

A STUDY ON JOB STRESS, EMOTIONAL
INTELLIGENCE, AND EXTRINSIC
MOTIVATION ON JOB PERFORMANCE OF
TEACHERS IN GOVERNMENT PRIMARY
SCHOOLS IN MALAYSIA

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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 24,912.

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DEDICATION

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LIST OF ABBREVIATIONS

A	Agree
Coeff Var	Coefficient Variance
D	Degree
DV	Dependent Variables
EI	Emotional Intelligence
EM	Extrinsic Motivation
GCR	Global Competitiveness Report
IV	Independents Variables
JP	Job performance
JS	Job Stress
MES	Malaysia Enumeration System
MOE	Ministry of Education Malaysia
N	Neutral
OCB	Organization Citizenship Behaviour
OEA	Others-Emotion Appraisal
Ph.D	Doctor of Philosophy
ROE	Regulation of Emotion
SA	Strongly Agree
SAS	Statistical Analysis System
SD	Strongly Disagree
SEA	Self-Emotion Appraisal
SMA	Sekolah Menengah Atas
Sig.	Significant
SJK(C)	Sekolah Jenis Kebangsaan Cina
SJK (T)	Sekolah Jenis Kebangsaan Tamil
SK	Sekolah Kebangsaan
STEM	Science, Technology, Engineering and Mathematic.
UOE	Use of Emotion
UTAR	University Tunku Abdul Rahman

PREFACE

Job Performance is the individual acts and behaviors that devote to attaining job and organization goals. It is also a set of behaviors with evaluative factors acknowledge with positive or negative for an employee. Job performance can be used as a measurement to measures the extent of fulfilment of business and social objectives and responsibilities from the attitude of the determining party.

Primary school is an environment that children learn and obtain knowledge for the first time. Primary school teacher are human engineer plays an important role in developing the children's' thinking ability and intelligence. The knowledge that a child learns in the young age will affect the rest of their life. Therefore, it is very important to make sure that the benefits of primary teacher are protected, so that they can put their full efforts in educating the children.

In this study, researchers will discuss on the factors that will affect the job performance among primary school teachers. The awareness of the importance of job performance toward an organization causes it is crucial for organization to identify which factor leading to improve the teachers' commitment and enhance the teachers' performances.

Hence, this research will emphasize on the relationships between the job performances and factor affecting them among the teachers in government primary school in Malaysia. The results obtained in this study can be beneficial for future study.

Abstract

The level of job performance indicated the effectiveness that a primary school teacher can pass down the knowledge to the students. The Objective of this research is to investigate the influence of job stress, emotional intelligence and extrinsic motivation toward the job performances among the teachers in government primary school in Malaysia. Besides that, this study provides the information regarding which variable will be the most effective in achieving better performance of teachers in government primary schools.

The method of collecting primary data in this research is through the distribution of questionnaires to the respondents. 384 questionnaires were collected from primary school teachers that come from different area in Malaysia.

The reliability, Pearson Correlation Coefficient and Multiple Regression test are run in this study to analyze the strength of responses from the questionnaires that were collected. All the Coefficient Alpha Value of the factors that being tested in this research ranged from ± 0.6646 to ± 0.7982 . All of these factors showed a positive relationship with the job performance.

Last but not least, the analysis on the data, implications of the research, hypotheses development and both limitations and recommendations are included in the end of this study for future researches who work on similar topic.

CHAPTER 1: INTRODUCTION

1.0 Introduction

The research that we undertake to examine and study the problem has been clearly explained and provided in following parts. Then, the background of the research, and description of the problem statement will briefly explained, a simplified statement on the problem is provided which the research determines to be known. Then, the followed parts of this chapter also identify the objectives of research see to the research questions and hypotheses of the study. Lastly, it will explain the importance of the study, and discuss the layout of the chapter and the overall conclusion.

1.1 Research Background

Primary school teachers are responsible for teaching children from standard one to standard five. Primary school is the children first time learning in education environment and teachers play important role to develop child's intelligence and habits. Besides, teachers are educating children to improve their literacy and numeracy skills and cultivate social, physical and emotional growth. Children will experience the educational environment from primary school until high school. The primary school teacher normally will teach few different subjects in a school year such as mathematics, language, science and others ("Primary School Teacher", 2017).

The daily tasks of teacher may include planning lessons and prepare teaching materials, marking for student's work, provide safety and healthy learning environment, discuss children progress with parents and cares and provide feedbacks, and other tasks ("Primary school teacher", 2017). There are some

important qualities of a good teacher which are respects to student, knowledge of subject matter, passion to children and teaching, set high expectation toward students and effective discipline skill ("Top 10 Qualities of a Great Teacher | Teaching.org", 2017). Moreover, there are some desired qualities of teachers (Voss and Gruber, 2006). Learning, students feel they learn something useful from teaching experience; Performance, students pass tests and be excellent, better than others; Counseling, provide guidance or suggestion to students; Professional qualification, skills and methods prepared for students; Atmosphere, provide learning and comfortable environment to students; Motivation, motive students to achieve the desired goal; Problem solution, answer students' question and solve their problem; Interesting lesson, distinct teaching methods and media tools used; Knowledge, what student perceived, learned and discovered from lesson; Save time, student can solve tasks in shorter time and more time available for other activities; Security, student feel secure which have certainty and doubt free; Wellbeing, student want to be take cared and feeling joyful (Voss and Gruber, 2006).

The study of Mansoor, Fida, Nasir, and Ahmad (2011) stated that employees nowadays who working face a many stress in their jobs due to they are required to perform many kind of tasks either in private sectors company or public sectors company. As this, it will increase their stress level. Thereby, it direct drive employee job performance to be decrease.

Teachers are reported who has the highest level of stress which comparison with others professional occupation (Fisher, 2011). Teachers are the one who responsible to educate the younger generation to become a better person and the responsible to share their knowledge to the primary school students (Diamond, Randolph, and Spillane, 2004). The previous study done by Cook-Sather (2010) has showed that teaching is one of the stressful jobs. According to Billehoj (2007), students are keep increasing, overload of teacher role, increasing in size of class and work overload are the major factors that lead to the increasing stress among the teachers.

A teacher's name Sumati Muniandi from Johor, Malaysia has written to the newspaper "The Star" saying that they still have to oversee the co-curricular activities and attend a lot of meetings after school. "There have been many instances

when teachers have been told to attend courses or, to help out during the term break.” said Sumati ("Stress and demands of teaching - Education | The Star Online", 2017). This clearly shows that role overload and work overload are the reason that affecting job performance of teachers in Malaysia.

From the research of Malaysian Psychiatric Association (2016) report about there is an increases about 50% of Malaysia citizen have depression from 2011 to 2015. Professor Dr Nor Zuraida Zainal from the report of Malaysian Psychiatric Association (2016) mentioned that one of the reasons must be do not have a suitable way to express their stress and always keep their thoughts and emotions.

However, extrinsic motivation brings a positive impact to the teachers' performances (Nadeem, Ahmad, Abdullah, and Hamad, 2014). The extrinsic motivation is the fundamental in influencing the teachers to strive at achieving the set goals by performing well in the given tasks. The motivated teachers have the potential to establish a positive working environment (Caroline, 2014). According to Awan and Tahir (2015), they believe that cash reward is one of the extrinsic motivations that motivate the teachers the most. The teachers will perform their task efficiently and effectively after cash rewards system are in place.

In a nutshell, to perform well and better job the teachers must know how to handle their stress as well as their self-emotional intelligence. The Ministry of Education Malaysia must understand the relationship between job stress, emotional intelligence and extrinsic motivation to improve teacher's job performance.

1.2 Problem Statement

According to Global Competitiveness Report (GCR) 2016-2017, Malaysia's job performance score had dropped significantly in between year 2016 and 2017. As below, Table 1.1 shows that Malaysia is currently placed at 25th position out of 139 countries. However, it was previously ranked at 18th in the previous year (World Economic forum, 2016). It indicates that the job performance of employees in Malaysia which included teachers in education sector have been decreasing shortly (Malaysia Productivity Corporation, 2010).

Table 1.1: Malaysia's Competitiveness Rankings

Year	Performance score	Rankings
2016	5.23	18
2017	5.16 (-0.07)	25 (-7)

Source: Global Competitiveness Report 2016-2017

Table above show the result of Malaysia's education not match with the grade of the highest Asian performer in the world rankings based on World Bank Report 2012. The report has evidenced that the Malaysia educational performance rank are fall behind other regions or may further dropping in ranking. However, the Malaysia educational performance keeps falling but the teachers in Malaysia was increasing based on World Bank Report 2012, a table below shows the Malaysia teachers is increasing. It brings negative impact towards the education system and some of the parties must do something against the key problem.

Table 1.2: Total Number of Teacher in Malaysia

Year	Total Number of Teacher in Malaysia
2014	420,854
2015	421,379
2016	421,828

Source: Ministry of Education Malaysia

Besides, from the news of Malaysian Digest.com (2016), one of the factors causes occurrence of declining number of Malaysian students taking Science and Mathematics in school is the poor performance of teachers in early education. The declining numbers of students taking Science and Mathematics will lead to a serious shortage of talents in the science and mathematics field, hence impact the country's overall growth negatively. Therefore, the performance of teachers in early education years must be enhanced by certifying qualified science, technology, engineering, and mathematic (STEM) teachers, sufficient education aid and relevant course plan in a multi-pronged tactic. 'The way mathematics and sciences subjects are taught in schools are necessary to be reform, especially in primary school level', said Tan Sri Dr Ir. Ahmand Tajuddin Ali (2016) in the news of Malaysian Digest.com (2016).

Teacher is playing an important role in a nation because they are the people who cultivate and educate the future generation. Quality of teachers are associated with the student's performance (Hamid, Hassan and Ismail, 2012). In summary, teachers are important in problem solving which stated above to achieve excellence and outstanding job performance.

However, Wallace (2005) has claimed that teachers nowadays are not only responsible to fulfill numerous of job requirements which developed by the Ministry of Education Malaysia. Nevertheless, they also have to cope with the increasing demand of student and parents thus make teaching as a 'high stress' occupation. For instances, teacher in Kuala Lumpur and Selangor have been categorized as 'stressful teacher' since they are required to spend at least 74 hours per week in teaching and involve themselves in the co-curriculum activities. According to Akhlaq et al. (2010), they found that stressful working environment and heavy workload will reduce in job performance and difficult to achieve job accomplishment. High level of work stress may cause a reverse outcome that opposed to what parents and school want to achieve (Dwamena, 2012). This indicates that overload work stress will lead to undesirable job performance.

Moreover, Ishak, Iskandar and Ramli (2010) has stated that teacher's role has been challenged by a lot of factors such as the disruptive students and parent's expectation. Such environment creates emotional fallout that will cause negative influence on job performance. In addition, Jennings and Greenberg (2009) found that there is an opposite connection between emotional outburst and job performance in primary school teachers in Malaysia.

Then, the federal government of Malaysia announced a novel evaluation system which named as Malaysian Enumeration System (MES) in year 2002. The new enumeration system allowed employees to obtain bonuses and extra increment per year if individual has been satisfactorily appraised from their outstanding performance. Hence, employees are set to be qualified to become receivers of compensate or reward for outstanding job performance but would require certain measurements in appraising employees' job performance for instance the requirements of attend particular courses and success in some examination. Cash reward is one of the extrinsic motivation that boost the teacher performance the most. The teachers have performed their task efficiently and effectively after cash rewards system are in place (Awan and Tahir, 2015). According to Malaysia Education Blueprint 2013-2025, the entrance barrier for teaching is planned to be raised from year 2013 and only the best 30% of graduates are able to be qualified as a teacher. With this implementation, teaching would confidently be extensively viewed as a high-status and elite profession thus teacher will be motivated to perform well (Ministry of Education Malaysia, 2013).

On other hand, there are various research papers are studying the influence on job performance in primary school teachers in Malaysia depend various type of independent variables. The research of Mohamad and Jais (2015) indicated that the higher of emotional intelligence will drive the higher job performance. Then, Hamid, Hassan and Ismail (2012) aimed to examine the teacher quality model by assuming teacher quality based on job performance. Last but not least, Selamat, Samsu and Kamalu (2013) conducted an academic research to investigate on the impact of organization climate on teacher's job performance in Malaysia.

Yet, a research gap has found after review of online sources and journals, due to there are lack of research has been conducted had found to evaluate job stress, emotional intelligence and extrinsic motivation towards job performance among primary school teacher in Malaysia.

1.3 Research Objectives

The awareness of the importance of job performance toward an organization causes it is crucial for organization to identify which factor leading to improve the teachers' commitment and enhance the teachers' performances. The major aim of this study is to investigate the influence of job stress, emotional intelligence and extrinsic motivation toward the job performances among the teachers in government primary school in Malaysia.

1.3.1 General Objective

The main objective is to identify the influence of job stress, emotional intelligence, and extrinsic motivation towards job performance of teachers in government primary schools in Malaysia.

1.3.2 Specific Objectives

- i. To investigate whether there is any significant relationship between three independent variables and job performance of teachers in government primary schools in Malaysia.
- ii. To investigate whether there is any significant relationship between job stress and job performance of teachers in government primary schools in Malaysia.
- iii. To investigate whether there is any significant relationship between

emotional intelligence and job performance of teachers in government primary schools in Malaysia.

- iv. To investigate whether there is any significant relationship between extrinsic motivation and job performance of teachers in government primary schools in Malaysia.

1.4 Research Questions

- i. Is there any significant relationship between three independent variables and job performance of teachers in government primary schools in Malaysia?
- ii. Is there any significant relationship between job stress and job performance of teachers in government primary schools in Malaysia?
- iii. Is there any significant relationship between emotional intelligence and job performance of teachers in government primary schools in Malaysia?
- iv. Is there any significant relationship between extrinsic motivation and job performance of teachers in government primary schools in Malaysia?

1.5 Hypotheses of the Study

Hypothesis 1:

H₀: All the three independent variables significantly do not explain the variances of job performance of teachers in government primary schools in Malaysia.

H₁: All the three independent variables significantly explain the variances of job performance of teachers in government primary schools in Malaysia.

Hypothesis 2:

H₀: There is no significant relationship between job stress and job performance of teachers in government primary schools in Malaysia.

H₁: There is a significant relationship between job stress and job performance of teachers in government primary schools in Malaysia.

Hypothesis 3:

H₀: There no significant relationship between emotional intelligence and job performance of teachers in government primary schools in Malaysia.

H₁: There is a significant relationship between emotional intelligence and job performance of teachers in government primary schools in Malaysia.

Hypothesis 4:

H₀: There is no significant relationship between extrinsic motivation and job performance of teachers in government primary schools in Malaysia.

H₁: There is a significant relationship between extrinsic motivation and job performance of teachers in government primary schools in Malaysia.

1.6 Significance of the Study

The research of this study can give some extent of contribution toward the government primary schools in Malaysia in order to understand deeply about how job stress, emotional intelligence, and extrinsic motivation can drive a better job performance for teachers. In addition, this study provides the information regarding which variable will be the most effective in achieving better performance of teachers in government primary schools.

Besides that, this research is important to let the Ministry of Education Malaysia to understand the concepts and techniques to improve the job performances of teachers of government primary schools. Based on the research, the Ministry of Education Malaysia can know what they should emphasize and which area they need to improve in order to increase the teachers' performance and achieve Malaysia

education blueprint of 2013-2025 vision. To be successful in the long run, the Ministry of Education Malaysia should understand which factors are significantly explain the job performances of the teachers.

Moreover, Bishay (1996) claimed that the teachers in every country are very important. The teachers are motivated and level of job satisfaction increase will benefit to the students. Teachers are not only educators, however they are also act as role model to the students, then students follow the act of teacher. Thus, the quality of teachers also has a directly impact on students' achievement. The better performance of teachers such as ability to deliver the knowledge, ability to drag students' attention to learn and clear and loud presentation will result in higher students' achievement (Linda, 2000). Hence, this means that the country has a higher chance to get talented citizen and building stronger educational based.

Hopefully this research can be a guideline that can help in the future research on exploring the factors that significantly explain the job performance of the teachers in government primary schools in Malaysia.

1.7 Chapter Layout

The research is divided into three chapters. These five chapters will be focusing on their respective areas.

Chapter 1 is the general view of the study. It includes research background that outlines the impact of job stress, emotional intelligence, and extrinsic motivation to job performance. Furthermore, it includes problem statement that outlines the limitations of previous studies. Research objective reflects the purpose of this research. It is then followed by research questions and hypotheses of study that help to achieve the research objective. Next, the chapter includes significance of the study which provides a rough idea about the study.

Chapter 2 is the literature review that overviews all the related sources that corresponding to our topic. It examines the connection between the independents variables and dependents variable. Conceptual framework is obtained in this chapter to give researchers a better understanding of the variables. This chapter ended with hypotheses development.

Chapter 3 is the discussion of research methodology that the researchers will use. The research design in this chapter is to justify the types of design chosen. Next, data collection method is included to outline how the researchers get the data needed. Sampling design is used to describe the target population, location and size for the study. Meanwhile, research instrument and constructs measurement are included in this chapter too. This chapter ended with data processing, data analysis, and conclusion.

Chapter 4 will present the data along with the results of the analyses. It will explain how the data was prepared and the descriptive and demographics analysis scale measurement and inferential analysis. However, the result will not be discussed.

Chapter 5 is included the summary of the research and we will discuss the result that we previously generated. Moreover, the discussion about implications of the study, limitations and recommendations of the study also included in this last chapter.

1.8 Conclusion

In a nutshell, this chapter provides a conspectus of the whole research study. Next, problem statement highlights the lack of studies to evaluate the job stress, emotional intelligence and extrinsic motivation towards job performance of teachers in government primary school of Malaysia. The chapter is then followed by objectives, questions, and hypotheses of the study which will be used as guidance for the direction of the study. Significance of the study is used as the precedence for the following chapters as well. The dependent and independent variables will be discussed further in the following chapters.

Chapter 2: Literature Review

2.0 Introduction

The purpose for reviewing the literatures is to have a better understanding towards the topic that we conducted which are the factors that affect job performance. The dependent variable is job performance. It has three independent variables which are job stress, emotional intelligence and extrinsic motivation which will be briefly explained in this chapter. Moreover, the theoretical models are related to the research conception idea, conceptual framework, hypotheses evolution and conclusion will also be provided. Lastly, there will also be a linkage with Chapter 3 which is research methodology.

2.1 Review of the Literature

2.1.1 Job Performance

Individual acts and behaviors that devote to attaining jobs and organization goals defined as job performance (Choy, McCormack and Djurkovic, 2016). Job performance is a set of behaviors with evaluative factors acknowledge with positive or negative for an employee (Jalalkamali, Ali, Hyun and Nikbin, 2016). These behaviors have potential effect on results which based on employee effectiveness. Job performance also consists of grades, results, values and achievement acquire for the job.

Furthermore, Johari and Yahya (2016) reported that job performance is the most important criterion to measure inside the industrial and organizational psychology studies. This is based at the reality that job performance has constantly been

suggested as a tremendous indicator of organizational performance, although it has been conceptualized in many distinctive approaches, performance is commonly assessed in the terms of financial figures and the combine task related aspects and expected behavior. On the one hand, job performance measures the goal of a person, whether the outcomes fit their expected goal or not (Yang and Hwang, 2014).

In addition, companies want employee with excellent job performance to achieve their organization goals and keep competitiveness (Akgunduz, 2015). It also defined high performance is depend on the inspection of workloads, work time and cost efficiency.

Yang and Hwang (2014) stated that historically job performance is in-role performance, which is the most basic compound of appraisal for performance. It is about the direct examines the task result and progress effectiveness that provides to the company's technical core. Next, historically job performance is the constrain of the core project activities and that has been highly rely on job analysis (Johari and Yahya, 2016).

Furthermore, work outcome and job-related behavior are conceptualized from job performance (Johari and Yahya, 2016). Work outcome cope with quality or quantity of the completed work, and job-related behavior about the behavioral aspects beneficial in accomplishing assignment performance. Yang and Hwang (2014) mention about the performance of job is depend on how the subordinates carry out their missions or assignments with spending time, interact with others subordinates and techniques that they use. The job performance delegate the quality guarantee and quantity achieved through subordinates on the tasks given. It is no calculate whether the effectiveness of tasks achieve were emphasized.

According to Chen and Silverthorne (2008), job performance categorize as three types, first type is estimation of output rate, total of sales over a given time period, and the output of the group of subordinates report to specified individual such as manager or others. The next type is estimation which is involving other person rating the individuals with their performance. Third type is estimation of self-appraisal and self- ratings. Therefore, the extent of fulfilment in social objectives,

business and obligations from the attitude of determining party is also measures by job performance

Bhatti, Battour, Ismail and Sundram (2014) founded that job performance is the function of the total of time and energy or efforts that contribute to his or her task. Job performance is build with multi-dimension which involves task dimension and contextual dimension. Follow by Choy et. al. (2016), task dimension or task performance is the appropriate job specific acts and behaviors to accomplish the goals of the task. Contextual dimension or contextual performance is the non-job-specific interpersonal behaviors that are not directly stipulate by the certain job but inbuilt to all jobs.

2.1.2 Job Stress

The physical harmful for and emotional responses appear when the job qualification does not fit with the subordinates' ability need it called as job stress.

It is recognize as a major challenge to individual's mental, physical and organization health (Park, 2017). Furthermore, job stress also define in other word which as a psychological condition which results from an imbalance between the job demand and the worker's ability (Mehdi, Mehdi, Sakineh, Mohsen, Hossein and Gholamhossein, 2017). Besides, job stress also means that the workers feel that the undesirable result occurring in the organization and cause the worker's natural reactions affect by those uncomfortable and threat in working environment (Montgomery, Blodgett and Barnes, 1996).

In addition, stress is terms which issued for different type of mental and physiology pressures and manage by individual. Basically the stress occurring when there appears the unbalances between demand and ability. Besides, stress is not only has the negative side, it also has some positive side. It shows the positive side of stress when the phenomena give an opportunity to gain something valuable or achieve the better performance. On the other hand, the stress shows the negative side when the

individual face emotional, physically and mentally troubles (Ahmad, Muhammad, Muhammad, Wajahat and Muhammad, 2017).

According to Park (2017) mentioned that workers with stress are less motivated, unhealthy, lower productive and feel unsafe at work. It is one of the factors that will cause the company hardly to success in a competitive market. In nowadays century, the importance of stress in organization has been considered dramatically by researchers. It not mentions or stated that job stress intrinsically harmful. On the other side, some degree of job stress able to motivate workers and enhancing the effectiveness for their performance. Yet, the high stress level will impose the cost for organizations. In the United States of America, 200 billion dollars or which accounts for 10% of their gross national production. It spent the stress cost annually which including compensation for diseases, accidents, job absenteeism, death from chronic diseases and reduced productivity (Mehdi et al., 2017).

According to Fisher (2011) stated that employee have received variety attention about job stress. Based on recently variety accounting scandals have shown, it is because the pressure that given by the companies (Chen and Silverthorne, 2008). Besides, accountants work in the context of professional, they have to including themselves in those unethical behaviors and the institutional factors have a profound effect on the choices they (Gaa and Thorne, 2004). In the practice of accounting, accountants having congestion time and work under high stress. High stress probability affect on individual health.

Based on the research, stress is extremely no healthy for individual and also for the company. Stress, job burnout and disease are some of the examples that consequences occur in work place. There have a direct relationship for the job stress and also for the health. Besides, Job stress is such like cognitive, the behavior and the pattern react toward those unmatchable tasks and working environment (Mohammadbagher, 2017).

As time goes by, technology is growing rapidly; it has made employees and employers' jobs become easier. It shows a good treat for subordinates' health. Yet, this phenomenon also creates and increases the insecure of office such as

heightened pressure for productivity and overload for the information. Besides, stress has the relationship between the environment itself and the mankind or individual. There show a clearly relationship between the emotional problems and the job stress. Moreover, the first stage of the stress will show the individual facing insomnia, no mood, having bad relationship with his or her family members and friends, no able to focus, headache and so on. Various type of health problem including the cardiovascular disease, musculoskeletal conditions and physiological disorders are played a vital characteristic by job stress (Lailun, Afroza, Abdur, and Arunavo, 2017).

2.1.3 Emotional Intelligence

According to Mayer (2009), emotional intelligence is defined as the capacity to make clear on expressions of emotions, emotional information, and of emotions to enhance thought. Emotional intelligence includes the capacities to precisely see feelings, to evaluate and create feelings to strengthen thought, to comprehend feelings and enthusiastic information, and to brilliantly control feelings in order to advance passionate and intellectual growth. However, Goleman (n.d.) redefined emotional intelligence is ‘showing concern to individual own feelings, sympathy for the sentiments of others and the direction of feeling in a way that enhances living’.

Emotional intelligence is also known as ‘knowledge of self and others’ and, more specifically, ‘ the capability to concern own and other people’s feeling and emotional to make a different among them use it information to lead other’s thinking (Mayer and Salovey, 1997). In an easier way, people with higher emotional intelligence were scientifically proven that they are able to solve emotion-related problems more accurately and effectively.

According to Daus and Ashkanasy (2005), the ability to make use of emotional intelligence is an important skill which may bring obvious benefits to employees. Emotional intelligence was proposed that it will influences the successfulness while

the individual which is interacting with his or her colleagues, and the ways individual make deal over the argument, tensions and the performance of work. In the research of Kauts and Saroj (2012), they stated that the teachers who are with the high emotional intelligence were have less stress in workplace and pay more effort on working.

According to (Day and Carroll, 2004), people who are more skilful in assessing their own emotions have a better communication skill for their requirement and they might be capable of and be more understand their own expressions of emotions so as for them to achieve their duties and motive in daily working lifestyles. Surprisingly, Stober and Rennert (2008) had proposed according to their researches that school teachers have the highest level of job stress among all other professionals even from different cultures.

Nevertheless, for the teachers with the capability to manage the emotional will assist them to express right emotions all through emotionally arousing situations and get the courage from colleagues (Lee and Panatik, 2015).

Individuals with high emotional intelligence are believed to be healthier and always better in performance. Moreover, high emotional intelligence individuals have high self-confidence, willing to take action to solve the problems, possess clearer thinking ability (Mustafa, Buntat, Razzaq, Daud and Ahad, 2014).

Somehow, Birwatkar (2014) had argued that teachers have always been taken an important part on students' academic performance and they also play a critical role in sculpting student's personalities. It is because teacher is the person who ultimately responsible for inculcating knowledge and morale values into action and principles based on practice during interaction with the students. Therefore, teacher can only perform counseling jobs only if they are able to control their own emotions nicely.

2.1.4 Extrinsic Motivation

Motivation means to be stimulated to get something done. In other word, an individual who feels passionless or spiritless to perform is characterized as unmotivated, as opposed someone who is inspired or activated toward an objective is considered motivated (Ryan and Deci, 2000). Berumen, Perez-Megino and Ibarra (2016) stated that extrinsic motivation has been formerly defined as the connection between the performance of an activity and its abrupt return. With extrinsic motivation, individuals gain satisfaction and gratification from the reward rather than the activity itself. Edwards and Johansen (2011) further defined extrinsic motivation in principle “the clearest illustrations of extrinsic motivated behaviors are those performed to receive a tangible reward or to avoid a punishment”. Reinholdt (2006) also proved that extrinsic motivation is most often linked with the engagement in activities as they lead to wanted outcomes which detach from the activity. Hence, the extrinsic motivated behavior is a mean to an end and not concerned with its own interest.

Ke and Zhang (2010) explained that the drive of extrinsic motivation comes externally, meaning that an individual with an extrinsic motivation generally performs a task or action in order to gain returns or to avoid punishments. According to Zhao, Detlor and Connelly (2016), extrinsic motivation pertains to the motivation to perform an action to attain specific external objectives. The action is complete in order to get the several of goals it mean that extrinsic motivation. Besides, the extrinsically motivated behaviors are regulated with the aid of an outside mechanism such as rewards or punishments (Zhang, Zhang, Song and Gong, 2016).

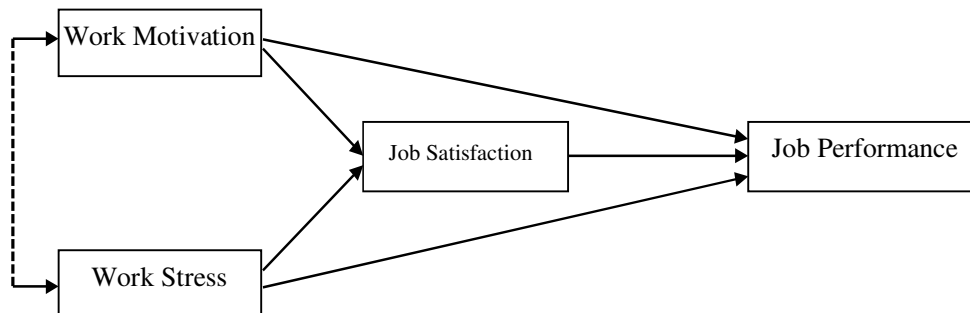
Besides, introjections, identification and external regulation which are the three degrees of extrinsic motivation and able to put accordingly from low to high levels of the self-determination (Vallerand, Pelletier, Blais, Briere, Senecal and Vallieres, 1992).

Firstly, the behavior is regulated through external means such as incentives and enforcements is mean by external regulation. For example, an employee might say: “I work overtime because my boss forces me to do.” Next, introjections reveal the next level of self-determination whenever the individual starts to internalize the reasons for his or her action. However, this cannot be a true form of self-determination due to the limitation to the internalization of previous external contingencies. Thus, the employee in this case might say: “I work overtime because that’s what a responsible employee supposed to do.” Last but not least, identification shows that the behavior becomes valued and referred significant for the individual and essentially it is perceived as chosen by oneself. The employee might say, for instance: “I’ve chosen to work overtime because it is good for my career life.”In addition, extrinsic motivation is differed from intrinsic motivation, which refers to perform an action merely for the enjoyment of the activity itself rather than its instrumental value (Ryan and Deci,2000).

2.2 Review of Relevant Theoretical Model

2.2.1 Model 1: Effect of Work Motivation, Work Stress and Job Satisfaction on Teacher performance at senior High School (SMA) Throughout the State Central Tapanuli, Sumatera.

Figure 2.1 Conceptual Model of Riyadi (2015).



Source: Riyadi, S. (2015). Effect of Work Motivation, Work Stress and Job Satisfaction on Teacher performance at senior High School (SMA) Throughout The State Central Tapanuli, Sumatera. *Journal of Humanities And Social Science*, 2(1), 52 - 57.

The model above shows the relationship between work motivation and job performance, and the relationship between work stress and job performance, meanwhile job satisfaction as mediator. It also shows the direct relationship between work motivation and job performance, and relationship between work stress and job performance.

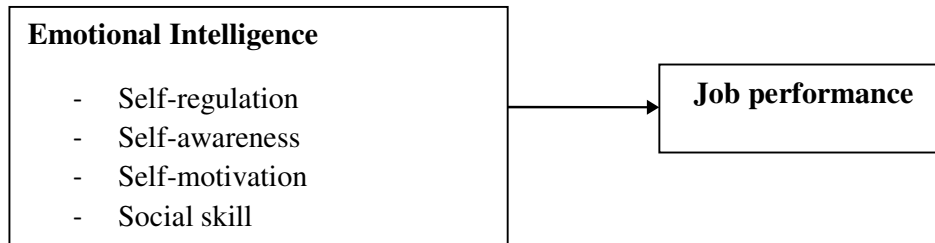
Purpose of the research of Riyadi (2015) was to study the several work motivation, the job stress and also the satisfaction and job performance of high school teachers in Tapanuli. There are 230 teachers from Senior High School (SMA) involve as respondent in this research.

Form the result, work motivation is the highest category that influences performance of teachers, by following job stress and the fewer categories is job satisfaction. On the other hand, the result also showed work motivation is positively effect on job satisfaction of teachers, and work stress is negatively effect on job satisfaction of teachers; job satisfaction is positively effect on job performance of teachers; work motivation is positively effect on job performance of teachers and work stress is negatively effect on job performance of teachers.

However, for our research, the relationship between work stress and the performance of job may be followed by us in our research. The research of Riyadi (2015) proved that increase in job stress will reduce the teacher performance, hence, work stress and job performance have direct negative relationship.

Model 2: Emotional Intelligence and Job Performance: A Study among Malaysian Teachers.

Figure 2.2 Conceptual Model of Mohamad and Jais (2016).



Source: Mohamad, M., & Jais, J. (2016). Emotional Intelligence and Job Performance: A Study among Malaysian Teachers. *Procedia Economics And Finance*, 35, 674-682.

The Model above shows that emotional intelligence and job performance have a relationship between each other. This research is to identify the role of emotional intelligence in teachers' job performance.

As show in model above, Al Kahtani (2013) has indentified the emotional intelligence (independent variable) consist four dimensions which including self-regulations, self-awareness, self-motivation, social skill and job performance (dependent variable).

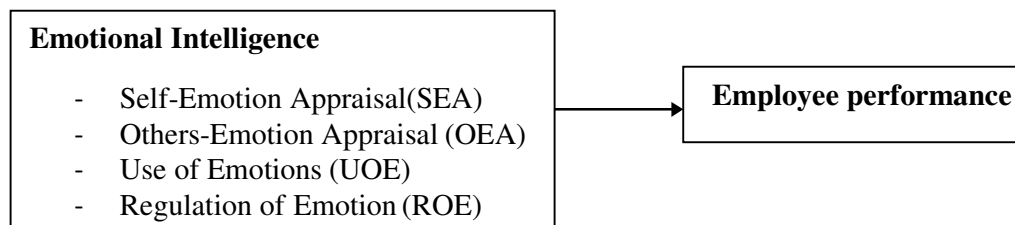
To carry out the research, those data have been collected via questionnaire survey and the respondents which are from 212 teachers in 6 secondary schools in Kedah. According to the result, there show a high positive relationship for the emotional intelligence and the job performance. Employees with the high emotional intelligence will be more effective in manage their own emotions and others' people emotions with the purpose to built up more great interactions and able to guide more organizational citizenship behaviors performance.

Besides, the self management able to contribute to psychological wellbeing, subordinates socialization, health promoting behaviors and also increase the job

performance. Hence, self management able to keep the defensiveness to a minimum with the main reason as employee able to keep calm during conflict situation.

2.2.3 Model 3: Employee Emotional Intelligence and Employee Performance in the Higher Education Institutions in Saudi Arabia: A Proposed Theoretical Framework.

Figure 2.3 Conceptual Model of Al Kahtani (2013).



Source: Al Kahtani, A. (2013). Employee Emotional Intelligence and Employee Performance in the Higher Education Institutions in Saudi Arabia: A Proposed Theoretical Framework. *International Journal of Business and Social Science*, 4(9), 80- 95.

The model above is to study the emotional intelligence and employee performances have a relationship between each other. The researcher is to make a research for the cause of emotional intelligence on employee performances.

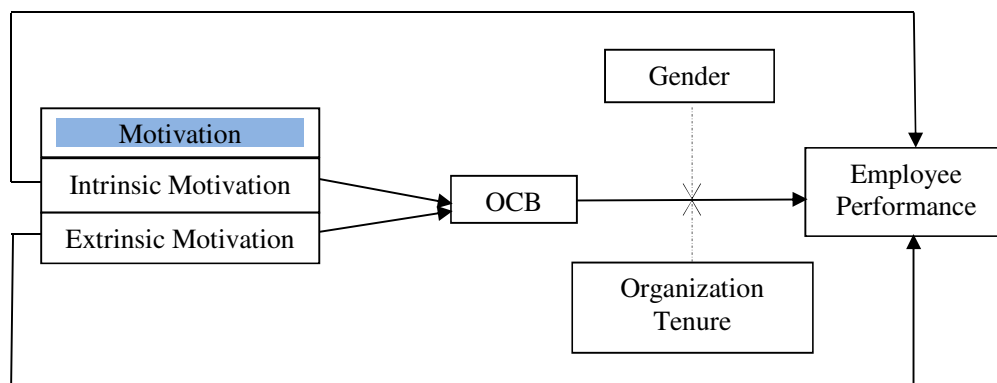
There are four dimensions that are used to degree the emotional intelligence which are Self-Emotion Appraisal (SEA), Others-Emotion Appraisal (OEA), Use of Emotions (UOE) and Regulation of Emotion (ROE). Therefore, this is to study the effect of emotional intelligence on employee performance. The higher of emotional intelligence may additional lead improving employee performances.

For the opposite site, a scarcity degree of emotional intelligence may also lead them in lowering on their performances.

From the result, emotions ought to be managed well to keep away from have an effect on individual performance. Emotional intelligence able to lead in success and bring the successful outcome with managed it properly.

2.2.4 Model 4: Role of OCB and Demographic Factors in the Relationship of Motivation and Employee Performance.

Figure 2.4: Conceptual Model of Tan, Abu Mansor and Huam (2014).



Source: Tan, Y.H., Abu Mansor, N.N., & Huam, H., T. (2014). Role of OCB and demographic factors in the relationship of motivation and employee performance. *Intangible Capital*, 10(3), 425-447.

The reason of this research is to examine the organizational citizenship behavior (OCB) and conduct a demographic elements at the motivation and worker overall performance.

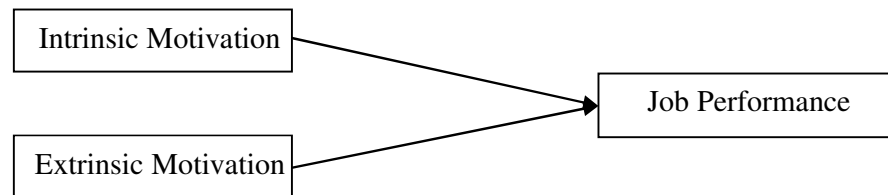
The model above shows the relationship between intrinsic motivation, extrinsic motivation (independent variable) and employee performance (dependent variable), which organizational citizenship behaviors (OCB) as mediator. Besides, the model also shows the relationship between OCB (independent variable) and employee performance (dependent variable), which gender and organization tenure as moderator.

However, for our research, the relationship between extrinsic motivation and employee performance will be adopted by us in our research. Furthermore, we believe that the employee performance in Tan, Abu Mansor and Huam's research is similar with job performance for our research.

In this research, there are 6000 questionnaires sent to five major universities in Malaysia and 368 lectures participated. From the result, it found that there were significant relationships between all the variables. Intrinsic motivation, extrinsic motivation and OCB are positively related to employee performance (Tan, Abu Mansor and Huam, 2014).

2.2.5 Model 5: Motivation and Job Performance among Nurses in the Private Hospitals in Malaysia.

Figure 2.5: Conceptual Model of Ong and Kamaludin (2016).



Source: Ong, C.H., & Kamaludin, N.H. (2016). Motivation and Job Performance among Nurses in the Private Hospitals in Malaysia. *International Journal of Caring Sciences*. 9(1), 342-347.

The model above shows the relationship between intrinsic motivation, extrinsic motivation and the job performance. At the identical time, the relationship between intrinsic motivation and extrinsic motivation might be studied with job overall performance in this research.

However, for the investigation, the relationship among extrinsic motivation and activity overall performance could be adopted through us in this studies.

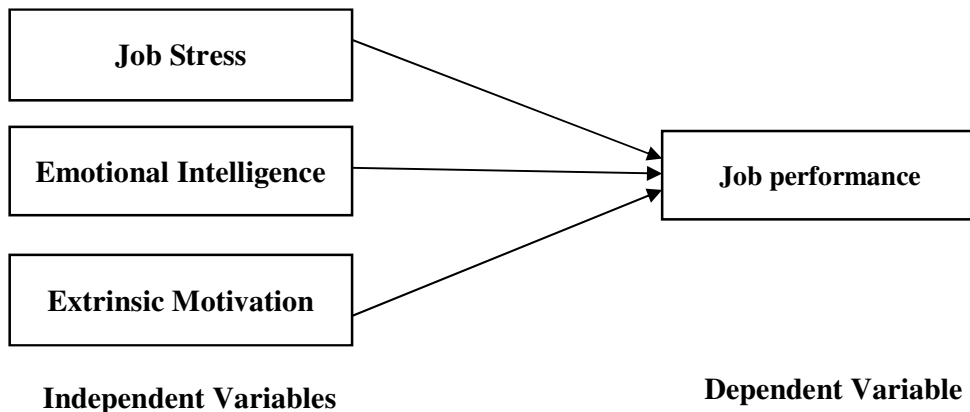
The motive of this research is to investigate the job performance of nurses in the private hospital in Malaysia. According to Ong and Kamaludin (2016), the theoretical framework in this research are proposed which guided by the Herzberg's Two Factor theory.

From the result, both intrinsic motivation and extrinsic motivation are positively influenced the nurses' job performance. Besides, the balance of intrinsic motivation and extrinsic motivation will give better satisfaction and lead higher job performance in this study (Ong and Kamaludin, 2016).

2.3 Proposed Theoretical/ Conceptual Framework

2.3.1 Proposed Theoretical Model

Figure 2.6: Conceptual Framework Model



According to the literature review and relevant theory model which are proposed by other researchers, job performance was found to be affected by several variables among primary teachers in Malaysia. In this study, the research will be focus on 3 variables that are most common factors that affecting the primary teacher's job performance. These 3 variables are extrinsic motivation, job stress and Emotional intelligence. This study also intends to determine the relationships between Job performance and 3 independent variables in details.

2.4 Hypotheses Development

2.4.1 Job stress and job performance

Hypotheses 1:

The job performances of employees need to be highlighted and given an attention. Employees are considered very important asset for an organization. A good performance of employees will directly lead the company toward successful path (Ahmed and Ramzan, 2013).

Based on the study from Bashir and Ramay (2010) and Ahmed and Ramzan (2013), it referred to that there have negative relationships among job stress and personnel' job performance and suggests that activity stress extensively reduces the employees' process of performance. It shows a negatively correlated between job stress and job performance. The lower the stress level the higher the employees' performance. Both of it are inversely proportional with each other.

According to Alkubaisi (2015), his research consequences are important with negative correlation between job pressure and job performance. Besides, it suggests that job stress substantially reduces the overall performance of a person. The end of the result also suggests to the company that they want to have sustained a healthy and friendly surrounding inside the team to get higher performance.

H₀: There is no significant relationship between job stress and job performance of teachers in government primary schools in Malaysia.

H₁: There is a significant relationship between job stress and job performance of teachers in government primary schools in Malaysia.

2.4.2 Emotional Intelligence and Job Performance

Hypotheses 2:

According to (Salovey and Mayer, 1997), Emotional Intelligence is defined as "the capability to guide one's own and others' feelings, to discriminate among them, and to apply the information to affect how the way people's thinking ". Teachers with high Emotional Intelligence was found out that they are move to be more attentive to other's needs and contribute motivation to get the cooperation with the students to achieve a common task and precise performance (Mohamad and Jais, 2015).

Based on the studies, employees with high Emotional Intelligence was found out are normally more capable in understanding and managing their own emotions, which enables them to be more aware of the factors that affecting their experience of positive and negative emotions which contributed to the Job Performance (Ivan, 2016).

There shown that teachers with high emotional intelligence which are able to come out with outstanding performance in previously research (Mohamad and Jais, 2015). In another way, teachers with low Emotional Intelligence are increasingly found to be no longer professional and discouraged in their works due to the affection of negative emotions (Mohamad and Jais, 2015).

In order to preserve excessive performance and competitive gain, emotional intelligence must be emphasized and to provided training in a systematic and consistent method (Mohamad and Jais, 2015). Thus, appropriate training programs

provided will enhance school teachers' emotional intelligence in essential (Lee and Panatik, 2015).

H₀: There no significant relationship between emotional intelligence and job performance of teachers in government primary schools in Malaysia.

H₁: There is a significant relationship between emotional intelligence and job performance of teachers in government primary schools in Malaysia.

2.4.3 Extrinsic Motivation and Job Performance

Hypotheses 3:

According to the study of Tan, Abu Mansor and Huam (2014), they claimed that extrinsic motivation and employee performance have the positive relationship. It also proved extrinsic motivation have significant effect on employee performance. Furthermore, it highlighted that the extrinsic motivation will enhance employee performance and it alsostated that extrinsic motivation is important in growing and promoting better performance among lecturers in Tan, Abu Mansor and Huam (2014) research.

Besides that, Ong and Kamaludin (2016) mentioned that extrinsic motivation and nurses' job performance is positively related. Extrinsic motivation is a good factor to be used for hospital management that wish the nurses to do well and increase job performance. The performance of nurses will increase when increase in extrinsic motivation such as salaries and allowances.

On the other hand, increase in extrinsic motivation will lead the employee performance increase (Milka, Michael and Tanui, 2015), as the working condition, incentives and interpersonal relations are positively related to employee performance from the result. The result from Milka, Michael and Tanui (2015) shows that extrinsic motivation and employee performance are positive and statistically significant related.

H₀: There is no significant relationship between extrinsic motivation and job performance of teachers in government primary schools in Malaysia.

H₁: There is a significant relationship between extrinsic motivation and job performance of teachers in government primary schools in Malaysia.

2.5 Conclusion

Lastly, this study has absolutely review and definitely give an explanation for the independents variables and dependents variables which refer from the precious researchers' study. There are also many other research studies that provide more information about the research background and a better understanding on the variables in the research. Moreover, the subsequent chapter will discuss the methodology of the research.

Chapter 3: Research Methodology

3.0 Introduction

In this chapter, it outlines the means of conducting this research and procedures involved when collecting data. This chapter describes the research design in evaluating the factors (job stress, emotional intelligence and extrinsic motivation). Besides, it also explains show the research is designed, how to select the sample size, the method of data collection, instrument that used in the research, how the measurement is constructed, the processing and analyzing of data.

3.1 Research Design

Research design is a way that used to gather and evaluate the necessary data to come out a solution for problem in the research project (Sekaran and Bougie, 2013). It can be categorize into quantitative research categories and qualitative research categories.

Survey method is used to check the relationship between the two variables which are independent and dependent variables. Quantitative research approach is also used in this study, which is gather information from the distributed questionnaires to target respondents to test the hypothesis of this research (Sekaran and Bougie, 2013). The research used empirical evidence to conclude the result of this study based on statistical information. Numerical data will be collected in quantitative research. The sample is draw from the primary school in Malaysia and questionnaires will be randomly selected distribute to primary school.

This research falls under the umbrella of cause-and-relationship research (causal research). The objectives of this cause-and-relationship research is to know whether the variable will cause another to be change or not (Sekaran and Bougie, 2013). For an example, variables A is causes variable B, when variable B is change, adjust or

remove then the problem of variable B is solved (Sekaran and Bougie, 2013). It includes the study of causes and effects of the relationship job stress, emotional intelligence, extrinsic motivation (independent variables) influence job performance (dependent variable) of teachers in government primary schools in Malaysia.

On the 13th July 2017, 400 sets of questionnaires started to give out to all the primary schools in the five different states in Malaysia which are Perak, Melaka, Selangor, Johor and Penang. Besides, we are able to collect back 391 questionnaires in the end, however only there are 384 questionnaires only been used for this research due to seven sets are contain few or much of missing data. The questionnaires that distributed some are collect on the spot and some are collect after few days or a week. Firstly our group meets with the head master of primary schools to get permission for distribution questionnaires to teachers in the school, then some of the head principles are allow us to distribute and collect on the spot, and some of the head masters are willing to help us distribute and collect after days. The latest of the questionnaires collection date is 22th July 2017 before the Raya school holidays. Table below is the primary schools that we went to:

Table 3.1: List of questionnaires distribution

States	Primary Schools Name
Perak	S.K. Haji Mahmud
	S.J.K.(C) Kuala Kuang
	S.J.K.(C) Pei Cheng
	S.J.K.(C) Kampung Batu Dua Belas
	S.J.K.(C) Pooi Yong
	S.K. Horley Methodist
	S.K. Sultan Abdul Aziz
	S.K. Seri Langkap
	S.J.K.(C) San Min (1)
	S.J.K.(C) San Min (2)
	S.J.K.(T) Natesa Pillay

Melaka	S.J.K.(T) Paya Rumput
	S.J.K.(C) Wen Hua
	S.J.K.(C) Malim
	S.J.K(C) Bachang
Johor	S.J.K.(C) Foon Yew (3)
	S.J.K.(C) Pu Sze
	S.J.K.(C) Kuo Kuang
	S.K. Taman Impian Emas
Selangor	S.J.K.(C) Chong Hua
	S.J.K.(C) Hin Hua
	S.K. Methodist ACS
	S.K. Kampung Jawa

3.2 Data Collection Methods

The data collection is important for any different type of research study. The result of a research is influence by the data collected, the inaccurate data will lead the invalid results in the end. Primary data and secondary data are used to conduct the research.

3.2.1 Primary Data

According to Sekaran and Bougie (2013), the primary data can be defined as the information that is unknown as do not exist over the time and researcher obtained it in first time. The primary data is the first-hand information from the researchers on the inconstant of interests for the particular study purpose. The first-hand data is used to acquire the evidences to justify the hypotheses developed and clarify the research question. Moreover, questionnaires are less cost and less time consuming that interviews and observation (Sekaran and Bougie, 2013). These data will be used in the following chapter and the conclusion will be developed from these. There are

different ways for data to be collected such as interview, observation and questionnaire.

The method of collecting primary data in our research is through the distribution of questionnaires to the respondents. The questionnaire is a set of questions that formulated in a written format for the respondent to records their answers usually from the alternatives. This is because it is more reliable than other methods. Those respondents tend to answer the questionnaire honestly and in the peace of mind because their answers will be kept strictly confidential.

3.2.2 Secondary Data

The secondary data is the source of information that gathered by other researcher previously or the information that already exist (Sekaran and Bougie, 2013). Secondary data can obtain in few ways include books and periodicals, census data, databases and others. It is more time and cost saving to obtain the relevant data and information compare to primary data collection (Sekaran and Bougie, 2013).

Most of the secondary data in the research are gained from the online databases and Internet, such as Google scholar, ProQuest, Utar Engine, Science Direct and so on.

The secondary data is important for us to get the information related to our research through numerous online journal and article inside there. These data are used in the literature review, and developed the questionnaire and the proposed theoretical framework.

3.3 Sampling Design

3.3.1 Target Population

The target population is identified first, in order to collect the data for this research. The total number of primary school teacher in Malaysia is 239,850 according to the Ministry of Education Malaysia (MOE) (2016) from the year last updated at 2016. The objective of the survey is to collect feedback from primary teachers. However, the category of primary school where the primary teachers come from does not affect much on the results. No significant differences were observed in teachers from the aspect of sex, or the duration of teaching practice (Veresova, 2013). Therefore, all primary teachers are included in this survey.

3.3.2 Sampling Frame and Sampling Location

The sampling frames is a list of units or cases that listed out the target population. In this case, the sampling frame of the primary school teacher is being protected by the Ministry of Education Malaysia. There are 384 of the primary schools teachers were selected randomly from different primary schools in the area in Perak, Penang, Johor, Melaka and Selangor.

According to Ministry of Education Malaysia (MOE), Perak, Penang, Johor, Melaka and Kuala Lumpur have the highest number of primary school teacher in Malaysia. These are the states that having higher student population in Malaysia. Therefore, these five locations were targeted as the sampling location for this research from north to south Malaysia.

From the information that was published by the MOE, Melaka has 237 primary schools, 271 primary schools in Penang, 906 primary schools in Johor, 852 primary schools in Perak and 659 primary schools in Selangor.

3.3.3 Sampling Elements

Our target respondents in the research are teachers that have at least three years of teaching experience in primary school. We also try to make sure our respondents are at least Bachelor Degree's holder. As we know, MOE had emphasized on raising the teaching profession by upgrading all non-graduate teachers into graduates since the year 2005. This is done by the government sending the teachers without a degree to universities. School culture is a large part of the symbolic approach to organizations (Abdul Ghani Kanesan Abdullah, 2016). Therefore, our respondents might be teaching in different category of primary school in Malaysia, for example Sekolah Jenis Kebangsaan (Cina), Sekolah Kebangsaan or Sekolah Jenis Kebangsaan (Tamil).

3.3.4 Sampling Techniques

The non-probability sampling was used in a study when the population is not being well defined (Battaglia, 2008). In this research, the non-probability sampling is adopted as the total population of primary teachers in specific area was unable to define. Non-probability sampling can be categorized into three categories: (1) Quota Sampling, (2) Purposive sampling, and (3) Convenience sampling. In this research, non-probability sampling is adopted as the total population of primary teachers in specific area was unable to define. Furthermore, convenience sampling of non-probability sampling was conducted in the study. The convenience sampling enable the researchers to collect their data more quickly, lower cost and it does not involve scientific sampling relates to the geographic distribution of the sample, the cost of locating elements of the population and obtaining the interview data from the selected elements (Battaglia, 2008).

3.3.5 Sampling Size

It is impossible for the researchers to study on everyone in a place or certain area as it is too much costly and time wasting. In the previous chapter, the total number of primary school teacher in Malaysia is 239,850 as mentioned by the Ministry of Education Malaysia (MOE). Total of 384 questionnaires need to be distributed to the primary school teachers in Johor, Selangor, Perak, Melaka and Penang, but we decided to distribute 400 set of questionnaire is to avoid insufficient data and do some backup. The target respondents were chosen randomly.

3.4 Research Instrument

3.4.1 Questionnaire

Research instrument is the methods for data collection such as questionnaire, interview, observation and reading. Besides, the characteristics of a successful and effective research instrument are validity and reliability (Annum, 2017). Questionnaire can gather the responses in a standardized way, meaning that it can be more objective and certainty in compared to the others' instruments. Additionally, questionnaire is relatively effective and efficient in term of collecting information from respondents (Harvey, 1998). Therefore, questionnaire is the tool that has been chosen to gather primary data from the respondents in this research.

Moreover, the question response format that has been applied in the questionnaire is closed-ended question which also known as fixed-alternative question. For the researchers, the closed-ended question can be simple to arrange and analyze hence the researcher can analyze the result more clearly. On the other hand, it is easy for respondents to understand the research question and response in time.

The questionnaire consists of two sections which are section A and section B.

Section A requires the demographic data of the respondent, it includes designation, gender, period of employed, highest qualification, age, salary per month and average working hour per day.

Section B is divided into four parts which are job stress, emotional intelligence, extrinsic motivation and job performance. First of all, job stress consists of 13 questions and following by emotional intelligence consists of 8 questions, then extrinsic motivation consists of 13 questions and job performance as the last part consists of 12 questions. Questions in Section B are wholly applying Five Point Likert scale rating which sorts from strongly disagrees to strongly agree. To be considerate, the questionnaire is attached with Malay version which is translated from the origin English version.

3.4.2 Pilot Study

Pilot study is a “per-study” to test the research protocols, data collection methods, sample selection tactics, and other research approaches before proceeding to a full research. The purpose of the pilot study is to determine the reliability, legitimacy and accuracy of the distributed questionnaire and make sure it can be used at least error in the following full study.

There are 30 sets of questionnaires have been distributed out for the purpose of conducting pilot study. The questionnaires had been distributed on 13th June 2017 to the primary schools’ teachers in SMK Sentosa, Kampar and collected on the spot. Then, the collected data is being proceeded to the SAS software to run the reliability test on the evening of the same day.

3.4.3 Full Study

For full study, we have targeted the primary schools' teachers among the five major states in Malaysia to be our respondents which are Perak, Melaka, Selangor, Johor and Penang. A total number of 400 sets of questionnaires were sent out to the respondents on 14th June 2017. The schedule that we distributed that questionnaire is shown as below:

Table 3.2: Schedule of Full Study

Date	Activities
14 th June 2017	Distribute the questionnaires
22 nd June 2017	Collect the questionnaires
24 th June 2017	Analyze the prepared data and generated the research result

On 14th June 2017, we have initially distributed 400 sets of questionnaires to the teachers in Perak, Melaka, Selangor, Johor and Penang.

After we have reached the targeted primary school, we firstly asked the permission from the headmaster for conducting the survey from teachers. Luckily, there is only one headmaster rejected us to distribute the questionnaires in the school due to inconvenience caused by rushing assignments. Contact number was given to the headmasters in order to inform us once the survey was ready to be collect back. However, a total number of 47 sets were collected on the spot because some primary schools gave us the permission to enter the teacher's office to distribute ourselves and collect on the spot.

There is total number of 391 were collected back from these targeted primary schools in the five major city in Malaysia. There are around 80 sets of questionnaires are managed to get back from Perak and 73 sets of questionnaires from Selangor. Besides, 80 sets of questionnaires from Johor and 78 sets from Melaka successfully return. Lastly, there is also about 80 sets of questionnaires are managed to get back

from Penang.

After getting back 391 sets of questionnaires, the prepared data are ready to key into SAS Guide Enterprise 7.11 software to run the reliability, Pearson Correlation Coefficient and Multiple Regression test. Additionally, based on the research population of 239,850 teachers and according to the Krejcie and Morgan table, there are only 384 sets of questionnaires are needed to key into SAS software. Thus, 7 sets of questionnaires that found data missing inside has been taken out. Therefore, there is actual about 384 sets of questionnaires were keyed into the SAS to generate the research result.

3.5 Constructs Measurement (Scale and Operational Definition)

According to Sekaran and Bougie (2013), the way of gathering quantitative data can be known as a measurement. The figures will deliver some information which is being measured. Moreover, a scale can be defined as a set of numbers or amount which are used to measure and compare the level and differences of something. There are four categories which are nominal scale, ordinal scale, interval scale and ratio scale.

3.5.1 Nominal Scale

According to Radloff (1977), they stated that the nominal scale is the most elementary level of scale measurement. It gives a value to an object for identification or classification purposes. Because of the reason of no quantities are being represented, the value can be but does not have to be a figure. For instant, “What is your department?”, this question has no value to give and is not quantities represented.

Figure 3.1 Example of Nominal Scale

4. What is your gender?	
<input type="checkbox"/> Male	<input type="checkbox"/> Female

3.5.2 Ordinal Scale

Furthermore, Cooper and Schindler (2014) stated that the ordinal scale also known as ranking scale and they have some nominal properties. Ordinal scales allow things to be arranged based on how much of some concept they possess. But, the value of the interval between those ranking are not shown. For example, they often used the statement “greater than” or “less than” without showing the range.

Figure 3.2 Example of Ordinal Scale

3. What is your highest qualification?	
<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Masters
<input type="checkbox"/> Graduate / Professional degree	<input type="checkbox"/> Ph.D.

3.5.3 Interval Scale

According to Hair, Money, Samouel and Page (2007), the interval scale has nominal and ordinal properties. However, it also captures the information about differences in quantities of a concept. It is used when the categories of a variable are legitimate figures and distance is constant. If the categories are in figures form, the figure will have equal scale point between them. This type of scale captures relative quantities in the form of distances between observations, but it is not iconic. This means that it does not represent the actual situation. Besides, the interval scale has an arbitrary origin. This means that the origin or the starting point of this scale maybe any

arbitrary number. Theoretically, interval scale does not have a true zero point.

Figure 3.3 Example of Interval Scale

No	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	There is harmony within my group. <i>Suasana dalam kumpulan saya adalah harmoni.</i>	1	2	3	4	5

3.5.4 Ratio Scale

The ratio scale is the highest form of measurement because its variables have all the properties of interval scales, nominal scales and ordinary scales. It also has solved the cons of the arbitrary origin point of the interval scales. In another word, it has an absolute zero point which means that it has a meaningful measurement point. Moreover, it unlike interval scales is not iconic. Ratio scales provide an iconic measurement which means that zero has a meaning and it represent something. Thus, the ratio scales has unique zero origin (Cooper and Schindler, 2008).

3.5.5 Questionnaires designing

In this research, the questionnaires contain of two sections, section A and section B. Section A has included respondent demographic profile. This means that in this section has include the respondent personal details such as the designation, how long they have been employed in this school, gender, education level, salary, age, and the average working hours in a day in their school. All these information that they provided are being kept private and confidentially (Radloff, 1977).

In this section, the questions are designed by using nominal and ordinal scale. There are two questions are using nominal scales which are gender and age. Nominal scale gives a value to an object for grouping purpose. It is also a basic level of measurement. However, there have five questions are using ordinal scale, which are designation, working experience, qualifications, salary, and working hours in a day. The ordinal scale allows the variables categories and arranged it based on rank-orders (Cooper and Schindler, 2014).

On the other hand, bilingual questionnaire of Bahasa Malaysia and English also provided to target respondents, the purpose is to ensure our target respondents are able to understand clearly about our questions, and they will answer the question better. It will increase the accuracy of the end result.

Moreover, in section B, it can be grouped in four sections which are job stress, emotional intelligence, extrinsic motivation and job performance. All these four parts are the independent and dependent variables for this research. Interval scale is adapted to design the questionnaires. According to Hair et al. (2007), the interval scale consists of nominal and ordinal scale properties. It also captures the information about differences in quantities of a concept. The respondents are required to choose from the range of 1-5 to represent their perception. For instance, 1=strongly disagree, 2=disagree, 3=natural, 4=agree, 5=strongly agree.

3.6 Data Processing

The primary data is commonly in the raw form of figures and qualitative terms. The raw data contains incorrectness, missing values and inconsistencies. Therefore, data processing requires an individual's patience and carefulness in order to process the raw data into trustful information with least error.

3.6.1 Data Preparation

The data must be checked for accuracy once it has collected from the field. Preparation is the stage that creating a high quality dataset to be used in the following investigation and processing steps. This stage requires carefulness on screening the raw data as the results are directly influenced by the input data. In simple words, wrong input data will cause the results misleading.

3.6.2 Data Input

The screened data will be coded accordingly so that it can be processed through the computer. Coding is assign numeric codes to the ratings on questionnaire to be key into a database. For instance, gender will be coded as 1=Male, 2=Female and 999=Missing Value. This stage requires a breakdown on the complex data to make the data more visualize and understandable.

3.6.3 Data Processing

Data processing is when the coded data is subjected to various ways and approaches of manipulation. There is a lot of software which are able to process a huge amount of data within a short time. Therefore, we have processed the data by SAS Enterprise Guide 7.11 because it is convenience to perform analysis and easy to use.

3.6.4 Data Output

This is the final step for data processing by transferring the data into results. The purpose of this stage is to present the result to the researchers and the output must be interpreted clearly so that it can be used as a guidance to reduce or eliminate the research problems.

3.7 Data Analysis

3.7.1 Descriptive Analysis

Descriptive analysis is used to summarize or describe the information about a sample and population. It helps in simplify huge amounts of data in sensible way and provide a clearer view of the sample to the researcher via summarizing up the respondent's demographic profile. Descriptive analysis converts all of the raw data and able to easy interpreted by readers.

There are 7 questions in Section A of the questionnaire for this study which is related to the respondents' personal detail or demographic information. In Section A, pie chart and bar chart is more suitable for describing nominal or ordinal variables. For gender, pie chart is using to present the data. Pie chart can display data in clearly and easy to let readers to understand the proportion fast and quick.

Moreover, frequency pie chart is more suitable used for respondents' designation, years been employed in school, the highest qualification, age, basic salaries and average working hour in a day. It is due to those questions may have more options for respondents to choose and more complicated. Thus, percentage pie chart is more suitable for using.

3.7.2 Scale Measurement (Reliability Test)

The reliability test is to indicate how consistent the instrument measures the concept of research. It also to provide the questionnaire is free from bias. There are few tests which able to test reliability, yet the most popular test is Cronbach's coefficient alpha (Sekaran and Bougie, 2023). In the study, the reliability coefficient was calculated based on Cronbach's coefficient alpha by using SAS Enterprise Guide. The test is to indicate how well is the items in questionnaires are correlated with each other positively. The level of reliability is very good when the coefficient alpha

is closer to figure 1. When the value is equal to 0, which mean there is no any internal consistency. Coefficient alpha can be categorized into the table below:

Table 3.3: The Rule of Thumb of Cronbach Coefficient Alpha

Coefficient alpha value	Level of Reliability
Below 0.60	Poor reliability
0.60-0.70	Fair reliability
0.70-0.80	Good reliability
0.80-0.95	Excellent reliability

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

Based on Table 3.3, the coefficient alpha value which is below 0.60 is considered poor reliability. Coefficient value from 0.60 to 0.70, it is considered fair reliability whereas 0.70 to 0.80 is considered good reliability. Lastly, if the coefficient alpha value is range from 0.80 to 0.95 mean that the reliability is excellent reliability. Furthermore, pilot test was carried out and the questionnaires were distributed to 30 respondents. The data collected from questionnaire are keyed into the SAS software in order to test for reliability. Below is the result of the pilot test:

Table 3.4: Reliability of Questionnaire for Pilot Test

Variables	Coefficient Alpha Value	Level of Reliability
Independent Variables		
Job Stress	0.809	Excellent reliability
Emotional Intelligence	0.619	Fair reliability
Extrinsic Motivation	0.606	Fair reliability
Dependent Variables		
Job Performance	0.663	Fair reliability

3.7.3 Inferential Analysis

Likert scale is used to examine the relationship between the variables in this research. Besides, Likert scale is a type of interval scale that is to describe how strongly the respondent felt towards the questions on a five-point scale such as strongly disagree, disagree, neutral, agree and strongly agree. In our research, those variables are considered as metric. Metric variables are able to measure those items in differences of sizes. Pearson Correlation Matrix and Multiple Regression Analysis are been chosen to determine the relationship among job stress, emotional intelligence, extrinsic motivation and job performance.

3.7.3.1 Pearson Correlation Matrix

Pearson Correlation Matrix is suitable for interval scale variables or ratio. It will measure the strength of the association between two variables. The range for the correlation is from -1.0 to +1.0. If the variables are positive linear relationship (perfectly positive correlated) then the correlation coefficient is 1.0. On the other hand, the coefficient is -1.0 mean it is perfectly negative correlated. The coefficient value exceeds 0.8 mean that there is a strong correlation whereas the correlation is weak when the value is less than 0.5.

Table 3.5: Rules of Thumb of Pearson Correlation Coefficient

Coefficient Range	Strength of Association
± 0.91 to ± 1.00	Very Strong
± 0.71 to ± 0.90	High
± 0.41 to ± 0.70	Moderate
± 0.21 to ± 0.40	Small but definite relationship
± 0.00 to ± 0.20	Slight, almost negligible

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

In this research, Person Correlation Coefficient is used to test the following hypotheses: H1: There is a significant relationship between job stress and job performance.

H1: There is a significant relationship between emotional intelligence and job performance.

H1: There is a significant relationship between extrinsic motivation and performance.

This test will be able to tell the direction, strength and significance of the relationships among the independent and dependent variables.

3.7.3.2 Multiple Regression Analysis

According to Sekaran and Bougie (2012), Multiple Regression Analysis uses the few independent variables to explain the variance in dependent variable. The coefficient of the regression will reflect the importance of the each independent variable in prediction of dependent variable, and then provides a mean to assess objectively the degree and character of the relationship among both dependent and independent variable. The formula equation for multiple regress analysis:

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3 + \dots + b_n X_n$$

- **Y** represent the dependent variable
- **a** represents the intercept or constant,
- **b** was the partial regression coefficients, also mean the expected change in the dependent variable
- **X₁, X₂, X₃** represent independent variables

The coefficient of multiple regressions, R² provides information about how perfect the regression model fit and the variance of the dependent variable with combining all independent variables. Each independent variable will contribute to the dependent variable. The multiple regression analysis for this study will be:

$$\text{Job Performance} = a + b_1 * \text{job stress} + b_2 * \text{emotional intelligence} + b_3 * \text{extrinsic motivation}$$

3.8 Conclusion

In a nut shell, the research methodology of the research project was clearly described in this chapter. For research design and sampling design also have been justified more clearly in this chapter. Moreover, the way and procedures on how we collect the primary data and secondary data and the research instrument used in this study are clearly showed. Besides, the measurement of each variables, and how the data collected was processed and data analysis method has also been explained. Lastly, the result from SAS software in this chapter will further explain in next chapter.

Chapter 4: Research Result

4.0 Introduction

Firstly, the result of demographic analysis, reliability test of full study, Pearson Correlation Analysis and Multiple Regression Analysis will be study and analyzed and contained in this chapter. It is according to the data collected and data generated from the primary survey of 384 respondents in Malaysia. The results of questionnaires were being evaluated as reliability result of each independent variables and dependent variable by using Statistical Analysis System (SAS) version 7.4. The result of demographic analysis, reliability test of full study, Pearson Correlation Analysis and Multiple Regression Analysis will be study and analyzed.

4.1 Descriptive Analysis

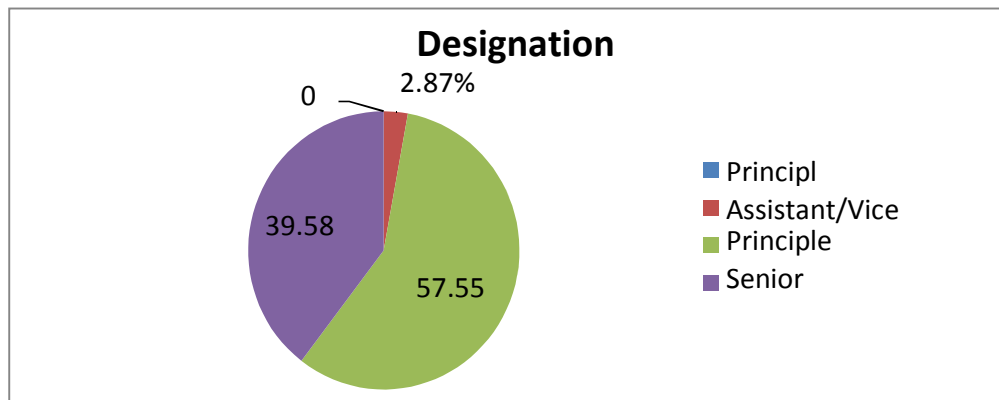
4.1.1 Respondent Demographic Profile

4.1.1.1 Designation

Table 4.1: Descriptive analysis for designation

Designation	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
Principles	0	0	0	0
Assistant/Vice principle	11	2.87	11	2.87
Senior Teacher	221	57.55	232	60.42
Junior Teacher	152	39.58	384	100

Figure 4.1: Descriptive analysis for designation



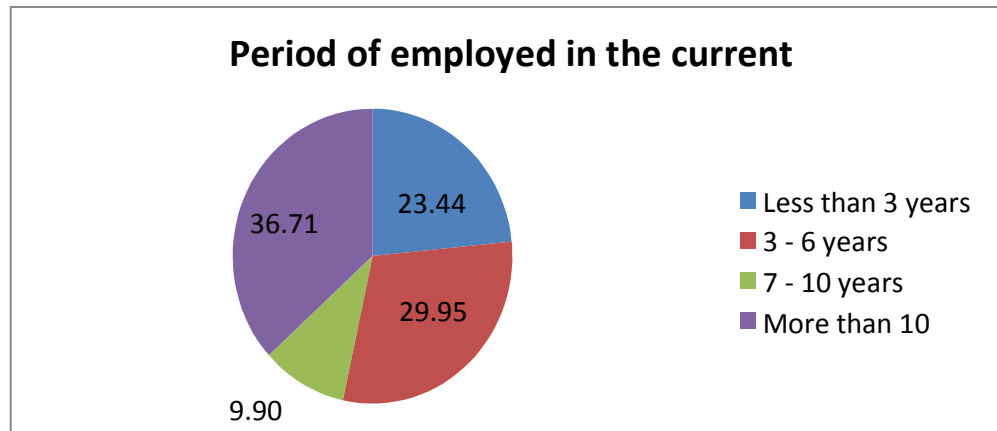
The above result of designation is shown as the respondents that participate in the survey. There are total of respondents is 384 participated. There are none for principle involved, 11 persons of assistant or vice principle with 2.87%, 221 persons of senior teacher with 57.55% and 152 persons of junior teacher with 39.58%. From the result above show most of the respondents are senior teacher.

4.1.1.2 Period of employed in current school

Table 4.2: Descriptive analysis for period of employed in the current school

Period	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
Less than 3 years	90	23.44	90	23.44
3 - 6 years	115	29.95	205	53.39
7 - 10 years	38	9.90	243	63.29
More than 10 year	141	36.71	384	100

Figure 4.2: Descriptive analysis for period of employed in the current school



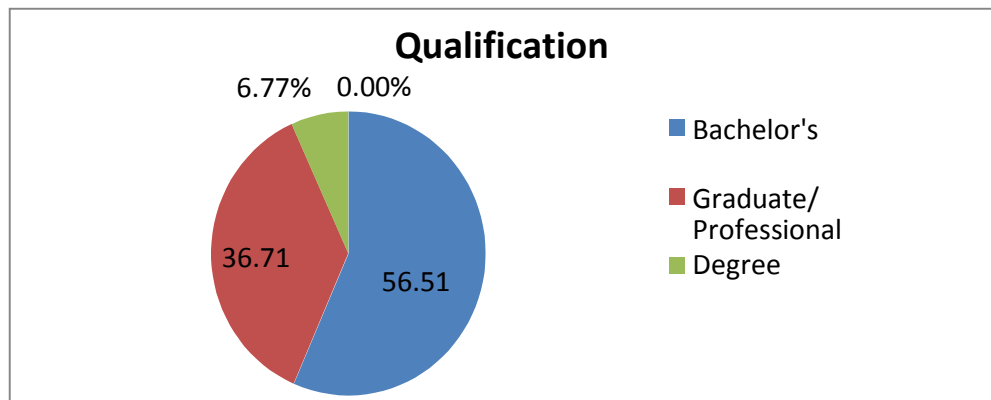
The result above shows the period employed in the current school of respondent who participated in this survey. There are 90 teachers are employed less than 3 years in the current school with 23.44%, 115 teachers are employed between 3 to 6 years with 29.95%, 38 teachers are employed between 7 to 10 years with 9.90% and 141 teachers are employed more than 10 years with 36.71%. Most of the respondents are employed in the current school for more than 10 years.

4.1.1.3 Qualification

Table 4.3: Descriptive analysis for qualification

Qualification	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
Bachelor's Degree	217	56.51	217	56.51
Graduate/Professional Degree	141	36.71	358	93.22
Masters	26	6.77	384	100
Ph.D.	0	0	384	100

Figure 4.3: Descriptive analysis for qualification



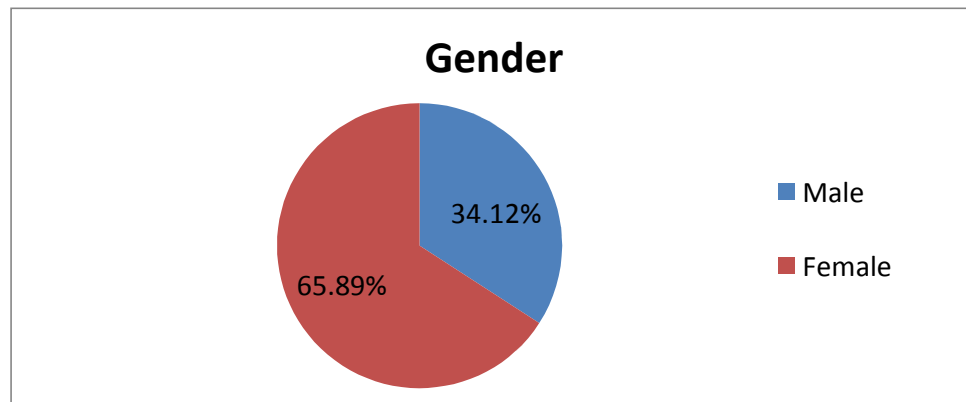
The result above shows the highest qualification of respondents who participate in this questionnaire survey. There are 217 teachers are Bachelor's Degree holder with 56.51%, 141 teachers are Graduate or Professional degree holder with 36.71%, 26 teachers are Masters holder with 6.77% and none of the teacher are Ph.D. holder. Form the result above show most of the respondents are Bachelor's Degree holder.

4.1.1.4 Gender

Table 4.4: Descriptive analysis for gender

Gender	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
Male	131	34.12	131	34.12
Female	253	65.89	384	100

Figure 4.4: Descriptive analysis for gender



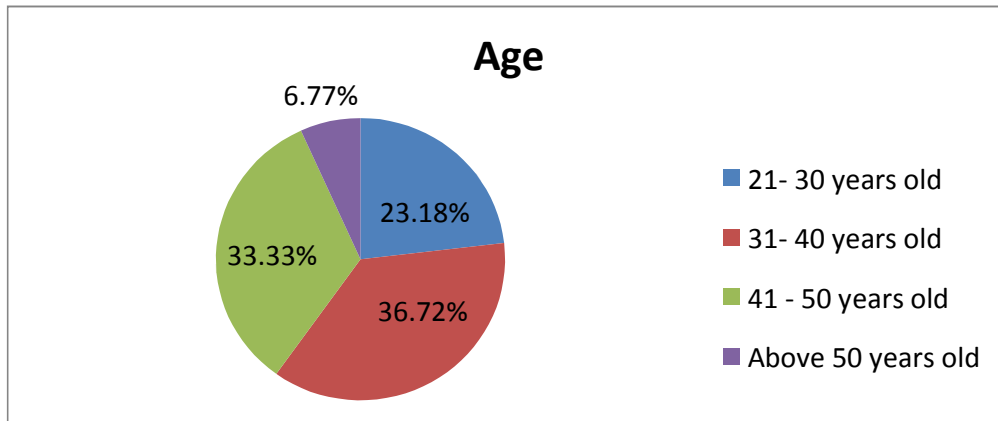
The result of gender above is shows that respondent participate in survey. There are 131 respondents are male with 34.12% and 253 respondents are female with 65.89%. From the result above show most of the respondents are female.

4.1.1.5 Age

Table 4.5: Descriptive analysis for age

Age	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
21 - 30 years old	89	23.18	89	23.18
31 - 40 years old	141	36.72	230	59.90
41 - 50 years old	128	33.33	358	93.23
Above 50 years old	26	6.77	384	100

Figure 4.5: Descriptive analysis for age



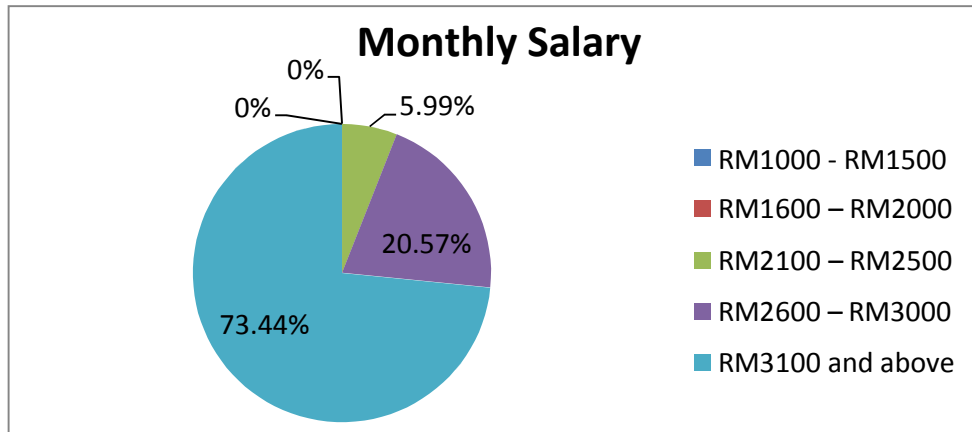
The result of age range is shown that respondent participate in this questionnaire survey. There are 89 respondents are between 12 to 30 years old with 23.18%, 141 respondents are between 31 to 40 years old with 36.72%, 128 respondents are 41 to 50 years old with 33.33% and 26 respondents are above 50 years old with 6.77%. From the result above show respondents which between 31 to 40 years old are the most.

4.1.1.6 Monthly Salary

Table 4.6: Descriptive analysis for monthly salary

Monthly Salary	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
RM1000 - RM1500	0	0	0	0
RM1600 – RM2000	0	0	0	0
RM2100 – RM2500	23	5.99	23	5.99
RM2600 – RM3000	79	20.57	102	26.56
RM3100 and above	282	73.44	384	100

Figure 4.6: Descriptive analysis for monthly salary



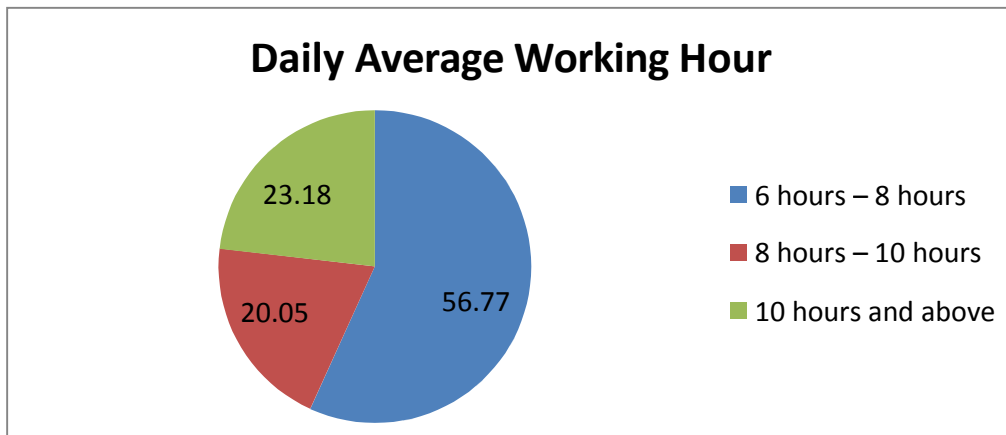
The above result of monthly salary shows that respondent participate in questionnaire survey. There is none of the respondent are receiving RM1000 to RM1500 and RM1600 to RM2000 monthly salary. However, there are 23 respondents are receiving RM2100 to RM2500 monthly salary, 79 respondents are receiving RM2600 to RM3000 monthly income and 282 respondents are receiving RM3100 and above month salary. From the result above show most of the respondents are receiving more than MR3000 monthly salary.

4.1.1.7 Daily average working hour

Table 4.7: Descriptive analysis for daily average working hour

Daily Average Working Hour	Frequency	Percentage (%)	Cumulative Frequency	Cumulative Percentage (%)
6 hours – 8 hours	218	56.77	218	56.77
8 hours – 10 hours	77	20.05	295	76.82
10 hours and above	89	23.18	384	100

Figure 4.7: Descriptive analysis for daily average working hour



The result of daily average working hour is shown as above that respondent participate in questionnaire survey. There are 218 of respondents are working between range of 6 hours to 8 hours per day with 56.77%, 77 respondents are working between range of 8 hours to 10 hours per day with 20.05% and 89 respondents are working between range of more than 10 hour per day with 23.18%. From the result above show most of the respondents are working between the range of 6 hours to 8 hours per day.

4.1.2 Central Tendencies Measurement of Constructs

According to Sekaran and Bougie (2012), central tendency can measure in three types of method which are mean, median and mode. SPSS in the version of 16.0 will be used for calculating the mean. For questionnaire, there have five interval scaled constructs will use to measure the mean score. For instance, the measurement of job stress is using the five point Likert-scale which are 1= strongly disagree (SD), 2= disagree (D), 3= Neutral (N), 4= agree (A) and 5= strongly agree (SA). All the data are collected from the respondents and converted into percentage.

4.1.2.1 Job Stress

Table 4.8: Central Tendencies Measurement of Constructs: Job Stress

Job Stress	Percentage (%)					Mean	Ranking
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
There is harmony within my group.	-	-	7.81	67.97	24.22	4.1641	1
There is difference of opinion among the members of my group.	-	10.16	26.82	56.25	6.77	3.5964	7
Other groups create problems for my group.	6.51	70.05	20.05	3.39	-	2.2031	12
I had trouble sleeping at night.	16.67	29.69	29.95	20.05	3.65	2.6432	11

I were bothered by a headache.	3.39	30.21	10.16	39.58	16.67	3.3594	8
I were in ill health which affected my work.	3.39	33.33	26.82	29.69	6.77	3.0313	10
I had a loss of appetite	28.18	59.90	10.16	6.77	-	2.005	13
My job requires a great deal of concentration.	-	-	13.28	59.90	26.82	4.1354	2
My job requires me to remember many different things.	-	3.39	29.95	39.58	27.08	3.9036	6
I can take it easy and still get my work done.	-	-	13.54	70.05	16.41	4.0286	4
My job requires me to work very hard.	-	3.13	13.54	70.05	13.28	3.9349	5
My job leave me with little time to get things done.	-	13.54	47.14	35.94	3.39	3.2917	9
I use the skills from my previous experience and training.	-	-	6.77	83.33	9.90	4.0311	3

There are 13 statements test about employees' job stress, one of the statement is "There is harmony within my group". It scores the top ranking where the mean is 4.1641. There are 67.97% of respondents are agree with there is harmony within their group. There are 7.81% of respondents remain neutral and 24.22 % of respondents choose strongly agree.

"There is difference of opinion among the members of my group" had scored the seventh for the ranking where the mean is 3.5964. There are 56.25% of respondent agree with it, 26.82% remain neutral, 6.77% strongly agree, while 10.16% choose disagree. Besides, statement of "Other groups create problems for my group" is ranked at twelfth place and follow by "I had trouble sleeping at night" with the rank at eleventh. The mean score is 2.2031 and 2.6432. For "Other groups create problems for my group", 70.05% of respondents disagree with it, 20.05% feel neutral with it. 6.51% of them feel strongly disagree and 3.39% of them agree with it. There is no respondents strongly agree with this statement.

For the statement "I had trouble sleeping at night", which contain 29.95% of respondents choose neutral and 29.69% of them feel disagree for this statement. There show the low percentage on agree and strongly disagree which are 3.39% and 6.51%. In the statement of "I were bothered by a headache" 39.58% of respondents choose agree, 30.21% choose disagree, 16.67% choose strongly agree, 10.16% remain in neutral and only 3.39% choose strongly disagree. The mean of this statement is 3.3594 and it ranked eighth out of thirteenth. 33.33 % of the respondents choose disagree with the statement "I was in ill health which affected my work". 29.69% of respondents agree with it, 26.82% choose neutral, 6.77% and 3.39% of the respondents choose strongly agree and strongly disagree. There have 3.0313 of mean and ranked tenth.

Among 384 of respondents, 59.90% choose disagree, 28.18% choose strongly disagree, 10.16% choose neutral and 6.77% choose agree for the statement "I had a loss of appetite". It scored the lowest rank whereby the mean is 2.005. "My job requires a great deal of concentration" it score second rank and has 4.1354 for the mean. 59.90% and 26.82% of the respondents choose agree and strongly agree with the statement, only 13.28% of the respondents choose in neutral.

“My job requires me to remember many different things” had scored the sixth for the ranking where the mean is 3.9036. there are 39.58% of respondents agree with this statement, 29.95% remain neutral, 27.08% strongly agree and 3.39% agree. Besides, 70.05% of respondents choose agree, 16.41% strongly agree and 13.54% choose neutral for the statement “I can take it easy and still get my work done”. The mean is 4.0286 and scored the fourth rank. The fifth rank is “My job requires me to work very hard” with the mean 3.9349. 70.05% of respondents agree with their job require they to work very hard.13.54% of respondents choose neutral. 13.28% and 3.13% of respondents choose strongly agree and disagree.

There have 47.14% of respondents feel neutral with the statement of “My job leave me with little time to get things done”. 35.94% of respondents agree with it. On the other hand, 13.54% of them disagree with this statement and only 3.39% of respondents feel strongly agree with it. Moreover it contained a mean of 3.2917. Lastly, 83.33% of respondents agree with the statement “I use the skills from my previous experience and training”, 9.90% and 6.77% of respondents choose strongly agree and neutral for the statement. It scored third of the ranking whereby the mean is 4.0311.

4.1.2.2 Emotional Intelligence

Table 4.9: Central Tendencies Measurement of Constructs: Emotional Intelligence

Emotional Intelligence	Percentage (%)					Mean	Ranking
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
I realise immediately when I lose my temper.	-	-	30.21	59.38	10.42	3.8021	6
I know when I am happy.	-	-	10.16	76.82	13.02	4.0286	2
I usually recognise when I am stressed.	-	-	20.05	69.79	10.16	3.9010	4
I am always able to see things from the other person's viewpoint.	3.13	-	23.70	73.18	-	3.6693	7
I am an excellent listener.	-	3.13	26.82	49.74	20.31	3.8724	5
I can usually understand why people are being difficult towards me.	-	13.02	30.47	49.74	6.77	3.5026	8
I generally build solid relationships with those I work with.	-	3.13	13.54	60.16	23.18	4.0339	1
I like to ask questions to find out what it is important to people.	-	3.13	13.28	70.05	13.54	3.9401	3

The result above show the top ranked statement is “I generally build solid relationships with those I work with” where the mean is 4.0339. There are 60.16% of respondents choose agree, 23.18% strongly agree and 13.54% neutral. The smallest percentage is disagree which is 3.13%.

The second higher ranked statement is “I know when I am happy” by the way the mean score 4.0286. There are 76.82% of respondents choose agree, 13.02% choose strongly disagree and the lowest is neutral which is 10.16%.

For statements of “I like to ask questions to find out what it is important to people” has the mean value of 3.9401. There are 70.05% of respondents choose agree which is the highest. Next follow by strongly agree 13.54%, neutral 13.28% and disagree 3.13%.

The statement “I usually recognize when I am stressed” is the fourth ranked statement which the mean value is 3.9010. There are 69.79% respondent choose agree which is the highest. Then follow by neutral 20.05% and strongly agree 10.16%.

The following statement is “I am an excellent listener” which the mean is 3.8724. There are 49.74% of respondents choose agree and follow by 26.82% of neutral. 20.31% strongly agree and the lowest is disagree 3.13%.

For statement of “I realize immediately when I lose my temper” which the mean score 3.8021. There are 59.38% of respondents choose agree which is the highest, then follow by neutral which is 30.21% and the lowest is strongly disagree 10.42%.

“I am always able to see things from the other person's viewpoint” is ranked at seven which the mean is 3.6693. There are 73.18% of respondents choose agree which is the highest, 23.70% neutral. Strongly disagree is th lowest which is 3.13%.

The last ranked statement is “I can usually understand why people are being difficult towards me” where the mean is 3.5026. Most of the respondents choose agree which occupy 49.74%, then second lowest is neutral which is 30.47%, 13.02% disagree and strongly agree is the lowest which is 6.77%.

4.1.2.3 Extrinsic Motivation

Table 4.10: Central Tendencies Measurement of Constructs: Extrinsic Motivation

Extrinsic Motivation	Percentage (%)					Mean	Ranking
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
The mission or purpose of my organisation makes me feel my job is important.	-	-	13.28	69.79	16.93	4.0365	3
I have all the materials and equipment I need to do my best every day.	-	10.16	45.57	37.50	6.77	3.4089	11
I would not want a job if the equipment was poor or I was without adequate protection against layoffs.	3.13	52.86	23.18	20.83	-	2.6172	13
I believe that real rewards for working are good pay and working conditions.	-	9.64	13.80	60.68	15.89	3.8281	7

An important factor for me is that my job pays is well enough to satisfy the needs of my family and me.	-	6.51	19.27	66.93	7.29	3.7500	8
Fringe benefits, such as hospitalization insurances, retirement plans, and dental programs, are important to me.	-	3.39	9.90	73.18	13.54	3.9688	5
In the last seven days, I have received recognition or praise for doing good work.	9.64	19.79	43.49	20.31	6.77	2.9479	12
My accomplishments give me an important sense of self-respect.	-	-	20.31	66.15	13.54	3.9323	6
A job should offer tangible rewards and recognitions for one's performance.	-	-	13.28	73.44	13.28	4.000	4
I would work very hard in a job where my colleagues discuss and plan their work as a team.	-	-	10.16	69.79	20.05	4.0990	2
The relationship with my colleagues enables me to be open when discussing work	-	-	10.16	66.67	23.18	4.1302	1

problems and concerns.							
My boss or someone at work seems to care about me as a person.	-	12.76	26.56	53.91	6.77	3.5469	9
I am consulted and my opinions seem to count.	-	9.64	39.58	44.01	6.77	3.4792	10

The statement of “The relationship with my colleagues enables me to be open when discussing work problems and concerns” is top ranked where the mean is 4.1302. There are 66.67% respondents choose agree, 23.18% strongly disagree and the lowest is 10.16% neutral.

The second ranked statement is “I would work very hard in a job where my colleagues discuss and plan their work as a team” where the mean of 4.0990. There are 69.79% of respondents choose agree in this statement, 20.05% strongly agree and the lowest is 10.16% neutral.

“The mission or purpose of my organization makes me feel my job is important” is the third ranked out of the thirteen statements. In this statement there are 69.79% of the respondents choose agree, the follow by strongly agree which is 16.93% and respondent who choose neutral is the lowest which is 13.28% neutral.

Out of the thirteen statements “A job should offer tangible rewards and recognitions for one’s performance” is the fourth ranked which the mean is 4.0. Most of the respondents is agree which is 73.44%. The neutral and strongly agree have the same percentage which are 13.28%.

For the fifth ranked statement is “Fringe benefits, such as hospitalization insurances, retirement plans, and dental programs, are important to me” which score the mean of 3.9688. There are 73.18% of respondents choose agree, 13.54% strongly agree, 9.90% neutral and disagree is the lowest which is 3.39%.

For statement of “My accomplishments give me an important sense of self-respect” is top six ranked which the mean is 3.9323. There are 66.15% choose agree, then follow by neutral which is 20.31% and the strongly agree is the lowest which is 13.54%.

Next statement is “I believe that real rewards for working are good pay and working conditions” which the mean is 3.8281. There are 60.68% of respondents choose agree, then follow by 15.89% strongly agree, 13.80% neutral and 9.64% disagree.

The eighth ranked statement is “An important factor for me is that my job pays is well enough to satisfy the needs of my family and me” which the mean is about 3.75. There are 66.93% of respondent choose agree which is the highest then following by 19.27% neutral, 7.29% strongly agree and there are 6.51% of respondent choose disagree which is the lowest.

The ninth ranked statement is “My boss or someone at work seems to care about me as a person” which the mean is about 3.5469. There are 53.91% of the respondent choose agree and it is the most, then following by 26.56% neutral, 12.76% disagree and strongly agree is the lowest which is 6.77%.

The tenth ranked statement is “I am consulted and my opinions seem to count” which the mean is about 3.4792. There are 44.01% choose agree and it is the most, then following by 39.58% neutral, 9.64% disagree and strongly agree is the lowest which is 6.77%.

The eleventh ranked statement is “I have all the materials and equipment I need to do my best every day” which the mean is about 3.4089. There are 45.57% choose neutral and it is the most, then following by 37.50% agree, 10.16% of disagree and strongly agree is the lowest which is 6.77%.

The twelfth ranked statement is “In the last seven days I have received recognition or praise for doing good work” which the mean is about 2.9479. There are 43.49% choose neutral and it is the most, then following by 20.31% agree, 19.79% disagree, 9.64% strongly disagree and the strongly agree is the lowest which is 6.77%.

The last ranked statement is “I would not want a job if the equipment was poor or I was without adequate protection against layoffs” which score the mean of 2.6172. Respondent who choose disagree is 52.86%, 23.18% neutral, 20.83% agree and strongly disagree is the lowest which is 3.13%.

4.1.2.4 Job Performance

Table 4.11: Central Tendencies Measurement of Constructs: Job Performance

Job Performance	Percentage (%)					Mean	Ranking
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
I worked towards the result of my work.	-	-	3.39	73.18	23.44	4.2005	3
I had trouble setting priorities in my work.	3.13	53.91	32.81	10.16	-	2.500	9
I could perform my work well with minimal time and effort.	-	20.31	33.85	39.06	6.77	3.3229	8
I could fulfill my responsibilities.	-	-	6.77	76.56	16.67	4.0990	5
Communication with others led to the desired result.	-	-	9.90	70.05	20.05	4.1016	4
I asked for help when needed.	-	-	-	76.82	23.18	4.2318	2

I think the students were satisfied with my work.	-	-	23.70	59.64	16.67	3.9297	6
I will improve my job knowledge to have better productivity in my work.	-	-	6.77	60.42	32.81	4.2604	1
I came up with creative solutions to new problems.	-	-	36.46	60.16	3.39	3.6693	7
I purposely left my work so that someone else had to finish it.	67.97	32.03	-	-	-	1.3203	12
I complained about unimportant matters at work.	52.60	37.24	6.77	-	3.39	1.6432	10
I quarrelled with my colleagues at work.	72.92	23.70	3.39	-	-	1.4740	11

According to the statement of “I will improve my job knowledge to have better productivity in my work”, 60.42% of respondents agree with the statement, 32.81% strong agree and 6.77% of neutral.

Secondly, “I asked for help when needed” has mean value of 4.2318. Among 384 of respondents, 76.82% of respondent choose agree and 23.18% choose strongly agree.

Besides, the statement of “I worked towards the result of my work” has the mean value of 4.2005. There are 73.18% of respondents choose agree, 23.44% strongly agree and only 3.39% of respondents choose for neutral.

The “Communication with others led to the desired result” has the mean score of 4.1016. There are 70.05% of respondents choose agree, 20.05% is choose strongly agree and 9.90% is choose neutral.

The following statement “I could fulfill my responsibilities” has the mean value of 4.0990. There are 76.56% of respondents choose agree. 16.67% choose strongly agree and the lowest is neutral which is 6.77%.

“I think the students were satisfied with my work”, has the mean value of the 3.9297. There is 59.64% of respondents agree, 23.70% is remain neutral and 16.67% strongly agree with the statement.

The statement of “I came up with creative solutions to new problems” has the mean value of 3.6693. There are 60.16% of the respondents choose agree, 36.46% remain neutral, 3.39% choose strongly agree.

The statement of “I could perform my work well with minimal time and effort” has mean value of 3.3229. There are 39.06% of respondents choose agree with the statement, 33.85% remain as neutral, 20.31% disagree and 6.77% of respondents are strongly agree.

The statement of “I had trouble setting priorities in my work” has the mean value of 2.5. There are 53.91% of respondents choose disagree with the statement, 32.81% remain as neutral, 10.16% agree and 3.13% of respondents are strongly disagree.

The statement of “I complained about unimportant matters at work” has the mean value of 1.6432. There are 52.60% of respondents are choose strongly disagree with the statement, 37.24% disagree, 6.77% remain as neutral and 3.39% strongly agree.

The statement of “I quarrelled with my colleagues at work” has the mean value of 1.4740 which is the lowest. There are 72.92% of respondent choose strongly disagree, 23.70% choose disagree, 3.39% are choose neutral.

Lastly, the statement of “I purposely left my work so that someone else had to finish it” score the lowest mean which is 1.3203. 67.97% of respondents are choose strongly disagree and 32.03% choose disagree.

4.2 Scale Measurement

4.2.1 Reliability Test

Table 4.12: Cronbach’s Alpha Reliability Analysis

Variables	Topics	Coefficient Alpha Value	No. of Item
Independent Variable	Job Stress	0.6646	13
Independent Variable	Emotional Intelligence	0.7870	8
Independent Variable	Extrinsic Motivation	0.7982	13
Dependent Variable	Job Performance	0.7976	12

Table above shows the reliability test result of the independent variables and dependent variable. The purpose of reliability test is to check the accuracy and consistency of the questions. There are 400 set of questionnaires distributed to target respondent, however, the sample size of this research is 384 samples and take to be test on the reliability of the questions.

From the result above, job stress (independent variable) has coefficient alpha value of 0.6646 which is fair reliability according to the guideline of Sekaran and Bougie

(2013). Emotional intelligence (independent variable) and extrinsic motivation (independent variable) has the coefficient alpha value of 0.7870 and 0.7982 respectively, both of these variable is under good reliability according to Sekaran and Bougie (2013). Lastly, job performance (dependent variable) has coefficient alpha value of 0.7976 which is under good reliability. These 3 variables emotional intelligence, extrinsic motivation and job performance has very close and consistent of coefficient alpha value, but job stress has the lowest alpha value.

4.3 Inferential Analysis

4.3.1 Pearson Correlation Coefficient

The Pearson correlation coefficient is used to measure the strength, direction and the importance relationship between two variables which are independent variable and dependent variable. It has been differentiating into 3 parts which are +1, 0 and -1, each of them represents a different meaning of linear correlation. +1 is a total positive linear correlation, 0 is no linear correlation and -1 is total negative correlation.

Table 4.13: Rules of Thumb about Correlation Coefficient Size

Coefficient Range	Strength of Association
+0.91 - +1.00	Very strong
+0.71 - +0.90	High
+0.41 - +0.70	Moderate
+0.21 - +0.40	Small but definite relationship
+0.01 - +0.20	Slight, almost negligible

*Assumes correlation coefficient is statistically significant.

Table 4.14: Relationship between Independent Variables and Dependent Variable
Correlation

		Job Stress	Emotional Intelligence	Extrinsic Motivation	Job Performance
Job Stress	Pearson Correlation	1	-	-	.024**
	Sig. (2-tailed)		.0001	.0001	.0001
	N	384	384	384	384
Emotional Intelligence	Pearson Correlation	-	1	-	.532**
	Sig. (2-tailed)	.0001		.0001	.0001
	N	384	384	384	384
Extrinsic Motivation	Pearson Correlation	-	-	1	.647**
	Sig. (2-tailed)	.0001	.0001		.0001
	N	384	384	384	384
Job Performance	Pearson Correlation	.024**	.532**	.647**	1
	Sig. (2-tailed)	.0001	.0001	.0001	
	N	384	384	384	384

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

Hypotheses 1

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

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

The Table 4.14 shows the result of there is a positive relationship between job stress and job performance. Job stress has a 0.024 correlation with the variable of job performance. Although there is no statement proving that there is negative relationship between job stress and job performance, but it proved that job stress might be one of the little motivation to increase the job performance when a little job stress increase.

The value of correlation coefficient 0.024 is fall under the coefficient range from +0.01 to +0.20. This shows that the relationship between job stress and job performance is slight and too small. The p-value shows 0.0001 which is less than significance alpha value 0.01. Thus, the researchers reject H0 and support H1. There is a significant relationship between stress and job performance.

Hypotheses 2

H0: There is no significant relationship between emotional intelligence and job performance.

H1: There is a significant relationship between emotional intelligence and job performance.

The table above show a result of there is a positive relationship between emotional intelligence and job performance. Emotional intelligence has a 0.532 correlation with job performance. Thus, this statement shows that the better the person can control their own emotional intelligence, the better job performance they will have.

The correlation coefficient show a value of 0.532 is fall under the coefficient range from +0.41 to +0.70. This shows that the relationship between emotional intelligence and job performance is moderate. The result also shows that the p-value is 0.0001 which is less than significance alpha value 0.01. Thus, the researchers

reject H0 and support H1. There is a significant relationship between emotional intelligence and job performance.

Hypotheses 3

H0: There is no significant relationship between extrinsic motivation and job performance.

H1: There is a significant relationship between extrinsic motivation and job performance.

The table above show a result of there is a positive relationship between extrinsic motivation and job performance. Extrinsic motivation has a 0.647 correlation with job performance. Thus, this statement has proved that the increase in extrinsic motivation such as bonus and increment of salary from a company to an employee, then there will be an increase in job performance as well.

The correlation coefficient show a value of 0.647 is fall under the coefficient range from +0.41 to +0.70. This shows that the relationship between extrinsic motivation and job performance is moderate. The p-value shows result of 0.0001 which is less than significance alpha value 0.01. Thus, the researchers reject H0 and support H1. There is a significant relationship between emotional intelligence and job performance.

4.3.2 Multiple Regression Analysis

Table 4.15: R square's Model Summary

Root MSE	0.25129	R-Square	0.4600
Dependent Mean	4.08876	Adj-R-Sq	0.4558
Coeff Var	6.14598		

The value of R square clarifies that how many percentages of the independent variables can explain the dependent variable's variations. The R square value has shown in table above which is 0.4600, meaning that independent variables, job stress, emotional intelligence and extrinsic motivation can explain the 46% of the variation in dependent variable, job performance in the research.

Table 4.16: Analysis of Variance

Analysis of Variance					
Source	DF	Sum of Square	Mean Square	F Value	Pr > F
Model	3	20.44355	6.81452	107.91	<.0001
Error	380	23.99654	0.06315		
Corrected Total	383	44.44009			

Result above show the result of p-value is <0.0001 which is less than the alpha value (0.05). Also, the F value is significant. Thus, the independent variables which are job stress, emotional intelligence and extrinsic motivation are significantly illustrating the variance in job performance. The calculated result stated that the data supported the alternative hypothesis.

Table 4.17: Parameter Estimate

Parameter Estimates					
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr> t
Intercept	1	1.81776	0.16357	11.11	<.0001
Job Stress	1	-0.05122	0.03730	-1.37	0.1705
Emotional Intelligence	1	0.20470	0.03789	5.40	<.0001
Extrinsic Motivation	1	0.44345	0.04024	11.02	<.0001

Table 4.18: Parameter Estimates for Job Stress

Parameter Estimates					
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr> t
Job Stress	1	-0.05122	0.03730	-1.37	0.1705

Hypothesis 1:

H₁: There is a significant relationship between job stress and job performance of teachers in government primary schools in Malaysia.

From the result as shown above, the variable of job stress is not significant to the job performance due to the significant value of 0.1705 is greater than alpha value 0.05. Therefore, alternative hypothesis of hypothesis 1 was not supported.

Table 4.19: Parameter Estimates for Emotional Intelligence

Parameter Estimates					
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr> t
Emotional Intelligence	1	0.20470	0.03789	5.40	<.0001

Hypothesis 2:

H₁: There is a significant relationship between emotional intelligence and job performance of teachers in government primary schools in Malaysia.

From the result as shown above, the variable of emotional intelligence is significant to the job performance. This is because the significant value of <0.0001 is lower than alpha value 0.05. Therefore, alternative hypothesis of hypothesis 2 was supported.

Table 4.20: Parameter Estimates for Extrinsic Motivation

Parameter Estimates					
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr> t
Extrinsic Motivation	1	0.44345	0.04024	11.02	<.0001

Hypothesis 3:

H₁: There is a significant relationship between extrinsic motivation and job performance of teachers in government primary schools in Malaysia.

From the result as shown above, the variable of extrinsic motivation is significant to the job performance. This is because the significant value of <0.0001 is lower than alpha value 0.05. Therefore, alternative hypothesis of hypothesis 3 was supported.

Regression Equation:

$Y = a + b_1 (x_1) + b_2 (x_2) + b_3 (x_3) + e$ By substituting the result collected:

$Y = \text{Job Performance}$ $a = \text{constant}$

$x_1 = \text{Job Stress}$

$x_2 = \text{Emotional Intelligence}$ $x_3 = \text{Extrinsic Motivation}$

$b = \text{regression of coefficient of } x_i \text{ } i=1, 2, 3, \dots$

$e = \text{an error term, normally distributed of mean } 0 \text{ (assumes } e = 0)$

$\text{Job Performance} = 1.81776 + (-0.05122) (\text{JS}) + 0.20470 (\text{EI}) + 0.44345 (\text{EM})$

From the equation above, extrinsic motivation is the predictor variable that contributes the greater to the variation of job performance as its value of parameter estimates is the highest (0.44345) in compared to other predictor variables. This indicates that extrinsic motivation contribute the strongest to explain the variation in job performance. The variable that contribute second greater to the variation of job performance is emotional intelligence because it has second highest parameter estimates which is 0.20470. This indicates that emotional intelligence can be the second strongest to explain the variation of job performance. Lastly, job stress is the least predictor variable that contribute to the variation of job performance as it has a lowest parameter estimate value of -0.05122. This indicates that it can least explain the variation in job performance.

4.4 Conclusion

The data are collected from questionnaires that were analyzed in this chapter. Firstly, descriptive analysis is discussed, the demographic analysis of target respondents is obtained to comprehend their background and characteristic and central tendencies measurement of constructs also obtained mean value of data. Secondly, the reliability test of this research is analyzed. Finally, Pearson Correlation and Multiple Regression Analysis are obtained and analyzed. Further discussion will be discussed in chapter 5.

Chapter 5: Discussion and Conclusion

5.1 Introduction

For the last chapter, will be further discuss about the statistical analysis include summary of descriptive analyses and inferential analyses, follow by implications of major study which discussed from the statistical analysis. Limitations and recommendations for this research also discussed. Lastly, the overall conclusion of this research study will be proposed.

5.1 Summary of Statistical Analysis

5.1.1 Summary of Descriptive Analyses

According to previous demographic profile from chapter 4 for this study, among the respondents who answering the questionnaires, 57.55% of them are senior teacher, 39.58% are junior teacher and 2.87% are assistance or vice principle. School principle is not involves in this study.

For the period of employed in current school, the highest of service in current school is more than 10 years which 36.71% among the respondents. The second highest, 29.95% of respondents service in current school for range of 3 to 6 years, followed by 23.44% of respondents service is less than 3 years. There are 9.9% of respondents' services ranged from 7 to 10 years.

In addition, most of the responded primary school teachers are degree holder up to 56.51% from the total of 384 respondents. 36.71% of them are Graduate or Professional Degree holder. Respondents who holding Masters only 6.77% and there is zero for Ph.D. holder.

This study has the most female respondents consist of 65.89%, which greater than male respondents 34.12% due to the target group of people are school teachers while the majority of them are lady.

Based on the aspect of respondents' age, majority of them are fall in ages between 31 to 40 years old (36.72%) and followed by 33.33% of respondents are ages between 41 to 50 years old. There are 23.18% of young respondent ages between 21 to 30 years old. The lowest 6.77% of respondents are above 50 years old.

Moreover, most of the respondents are receiving range of RM3100 and above monthly salary (73.44%), followed by RM2600 to RM3000 (20.57%). The lowest monthly salary range is RM2100 to RM2500, while none for RM1000to RM1500 and RM1600 to RM2000.

In perspective of daily average working hour, most of the respondents are work for 6 hours to 8 hours (56.77%), 20.05% work for 8 hours to 10 hours, while 23.18% work for 10 hours and above.

5.1.2 Summary of Inferential Analyses

5.1.2.1 Reliability Test

According to the test from 384 respondents, all of the variables have reliability above 0.6. This result shows moderately reliable of the questionnaires for survey.

Moreover, 0.665 is coefficient alpha value for job stress, for the emotional intelligence is 0.787, and lastly the extrinsic motivation is 0.798. This figure had proved that the outcomes are excellent reliability for all of the independent variables. Besides, result for job performance is our dependent variable and 0.797 is the value for alpha.

5.1.2.2 Pearson Correlation Analysis

A technique for measuring and investigating the relationship of all the variables is the Pearson Correlation Coefficient. Depending on the data obtained from the analysis, it had clearly illustrated all the independent variables (job stress, emotional intelligence, extrinsic motivation) had a strong relationship among the job performance. Among the variables the value for correlation coefficient from the lowest until the highest which are 0.024 for job stress, 0.532 for emotional intelligence and 0.647 for extrinsic motivation.

5.1.2.3 Multiple Regression Analysis

The output of Multiple Regression Analysis, alpha value is 0.05 which is greater than p-value which the value is less than 0.0001 and the F value is 107.91 which is significant. Therefore, the independent variables which are job stress, emotional intelligence and extrinsic motivation are significantly explaining the variance in job performance. Furthermore, the value from the output for the R-Square is 0.4600. It mean the independent variables, job stress, emotional intelligence and extrinsic motivation can explain the 46% of the variation in dependent variable which is job performance while the remaining 54% unexplained the variations.

5.2 Discussion on Major Finding

Table: 5.1 Correlation Value between Independent Variables and Job Performance

Hypotheses	P-value R-value	Conclusion
Hypotheses 1 H1: There is a significant relationship between job stress and job performance.	p= 0.0001 r= 0.024	H1 is supported.
Hypotheses 2 H1: There is a significant relationship between emotional intelligence and job performance.	p= 0.0001 r= 0.532	H1 is supported.
Hypotheses 3 H1: There is a significant relationship between extrinsic motivation and job performance.	p= 0.0001 r= 0.647	H1 is supported.

5.2.1 Job Stress

Hypotheses 1

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

The hypothesis tested on the relationship between job stress and job performance among primary school teachers in Malaysia. As result show, the p-value is 0.0001 and r-value is 0.024 which is shown a significant positive relationship. The little of job stress able drive job performance increase. However, job stress should have negative relationship with job performance as mentioned at previous chapters.

Based on the research of Nyangahu and Bula (2015), they claimed that appropriate stress level will increase the job performance, and this is called as eustress. For instance, employee performance will be pushed to their best as short deadline given. Besides, Nyangahu and Bula (2015), average job stress will positively influence a better job performance. However, too much of stress will negatively influence a poorer job performance. The study of Zafar, Ali, Hameed, Ilyas and Younas (2015) supported that eustress is motivate job performance and positively promote work effort of employee. Besides, job stress able to increase the employee capabilities and appropriate of stress level can increase the employee effectiveness and efficiencies.

5.2.2 Emotional Intelligence

Hypothesis 2

H1: There is a significant relationship between emotional intelligence and job performance among primary school teachers in Malaysia.

The hypothesis tested on the relationship between emotional intelligence and job performance from primary school teachers in Malaysia. As an output, p-value is 0.000 which mean it is less than the alpha value (0.05). The value of Pearson correlation coefficient which is +0.532 and it show the positive sign it mean that there is a positive relationship between the independent variable (emotional intelligence) and dependent variable (job performance). This indicates that the greater emotional intelligence the better job performance. In other words, emotional intelligence of teachers will lead to excellence job performance.

According to Dhani, Sehwat and Sharma (2016), they found that the emotional intelligence and job performance have the positive relationship between each other. Those people who are emotionally intelligence generally develop themselves continuously and aim on inculcating vision thus they are able to achieve better

performance (Shamsuddin and Rahman, 2014). This indicates that emotional intelligence contributes positively to job performance among the teachers from primary school in Malaysia. Refer from the study of Nwankwo (2013), emotional intelligence plays a significant role in key job outcomes in the organization. The previous research outcome mentions that the relationship is positive between emotional intelligence and job performance had been proved. Thus, based on the previous studies the H1 is being support.

5.2.3 Extrinsic Motivation

Hypotheses 3

H1: There is a significant relationship between extrinsic motivation and job performance.

The hypothesis indicated that there have relationships among extrinsic motivation and job performance for the teachers which are from primary school in Malaysia. The goal to apply extrinsic motivation in an organization is to achieve by linking employees' monetary motives in order to boost up the performance of the employees (Novita, 2010). Through providing extrinsic motivation to employees, the return is the better performance will be create. Subsequently, subordinates able to get those satisfactions from external and it will motivate them in their daily job (Cheboi, 2013).

Based on the generated result, the r-value obtained in this research for extrinsic motivation is 0.647. This figure represents the relationship between extrinsic motivation and job performance is positive. The more the extrinsic motivation was given to the employees, the higher the job performance of the employees. Somehow, when an individual employee engages in the work in order to achieve goal that is apart from the work itself, extrinsic motivation will be much more effective than intrinsic motivation in this case (Nduka, 2016).

5.3 Implication of the Study

According to the results of the research, Emotional Intelligence and Extrinsic Motivation (independent variable) can be said as are more significantly related to the Job Performance (dependent variable). Both of the variables have a higher Coefficient Alpha Value which are 0.7870 and 0.7982 respectively. First of all, from the results the Emotional Intelligence can be said as it has a close relationship with Job Performance (dependent variable). When the Emotional Intelligence (independent variable) of a primary school teacher is higher, the job performance on their duties and tasks will be getting better and better. Therefore, understanding that employees who are more capable of managing and regulating how they feel affects how they perform and complete the duties and tasks that are assigned to them (Ivan Vraskikh, 2016).

Other than that, Extrinsic Motivation (independent variable) can also be said as it has a very close relationship with Job Performance too. Extrinsic Motivation (independent variable) such as high salary, commitment to supervisors and job security. Based on the questionnaires, many primary teachers had agreed that rewards are very important for their organizations to compete strongly. It is very essential for the managers to provide all job characteristics in order to make sure the highest employee performance can be continuously improved (Keijzers, 2010). Even though there are many kinds of job performance rewarding methods can be use, but most of the managers still use the same methods to motivate their employees. The most common method used is adding extra money to their monthly wages which means giving them the higher salary.

Last but not least, job stress (independent variable) has the lowest alpha value in this research, but it still contributes a lot in job performance (dependent variable). Job stress (independent variable) has Coefficient Alpha Value of 0.6646 which is relatively lower as compared with the other 2 independent variables. The poorer of the job performance of the employees, the higher of the job stress they are faced. It means it impossible to achieve a stress free job environment in any organization,

there is no way to make sure that stress is being completely eliminated. However some several steps are still applicable to minimize it (Warraich Usman Ali, 2014). Primary teachers should learn how to manage with their stress by carrying out some relaxing activities during their free time. It is very important for them to learn a way to release their stress. Finally, employers should pay more attention in measuring employees' job performances. Design a measuring method could be very helpful for the industry (Keijzers, 2010).

5.4 Limitation of the study

Some of the problem has been discovered throughout this whole research. First of all, some of the respondents were refused to participate in the survey. This may due to some of the questions in the survey is quite sensitive to their work. The respondents might scare of the information that the respondents provided is not well protected. Besides, it is time consuming for them to finish answering the questions in the questionnaires as the respondents are busy with their work and it does not bring any benefits to them.

Some of the questionnaires distributed to the primary teachers were unable to retrieve. Around 384 questionnaires were distributed to primary teachers in different locations. Some of the questionnaires were rejected by the primary teachers due to some personal reasons. Hence, the researchers have to travel to another primary school to conduct the survey. Therefore, the number of questionnaires distributed was not the same as expected by the researchers.

Furthermore, another problem found in this study is related to the sample size. It brings up the difficulty to get all 384 respondents from all the primary schools in Penang, Perak, Johor, Kuala Lumpur and Melaka due to the time is too limited for this research to distribute all 400 sets of questionnaires out. This questionnaire was fully constructed only by the end of May 2017, and starting to distribute our questionnaires during 13th June 2017.

One more limitation that can be mentioned in this study are related to the sample size. The target area in this research is relatively big as compared with the past research. It took too much of the efforts to pick 384 respondents from every primary school in Penang, Kuala Lumpur and Johor. However, it is just ten primary schools from Penang, Kuala Lumpur and Johor are reached, due to the travel distance is too far that beyond the expectation of the researcher. Conversely, the results might be affected and became inaccurate and unreliable if the sample size is too small and concentrated to represent the whole research.

Lastly, there is another limitation that became an obstacle while trying to carry out our research. The moment the questionnaires being distributed is also the period of school holidays for Hari Raya. No school authorities are working during the period. Therefore, the questionnaires cannot be reach to the hand of primary school teachers. The school holidays for Hari Raya lasted for about 11 days. Due to this reason, the deadline given by the research coordinator is getting closer and closer.

5.5 Recommendation for future study

Several suggestions were given to the future researchers who carry out their research on the similar topics and able to assist them for making better improvements. In order to overcome the problem of the low willingness from the respondents, researchers should avoid approaching to the respondents during the peak hour of the office hour.

The respondents might find it disturbing while they have to handle both office work and the questionnaire. Hence, the researchers should do some analysis for a suitable time to carry out the survey. Make sure the research question is right. Have a clear idea on what kind of answer are actually the researchers asking for and how useful the information in decision is making process (McCorkindale, 2014). Researchers must be able to explain to the respondents when the respondents have any doubts

on the questions. Otherwise, the respondents may just simply pick an answer and this is going to affect the accuracy of the data indirectly.

Researchers are encouraged to conduct their research in a reachable area and have a full understanding in that particular area so that the accuracy of the data will be higher (White, 2006). Only focus in one location at one time, higher accuracy of data and results tend to give better information to future researchers who carry out the similar topics research. The good performance of teachers actually reveals the best performance of schools as well by keeping talented teachers who perform well in achieving schools' objectives. Therefore, it's really important for the researchers to make sure the data is complete in order to find out the real problems behind the education system. A complete set of data can act as a guide to the future researchers while conducting a new research on a similar topic or industry.

Researchers are also suggested to explain to the primary teachers that the study data or documents will be properly disposed, destroyed, or being deleted after the research. They can also make use of the number code on the data documents (e.g., completed questionnaire) to represent identifiable information. Researchers are also encouraged to set a clearer target on respondent in this topic as different primary teachers in different areas might have different job requirements. For example, the standard of living for some primary teachers who stay at the urban area might be lower as compared with those who stay at the capital city. The expenses in urban areas are usually much lower than the expenses in capital city. Therefore, this issue might affect the final result of the questionnaire.

Try to avoid conducting a survey during holidays period. This will increase the difficulty of retrieving the questionnaire after the respondents had completed the questionnaire. Holidays are usually fixed by the authorities, researchers should schedule out a timetable of progression while conducting the research. This can help to prevent them from wasting time.

5.6 Conclusion

As conclusion, job stress, emotional intelligence and extrinsic motivation have significance relationship with job performance of primary school teachers. All of the hypotheses are supported in this research. On the other hand, the result of this research can be a guideline or reference for further study in this area.

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APPENDIX 3.1 Questionnaire



Universiti Tunku Abdul Rahman Faculty of Business and Finance Final Year
Project

TITLE OF TOPIC:

A Study On Job Stress, Emotional Intelligence, And Extrinsic Motivation On job
Performance Of Teachers In Government Primary School In Malaysia.

Survey Questionnaire

Dear respondent,

I am final year undergraduate student of Bachelor of Business Administration,
from Universiti Tunku Abdul Rahman (UTAR). The **purpose** of this survey is to
identify job stress, emotional intelligence, extrinsic motivation that contribute to
job performance.

.....
.....

Thank you for your participation.

Instructions:

- 1) There are **TWO** (2) sections in this questionnaire. Please answer ALL questions in ALL sections.
- 2) Completion of this form will take you approximately 5 to 10 minutes.
- 3) Please feel free to share your comment in the space provided. The contents of this questionnaire will be kept **strictly confidential**.
- 4) 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.

Acknowledgment of Notice

I have been notified by you and that I hereby understood, consented and agreed per UTAR notice (refer to Appendix I).

I disagree, my personal data will not be processed.

Name	Student ID	Email Address	Phone Number
CHONG CHIN LIANG	15ABB01227	chongchinliang@gmail.com	010- 5643899
LEE JIAN JUN	14ABB01200	marklee9595@gmail.com	0111-2597813
TIOW JIEN KEAT	15ABB00765	jk,jien@hotmail.com	012-9163950
WONG SU CHIN	15ABB00762	cathrynwong94@hotmail.com	010-3773280
CHOW JIA LOON	13ABB04094	leonchow95@gmail.com	016-7506183

Section A: Demographics

Please tick the option for each question that is relevant to you.

1. What is your designation?

Principle

Senior Teacher

Assistant/Vice Principle

Junior Teacher

2. How long you have been employed in this school?

Less than 3 years

3 – 6 years

7 – 10 years

More than 10 years

3. What is your highest qualification?

Bachelor's degree
degree

Graduate / Professional

Masters

Ph.D.

4. What is your gender?

Male

Female

5. What is your age?

21 – 30 years old

31 – 40 years old

41 – 50 years old

Above 50 years old

6. What is your salary?

RM1000- RM1500

RM1600 – RM 2000

RM 2100 – RM 2500

RM 2600 – RM 3000

RM 3100 and above

7. What is your average working hour in a day?

6 hours –8 hours

8 hours – 10 hours

10 hours and above

Section B: Job Stress, Emotional Intelligence and Extrinsic motivation which Influence Job Performance

Please describe your personal views of the following statements related to your current workplace as objectively as you can, by encircling number against each statement from the rating scale given below.

Job Stress

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	There is harmony within my group. <i>Suasana dalam kumpulan saya adalah harmoni.</i>	1	2	3	4	5
2.	There is difference of opinion among the members of my group. <i>Terdapat perbezaan pandangan di kalangan ahli kumpulan saya.</i>	1	2	3	4	5
3.	Other groups create problems for my group. <i>Kumpulan lain menimbulkan masalah kepada kumpulan saya..</i>	1	2	3	4	5

4.	I had trouble sleeping at night. <i>Saya mengalami kesukaran tidur pada waktu malam.</i>	1	2	3	4	5
5.	I were bothered by a headache. <i>Saya pernah mengalami sakit kepala.</i>	1	2	3	4	5
6.	I were in ill health which affected my work. <i>Saya pernah mangalam kesakitan yang boleh menjejaskan kerja saya.</i>	1	2	3	4	5
7.	I had a loss of appetite <i>Saya telah kehilangan selera makan.</i>	1	2	3	4	5
8.	My job requires a great deal of concentration. <i>Perkerjaan saya memerlukan tahap konsentrasi yang tinggi.</i>	1	2	3	4	5
9.	My job requires me to remember many different things. <i>Perkerjaan saya memerlukan saya untuk menghafal banyak perkara yang berbeza.</i>	1	2	3	4	5

10.	I can take it easy and still get my work done. <i>Saya mampu bertenang dan masih dapat menyelesaikan kerja saya</i>	1	2	3	4	5
11.	My job requires me to work very hard. <i>Perkerjaan saya memerlukan saya berkerja keras.</i>	1	2	3	4	5
12.	My job leave me with little time to get things done. <i>Tugas saya menyebabkan saya kekurangan masa untuk menyelesaikan kerja</i>	1	2	3	4	5
13.	I use the skills from my previous experience and training. <i>Saya menggunakan kemahiran daripada pengalaman dan latihan yang lepas.</i>	1	2	3	4	5

Emotional Intelligence

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I realise immediately when I lose my temper. <i>Saya akan terus menyadari jika saya hilang sabar</i>	1	2	3	4	5
2	I know when I am happy. <i>Saya mengetahui apabila saya merasa gembira.</i>	1	2	3	4	5
3	I usually recognise when I am stressed. <i>Saya menyadari apabila saya merasa tertekan.</i>	1	2	3	4	5
4	I am always able to see things from the other person's viewpoint. <i>Saya sentiasa dapat melihat sesuatu perkara dari sudut pandangan orang lain.</i>	1	2	3	4	5
5	I am an excellent listener. <i>Saya adalah seorang pendengar yang baik.</i>	1	2	3	4	5

6	<p>I can usually understand why people are being difficult towards me.</p> <p><i>Saya memahami kenapa orang lain bersikap cerewet terhadap saya.</i></p>	1	2	3	4	5
7	<p>I generally build solid relationships with those I work with.</p> <p><i>Saya biasanya membina hubungan yang kukuh dengan rakan sekerja saya.</i></p>	1	2	3	4	5
8	<p>I like to ask questions to find out what it is important to people.</p> <p><i>Saya suka bertanya soalan untuk mengetahui apa yang penting untuk orang lain.</i></p>	1	2	3	4	5

Extrinsic Motivation

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The mission or purpose of my organisation makes me feel my job is important. <i>Saya berasa bahawa misi atau objektif organisasi membuatkan saya berasa bahawa tugas saya adalah penting.</i>	1	2	3	4	5
2	I have all the materials and equipment I need to do my best every day. <i>Saya mempunyai kelengkapan bahan-bahan dan peralatan yang diperlukan untuk prestasi yang terbaik setiap hari.</i>	1	2	3	4	5
3	I would not want a job if the equipment was poor or I was without adequate protection against layoffs. <i>Saya tidak mahu bekerja jika tiada kelengkapan yang lengkap dan jaminan bahawa saya tidak akan diberhentikan</i>	1	2	3	4	5

4	<p>I believe that real rewards for working are good pay and working conditions.</p> <p><i>Saya mempercayai bahawa ganjaran untuk kerja adalah gaji yang baik dan keadaan kerja yang memuaskan.</i></p>	1	2	3	4	5
5	<p>An important factor for me is that my job pays is well enough to satisfy the needs of my family and me.</p> <p><i>Satu lagi faktor penting bagi saya adalah bahawa tugas saya membayar gaji yang cukup baik untuk memuaskan keperluan keluarga saya dan saya.</i></p>	1	2	3	4	5
6	<p>ringe benefits, such as hospitalization insurances, retirement plans, and dental programs, are important to me.</p> <p><i>Keadaan sampingan, seperti insurans hospital, pelan persaraan, dan program pergigian, adalah penting kepada saya.</i></p>	1	2	3	4	5

7	<p>In the last seven days I have received recognition or praise for doing good work.</p> <p><i>Dalam tempoh tujuh hari yang lalu saya telah menerima pengiktirafan atau pujian kerana melakukan tugas dengan cemerlang.</i></p>	1	2	3	4	5
8	<p>My accomplishments give me an important sense of self- respect.</p> <p><i>Saya berasa bangga dan hormat diri dalam cemerlang diri saya.</i></p>	1	2	3	4	5
9	<p>A job should offer tangible rewards and recognitions for one's performance.</p> <p><i>Pekerjaan harus menawarkan ganjaran yang nyata dan pengiktirafan bagi prestasi seseorang.</i></p>	1	2	3	4	5

10	<p>I would work very hard in a job where my colleagues discuss and plan their work as a team.</p> <p><i>Saya akan bekerja dengan sepenuh hati dalam pekerjaan di mana rakan-rakan saya berbincang dan merancang kerja mereka sebagai satu pasukan.</i></p>	1	2	3	4	5
11	<p>The relationship with my colleagues enables me to be open when discussing work problems and concerns.</p> <p><i>Hubungan dengan rakan-rakan saya membolehkan saya untuk menjadi terbuka apabila membincangkan masalah dan kebimbangan kerja.</i></p>	1	2	3	4	5
12	<p>My boss or someone at work seems to care about me as a person.</p> <p><i>Bos atau seseorang yang saya di tempat kerja seolah-olah mengambil berat tentang saya.</i></p>	1	2	3	4	5

13	I am consulted and my opinions seem to count. <i>Cadangan saya sentiasa dipandang penting dan cadangan saya sentiasa diterima.</i>	1	2	3	4	5
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Job Performance

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I worked towards the result of my work. <i>Saya bekerja demi mencapai hasil kerja saya.</i>	1	2	3	4	5
2.	I had trouble setting priorities in my work. <i>Saya mempunyai masalah menetapkan keutamaan dalam kerja-kerja saya.</i>	1	2	3	4	5
3.	I could perform my work well with minimal time and effort. <i>Saya boleh melakukan kerja saya dalam masa and usaha yang minimum.</i>	1	2	3	4	5

4.	I could fulfil my responsibilities. <i>Saya boleh melaksanakan tanggungjawab saya.</i>	1	2	3	4	5
5.	Communication with others led to the desired result. <i>Komunikasi dengan orang lain dapat mencapai hasil yang dikehendaki.</i>	1	2	3	4	5
6.	I asked for help when needed. <i>Saya meminta bantuan apabila diperlukan.</i>	1	2	3	4	5
7.	I think the students were satisfied with my work. <i>Saya rasa pelajar berpuas hati dengan kerja saya.</i>	1	2	3	4	5
8.	I will improve my job knowledge to have better productivity in my work. <i>Saya akanmeningkatkan pengetahuan berkiatan tugas saya supaya lebih produktif.</i>	1	2	3	4	5

9.	I came up with creative solutions to new problems. <i>Saya menyelesaikan masalah baru dengan penyelesaian yang kreatif.</i>	1	2	3	4	5
10	I purposely left my work so that someone else had to finish it. <i>Saya sengaja meninggalkan kerja saya supaya orang lain terpaksa menyelesaikannya.</i>	1	2	3	4	5
11	I complained about unimportant matters at work. <i>Saya mengadu tentang perkara-perkara yang tidak penting di tempat kerja saya.</i>	1	2	3	4	5
12	I quarrelled with my colleagues at work. <i>Saya bertengkar dengan rakan-rakan saya di tempat kerja saya.</i>	1	2	3	4	5

Appendix I

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 [chongchinliang@gmail.com].

Thank you for your time, opinion and comments.

~ The End ~

APPENDIX 4.1

Reliability Test

Table 4.12: Cronbach's Alpha Reliability Analysis

Variables	Topics	Coefficient Alpha Value	No. of Item
Independent Variable	Job Stress	0.6646	13
Independent Variable	Emotional Intelligence	0.7870	8
Independent Variable	Extrinsic Motivation	0.7982	13
Dependent Variable	Job Performance	0.7976	12

APPENDIX 4.2

Pearson Correlation Coefficient

Table 4.13: Rules of Thumb about Correlation Coefficient Size

Coefficient Range	Strength of Association
+0.91 - +1.00	Very strong
+0.71 - +0.90	High
+0.41 - +0.70	Moderate
+0.21 - +0.40	Small but definite relationship
+0.01 - +0.20	Slight, almost negligible

Table 4.14: Relationship between Independent Variables and Dependent Variable
Correlation

		Job Stress	Emotional Intelligence	Extrinsic Motivation	Job Performance
Job Stress	Pearson Correlation	1			.024**
	Sig. (2-tailed)		.000	.000	.000
	N	384	384	384	384
Emotional Intelligence	Pearson Correlation		1		.532**
	Sig. (2-tailed)	.000		.000	.000
	N	384	384	384	384
Extrinsic Motivation	Pearson Correlation			1	.647**
	Sig. (2-tailed)	.000	.000		.000
	N	384	384	384	384
Job Performance	Pearson Correlation	.024**	.532**	.647**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	384	384	384	384

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

APPENDIX 4.3

Multiple Regression Analysis

Table 4.15: R square's Model Summary

Root MSE	0.25129	R-Square	0.4600
Dependent Mean	4.08876	Adj-R-Sq	0.4558
Coeff Var	6.14598		

Table 4.16: Analysis of Variance

Analysis of Variance					
Source	DF	Sum of Square	Mean Square	F Value	Pr > F
Model	3	20.44355	6.81452	107.91	<.0001
Error	380	23.99654	0.06315		
Corrected Total	383	44.44009			

Table 4.17: Parameter Estimate

Parameter Estimates					
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr> t
Intercept	1	1.81776	0.16357	11.11	<.0001
Job Stress	1	-0.05122	0.03730	-1.37	0.1705

Emotional Intelligence	1	0.20470	0.03789	5.40	<.0001
Extrinsic Motivation	1	0.44345	0.04024	11.02	<.0001

Table 4.18: Parameter Estimates for Job Stress

Parameter Estimates					
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr> t
Job Stress	1	-0.05122	0.03730	-1.37	0.1705

Table 4.19: Parameter Estimates for Emotional Intelligence

Parameter Estimates					
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr> t
Emotional Intelligence	1	0.20470	0.03789	5.40	<.0001

Table 4.20: Parameter Estimates for Extrinsic Motivation

Parameter Estimates					
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr> t
Extrinsic Motivation	1	0.44345	0.04024	11.02	<.0001

APPENDIX 4.4:

Population of primary schools teachers in Malaysia 2016

The screenshot shows a web browser window with the URL moe.gov.my/index.php/en/statistik-kpm/statistik-bilangan-sekolah-murid-guru. The navigation menu includes HOME, CORPORATE, POLICIES, CIRCULARS, MEDIA, SOURCES, FAQ, ARCHIVE, and CONTACT US. The page content is divided into two main sections: 'Bilangan Murid (Enrolmen)' and 'Bilangan Guru'. The 'Bilangan Murid' section includes a table with columns 'Peringkat' and 'Jumlah', listing data for Prasekolah, Rendah, Menengah, and a total. Below this table is the note 'Data APDM 31 Mei 2016'. The 'Bilangan Guru' section includes a similar table with columns 'Peringkat' and 'Jumlah', listing data for Rendah, Menengah, and a total. Below this table is the note 'Data e-operasi 1 Jun 2016'. On the right side of the page, there is a vertical navigation bar with three yellow buttons labeled 'Students/Trainers', 'Public', and 'MOE Staff'.

Peringkat	Jumlah
Prasekolah	200,684
Rendah	2,685,403
Menengah	2,188,525
Jumlah	5,074,612

Data APDM 31 Mei 2016

Peringkat	Jumlah
Rendah	239,850
Menengah	181,978
Jumlah	421,828

Data e-operasi 1 Jun 2016