sup>nd</sup> Independent Variable- Job Promotion

### Reliability test(job promotion)

The CORR Procedure

6 Variables: Job Promotion1 Job Promotion2 Job Promotion3 Job Promotion4 Job Promotion5 Job Promotion6

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Job Promotion1	30	3.66667	0.47946	110.00000	3.00000	4.00000	Career Opportunities and Development, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Promotion2	30	3.50000	0.50855	105.00000	3.00000	4.00000	Internal Promotion, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Promotion3	30	3.66667	0.47946	110.00000	3.00000	4.00000	Commitments of level management, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Promotion4	30	3.66667	0.47946	110.00000	3.00000	4.00000	Opportunity Promoted, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Promotion5	30	3.83333	0.37905	115.00000	3.00000	4.00000	Fair Promotion/Grade, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Promotion6	30	4.00000	0.58722	120.00000	3.00000	5.00000	Satisfied Fair Promotion Opportunities, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.880851
Standardized	0.885531

### Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables		Standardized Variables		Alpha Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
Job Promotion1	0.812500	0.839844	0.813506	0.846562	Career Opportunities and Development, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Promotion2	0.598050	0.875912	0.591175	0.882745	Internal Promotion, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Promotion3	0.812500	0.839844	0.813506	0.846562	Commitments of level management, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Promotion4	0.401478	0.904605	0.406639	0.910438	Opportunity Promoted, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Promotion5	0.790906	0.851064	0.788280	0.850827	Fair Promotion/Grade, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Promotion6	0.804084	0.840517	0.809564	0.847231	Satisfied Fair Promotion Opportunities, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data

### Pearson Correlation Coefficients, N = 30

Prob > |r| under H0: Rho=0

	Job Promotion1	Job Promotion2	Job Promotion3	Job Promotion4	Job Promotion5	Job Promotion6
<b>Job Promotion1</b>	1.00000	0.70711	1.00000	0.25000	0.63246	0.61237
Career Opportunities and Development, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data		<.0001	<.0001	0.1827	0.0002	0.0003
<b>Job Promotion2</b>	0.70711	1.00000	0.70711	0.00000	0.44721	0.57735
Internal Promotion, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data		<.0001	<.0001	1.0000	0.0132	0.0008
<b>Job Promotion3</b>	1.00000	0.70711	1.00000	0.25000	0.63246	0.61237
Commitments of level management, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data		<.0001	<.0001	0.1827	0.0002	0.0003
<b>Job Promotion4</b>	0.25000	0.00000	0.25000	1.00000	0.63246	0.61237
Opportunity Promoted, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data		0.1827	1.0000	0.1827	0.0002	0.0003
<b>Job Promotion5</b>	0.63246	0.44721	0.63246	0.63246	1.00000	0.77460
Fair Promotion/Grade, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data		0.0002	0.0132	0.0002	0.0002	<.0001
<b>Job Promotion6</b>	0.61237	0.57735	0.61237	0.61237	0.77460	1.00000
Satisfied Fair Promotion Opportunities, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data		0.0003	0.0008	0.0003	0.0003	<.0001



### 3<sup>rd</sup> Independent Variable- Working Environment

#### Reliability test(working environment)

The CORR Procedure

6 Variables: Working Environment1 Working Environment 2 (R) Working Environment3 Working Environment4 Working Environment5 Working Environment6

Simple Statistics						
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
Working Environment1	304	5.00000	0.50855135	1535.000000	4.00000	5.00000
Working Environment 2 (R)	304	3.33333	0.73030124	1020.00000	3.00000	5.00000
Working Environment3	304	3.33333	0.47946130	1020.00000	4.00000	5.00000
Working Environment4	304	3.33333	0.47946130	1020.00000	4.00000	5.00000
Working Environment5	304	5.00000	0.50855135	1535.00000	4.00000	5.00000
Working Environment6	303	6.66670	0.47946110	2020.00000	3.00000	4.00000

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.842644
Standardized	0.836098

Cronbach Coefficient Alpha with Deleted Variable				
Deleted Variable	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha
Working Environment1	0.6805980	0.806007	0.670255	0.797261
Working Environment 2 (R)	0.9195510	0.745192	0.920386	0.742840
Working Environment3	0.8530110	0.775837	0.845123	0.759809
Working Environment4	0.8530110	0.775837	0.845123	0.759809
Working Environment5	0.6421110	0.813229	0.640970	0.803271
Working Environment6	-.0599760	0.921763	-.083444	0.929863

Pearson Correlation Coefficients, N = 30 Prob >  r  under H0: Rho=0						
	Working Environment1	Working Environment 2 (R)	Working Environment3	Working Environment4	Working Environment5	Working Environment6
Working Environment1	1.00000	0.74278	0.70711	0.70711	0.33333	0.00000
Well Performance, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data		<.0001	<.0001	<.0001	0.0719	1.0000
Working Environment 2 (R)	0.74278	1.00000	0.85349	0.85349	0.64993	0.13131
workoverload, 1=strongly disagree, 2= disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data	<.0001		<.0001	<.0001	0.0001	0.4892
Working Environment3	0.70711	0.85349	1.00000	1.00000	0.70711	-0.25000
Good Relationship With Subordinate, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data	<.0001	<.0001		<.0001	<.0001	0.1827
Working Environment4	0.70711	0.85349	1.00000	1.00000	0.70711	-0.25000
Good Relationship With Students, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data	<.0001	<.0001	<.0001		<.0001	0.1827
Working Environment5	0.33333	0.64993	0.70711	0.70711	1.00000	0.00000
Comfortable Working Environment, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data	0.0719	0.0001	<.0001	<.0001		1.0000
Working Environment6	0.00000	0.13131	-0.25000	-0.25000	0.00000	1.00000
Granted Autonomy, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data	1.0000	0.4892	0.1827	0.1827	1.0000	

## 4<sup>th</sup> Independent Variable- Work Passion

### Reliability test(work passion)

The CORR Procedure

6 Variables: Work Passion1 Work Passion2 Work Passion3 Work Passion4 Work Passion5 Work Passion6

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Work Passion1	30	4.33333	0.75810	130.00000	3.00000	5.00000	Like My Job As Teacher, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Work Passion2	30	4.16667	0.69893	125.00000	3.00000	5.00000	Passion, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Work Passion3	30	4.33333	0.47946	130.00000	4.00000	5.00000	Live Variety Of Experience, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Work Passion4	30	4.16667	0.69893	125.00000	3.00000	5.00000	Well Integrated, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Work Passion5	30	4.00000	0.58722	120.00000	3.00000	5.00000	Job Turns On, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Work Passion6	30	4.16667	0.37905	125.00000	4.00000	5.00000	Only Do Teacher Job

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.847584
Standardized	0.858030

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
Work Passion1	0.775398	0.791925	0.726418	0.819520	Like My Job As Teacher, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Work Passion2	0.785905	0.788690	0.742821	0.816397	Passion, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Work Passion3	0.639051	0.825359	0.633956	0.836741	Live Variety Of Experience, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Work Passion4	0.785905	0.788690	0.772767	0.810641	Well Integrated, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Work Passion5	0.226941	0.890558	0.284246	0.896195	Job Turns On, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Work Passion6	0.730297	0.821759	0.765466	0.812051	Only Do Teacher Job

Pearson Correlation Coefficients, N = 30 Prob >  r  under H0: Rho=0							
	Work Passion1	Work Passion2	Work Passion3	Work Passion4	Work Passion5	Work Passion6	
<b>Work Passion1</b>	1.00000	0.86772	0.63246	0.86772	0.00000	0.40000	
Like My Job As Teacher, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data		<.0001	0.0002	<.0001	1.0000	0.0285	
<b>Work Passion2</b>	0.86772	1.00000	0.34300	0.64706	0.42008	0.54233	
Passion, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data	<.0001		0.0635	0.0001	0.0208	0.0020	
<b>Work Passion3</b>	0.63246	0.34300	1.00000	0.85749	0.00000	0.63246	
Live Variety Of Experience, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data	0.0002	0.0635		<.0001	1.0000	0.0002	
<b>Work Passion4</b>	0.86772	0.64706	0.85749	1.00000	0.00000	0.54233	
Well Integrated, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data	<.0001	0.0001	<.0001		1.0000	0.0020	
<b>Work Passion5</b>	0.00000	0.42008	0.00000	0.00000	1.00000	0.77460	
Job Turns On, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data	1.0000	0.0208	1.0000	1.0000		<.0001	
<b>Work Passion6</b>	0.40000	0.54233	0.63246	0.54233	0.77460	1.00000	
Only Do Teacher Job	0.0285	0.0020	0.0002	0.0020	<.0001		

## Dependent Variable- Job Performance

### Reliability test(job performance)

The CORR Procedure

17 Variables: Job Performance1 Job Performance2 Job Performance3 Job Performance4 Job Performance5 Job Performance6 Job Performance7 Job Performance8 Job Performance9 Job Performance10 Job Performance11 Job Performance12 Job Performance13 Job Performance14 Job Performance15 Job Performance16 Job Performance17

Simple Statistics						
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
Job Performance1	30	4.33333	0.47946	130.00000	4.00000	5.00000
Job Performance2	30	4.16667	0.37905	125.00000	4.00000	5.00000
Job Performance3	30	4.16667	0.37905	125.00000	4.00000	5.00000
Job Performance4	30	4.16667	0.37905	125.00000	4.00000	5.00000
Job Performance5	30	4.33333	0.47946	130.00000	4.00000	5.00000
Job Performance6	30	4.66667	0.47946	140.00000	4.00000	5.00000
Job Performance7	30	4.83333	0.37905	145.00000	4.00000	5.00000
Job Performance8	30	4.66667	0.47946	140.00000	4.00000	5.00000
Job Performance9	30	4.66667	0.47946	140.00000	4.00000	5.00000
Job Performance10	30	4.66667	0.47946	140.00000	4.00000	5.00000
Job Performance11	30	4.66667	0.47946	140.00000	4.00000	5.00000
Job Performance12	30	4.33333	0.47946	130.00000	4.00000	5.00000
Job Performance13	30	4.50000	0.50855	135.00000	4.00000	5.00000
Job Performance14	30	4.50000	0.50855	135.00000	4.00000	5.00000
Job Performance15	30	4.33333	0.47946	130.00000	4.00000	5.00000
Job Performance16	30	4.16667	0.37905	125.00000	4.00000	5.00000
Job Performance17	30	4.33333	0.47946	130.00000	4.00000	5.00000

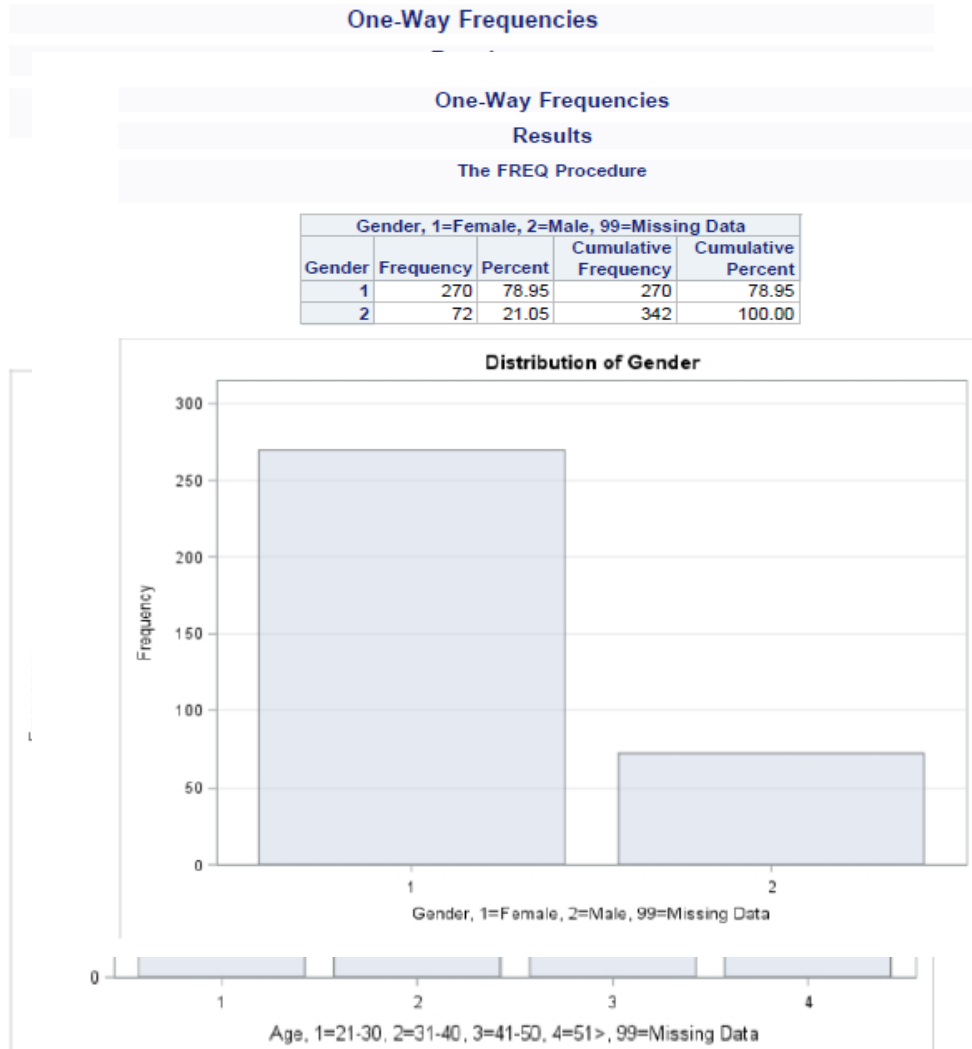
Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.941156
Standardized	0.938657

### Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables		Standardized Variables		Alpha Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
Job Performance1	0.379942	0.944123	0.399161	0.940765	Fulfill Other Responsibilities, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance2	0.567962	0.939785	0.583385	0.936854	Co-cumcular Activities Affect, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance3	0.567962	0.939785	0.583385	0.936854	Domestic Affairs, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance4	0.567962	0.939785	0.583385	0.936854	Responsibilities Adjusted, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance5	0.664258	0.937950	0.663892	0.935108	Improve Performance, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance6	0.887327	0.932897	0.876779	0.930381	Come School Regularly, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance7	0.567962	0.939785	0.560397	0.937349	Attain Class On Time, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance8	0.887327	0.932897	0.876779	0.930381	Irrelevant Activity, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance9	0.887327	0.932897	0.876779	0.930381	Assigned Activities On Time, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance10	0.887327	0.932897	0.876779	0.930381	Complete Syllabus On Time, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance11	0.887327	0.932897	0.876779	0.930381	Maintain Discipline, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance12	0.379942	0.944123	0.356396	0.941656	Problem Solving, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance13	0.660946	0.933333	0.656429	0.930840	Good Relations, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance14	0.660946	0.933333	0.656429	0.930840	Co-operate With Colleagues, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance15	0.664258	0.937950	0.682382	0.934704	Consults Colleagues, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance16	0.221880	0.945641	0.202095	0.944820	Contact Parents, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance17	0.664258	0.937950	0.663892	0.935108	Help Head Solving Problem, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data

**APPENDIX 4.1: FULL TEST (DESCRIPTIVE ANALYSIS)**

**Respondents' Gender**



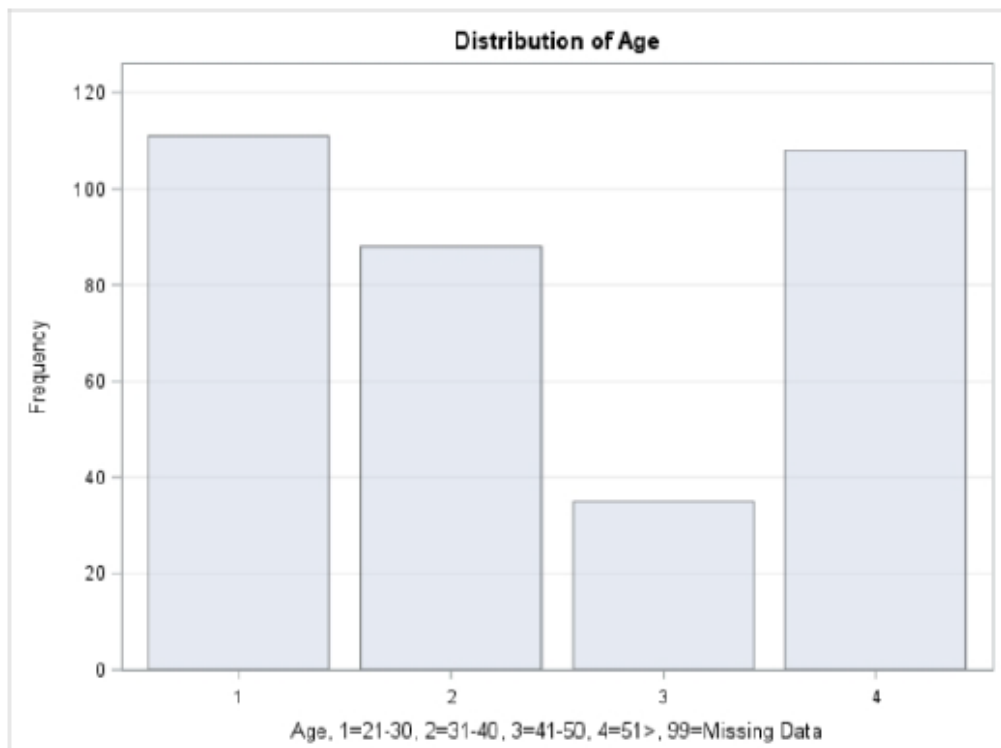
## Respondents' Age

### One-Way Frequencies

#### Results

#### The FREQ Procedure

Age, 1=21-30, 2=31-40, 3=41-50, 4=51>, 99=Missing Data				
Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	111	32.46	111	32.46
2	88	25.73	199	58.19
3	35	10.23	234	68.42
4	108	31.58	342	100.00



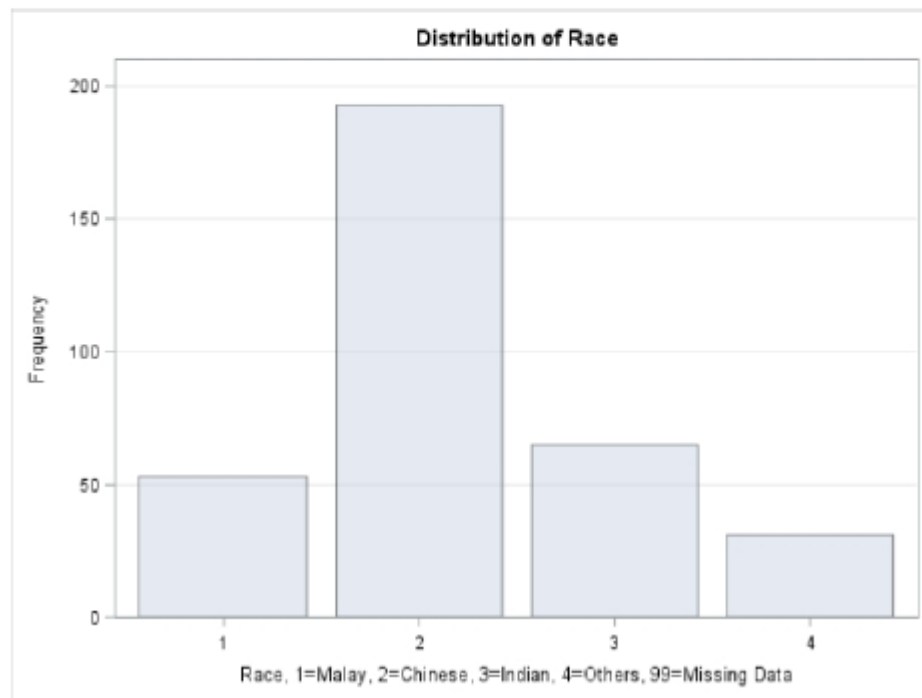
## Respondents' Race

### One-Way Frequencies

#### Results

The FREQ Procedure

Race, 1=Malay, 2=Chinese, 3=Indian, 4=Others, 99=Missing Data				
Race	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	53	15.50	53	15.50
2	193	56.43	246	71.93
3	65	19.01	311	90.94
4	31	9.06	342	100.00



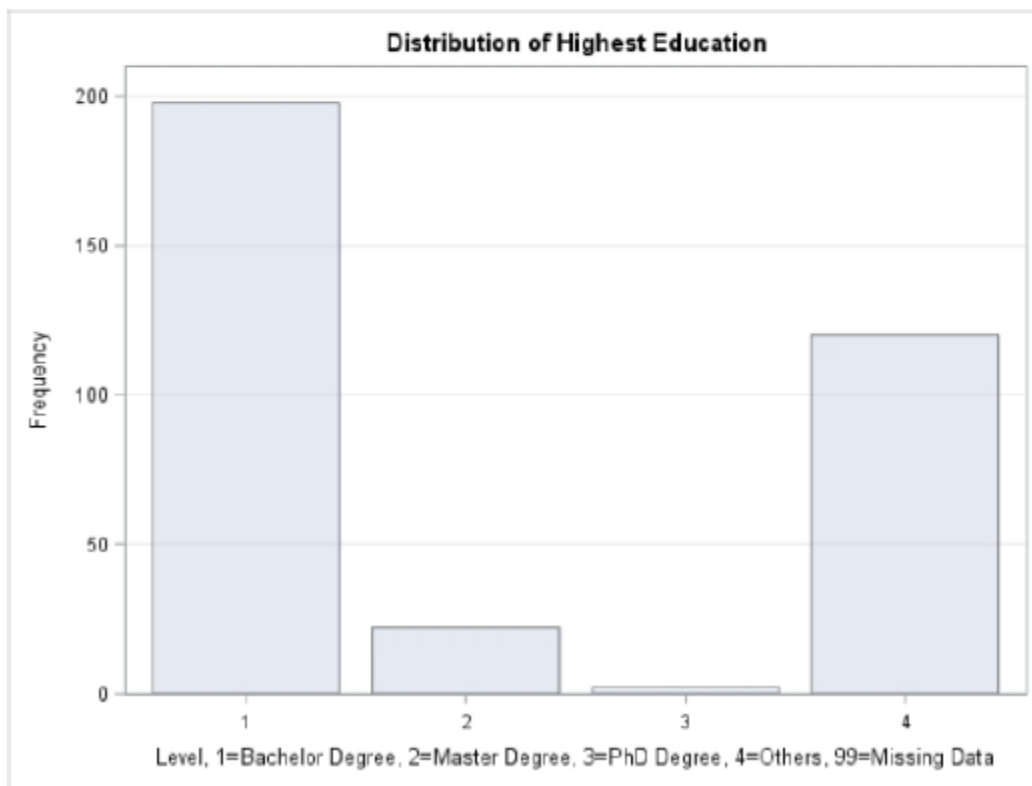
### Respondents' Higher Education Completed

#### One-Way Frequencies

#### Results

#### The FREQ Procedure

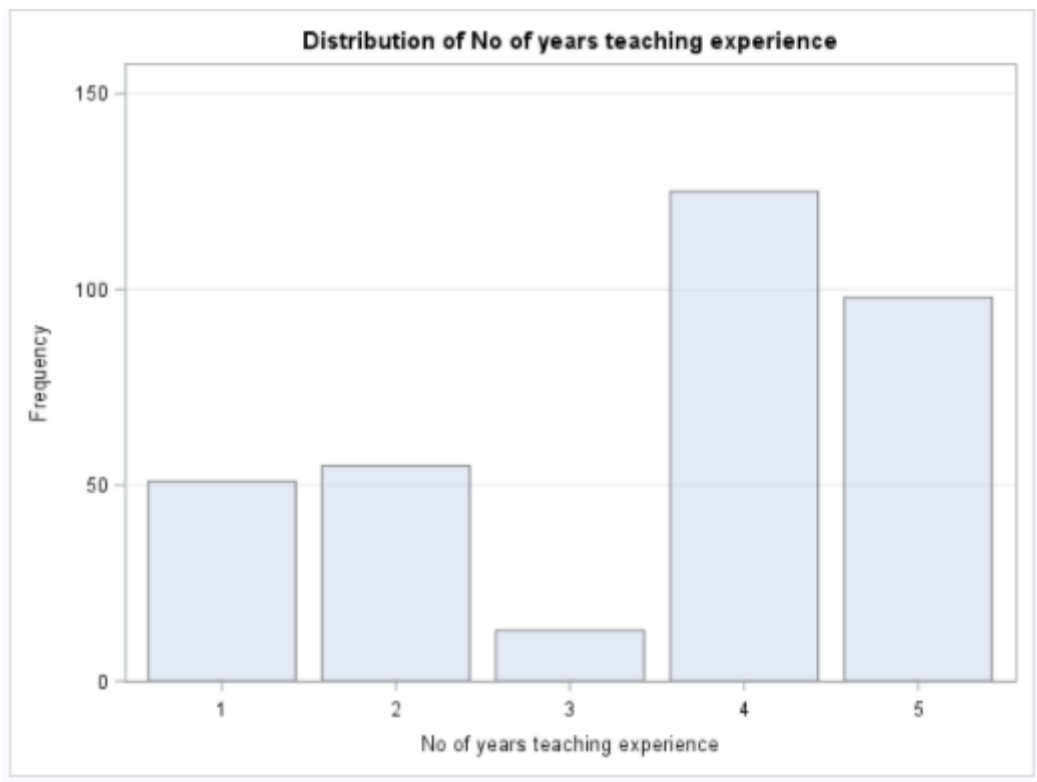
Level, 1=Bachelor Degree, 2=Master Degree, 3=PhD Degree, 4=Others, 99=Missing Data				
Highest Education	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	198	57.89	198	57.89
2	22	6.43	220	64.33
3	2	0.58	222	64.91
4	120	35.09	342	100.00



### Respondents' No of years Teaching Experience

One-Way Frequencies  
Results  
The FREQ Procedure

Teaching experience, 1=Less than one year, 2=1-3 years, 3= 4-5 years, 4=6-10 years, 5= Above 10 years, 99=Missing Data				
No of years teaching experience	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	51	14.91	51	14.91
2	55	16.08	106	30.99
3	13	3.80	119	34.80
4	125	36.55	244	71.35
5	98	28.65	342	100.00





## Respondents' Working Years in Current School

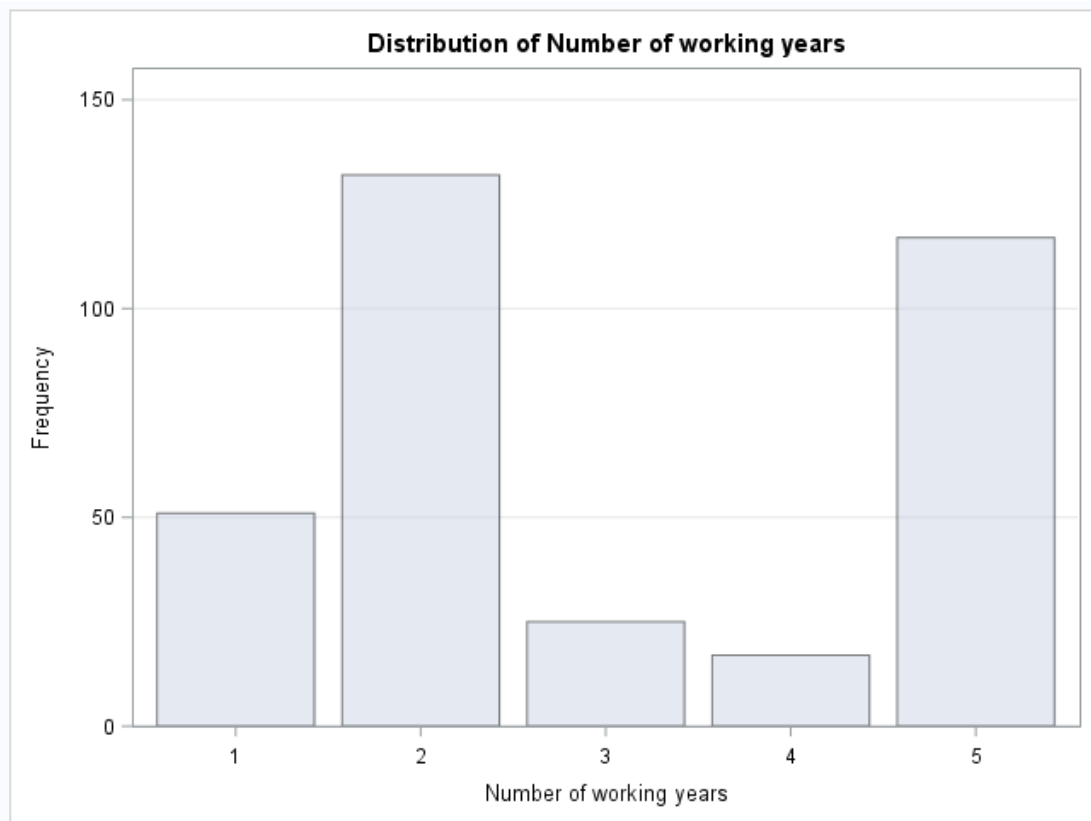
### One-Way Frequencies

#### Results

The FREQ Procedure

Working years in current school, 1=Less than one year, 2=1-3 years, 3=4-5 years, 4=6-10 years, 5=Above 10 years, 99=Missing Data

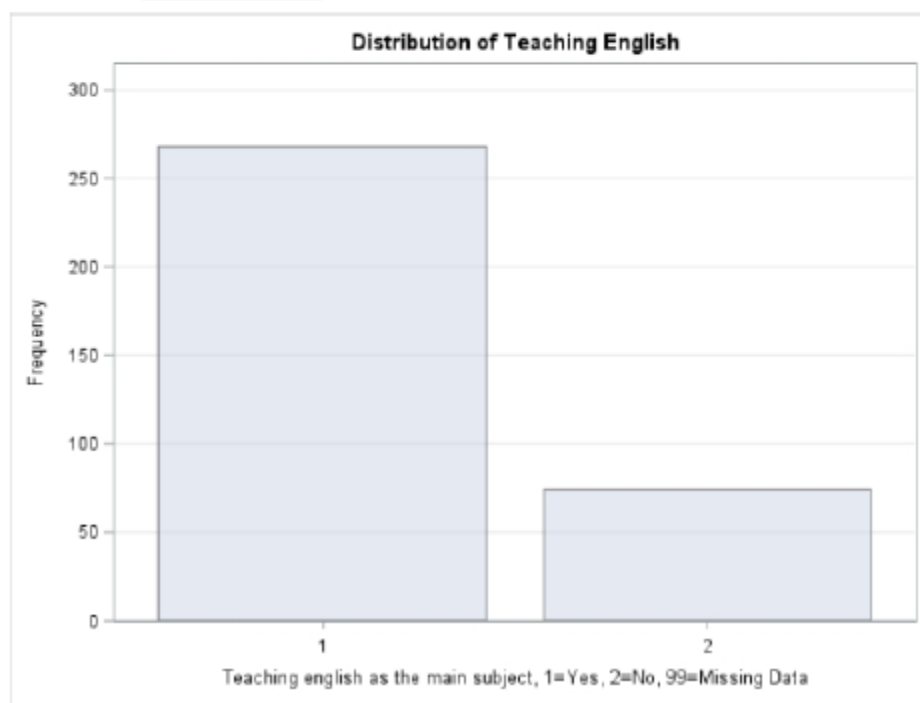
Number of working years	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	51	14.91	51	14.91
2	132	38.60	183	53.51
3	25	7.31	208	60.82
4	17	4.97	225	65.79
5	117	34.21	342	100.00



**Respondents' Teaching English as the main subject**

**One-Way Frequencies**  
**Results**  
**The FREQ Procedure**

Teaching english as the main subject, 1=Yes, 2=No, 99=Missing Data				
Teaching English	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	268	78.36	268	78.36
2	74	21.64	342	100.00



## **APPENDIX 4.2: FULL TEST (SUMMARY STATISTICS)**

Summary Statistics						
Results						
The MEANS Procedure						
Variable	Label	Mean	Std Dev	Minimum	Maximum	N
Gender	Gender, 1=Female, 2=Male, 99=Missing Data	1.2105263	0.4082798	1.0000000	2.0000000	342
Age	Age, 1=21-30, 2=31-40, 3=41-50, 4=51+, 99=Missing Data	2.4093567	1.2356983	1.0000000	4.0000000	342
Race	Race, 1=Malay, 2=Chinese, 3=Indian, 4=Others, 99=Missing Data	2.2163743	0.8140776	1.0000000	4.0000000	342
Highest Education	Level, 1=Bachelor Degree, 2=Master Degree, 3=PhD Degree, 4=Others, 99=Missing Data	2.1286550	1.4062483	1.0000000	4.0000000	342
No of years teaching experience	Teaching experience, 1=Less than one year, 2=1-3 years, 3=4-5 years, 4=6-10 years, 5= Above 10 years, 99=Missing Data	3.4795322	1.4300470	1.0000000	5.0000000	342
Number of working years	Working years in current school, 1=Less than one year, 2=1-3 years, 3=4-5 years, 4=6-10 years, 5=Above 10 years, 99=Missing Data	3.0497076	1.5508535	1.0000000	5.0000000	342
Teaching English	Teaching english as the main subject, 1=Yes, 2=No, 99=Missing Data	1.2163743	0.4123757	1.0000000	2.0000000	342

## **APPENDIX 4.3: CENTRAL TENDENCIES MEASUREMENT OF CONSTRUCTS**

### **Statistics of In-Service Training**

Variable	Statement	Sample Size, N	Mean	Standard Deviation	Ranking (Mean)	Ranking (Standard Deviation)
IST1	I attend internal or external training courses.	342	4.15789	0.75324	5	1
IST2	I am trained continuously.	342	4.00292	0.63845	6	5
IST3	The frequency of training and development provided really has any positive impact on my performance.	342	4.21345	0.66195	3	3

IST4	The training program designed based on the requirements of the job.	342	4.21637	0.66321	2	2
IST5	The current training provided has improved my job performance.	342	4.35088	0.47794	1	6
IST6	Training offered has been a worthwhile investment for my rights as a staff.	342	4.20175	0.65675	4	4

Source: Developed for the Research

### **Statistics of Job Promotion**

Variable	Statement	Sample Size, N	Mean	Standard Deviation	Ranking (Mean)	Ranking (Standard Deviation)
JP1	The school allows career opportunities and development for teacher.	342	3.66959	0.47105	3	6
JP2	An internal promotion arrangement is implemented by school.	342	3.42982	0.67597	6	1
JP3	I am satisfied with the commitments of different level management for their own promotion.	342	3.59942	0.55785	5	3

JP4	I have opportunity to be promoted.	342	3.63450	0.55043	4	4
JP5	I perceive my promotion and grade as fair.	342	3.80117	0.47973	2	5
JP6	I am satisfied with the fair promotion opportunities in school.	342	3.97368	0.66492	1	2

Source: Developed for the Research

### **Statistics of Working Environment**

Variable	Statement	Sample Size, N	Mean	Standard Deviation	Ranking (Mean)	Ranking (Standard Deviation)
WE1	A positive working environment is important for me to perform well in my job	342	4.47368	0.50004	1	2
WE2	I have work overload.	342	4.14620	071574	3	3
WE3	I have good relationship with my subordinate.	342	4.33918	0.47413	2	4
WE4	I have good relationship with my students.	342	3.37135	0.48387	5	5

WE5	I am comfortable with my working environment.	342	4.54386	0.49880	4	6
WE6	If I am granted autonomy at work I will be more motivated.	342	3.69883	0.52498	6	1

Source: Developed for the Research

### **Statistics of Work Passion**

Variable	Statement	Sample Size, N	Mean	Standard Deviation	Ranking (Mean)	Ranking (Standard Deviation)
WP1	I like my job as a teacher.	342	4.40643	0.71537	1	1
WP2	My job as a teacher is a passion for me	342	4.16667	0.69244	3	2
WP3	My job as a teacher allows me to live a variety of experiences	342	4.33918	0.47413	2	5
WP4	My job as a teacher is well integrated in my life.	342	4.20468	0.65807	3	3
WP5	My job as a teacher is the only thing that really turns me on.	342	3.99415	0.58322	4	4
WP6	If I could, I would only do my job as a teacher.	342	4.16667	0.37322	3	6

Source: Developed for the Research

### Statistics of Job Performance

Variable	Statement	Sample Size, N	Mean	Standard Deviation	Ranking (Mean)	Ranking (Standard Deviation)
<b>Management Skills</b>						
MS1	Apart from teaching I fulfil other responsibilities very nicely	342	4.27193	0.51860	2	1
MS2	I don't let co- curricular activities to affect my class teaching	342	4.13743	0.43505	4	3
MS3	I don't let my domestic affairs to interfere in my duty.	342	4.13743	0.43505	4	3
MS4	If someone changes my responsibilities then I adjust myself.	342	4.20468	0.40406	3	4
MS5	I try my level best to improve my performance.	342	4.37427	0.48464	1	2
<b>Discipline and Regularity</b>						
DR1	I come to school regularly.	342	4.67544	0.46890	2	2
DR2	When present at school I attain my class on time.	342	4.80117	0.47973	1	1
DR3	I don't do irrelevant activity in	342	4.67544	0.46890	2	2

	my period.					
DR4	I fulfil my assigned activities on time.	342	4.67544	0.46890	2	2
DR5	I complete my syllabus on time.	342	4.67544	0.46890	2	2
DR6	I maintain discipline in my class.	342	4.67544	0.46890	2	2
<b>Interpersonal Relations</b>						
IR1	Apart from teaching I try to solve any problem of the student.	342	4.36842	0.48308	2	3
IR2	I enjoy good relations with my colleagues.	342	4.54094	0.49905	1	2
IR3	I co-operate with my colleagues in any work.	342	4.54094	0.49905	1	2
IR4	I consult my colleagues in solving of my class problems.	342	4.33918	0.47413	2	4
IR5	For the betterment of my students I contact their parents.	342	4.13158	0.43010	4	5
IR6	I help the head in solving the problems of the school.	342	4.33918	0.54330	3	1

Source: Developed for the Research



**APPENDIX 4.4: FULL TEST (RELIABILITY TEST)**

**1<sup>st</sup> Independent Variable – In-Service Training**

**Reliability Test(In-Service Training)**  
The CORR Procedure

6 Variables: In-Service Training1 In-Service Training2 In-Service Training3 In-Service Training4 In-Service Training5 In-Service Training6

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
In-Service Training1	342	4.15789	0.75324	1422	3.00000	5.00000	Internal/external training, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
In-Service Training2	342	4.00292	0.63845	1369	3.00000	5.00000	Trained Continuously, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
In-Service Training3	342	4.21345	0.66195	1441	3.00000	5.00000	Training and Development, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
In-Service Training4	342	4.21637	0.66321	1442	3.00000	5.00000	Job Requirements, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
In-Service Training5	342	4.35088	0.47794	1488	4.00000	5.00000	Training Improved Job Performance, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
In-Service Training6	342	4.20175	0.65675	1437	3.00000	5.00000	Investment for rights as a staff, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.923595
Standardized	0.927080

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
In-Service Training1	0.827556	0.904336	0.823454	0.909035	Internal/external training, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
In-Service Training2	0.458987	0.949820	0.472348	0.953050	Trained Continuously, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
In-Service Training3	0.895446	0.893476	0.888193	0.900285	Training and Development, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
In-Service Training4	0.874499	0.896452	0.867326	0.903128	Job Requirements, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
In-Service Training5	0.816157	0.910764	0.818240	0.909730	Training Improved Job Performance, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
In-Service Training6	0.885848	0.894948	0.885554	0.900646	Investment for rights as a staff, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data

**2<sup>nd</sup> Independent Variable- Job Promotion**

**Reliability Test(Job Promotion)**  
The CORR Procedure

6 Variables: Job Promotion1 Job Promotion2 Job Promotion3 Job Promotion4 Job Promotion5 Job Promotion6

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Job Promotion1	342	3.66959	0.47105	1255	3.00000	4.00000	Career Opportunities and Development, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Promotion2	342	3.42982	0.67597	1173	1.00000	4.00000	Internal Promotion, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Promotion3	342	3.59942	0.55785	1231	2.00000	4.00000	Commitments of level management, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Promotion4	342	3.63450	0.55043	1243	2.00000	4.00000	Opportunity Promoted, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Promotion5	342	3.80117	0.47973	1300	2.00000	4.00000	Fair Promotion/Grade, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Promotion6	342	3.97368	0.66492	1359	2.00000	5.00000	Satisfied Fair Promotion Opportunities, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.890101
Standardized	0.889589

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
Job Promotion1	0.449504	0.905361	0.442304	0.910335	Career Opportunities and Development, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Promotion2	0.762858	0.863307	0.761079	0.861546	Internal Promotion, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Promotion3	0.858024	0.846997	0.865300	0.844235	Commitments of level management, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Promotion4	0.539274	0.895947	0.532198	0.897193	Opportunity Promoted, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Promotion5	0.836541	0.855500	0.824159	0.851151	Fair Promotion/Grade, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Promotion6	0.851995	0.845694	0.849946	0.846829	Satisfied Fair Promotion Opportunities, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data

### 3<sup>rd</sup> Independent Variable – Working Environment

#### Reliability Test(Working Environment)

The CORR Procedure

6 Variables: Working Environment1 Working Environment 2 (R) Working Environment3 Working Environment4 Working Environment5 Working Environment6

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Working Environment1	342	4.47368	0.50004	1530	4.00000	5.00000	Well Performance, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Working Environment 2 (R)	342	4.14620	0.71574	1418	3.00000	5.00000	workoverload, 1=strongly disagree, 2= disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
Working Environment3	342	4.33918	0.47413	1484	4.00000	5.00000	Data Good Relationship With Subordinate, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing
Working Environment4	342	4.37135	0.48387	1495	4.00000	5.00000	Good Relationship With Students, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Working Environment5	342	4.54386	0.49880	1554	4.00000	5.00000	Comfortable Working Environment, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Working Environment6	342	3.69883	0.52498	1265	3.00000	5.00000	Granted Autonomy, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.822386
Standardized	0.822548

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Alpha Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
Working Environment1	0.668122	0.778687	0.659458	0.779034	Well Performance, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Working Environment 2 (R)	0.921399	0.703324	0.922671	0.718076	workoverload, 1=strongly disagree, 2= disagree, 3=neutral, 4=agree, 5=strongly agree, 99=missing data
Working Environment3	0.832332	0.747968	0.833307	0.739531	Good Relationship With Subordinate, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Working Environment4	0.822253	0.748640	0.824769	0.741539	Good Relationship With Students, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Working Environment5	0.587384	0.794817	0.582401	0.795628	Comfortable Working Environment, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Working Environment6	-.085765	0.914841	-.104930	0.920876	Granted Autonomy, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data

### 4<sup>th</sup> Independent Variable- Work Passion

#### Reliability Test(Work Passion)

The CORR Procedure

6 Variables: Work Passion1 Work Passion2 Work Passion3 Work Passion4 Work Passion5 Work Passion6

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Work Passion1	342	4.40643	0.71537	1507	3.00000	5.00000	Like My Job As Teacher, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Work Passion2	342	4.16667	0.69244	1425	3.00000	5.00000	Passion, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Work Passion3	342	4.33918	0.47413	1484	4.00000	5.00000	Live Variety Of Experience, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Work Passion4	342	4.20468	0.65807	1438	3.00000	5.00000	Well Integrated, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Work Passion5	342	3.99415	0.58322	1366	3.00000	5.00000	Job Turns On, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Work Passion6	342	4.16667	0.37322	1425	4.00000	5.00000	Only Do Teacher Job

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.836879
Standardized	0.849293

Cronbach Coefficient Alpha with Deleted Variable					
Deleted Variable	Raw Variables		Standardized Variables		Alpha Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
Work Passion1	0.734143	0.783839	0.688871	0.813453	Like My Job As Teacher, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Work Passion2	0.752563	0.778816	0.716878	0.807954	Passion, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Work Passion3	0.624077	0.811779	0.628094	0.825169	Live Variety Of Experience, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Work Passion4	0.759431	0.777400	0.755355	0.800296	Well Integrated, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Work Passion5	0.226115	0.880223	0.278138	0.887081	Job Turns On, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Work Passion6	0.736359	0.805555	0.765888	0.798178	Only Do Teacher Job

## Dependent Variable- Job Performance

### Reliability Test (Job Performance)

The CORR Procedure

17 Variables: Job Performance1 Job Performance2 Job Performance3 Job Performance4 Job Performance5 Job Performance6 Job Performance7 Job Performance8 Job Performance9 Job Performance10 Job Performance11 Job Performance12 Job Performance13 Job Performance14 Job Performance15 Job Performance16 Job Performance17

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
Job Performance1	342	4.27193	0.51860	1461	3.00000	5.00000	Fulfill Other Responsibilities, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance2	342	4.13743	0.43505	1415	3.00000	5.00000	Co-curricular Activities Affect, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance3	342	4.13743	0.43505	1415	3.00000	5.00000	Domestic Affairs, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance4	342	4.20468	0.40406	1438	4.00000	5.00000	Responsibilities Adjusted, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance5	342	4.37427	0.48464	1496	4.00000	5.00000	Improve Performance, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance6	342	4.67544	0.46890	1599	4.00000	5.00000	Come School Regularly, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance7	342	4.80117	0.47973	1642	3.00000	5.00000	Attain Class On Time, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance8	342	4.67544	0.46890	1599	4.00000	5.00000	Irrelevant Activity, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance9	342	4.67544	0.46890	1599	4.00000	5.00000	Assigned Activities On Time, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance10	342	4.67544	0.46890	1599	4.00000	5.00000	Complete Syllabus On Time, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance11	342	4.67544	0.46890	1599	4.00000	5.00000	Maintain Discipline, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance12	342	4.36842	0.48308	1494	4.00000	5.00000	Problem Solving, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance13	342	4.54094	0.49905	1553	4.00000	5.00000	Good Relations, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance14	342	4.54094	0.49905	1553	4.00000	5.00000	Co-operate With Colleagues, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance15	342	4.33918	0.47413	1484	4.00000	5.00000	Consults Colleagues, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance16	342	4.13158	0.43010	1413	3.00000	5.00000	Contact Parents, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance17	342	4.33918	0.54330	1484	3.00000	5.00000	Help Head Solving Problem, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.946901
Standardized	0.946636

### Cronbach Coefficient Alpha with Deleted Variable

Deleted Variable	Raw Variables		Standardized Variables		Label
	Correlation with Total	Alpha	Correlation with Total	Alpha	
Job Performance1	0.484187	0.948307	0.495874	0.947347	Fulfill Other Responsibilities, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance2	0.642893	0.944759	0.646216	0.944432	Co-curricular Activities Affect, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance3	0.642893	0.944759	0.646216	0.944432	Domestic Affairs, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance4	0.551141	0.946324	0.549743	0.946311	Responsibilities Adjusted, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance5	0.656790	0.944543	0.651428	0.944330	Improve Performance, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance6	0.889170	0.939927	0.885863	0.939643	Come School Regularly, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance7	0.632587	0.945011	0.632026	0.944710	Attain Class On Time, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance8	0.889170	0.939927	0.885863	0.939643	Irrelevant Activity, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance9	0.889170	0.939927	0.885863	0.939643	Assigned Activities On Time, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance10	0.889170	0.939927	0.885863	0.939643	Complete Syllabus On Time, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance11	0.889170	0.939927	0.885863	0.939643	Maintain Discipline, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance12	0.386970	0.949814	0.379821	0.949550	Problem Solving, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance13	0.854290	0.940443	0.853032	0.940309	Good Relations, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance14	0.854290	0.940443	0.853032	0.940309	Co-operate With Colleagues, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance15	0.614462	0.945349	0.624980	0.944848	Consults Colleagues, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance16	0.350162	0.949850	0.347995	0.950148	Contact Parents, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data
Job Performance17	0.733796	0.943063	0.733962	0.942699	Help Head Solving Problem, 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5=Strongly Agree, 99=Missing Data

**APPENDIX 4.5: FULL TEST (PEARSON CORRELATION COEFFICIENT)**

**Correlation Analysis**  
The CORR Procedure

5 Variables: In-service training Job Promotion Working Environment Work Passion Job Performance

Simple Statistics							
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum	Label
In-service training	342	4.19055	0.55048	1433	3.33333	5.00000	In-service training, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
Job Promotion	342	3.68470	0.45977	1260	2.16667	4.16667	Job Promotion, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
Working Environment	342	4.26218	0.39255	1458	3.66667	4.83333	Working Environment, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
Work Passion	342	4.21296	0.44203	1441	3.50000	5.00000	Work Passion, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data
Job Performance	342	4.44496	0.34817	1520	3.64706	4.88235	Job Performance, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data

Pearson Correlation Coefficients, N = 342 Prob >  r  under H0: Rho=0					
	In-service training	Job Promotion	Working Environment	Work Passion	Job Performance
<b>In-service training</b>	1.00000	0.26608	0.66721	0.66566	0.45053
In-service training, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data		< .0001	< .0001	< .0001	< .0001
<b>Job Promotion</b>	0.26608	1.00000	0.26349	0.19709	0.59487
Job Promotion, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data	< .0001		< .0001	0.0002	< .0001
<b>Working Environment</b>	0.66721	0.26349	1.00000	0.68567	0.74181
Working Environment, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data	< .0001	< .0001		< .0001	< .0001
<b>Work Passion</b>	0.66566	0.19709	0.68567	1.00000	0.51194
Work Passion, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data	< .0001	0.0002	< .0001		< .0001
<b>Job Performance</b>	0.45053	0.59487	0.74181	0.51194	1.00000
Job Performance, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data	< .0001	< .0001	< .0001	< .0001	

**APPENDIX 4.6: FULL TEST (MULTIPLE LINEAR REGRESSION)**

**Linear Regression Results**  
The REG Procedure  
Model: Linear\_Regression\_Model  
Dependent Variable: Job Performance Job Performance, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data

Number of Observations Read	342
Number of Observations Used	342

Analysis of Variance				
Source	DF	Sum of Squares	Mean Square	Pr > F
Model	4	30.42672	7.60668	234.98 <.0001
Error	337	10.90921	0.03237	
Corrected Total	341	41.33593		

Root MSE	0.17992	R-Square	0.7361
Dependent Mean	4.44496	Adj R-Sq	0.7330
Coeff Var	4.04775		

Parameter Estimates						
Variable	Label	DF	Parameter Estimate	Standard Error	t Value	Pr >  t
Intercept	Intercept	1	0.81991	0.12197	6.72	<.0001
In-service training	In-service training, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data	1	-0.11101	0.02594	-4.28	<.0001
Job Promotion	Job Promotion, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data	1	0.33710	0.02215	15.22	<.0001
Working Environment	Working Environment, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data	1	0.62044	0.03726	16.65	<.0001
Work Passion	Work Passion, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, 99=Missing Data	1	0.04835	0.03281	1.47	0.1415