

**THE MODERATING EFFECT OF SELF ESTEEM ON THE  
RELATIONSHIP BETWEEN SOCIAL CONNECTEDNESS AND  
TEACHING ANXIETY AMONG TEACHERS IN MALAYSIA**

By

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## **ABSTRACT**

This study aims to investigate the moderating effect of self-esteem on the relationship between social connectedness and teaching anxiety among teachers. Most of the past studies are less likely to select teachers to investigate these variables. It is crucial to examine teachers' mental health as teachers are found to have high teaching anxiety levels in Malaysia. With a low level of social connectedness, teachers may face high teaching anxiety levels when handling their teaching tasks as they are unable to seek psychological support from others. Self-esteem as a teacher might serve as a powerful moderator to influence the relationship where it can directly influence the confidence and passion for teaching among teachers. It is conducted with 390 teachers in Malaysia. The sample is collected by purposive sampling method to reach the teachers who fulfill the sampling element heterogeneous based on the types of school, school location, teachers' gender and year of working experience. The questionnaires include the Psychological Sense of School Membership, Teaching Anxiety Scale and Rosenberg Self-Esteem Scale via online distribution. Pearson Correlation is employed to assess the association between social connectedness, teaching anxiety and self-esteem while Hayes SPSS Macro Process Model 1 is adopted to examine the moderating effect of self-esteem on the relationship between social connectedness and teaching anxiety. This research eventually comes up with a main outcome where self-esteem has a strong moderating effect on the relationship between social connectedness and teaching anxiety. With this finding, it has contributed to the literature pool in few aspects and also provides valuable insight for schools, policymakers and authorities who can make changes regarding teachers' psychological health

issues. The main contribution of this study is that it can provide research evidence and support to the future researchers who would need to implement related training plans related to self-esteem to the teachers.

**Keywords: social connectedness, teaching anxiety, self-esteem, teachers, psychological health**

**Subject Area: BF511-593 Affection. Feeling. Emotion**

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## **LIST OF ABBREVIATIONS**

DV	Dependent variable
IV	Independent variable

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background of study**

The American Federation of Teachers and the Badass Teachers Association claim that teachers exhibit increased anxiety levels compared to other occupations (Eulberg, 2017). The significant rise in anxiety levels is evident during the back-to-school season (Lefroy, 2022). Teachers usually experience a lack of confidence and are also apprehensive about their students' ability to acclimate to new learning environments, suggesting potential disruptions in the classroom. This uncertainty may induce anxiety in teachers over the unpredictable circumstances during their teaching sessions. To be more specific, in Malaysia, 23.3% of teachers have been found to experience severe anxiety levels, indicating that anxiety issues are affecting the teachers (Othman & Sivasubramaniam, 2019).

Anxiety is a fundamental emotion present in humans. Prolonged anxiety can adversely influence both mental and physical health, significantly hindering personal growth, and this could lead to psychological disorders (Wiedemann, 2015). Educators frequently experience teaching anxiety, feeling compelled to execute their instructional responsibilities by imparting knowledge acquired from academic, educational, and general courses (Aydin, 2021). Teaching anxiety is defined as anxiety that relates to teaching activities involving the preparation and execution of classroom activities (Wiedemann, 2015). A frequent reaction of fear could lead to a series of task avoidance. It can be generally found among newly employed teachers or those affected by environmental factors such as pandemics, which will change their teaching styles and paces. They may suffer from feelings

of restlessness, lack of self-belief and self-confidence (Wulandari Pasaribu & Sri Lestari, 2023). Consequently, teachers may experience anxiety or nervousness while executing the lesson according to appropriate processes, thereby impeding their ability to convey information accurately and effectively. This can lead pupils to develop misconceptions regarding the teachers' teaching. There might be some issues caused by teaching anxiety, including hasty planning of lessons, poor time management, and disorganisation of the classroom environment (Aydin, 2021; Wulandari Pasaribu & Sri Lestari, 2023). Teachers experiencing teaching anxiety may transmit this fear to some students, since the latter might perceive the teacher's responses and feedback, thereby impacting their performance and inducing anxiety over making mistakes (Aydin, 2021).

As school is part of the community and teachers are required to interact with different parties, such as students, school colleagues and parents, social connectedness is crucial for their well-being, self-development and work collaboration in the school environment (Struyve et al., 2016). There is empirical research indicating that social connectedness can affect one's anxiety level (Mahmooda Fatima et al., 2017). Individuals who feel secure and supported by a sense of belongingness and connectedness in their environment can fulfil their essential psychological needs for better psychological and social development and well-being. Taylor et al. (2020) assert that social connectedness can be employed effectively in treating anxiety disorders. Consequently, it underscores the significance of social connectivity in relation to one's emotions.

Research indicates that a lack of social connectedness contributes to psychological issues among teachers, resulting in anxiety when they are unable to engage with others in fulfilling their teaching responsibilities (Catacutan et al.,

2022; Mahmooda Fatima et al., 2017). Teachers with low social connectedness cannot properly interact with students, school colleagues and parents, affecting their work performance as teachers. When this situation continues, they might experience an increasing level of anxiety where they are unable to obtain support from others and engage in social situations to perform their teaching role.

A solution may always be found by seeking alternative approaches. According to past findings, self-esteem is associated with social connectedness and anxiety (Bairagi et al., 2021; Girgin, 2017; Harris & Orth, 2019; Ibili & Bilinghurst, 2019; Paz et al., 2017). Thus, self-esteem may act as a beneficial moderator in the correlation between social connectedness and anxiety because high self-esteem can mitigate the anxiety associated with perceived inadequacy in task performance (Henriksen et al., 2017). Teacher self-esteem is typically seen as the self-assessment of educators on their performance in the teaching profession, which may be perceived positively or adversely (Bairagi et al., 2021; Mbuva, 2017). Teachers with high self-esteem can develop positive attitudes about accepting mistakes and planning for growth. They are likelier to believe in their competence to deliver knowledge and facilitate students' learning progress. Consequently, while self-esteem is sufficiently robust to influence an individual, other circumstances may be incapable of disrupting their mind. Researchers can offer some feasible ideas and strategies to enhance their self-esteem as teachers by investigating the moderating effect of self-esteem. This can reduce the adverse effect of the relationship between social connectedness and anxiety.

## **1.2 Significance of the study**

This study can assist schools, policymakers, and authorities in enhancing teachers' job obligations by providing credible research data demonstrating the important circumstances contributing to elevated levels of teaching anxiety among educators. Besides, it can provide a new solution that the school management can use to reduce teachers' teaching anxiety levels by creating opportunities for social connection among teachers, such as organising social events that can enhance the relationships between teachers and other school members and reduce their apprehension.

This study also introduces self-esteem as a moderator to weaken the relationship between social connectedness and teaching anxiety. It can be used to raise the authorities' awareness and improve teachers' self-esteem by implementing related training or assigning mentors to the teachers, especially the newly employed teachers. Capacity building, such as self-development workshops, can boost teachers' confidence. In addition, mentors can guide newly employed teachers to gain more teaching experience so they will not become anxious about how to deliver their lessons. Enhancing self-esteem can mitigate their elevated teaching anxiety, independent of the context of social connectedness.

## **1.3 Problem statement**

Anxiety can be more complex, persistent, and detrimental to mental health than other factors, establishing it as a priority in research and interventions for teachers in Malaysia (Xi, 2020). Based on the findings from Othman & Sivasubramaniam (2019), more than half of the teachers in their sample are found to experience increased levels of anxiety, which can affect their general health.



This suggests that teachers in Malaysia are encountering high anxiety levels, which have progressively emerged as a significant concern for their well-being, although the issue remains unaddressed with the necessary seriousness. The finding was also supported by Tai et al. (2019), who found that educators in Malaysia experience various types of illness and mental health issues, including anxiety. Similarly, Ab Majid and Surat (2021) found a significant correlation between anxiety and the time spent in teaching. This finding proves that teachers will experience anxiety when they spend a longer time conducting lessons, causing them to be overwhelmed and exhausted.

Apart from teaching, teachers are required to perform administrative tasks such as running programmes, data entry, and assessments, and they need to complete the workloads in a limited time (R Zirwatul Aida R Ibrahim et al., 2020). Consequently, teachers experience anxiety stemming from persistent worries over their capacity to instruct pupils and maintain classroom order because their time and energy are consumed by fulfilling administrative responsibilities. Teachers will not be able to perform their teaching duties well when experiencing negative emotions and when they cannot calm themselves to focus on teaching and delivering the lessons. With these situations occurring frequently, they might not be able to perform well and get promoted to a higher position as part of their career growth. Thus, teaching anxiety is selected as one of the variables to discuss because it is important to notice anxiety symptoms early to prevent the development of anxiety disorders among teachers. Failure to do so will have a considerably profound psychological impact (Wiedemann, 2015).

Furthermore, some of the findings have shown that social connectedness has a negative relationship with negative emotions such as stress, anxiety, and

depression (Saeri et al., 2018; Mahmooda Fatima et al., 2017; Taylor et al., 2020). People with poor social interactions might experience inadequate social involvement and connections with other parties, which reduces their sense of belonging to a person or group. In the absence of assistance, individuals may experience feelings of loneliness, helplessness, nervousness, or anxiety when they confront challenges independently, notwithstanding the possibility that others may be unable to resolve them. Therefore, a lack of social connectedness tends to cause negative consequences to one's psychological conditions by increasing anxiety levels. Therefore, social connectivity is a critical aspect that must be addressed since educators require interaction and connections with their students and colleagues for their socio-emotional well-being and professional growth (Nathanaili, 2016).

According to Struyve et al. (2016), there is a lack of social connectedness among the school members, which causes the teachers to feel isolated and even intend to leave. Once the turnover rate of teachers starts to rise, the quality of education in Malaysia will drop. As a result, experienced teachers with exceptional teaching skills are absent from instructing pupils and training freshly hired teachers. The Malaysian education system will eventually disintegrate. Awareness of this situation is essential since it directly affects pupils as teachers' well-being and psychological state positively influence students' academic performance (Bower et al., 2015). However, only a few research studies have been found to investigate teaching anxiety among teachers, particularly in the Malaysian context. Insufficient research evidence will not be able to provide adequate support to raise awareness of issues related to teaching anxiety among teachers in Malaysia.

Increasing self-esteem may provide another alternative to reduce anxiety among teachers. Based on the findings by Bairagi et al. (2021), Girgin (2017), Mahmooda Fatima et al. (2017), Murad (2020) and Paz et al. (2017), it has been proven that self-esteem is negatively associated with anxiety. People with high self-esteem can perform better when calm compared to those with low self-esteem. This is because high self-esteem enables one to regulate their emotions, especially negative emotions, as they have high in self-confidence and optimism. However, a person with low self-esteem is more sensitive to negative emotions like anxiety (Girgin (2017). That means high self-esteem can manage one's potential to be anxious in certain situations. High self-esteem in a teaching position can also prevent teachers from getting anxious during teaching and managing the classroom (Aydin, 2021). Nevertheless, teachers may have limited chances to pursue self-development and cultivate self-confidence in their teaching roles. Furthermore, barely any attention is directed to teachers' need for social support from their peers and administration inside their schools, aggravating the issue (Struyve et al., 2016).

#### **1.4 Research Objectives**

There is still a lack of research evidence showing that self-esteem can weaken the relationship between social connectedness and teaching anxiety. With this concern in mind, this study mainly aims to explore the moderating effect of self-esteem on the relationship between social connectedness and teaching anxiety among teachers.

1. To investigate the relationship between social connectedness and teaching anxiety among teachers.

2. To explore the moderating effect of self-esteem on the relationship between social connectedness and teaching anxiety among teachers.

### **1.5 Research Questions**

1.5.1 Is there any significant relationship between social connectedness and teaching anxiety among teachers?

1.5.2 Is there any moderating effect of self-esteem on the relationship between social connectedness and teaching anxiety among teachers?

### **1.6 Hypotheses**

1.6.1 H0: There is no significant relationship between social connectedness and teaching anxiety among teachers.

H1: There is a significant relationship between social connectedness and teaching anxiety among teachers.

1.6.2 H0: There is no moderating effect of self-esteem on the relationship between social connectedness and teaching anxiety among teachers.

H1: There is a moderating effect of self-esteem on the relationship between social connectedness and teaching anxiety among teachers.

### **1.7 Conceptual Definition**

#### ***1.7.1 Social Connectedness***

Social connectedness refers to a sense of belonging and subjective psychological bonding that a person feels with others (Haslam et al., 2015). It is also defined as a strong and prevalent sense of security and being “human among humans” regarding social connectedness that will be developed among individuals

(Wilkinson et al., 2019). Those with high social connectedness will be able to engage and be involved in social situations and ready to participate with other people (Haslam et al., 2015). People with low social connectedness, on the other hand, are not able to manage their needs and feelings and possess low interpersonal trust by avoiding self from social interaction. Low social connectedness will lead to low self-esteem, anxiety and depression (Deitz et al., 2020; Holt-Lunstad, 2018). In workplace settings, this may affect their work performance as it results from workplace stress and isolation due to poor quality relationships with coworkers (Holt-Lunstad, 2018). In this study, social connectedness can be defined as a strong sense of social belonging and bonding with other school members to feel socially and psychologically secure (Haslam et al., 2015; Wilkinson et al., 2019).

### ***1.7.2 Teaching Anxiety***

Teaching anxiety refers to a considerable affective state that may affect the learning and teaching processes between teachers and students in school situations (Aydin, 2021). It is a dynamic process that can be affected by practices and experiences that will result in avoidance, worrying and nervousness. It involves a variety of emotional states, such as agitation, tension, and apprehensiveness, which can cause sweating, restlessness, and a rapid heart rate (Wiedemann, 2015). It can be presented before, during and after the teaching tasks (Aydin, 2021). However, it will develop into an anxiety disorder when a person stays in a condition that is beyond worry, similar to general anxiety. In this study, teaching anxiety can be explained as the feelings of stress and nervousness experienced by teachers due to issues concerning time management, planning and organisation of the classroom situation (Aydin, 2021; Merç, 2015).

### ***1.7.3 Self-Esteem***

Self-esteem refers to a way of thinking, feeling, and behaving that indicates that one will accept, respect, and believe in oneself (Hepper, 2016). It can be defined as a subjective perception of one's self-worth, self-confidence, and personal beliefs about one's ability, where the person holds positive or negative views about self-capability (Abdel-Khalek, 2016). Hence, high self-esteem can encourage teachers to accomplish success and improve their school or work performance. However, it can be counterproductive in deterring them from becoming qualified teachers for their students (Mbuva, 2017). This study defines self-esteem as self-evaluation regarding beliefs, feelings and behaviours in performing tasks and perception of self-worth (Mbuva, 2017; Muhammad Arshad et al., 2015).

## **1.8 Operational Definition**

### ***1.8.1 Social Connectedness***

Social connectedness refers to the level of belongingness towards families, friends and even the social world. Some significant components of social connectedness include developing and maintaining healthy relationships, experiencing social attachment and value diversity, as well as feeling secure everywhere, as measured by the Social Connectedness Scale and Social Connectedness Scale-Revised. A high score indicates more connectedness with others. For teachers, the Psychological Sense of School Membership measures the teachers' social connectedness and interaction level with other school members in the school community.

### ***1.8.2 Teaching Anxiety***

In this research, teaching anxiety is defined as teachers' feelings towards their teaching role and performance in teaching students, preparing lessons, managing classes, running activities, and dealing with parents and supervisors while always being ready, as measured by the Teaching Anxiety Scale for teachers.

### ***1.8.3 Self-Esteem***

Self-esteem refers to the level of self-evaluation and frequency of positive or negative feelings towards self-confidence and self-ability to perform tasks. Positive components involve satisfaction towards self, optimism, self-confidence and self-worth, while negative components include pessimism, lack of confidence and distorted self-view, as measured by the Rosenberg Self-Esteem Scale.

## **1.9 Chapter Summary**

This chapter discussed the background of the study, conceptual and operational definitions, the significance of the study, problem statement, research objectives, research questions and hypotheses, which clearly explain the core concept of this research. The upcoming chapter will present a review of past findings and theories to support this study.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Social connectedness and anxiety**

Most of the past studies showed that social connectedness has a negative association with anxiety (Catacutan et al., 2022; Long et al., 2022; Mahmooda Fatima et al., 2017). They claimed that people who lack social connectedness will experience a high level of anxiety as they experience inadequate social support and relationship involvement. Catacutan et al. (2022) mentioned that people feel anxious because of the changes in social belongingness and reduced social support. Lack of belongingness and connectedness is found to cause poor physical and mental well-being, as social belongingness is the human need to form and maintain strong and stable interpersonal relationships with others.

The results indicating a negative correlation between social connectivity and anxiety were corroborated by Taylor et al. (2020), who identify social disconnection as a prevalent factor contributing to anxiety and depressive disorders. Thus, a high level of social connectedness is crucially important to serve as a protective factor in mental health, where it can help in reducing and improving mental health, including anxiety and depression symptoms (Saeri et al., 2018). According to Struyve et al. (2016), the level of social connectedness among teachers is negatively associated with their psychological and mental well-being. Teachers who lack social connectedness are more likely to find no social support for their psychological needs, which will lead to a high level of anxiety when performing their teaching tasks.



There is a lack of research evidence on the relationship between social connectedness and teaching anxiety. This study will be applied to the educational sector by referencing previous research on the correlation between social connectivity and general anxiety. In the social context, a lack of social connectedness might make teachers feel a loss of social support, causing them to be unable to interact well with the students to facilitate their teaching tasks. This circumstance may induce anxiety in teachers over their ability to conduct instructional activities alone. Due to their inability to articulate feelings of detachment from others, they may persistently endure heightened anxiety when teaching, characterised by concerns for their employment circumstances in a psychological setting. Hence, the relationship between social connectedness and teaching anxiety among the teachers in both contexts is established.

Numerous past studies were conducted in many different countries. However, the findings may not be able to be generalised to the Malaysian contexts, even though the studies on social connectedness and anxiety have shown consistent results. For instance, Saeri et al. (2018) conducted a study with New Zealand adults, Struyve et al. (2016) examined teachers in Belgium, Mahmooda Fatima et al. (2017) collected responses in Pakistan, Catacutan et al. (2022) targeted senior high school students in the Philippines and Long et al. (2022) focused on individuals in eight different Eurasia countries. Due to the cultural differences, the findings are unlikely to be generalised to the Malaysian context. Therefore, this study can fill the knowledge gap to raise more awareness of teaching anxiety by discovering the correlation between social connectedness and teaching anxiety among teachers in Malaysia.

## **2.2 Social connectedness, anxiety and self-esteem**

Previous studies found that self-esteem can be used as a strong moderator of the relationship between two variables (Bairagi et al., 2021; Mahmooda Fatima et al., 2017; Paz et al., 2017). They stated that self-esteem can probably serve as a protective factor, moderator or mediator. Using self-esteem as a moderator or mediator strongly affects the results of the respective past studies. For instance, Peng et al. (2019) found that self-esteem significantly mediates the relationship between school disconnectedness and internet addiction. On the other hand, Chen et al. (2023) indicated that self-esteem plays an important moderating role in the relationship between experiencing stigma, anxiety and depression. Similarly, Bello (2017) argued that self-esteem moderates the relationship between providing social support and life satisfaction. Therefore, self-esteem has strong empirical proof to serve as a moderator in the research study.

As evidenced by previous research, self-esteem can function as either a mediator or moderator, possessing both relational and influence capacity for the two variables. However, in this study, self-esteem is a moderator because it functions as a social connector and maintains a causal relationship with anxiety (Mumtaz et al., 2019; Mohammad & Navid-Reza, 2016). Hence, self-esteem serves as an influential factor between social connectedness and anxiety, which will weaken the adverse effect of the relationship. It aims to provide an alternative to solve the anxiety issue caused by social connectedness. Therefore, it is more suitable as a moderator to meet the purpose of this research.

The study proposed by Mahmooda Fatima et al. (2017) showed three significant results: social connectedness negatively predicts anxiety, self-esteem

negatively predicts social connectedness, and self-esteem negatively predicts anxiety. The results proved that there are relationships between social connectedness, anxiety and self-esteem. The findings provided supportive evidence that self-esteem can be used to test its moderating effect on social connectedness and anxiety. Similarly, the claim is also supported by Paz et al. (2017), who found that self-esteem is significantly related to interpersonal problems and negatively linked to anxiety symptoms. This indicates that individuals with low self-esteem are likely to feel anxious when interacting with others, tend to have low connections and find difficulties during interpersonal interactions.

As mentioned above, these three variables are reasonably correlated with each other. In summary, teachers who struggle to engage socially may enjoy reduced anxiety by bolstering their self-esteem. By doing so, it can enhance their confidence in executing their teaching responsibilities, even in solitude.

## **2.3 Theoretical Framework**

### **Maslow's hierarchy of needs**

This research utilises Maslow's hierarchy of needs to explain the importance and potential of social relationships and connectedness to teachers in the school environment (McLeod, 2018; Montag et al., 2020). This model is separated into deficiency level and growth level. Deficiency needs will motivate people when their needs are unmet. Belongingness is one of the deficiency needs, which is an emotional need for interpersonal relationships, affiliation, a sense of connection and being part of a group in family, friends or work settings. The emotional requirements include trust, intimacy, acceptance and social support.

The need for connectedness motivates one's behaviour, and for teachers, it promotes the effectiveness of the teaching process and classroom management.

Social connectedness is an essential need for teachers. In psychological and emotional aspects, teachers require social support and connections with students and colleagues to gauge their sense of belonging and attachment to the school, as well as to assess their treatment inside the school. Once they are being fulfilled by a sense of belonging and interaction, they can perform better in teaching because of their stable emotional and psychological states. Apart from that, as social networks in the school can allow information connections, teachers can obtain more teaching ideas and resources.

The consequences of lacking a sense of connectedness are unpredictable. Maslow argued that individuals who fail to fulfil the need for belongingness could result in psychiatric illness or mental health issues (McLeod, 2024; Montag et al., 2020). That means if one fails to obtain a sense of belonging and connectedness, they might get lost in a serious craving for psychological support and experience emotional imbalance, causing some to face teaching anxiety. Many studies and articles have proven that improving and satisfying a social sense of belonging can prevent high risk of anxiety (McLeod, 2024; Montag et al., 2020).

### **Behavioural Plasticity Theory**

Behavioural plasticity theory suggests that the plasticity of an individual is related to its ability to change its behaviour pattern. High plasticity makes a person flexible enough to change, while low plasticity results in an inflexible behaviour pattern for a person (Psychology Dictionary, 2013). It is used to explain the role of self-esteem, suggesting that high self-esteem can act as a resource and

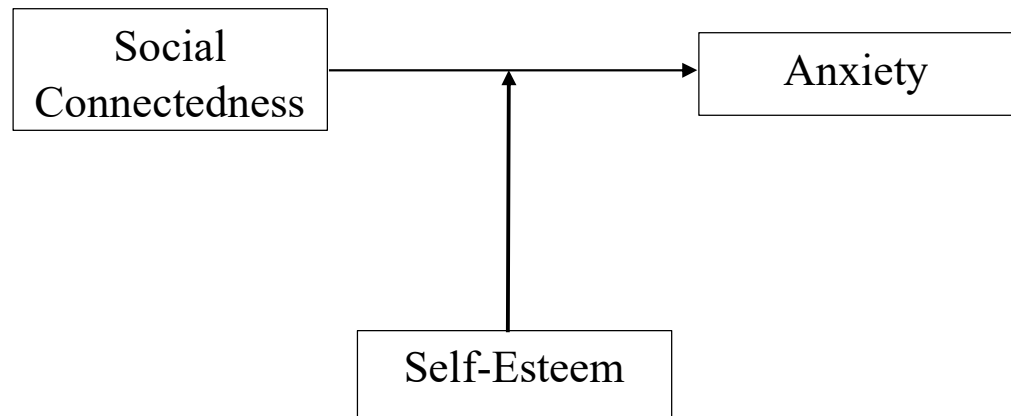
provide a buffer effect in dealing with negative conditions (Ferris et al., 2010). A study found that self-esteem can be a mediator, moderator or protective factor (Bairagi et al., 2021). Positive self-esteem encompasses self-confidence, self-direction, awareness of one's personal attributes, and optimism, and these qualities exert a major influence on the individual (Mbuva, 2017). Positive self-esteem also enable one to develop highly independent characteristics to perform better as a teacher without external support.

Thus, in this study, positive self-esteem may act as a significant variable influencing the link between social connectivity and teaching anxiety among educators. It can weaken the negative outcomes brought by low social connectedness and high teaching anxiety levels. Once teachers increase their self-esteem in their teaching roles, they will feel confident enough to perform the tasks independently and less likely to be anxious when they cannot get support from other parties. By referring to the behavioural plasticity theory framework, self-esteem levels will vary due to the susceptibility to external and social influences, which has the same function as social connectedness to affect anxiety levels. Hence, it can be examined as a moderator of the relationship between social connectedness and teaching anxiety among teachers, indeed as what has been applied by different researchers on different variables (Bairagi et al., 2021; Mahmooda Fatima et al., 2017; Paz et al., 2017).

## 2.4 Conceptual Framework

**Figure 2.1**

*Conceptual Framework of Current Study*



The conceptual framework of this study combines Maslow's hierarchy of needs theory and Behavioral Plasticity theory, as shown in Figure 2.1. This study aims to examine the moderating effect of self-esteem on the relationship between social connectedness and teaching anxiety among teachers in Malaysia. Both social connectedness and self-esteem are the independent variables (IV) while teaching anxiety is the dependent variable (DV) in this study. First of all, social connectedness will be tested in correlation with teaching anxiety to confirm their significant relationship. Subsequently, self-esteem will be tested separately in correlation with social connectedness and teaching anxiety before being tested for moderating effect. Upon establishing the correlation of three variables, the moderating impact is deemed appropriate for examination.

Social connection can affect teaching anxiety levels, as teachers may experience support and calmness via effective interactions with many

stakeholders to enhance their teaching responsibilities and career advancement. Furthermore, self-esteem strongly affects one's social connectedness as those with high self-confidence and immense cooperative attitude are more likely to be close and interact well with others in social situations. Besides, self-esteem brings high value to regulating emotions, whereas teachers with high self-direction and the ability to manage a wide range of emotions are less likely to experience worry and anxiety about themselves and their current teaching environment. Therefore, self-esteem will be tested for its moderating effect to weaken the relationship between social connectedness and teaching anxiety. This study will provide valid research evidence to show the moderating power of self-esteem in reducing the effect of teaching anxiety on one's self with the existence of social connectedness.

## **2.7 Chapter Summary**

This chapter has covered a literature review, theoretical framework and conceptual framework, which describe the overview of this study based on past findings and theories. The next chapter (methodology) will include research design, sampling techniques, participants, ethical considerations, instruments, research procedures, and data analysis, including the steps and procedures used to conduct this study.

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1 Research Design**

This study utilised a quantitative research methodology to acquire numerical data, serving as a structured investigation of a phenomenon by collecting numerical data and applying statistical or computational methods (Adedoyin, 2020). The quantitative research approach is most effective for this study as it allows for the assessment of social connectedness, teaching anxiety, and self-esteem levels through the scores derived from survey questionnaires. Additionally, the moderating effect of self-esteem can be evaluated through subsequent data analysis based on the levels of each variable. This research methodology can generalise findings from the sample to the entire population, hence facilitating conclusions and informed decision-making. The qualitative research technique is inappropriate for this study, as it is employed when expectations are unclear and can be utilised to delineate the problem (Daniel, 2016). A cross-sectional design was employed to collect a sample from a specified population at a single point in time (Setia, 2018). This study seeks to examine the correlation between the factors by recruiting sample participants and analysing the results within this sample (Setia, 2018). Consequently, doing descriptive analyses and formulating hypotheses is beneficial.

Besides, correlational research design has been used to discover the relationships between social connectedness, teaching anxiety, and self-esteem in this study. The variables need to prove their correlations to further examine the potential of self-esteem as a moderator. It is usually used to determine the extent



to which the two variables are correlated when other possible factors that could bring changes in behaviour are difficult to control (Devi et al., 2022). Specifically, a correlational survey was used to examine the relationship between social connectedness, teaching anxiety, and self-esteem among teachers. Moreover, a survey research design was employed to collect data from the participants to determine the current status of that population regarding one or more variables by distributing the survey in the form of questionnaires (Ozcan et al., 2023).

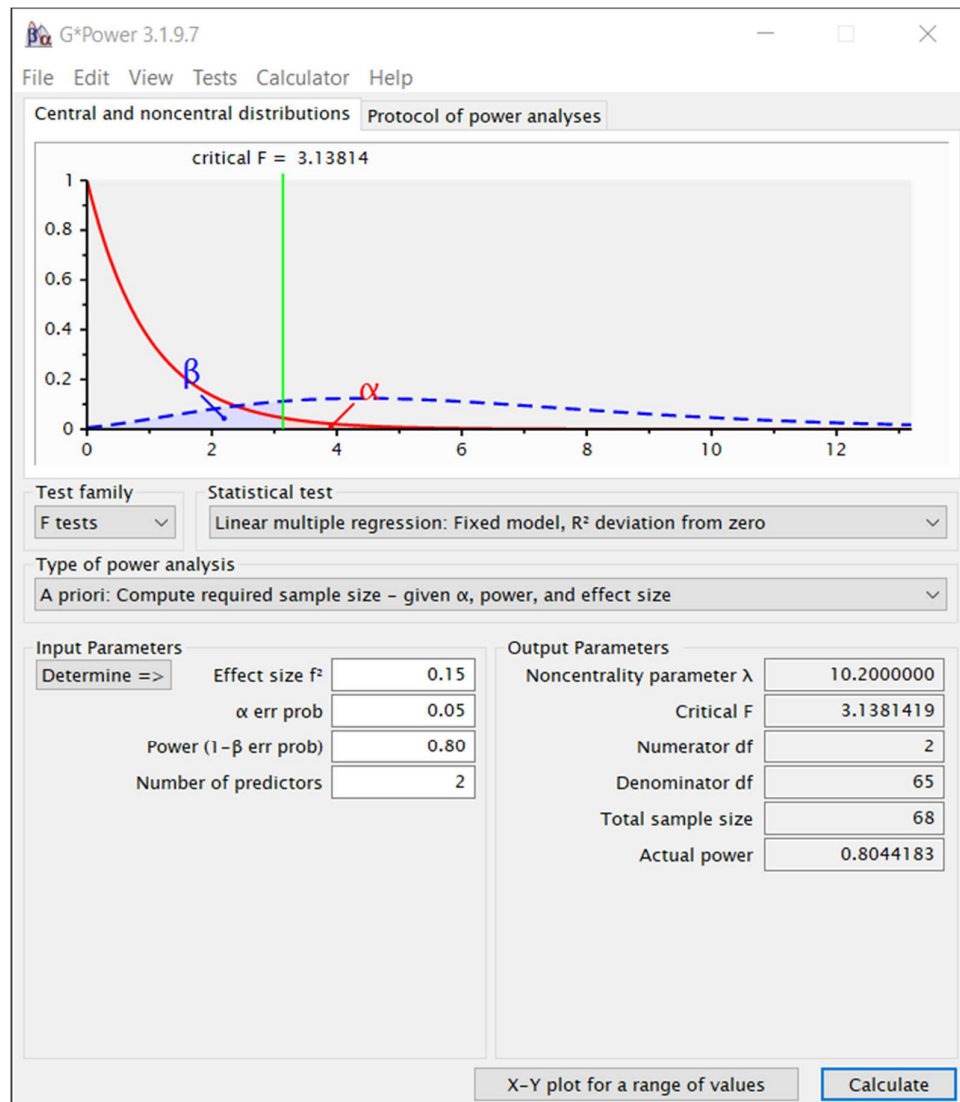
### **3.2 Sampling Frame**

A sampling frame is a list of the population needed for the research (West, 2016). The population for this study is in-service primary and secondary school teachers performing their teaching tasks in public and private schools in Malaysia. By targeting both public and private school teachers, the results of this study can be generalised to all the teachers in primary and secondary schools.

According to the official report from the Ministry of Education, there were 474,898 teachers at primary levels and secondary levels in 2023 (Malaysia Educational Statistic, 2023). This study collected 390 responses. Teachers in preschools and higher institutions like colleges and universities were not involved in this research as their duties in schools may not be similar compared to teachers in primary and secondary schools. Hence, the sampling frame comprised the primary and secondary school teachers in Johor, Kedah, Kelantan, Kuala Lumpur, Malacca, Negeri Sembilan, Pahang, Penang, Perak, Sabah, Sarawak, Selangor and Terengganu. The sample for this study was taken from this sampling frame to obtain relevant and adequate information.

### 3.3 Sample Size

In this research, *G\*Power* software version 3.1 was used to calculate the sample size for this study (Rahman, M. M., 2023). *Linear multiple regression: Fixed model with R<sup>2</sup> deviation from zero in F tests* was chosen under the statistical test. Then, a medium effect size of 0.15, 0.05 *alpha* and 0.80 *power* were selected to calculate the sample size after referring to the past studies (Chaman et al., 2021; Zheng et al., 2016). The sample size for this study should be at least 77 according to the result from *G\*Power* software version 3.1. However, Memon et al. (2020) and Bujang (2024) suggested that at least 149 to 200 responses are needed as the target sample size to accommodate potential issues with incomplete data, including withdrawals, missing responses, and difficulties in follow-up. Therefore, a total of 395 primary and secondary school teachers in Malaysia were collected. After final clearance, 390 responses were utilised for further data analysis.



**Figure 3.1**

*G\*Power Calculation for Actual Study Sample Size*

### 3.4 Sampling Techniques

According to the official report from the Ministry of Education, there were 474,898 teachers at primary levels and secondary levels in 2023 (Malaysia Educational Statistic, 2023). The number and location of the participants were too widespread to conduct a probability sampling method, which was not feasible due to time and financial constraints. Hence, this study used a non-probability

sampling method, which did not include all population members equally in participation.

Purposive sampling is a non-random sampling method used to select the samples that only satisfy the purpose of the study, based on the researcher's discretion. This sampling is typically suggested when this study needs responses which can provide information by virtue of knowledge or experience (Etikan et al., 2016). Therefore, this study adopted purposive sampling because it targeted a considerable number of teachers under the control of school policies. The researcher was unable to directly contact the teachers to obtain their replies for participation in this study due to the requisite formal processes for obtaining authorisation from the Ministry of Education, the State Government Department, and the school administrators. The network was employed through communication with the school principals. For example, some professional networks from Perak, Kelantan, Terengganu, Pahang, Penang, and Johor, comprising individuals in teaching positions, provided introductions to their school administrators. Finally, the principals presented and disseminated the survey link to the teachers.

The purposive sampling allowed the researcher to collect responses from the teachers who would like to participate in the research as it involved identifying and selecting people who are proficient and well-informed in their area of interest (Etikan et al., 2016). The majority of teachers were inclined to participate when their principals demonstrated enthusiasm and actively promoted their involvement in the data-gathering process. Furthermore, it significantly reduced search costs by relying solely on the experience or attributes of persons suitable for the research (Obilor, 2023). The researcher only needed to meet with

the principals for research introduction and permission to reach the samples. Nevertheless, this method comes with the disadvantage of limited external validity as purposive sampling only obtains data from a targeted group of respondents, which makes it difficult to generalise a large population (Andrade, 2021; Obilor, 2023).

### **3.5 Participants**

In this study, the inclusion criteria include teaching in primary or secondary schools with teaching experiences. Meanwhile, the exclusion criteria are the school administration staff who have not performed teaching tasks, teachers teaching in preschools or higher institutions such as colleges and universities, or teachers teaching overseas. Therefore, the participants who met the inclusion criteria were eligible to participate in this study, while those with the exclusion criteria were not involved in the research. The respondents' gender, type of school (public or private schools) and years of experience served as control variables in this study.

As secondary school teachers are reported to have higher anxiety levels compared to primary school teachers in recent years, the type of school was also a control variable in this study to make comparisons of teachers' anxiety levels. Public school teachers have the added responsibility of government administrative work and must adhere to strict policies from the Ministry of Education (Kah, 2019). However, private school teachers must prepare students with internal and external assessments such as IGCSE or UEC and even SPM exams if the students choose to attend the government examinations (Herald Malaysia Online, 2025; Leong, 2021). They also have to face higher parental expectations as the parents

expect regular updates and personalised attention from the teachers about the students' intellectual achievement (Maizatul Patah et al., 2016). All in all, public and private school teachers are responsible for different aspects of work tasks that may equally influence their mental health conditions.

The responses targeted the in-service teachers working and teaching in primary and secondary schools. Teaching role was one of the main characteristics for the respondents because teaching anxiety is mainly found among teachers, which was the objective of this study. Teachers from primary and secondary schools were selected because their teaching duties and roles in schools were typically similar compared to preschool teachers or university lecturers, and they were trained with similar pre-service and in-service teaching courses (Kavita & Hassan, 2018). Their teaching anxiety levels may differ due to their duties and roles when dealing with students of different ages. Primary teachers may deal with foundational education challenges and often manage younger children who require more attention and care. Secondary teachers might face pressure related to exam results, student discipline issues, and more complex subject matter (Zulkflee et al., 2022). According to the findings from Kavita & Hassan (2018), secondary school teachers experience a higher level of anxiety than primary school teachers, and they need to handle increased cases of pupil misbehaviour in secondary schools. As many past studies have contributed to the research values on secondary school teachers, this study will examine both primary and secondary school teachers' social connectedness, teaching anxiety, and self-esteem as a comparison where there is a lack of research investigation on primary school teachers.

### **3.6 Data collection method**

Online survey research was adopted as a faster and easier way to collect data from the participants in different locations due to the vast geographical area of Malaysia. This type of survey questionnaire is inexpensive and requires familiarity with web authoring programmes to create an online questionnaire with an entry link. Web survey was one of the primary electronic data collection methods used in this study. It is ideal for questionnaire design, distribution and reporting (Nayak & Narayan, 2019). In this research, the survey questionnaire was generated by Google Forms as an online link or QR code and distributed via email and WhatsApp to the principals after obtaining their permission. It is more cost-effective because the researcher was not required to get back the responses from the schools as the responses can be directly submitted to the online web after the principals agreed to participate and distributed the survey link to the school teachers.

### **3.7 Ethical Clearance and Consideration**

Firstly, the researcher has obtained ethical approval (Re: U/SERC/25/2023) from Universiti Tunku Abdul Rahman (UTAR) (see Appendix A) to proceed with data collection. The survey questionnaire was used for data collection. It included the objective of the study, approximate duration to be completed, private and confidential information, voluntary participation and the researcher's email address plus contact number. Furthermore, the researcher sought permission from the Malaysia Ministry of Education and State Education Department. After that, permission letters from the official departments were sent to the principals so that they could survey the teachers in their respective schools.

Upon securing their consent, the survey is presented and disseminated to the teachers by the principals using an internet link or QR code supplied. Informed consent was obtained in the first place, depending on the participant's willingness to be involved in this study. The teachers were informed that they were free to participate in the research at any time and that there was no penalty for leaving the study. After finishing the survey, their data was collected and saved immediately and privately to ensure the confidentiality and anonymity of the respondents. The data were only used for academic purposes and assessed by researchers and supervisors.

### **3.8 Instrumentation**

#### ***3.8.1 Psychological Sense of School Membership (PSSM)***

PSSM was originally proposed by Goodenow (1993) and has been modified to suit this study. This instrument assessed teachers' sense of belongingness and connection with the students and other school colleagues (Subedi, 2022). This scale consisted of the sample items, including engagement level at school, acceptance, and harmonious relationship with school members (students and school colleagues). It measures the teachers' school connectedness level by using 18 items with a 5-point rating scale (1=Not at all true to 5=Completely true). However, one-third of the items were negatively worded and scored reversely, such as "Sometimes I feel as if I don't belong in my school". A high score of positive items and a low score of negative items indicated a high level of social connectedness in a teacher. The Cronbach's alpha of PSSM is 0.85 (Wagle et al., 2018). It was found to have strong convergent and discriminant validity.



### ***3.8.2 Teaching Anxiety Scale (TCHAS)***

TCHAS was developed by Parsons (1973). It is a specific tool for measuring anxiety about teaching tasks by indicating emotional responses in various situations related to teaching. It also measures attitudes toward teaching as a teacher (Bilali, 2014). TCHAS has been used to test the level of anxiety when individuals perform their teaching roles in the school. This scale separates the sample items into emotional responses to different situations related to teaching and attitudes toward teaching as a profession. It uses 29 items with a 5-point Likert scale (1=never to 5=always). Half of the items are reversely phrased, such as “I’m worried whether I can be a good teacher.” and a high score will indicate a high degree of admitted anxiety. The rest of the items are positively worded, such as “I feel sure I can be a good teacher,” and a high degree of positive agreement will result in a low score for anxiety. The internal consistency in the Cronbach test is 0.95. It has also been proven to be valid through principal-component factor analysis.

### ***3.8.3 Rosenberg Self-Esteem Scale (RSE)***

RSE was adopted by Rosenberg (1965). This instrument is used to assess the teachers’ self-esteem by measuring their positive and negative feelings about themselves (Rosenberg, 1979). This scale consisted of positive and negative feelings towards the self, which were the sample items of this study. It had 10 items with a 4-point rating scale (1=strongly agree to 4=strongly disagree). Half of the items (1, 3, 4, 7, 10) were positive items, such as “On the whole, I am satisfied with myself”, while another half (2, 5, 6, 8, 9) were reverse-scored items such as “I feel I do not have much to be proud of”. Scoring involved a combination

of rating methods where those with low self-esteem would disagree or strongly disagree with the positive items and strongly agree or agree with the reverse-scored items. On the other hand, scoring high on positive items and low on negative items indicated high self-esteem. It also had a high internal consistency of 0.92 and demonstrated good validity across different samples (Millings et al., 2012; Rosenberg, 1979).

### 3.9 Pilot Study

**Table 3.1**

*Reliability test of the pilot study*

<b>Variables</b>	<b>No. of Items</b>	<b>Cronbach Alpha</b>
<b>Psychological Sense of School Membership (PSSM)</b>	18	.92
<b>Teaching Anxiety Scale (TCHAS)</b>	29	.90
<b>Rosenberg Self-Esteem Scale (RSE)</b>	10	.88

A pilot study was carried out to evaluate the reliability of the instruments. The sample size for the pilot study should be 10% of the respondents based on the actual study (Tseng & Sim, 2021). Therefore, as the sample size of the actual study was 390, the pilot study consisted of 39 respondents. The results of the reliability test of the pilot study and computed by Statistical Package for Social Sciences (SPSS) showed that Psychological Sense of School Membership (PSSM) has the reliability of Cronbach's alpha ( $\alpha = .92$ ), Teaching Anxiety Scale (TCHAS) with Cronbach's alpha ( $\alpha = .90$ ) and Rosenberg Self-Esteem Scale (RSE) with Cronbach's alpha ( $\alpha = .88$ ). All the instruments showed the Cronbach's alpha score above .70, indicating good and high reliability (Pallant, 2016).

### **3.10 Research Procedure**

This study employed online survey distribution to collect data from teachers throughout Malaysia. In order to obtain the sample through the correct procedures, initial approval letters from the Ministry of Education (Kementerian Pendidikan Malaysia) and the State Education Department (Jabatan Pendidikan Negeri) were required. Subsequently, schools were randomly picked from each state in Malaysia.

Moreover, obtaining the endorsement of school administrators is crucial for garnering the attention and involvement of the samples in this study since they are bound by school regulations. The researcher must visit the schools to present the research and obtain authorisation from the principals, which necessitates face-to-face meetings, to persuade the teachers to participate. Subsequently, the principals requested teacher volunteers and organised for those interested to participate in the online survey. The researcher was not required to physically retrieve the replies, as all responses were submitted online.

The online survey was disseminated via a link or QR code that necessitated the teachers' participation. The online survey established the study's goal and provided instructions to facilitate its completion. The teachers were asked about their personal details, including name, gender, name of school, school location, school type, and teaching experience. They proceeded to the questionnaires, which included the Psychological Sense of School Membership (PSSM), Teaching Anxiety Scale (TCHAS), and Rosenberg Self-Esteem Scale (RSE). The respondents were informed that their information would be kept in private and confidential settings and utilised solely for academic reasons. The entire

participation process required around 20 to 25 minutes to complete. The acquired data were examined using IBM Statistical Package for the Social Sciences (SPSS) version 29.0.

### **3.11 Data Analysis**

Pearson correlation coefficient analysis was employed to test Research Questions 1, 2 and 3 as it is used to measure the existence and strength as well as the direction of a linear relationship between two variables (Schober et al., 2018). The value +1 shows a positive correlation, while -1 indicates a negative correlation. Before testing for moderation, the variables need to be confirmed to be correlated to each other.

Multiple regression analysis and Process Macro moderation analysis from Hayes SPSS Macro Process Model 1 were used to test Research Question 4 to measure the moderating effect of the predictor on the relationship between the independent variable and dependent variable. It can show the changes in the dependent variable if a predictor is added to the mix after the independent variable has been controlled (Sekaran & Bougie, 2019). The moderating effect will be supported if the correlation between the variables is significant.

### **3.12 Expected Outcome**

This study is anticipated to yield results that align with previous findings. Firstly, it could demonstrate significant correlations among social connectivity, teaching anxiety, and self-esteem, as indicated by the three research questions presented. Furthermore, given the proven significant correlations, the moderating effect of self-esteem may be investigated in the relationship between social connectedness and teaching anxiety, where it exerts a more pronounced capacity

to mitigate teaching anxiety levels influenced by social connectedness. This study offers credible empirical evidence for enhancing teachers' self-esteem to alleviate their teaching anxiety, with consideration of social connectedness.

### **3.13 Chapter Summary**

Research methodology serves as an important stepping stone in investigating research objectives in an orderly and effective way. This chapter has examined the research design, sampling frame, sampling technique, data collection method, sample size, participants, ethical clearance and consideration, instruments, reliability data obtained from the pilot study, research procedure and data analysis. The next chapter will report the results and analysis of the actual study to examine whether the research objectives and hypothesis have been achieved.

## **CHAPTER 4**

### **RESULTS**

#### **4.1 Introduction**

This chapter will present the findings of the collected data to establish the hypothesis of this study by going through data cleaning, scale measurement and inferential analysis.

#### **4.2 Data Cleaning**

##### **4.2.1 Missing data**

In the first step of data cleaning, the researcher finds any missing data from data collection where respondents might deliberately or inadvertently not answer one or more questions (Hair et al., 2021). The missing data can reduce the analysis's statistical power, leading to skewed estimations that yield useless results (Groenwold & Dekkers, 2020). In this study, there are no missing data found in this study.

##### **4.2.2 Outliers**

Outliers are the extreme data at the extreme ends from the other values within the responses of a study (Hair et al., 2021). The outliers are established using the *Z*-score. Referring to the *Z*-score, no cases are found as univariate outliers as they are between the scores of -3.29 and 3.29.

##### **4.2.3 Normality Testing**

Skewness and kurtosis tests were used to assess the normality of the data. According to Hatem et al.(2022), data normally show a normal univariate

distribution within the skewness and kurtosis range between -2 and 2. This study's skewness and kurtosis values are within the range between -2 and 2. The results are tabulated in Table 4.1.

**Table 4.1**

*Skewness and Kurtosis for Social Connectedness, Self-esteem and Teaching Anxiety*

	<b>N</b>	<b>Mean</b>	<b>Skewness</b>	<b>Kurtosis</b>		
	Statistics	Statistics	Statistics	Std. Error	Statistics	Std. Error
<b>Social Connectedness</b>	390	4.044	-.092	.124	-.374	.247
<b>Teaching Anxiety</b>	390	2.400	-.082	.124	-.386	.247
<b>Self-esteem</b>	390	3.126	.175	.124	-.594	.247

### 4.3 Scale Measurement

#### 4.3.1 Demographic Profile

**Table 4.2**

*Demographics of Respondents*

<b>Demographics</b>	<b>Frequency</b>	<b>Percent</b>
<b>Variables</b>		<b>(%)</b>
<b>Gender</b>		

	Male	102	26.2
	Female	288	73.8
<b>Type of school</b>			
	Primary school	202	51.8
	Secondary school	188	48.2
<b>School location</b>			
	Johor	23	5.9
	Kedah	10	2.6
	Kelantan	13	3.3
	Kuala Lumpur	1	0.3
	Malacca	1	0.3
	Negeri Sembilan	12	3.1
	Pahang	60	15.4
	Penang	25	6.4
	Perak	204	52.3
	Selangor	5	1.3
	Terengganu	36	9.2
<b>Teaching Experience</b>			
	0 to 2+ years	30	7.7
	3 to 5 years	17	4.4
	More than 5 years	343	87.9

#### 4.3.1.1 Gender

Figure 3.1 and Table 4.2 show the gender of the participants. In this study, 102 male respondents participated in the survey, forming 26.2%, while 288 female



respondents responded, forming 73.8%. Hence, most of the respondents who joined this research are females.

The teaching anxiety level of each respondent was assessed. The findings indicate that 22 participants exhibit elevated teaching anxiety levels, since a mean score over 3 is deemed high according to the scoring method (Liu & Wu, 2021). There are seven male responses and fifteen female participants. The findings are presented in Table 4.3.

**Table 4.3**

*Responses that have high teaching anxiety levels among male and female teachers*

<b>Gender</b>	<b>Responses</b>	<b>Teaching anxiety scores</b>
<b>Male</b>	18	3.07
	33	3.07
	141	3.21
	152	3.17
	208	3.03
	243	3.07
	318	3.14
<b>Female</b>	10	3.31
	35	3.21
	41	3.28
	114	3.03
	121	3.03
	136	3.17

191	3.07
232	3.41
253	3.10
256	3.14
284	3.03
302	3.21
339	3.07
355	3.72
363	3.03

#### 4.3.1.2 Type of school

Figure 3.1 and Table 4.2 illustrate the types of schools the respondents are affiliated with. The number of participants from primary and secondary schools is approximately equal. Two hundred two primary school teachers (51.8%) have contributed to this research, while 188 secondary school teachers (48.2%) have participated in this study.

There are 9 respondents from primary schools, while 13 participants are from secondary schools. The results are shown in Table 4.4.

**Table 4.4**

*Responses that have high teaching anxiety levels in primary and secondary schools*

Type of schools	Responses	Teaching anxiety scores
Primary school	10	3.31

	33	3.07
	141	3.21
	152	3.17
	191	3.07
	208	3.03
	232	3.41
	253	3.10
	256	3.14
	18	3.07
	35	3.21
	41	3.28
	114	3.03
	121	3.03
	136	3.17
<b>Secondary school</b>	243	3.07
	284	3.03
	302	3.21
	318	3.14
	339	3.07
	355	3.72
	363	3.03

#### 4.3.1.3 School location

Figures 3.1 and Table 4.2 show the school location from which the participants came. The majority of the respondents come from Perak, which has

the highest percentage of 52.3%, with 204 teachers. The second-highest group of participants is from Pahang, with a percentage of 15.4% with 60 respondents. In comparison, the proportions of respondents from Terengganu, Penang, Johor, Kelantan, Negeri Sembilan, Kedah and Selangor are 9.2%, 6.4%, 5.9%, 3.3%, 3.1%, 2.6% and 1.3%, respectively. Only 1 respondent from Kuala Lumpur and 1 respondent from Malacca have participated in this study.

Among the 22 respondents with higher anxiety levels, 20 respondents are from public schools, while 2 participants are from private schools. The results are shown in Table 4.5.

**Table 4.5**

*Responses that have high teaching anxiety levels in public and private schools*

<b>Type of schools</b>	<b>Responses</b>	<b>Teaching anxiety scores</b>
<b>Public school</b>	10	3.31
	33	3.07
	35	3.21
	41	3.28
	114	3.03
	121	3.03
	136	3.17
	141	3.21
	152	3.17
	191	3.07
	208	3.03

	232	3.41
	243	3.07
	253	3.10
	256	3.14
	284	3.03
	318	3.14
	339	3.07
	355	3.72
	363	3.03
<b>Private school</b>	18	3.07
	302	3.21

#### 4.3.1.4 Teaching Experience

Figure 3.1 and Table 4.2 show the respondent's teaching experience in the educational sector. The highest number of participants have more than 5 years of teaching experience. They account for 87.9% of the 343 respondents in this study. Teaching experience from 0 to 2+ years is the second highest group of teachers, consisting of 7.7% with 30 participants. Only 17 respondents with 3 to 5 years of teaching experience comprise 4.4% of this research.

Three respondents have 0 to 2+ years of experience, 5 participants have 3 to 5 years of experience, and the rest have more than 5 years of experience. The results are shown in Table 4.6.

**Table 4.6**

*Responses that have high teaching anxiety levels among teachers with 0-2+ years, 3-5 years and 5 years above experience.*

<b>Years of experience</b>	<b>Responses</b>	<b>Teaching anxiety scores</b>
<b>0-2+ years</b>	18	3.07
	41	3.28
	302	3.21
<b>3-5 years</b>	10	3.31
	136	3.17
	141	3.21
	191	3.07
	208	3.03
<b>More than 5 years</b>	33	3.07
	35	3.21
	114	3.03
	121	3.03
	152	3.17
	232	3.41
	243	3.07
	253	3.10
	256	3.14
	284	3.03
	318	3.14
	339	3.07

355	3.72
363	3.03

#### 4.3.2 Reliability Test

**Table 4.7**

*Reliability of the Instruments*

Variable	No. of Items	Cronbach Alpha
<b>Psychological Sense of School Membership</b>	18	.89
<b>Teaching Anxiety Scale</b>	29	.83
<b>Rosenberg Self-Esteem Scale</b>	10	.80

Table 4.4 shows that the instruments are highly reliable where the Psychological Sense of School Membership (PSSM) has the reliability of Cronbach's alpha ( $\alpha = .89$ ), Teaching Anxiety Scale (TCHAS) with Cronbach's alpha ( $\alpha = .83$ ) and Rosenberg Self-Esteem Scale (RSE) with Cronbach's alpha ( $\alpha = .80$ ). According to the standard of Cronbach's Alpha, the ranges less than 0.6 is considered low. The ranges of 0.60 to 0.80 are considered moderate. Meanwhile, values of Alpha Cronabch that are tested higher than 0.8 are considered very good (Daud et al., 2018; Creswell, 2010). Hence, this study has excellent strength of reliability, as shown in Table 4.7.

#### 4.4 Inferential Analysis

##### 4.4.1 Pearson Correlation Analysis

**Table 4.8**

*Correlations among Social Connectedness, Teaching Anxiety and Self-esteem*

Variables	1	2	3
1. Social Connectedness	-	-.530**	.592**
2. Teaching Anxiety		-	-.655**
3. Self-esteem			-

*Note. \*\*. Correlation is significant at the 0.001 level (2-tailed).*

### **Hypothesis 1**

H0: There is no significant relationship between social connectedness and teaching anxiety among teachers.

H1: There is a significant relationship between social connectedness and teaching anxiety among teachers.

Table 4.8 shows a significant relationship between social connectedness and teaching anxiety ( $r = .530$ ,  $N = 384$ ,  $p < .001$ ) due to the  $p$ -value being less than 0.001. The value of the correlation coefficient is -0.530, which falls under the coefficient range of 0.40 - 0.69. It shows that the negative correlation between social connectedness and teaching anxiety is moderate. Therefore, it can be proven that the level of teaching anxiety decreases when the social connectedness level increases. Based on the result, the null hypothesis is rejected, and the alternative hypothesis is accepted.

### **Hypothesis 2**

H0: There is no moderating effect of self-esteem on the relationship between social connectedness and teaching anxiety among teachers.



H1: There is a moderating effect of self-esteem on the relationship between social connectedness and teaching anxiety among teachers.

#### 4.4.2 Multiple Linear Regression and Moderation Analysis

**Table 4.9**

*Model Summary of Multiple Regression Analysis*

Model	R	$R^2$	Adjusted $R^2$	Std. Error of the Estimate	Durbin-Watson
1	.677	.458	.456	.31	2

a. Predictors: (Constant), Social Connectedness, Self-esteem

b. Dependent Variable: Teaching Anxiety

**Table 4.10**

*ANOVA Statistics between Social Connectedness, Self-esteem and Teaching Anxiety*

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.713	2	15.356	163.743	<.001
	Residual	36.294	387	.094		
	Total	67.006	389			

a. Dependent Variable: Teaching Anxiety

b. Predictors: (Constant), Social Connectedness, Self-esteem

**Table 4.11**

*Multiple Regression Analysis of Social Connectedness and Self-esteem in Predicting Teaching Anxiety*

Model	Unstandardised Coefficients	Standardised Coefficients	t	Sig.
	$\beta$ Std Error	$\beta$		

<b>1</b>	(Constant)	5.064	.155		32.619	<.001
	Social Connectedness	-.210	.044	-.220	-4.732	<.001
	Self-esteem	-.581	.052	-.523	-11.258	<.001

a. Dependent Variable: Teaching Anxiety

Tables 4.9, 4.10 and 4.11 for the Model Summary, ANOVA and Multiple Linear Regression are presented above. Multiple regression analysis was used to predict social connectedness and self-esteem among teachers in terms of teaching anxiety. The results indicate a significant regression equation ( $F(2,387) = 163.74$ ,  $p < .001$ ) with  $R^2$  of .458, accounting for 45.8% of the variance. It is found that social connectedness has significantly predicted teaching anxiety ( $\beta = -.220$ ,  $p < .001$ ), as did self-esteem ( $\beta = -.523$ ,  $p < .001$ ). This shows that both social connectedness and self-esteem negatively predict teaching anxiety among the teachers.

Regarding the effect size, Cohen (1988) suggested that an  $f^2$  value of .02 is considered a small effect size, while .15 is considered a medium effect size, and .15 is considered a large effect size. The effect size is calculated using the following formula:

$$\begin{aligned}
 f^2 &= \frac{R^2}{1-R^2} \\
 &= \frac{.458}{1-.458} \\
 &= 0.85
 \end{aligned}$$

From that, it indicates that the effect size for this study is large as the  $f^2$  value is .85.

**Table 4.12***Model Summary of Process Macro*

<b>R</b>	<b>R<sup>2</sup></b>	<b>MSE</b>	<b>F</b>	<b>df1</b>	<b>df2</b>	<b>p</b>
<b>.6836</b>	.4674	.0925	112.8933	3	386	.0000

**Table 4.13***Output of the PROCESS Macro for Moderation Analysis*

	<b>B</b>	<b>Std Error</b>	<b>t</b>	<b>p</b>
<b>(Constant)</b>	2.3762	.0178	133.4788	.0000
<b>Social Connectedness</b>	-.2027	.0442	-4.5862	.0000
<b>Self-esteem</b>	-.5944	.0516	-11.5226	.0000
<b>Int_1</b>	.2309	.0896	2.5768	.0103

Moderation analysis was performed by Model 1 of the Hayes Process Macro through Process Macro by Hayes (2018) to investigate the moderating effect of self-esteem on the relationship between social connectedness and teaching anxiety. The results have found that social connectedness negatively affects teaching anxiety ( $\beta = -.2027$ ,  $SE = .0442$ ,  $p = .000$ ).

Additionally, the conditional effect of self-esteem was found to be significantly negative ( $\beta = -.5944$ ,  $SE = .0516$ ,  $p = .000$ ). This suggests that self-esteem significantly moderates the relationship between social connectedness and teaching anxiety ( $\beta = -.2309$ ,  $SE = .0896$ ,  $p = .0103$ ,  $R^2 = 0.47$ ). This means that the effect of social connectedness on teaching anxiety depends on the level of self-esteem. For teachers with higher self-esteem, the negative relationship between social connectedness and teaching anxiety may be stronger. However, the relationship may be weaker or less significant for teachers with lower self-esteem.

As a result, the null hypothesis was rejected and the alternative hypothesis was supported.

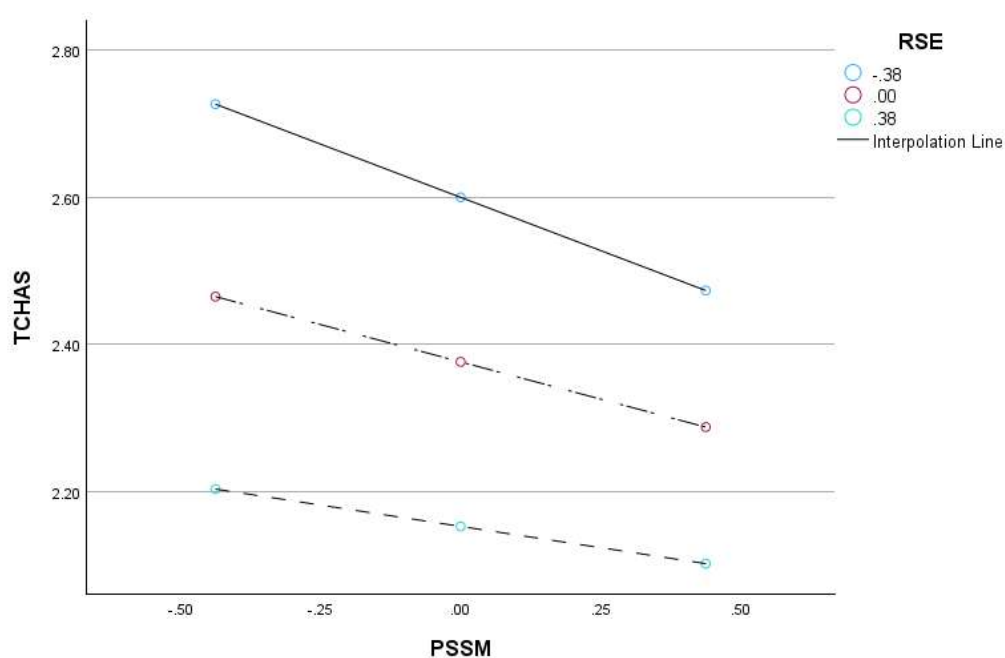
**Table 4.14**

*Output of the PROCESS Macro for Testing Conditional Effect X on Y in the Values of Moderating Variable*

<b>Self-esteem</b>	<b>Effect</b>	<b>Std Error</b>	<b>t</b>	<b>p</b>
<b>-.3760</b>	-.2895	.0540	-5.3587	.0000
<b>.0000</b>	-.2027	.0442	-4.5862	.0000
<b>.3760</b>	-.1159	.0571	-2.0300	.0430

Table 4.14 shows the conditional effect of social connectedness on teaching anxiety in different levels of self-esteem. At -.3760 on the self-esteem variable represents low self-esteem and the correlation between social connectedness and teaching anxiety is negative and significant ( $B = -.2895$ ,  $SE = .0540$ ,  $p = .0000$ ). While the score of .0000 on the self-esteem variable shows a significant negative correlation ( $B = -.2027$ ,  $SE = .0442$ ,  $p = .0000$ ). Lastly, the score of .3760 on the self-esteem variable represents high self-esteem and the correlation is negative and significant ( $B = -.1159$ ,  $SE = .0571$ ,  $p = .0430$ ).

Figure 4.1 Interaction Plot



The examination of the interaction plot in Figure 4.1 proves a significant interaction between social connectedness and teaching anxiety which is moderated by self-esteem. It shows that the correlation between social connectedness and teaching anxiety is plotted at different levels of self-esteem. Teachers with higher levels of social connectedness have lower levels of teaching anxiety, where the correlation changes due to the level of self-esteem. Besides, with the same level of social connectedness, the teaching anxiety level is lower in the presence of high self-esteem, while higher teaching anxiety is found in the presence of low self-esteem. Hence, this indicates that self-esteem can moderate the negative relationship between social connectedness and teaching anxiety.

#### 4.5 Chapter Summary

To conclude, the results of the current study show that all the alternative hypotheses are accepted with the supported findings. Pearson correlation analysis shows that social connectedness is negatively correlated with teaching anxiety,

while it is positively correlated with self-esteem. Meanwhile, self-esteem is negatively correlated with teaching anxiety. Besides, multiple linear regression shows that social connectedness significantly predicted teaching anxiety, as did self-esteem. Last but not least, moderation analysis shows that self-esteem significantly moderates the relationship between social connectedness and teaching anxiety.

## **CHAPTER 5**

### **DISCUSSION**

#### **5.1 Introduction**

This chapter will examine the findings of this study by discussing and making comparisons with previous studies. Besides, the limitations of this study will be presented followed by recommendations for future research. Theoretical and practical implications also will be discussed after that. Last but not least, this study will be concluded with a summary of all findings.

#### **5.2 Social Connectedness and Teaching Anxiety**

The results of the study show that social connectedness and teaching anxiety are significantly and negatively correlated with each other. This proves that when teachers have a high level of social connectedness, they will have a lower level of teaching anxiety. Therefore, the finding is consistent with past studies presented in the literature review. According to past studies, social connectedness is significantly and negatively correlated with anxiety. As mentioned by Mahmooda Fatima et al. (2017), the lack of social connectedness will make people experience a high level of anxiety due to a loss of social support and belongingness. This is also supported by Taylor et al. (2020), where social disconnection will lead to anxiety and depressive disorder. Hence, a high level of social connectedness can be a main factor in enhancing mental well-being and reducing anxiety (Saeri et al., 2018; Struyve et al., 2016).

In the educational sector, teachers mainly interact with principals, other teachers, school staff, students, and parents. All the parties mentioned are automatically formed as a school community. Teachers need to socially

communicate and interact with these parties to ease their daily job tasks. However, they are commonly found to have different levels of teaching anxiety as their major job task is teaching (Pau et al., 2022). The social connection in the school community can provide specific support and encouragement to the teachers in their teaching duties (Karabatak & Alanoglu, 2021). For instance, teachers with more teaching experience can mentor other teachers to share some teaching experiences to prepare them for their lessons (MQADI, G. S., 2023). School staff can provide documentative and administrative support to the teachers when they need supportive teaching materials (Martinez & Mcabee, 2020). Thus, teachers' social relationships and connectedness are crucial for them to feel cared for and supported, which can reduce the feeling of being unprepared and unknown and decrease their level of teaching anxiety.

### **5.3 Self-esteem moderates social connectedness and teaching anxiety**

The findings also indicate that self-esteem can moderate the relationship between social connectedness and teaching anxiety among teachers. With the same level of social connectedness, teaching anxiety level is lower in the presence of high self-esteem, while higher teaching anxiety is found in the presence of low self-esteem. Based on the past findings, self-esteem can be used as a moderator in the relationship between two variables. As stated by Bairagi et al. (2021), Mahmooda Fatima et al. (2017), and Paz et al. (2017), there are links between social connectedness, anxiety, and self-esteem.

However, this study has added extra knowledge to the previous research on the importance of self-esteem in moderating the relationship between social connectedness and teaching anxiety among Malaysian teachers. It is also shown



that this study contributed to Malaysia's research area in the educational sector. Therefore, this study's findings would help provide valid academic evidence, especially on reducing the teachers' teaching anxiety level. Consequently, it will also decrease the turnover rate among teachers as they can successfully perform their teaching roles.

Self-confidence and self-belief are the major points in self-esteem that can make people face challenges bravely and openly (Al-Qahtani et al., 2021). This study has proven that teachers who have higher self-esteem levels can self-regulate their teaching anxiety with the presence of low or moderate levels of social connectedness. That means they can remain calm and confident even though they cannot get adequate social support from other parties in the school communities (Simor et al., 2019).

Teachers with high self-esteem can interact and communicate well with other parties as they believe they can form collaborative relationships for win-win situations in the school communities (Makhalemele & Payne-van Staden, 2017). For instance, instructors with high self-esteem exhibit more confidence while presenting to their peers during academic exchanges, as they concentrate on their abilities and leverage them in their performance. Based on that, they can build partnerships with their peers to help and assist each other in school (Mbuva, 2017). They can better manage their classrooms and handle students' issues (Dele, 2023). Thus, they feel less anxious when conducting their lessons as they believe they can perform well in front of the students. They can alleviate their worry by enhancing their lesson plan preparation and teaching readiness, as well as developing their teaching competency, rather than relying on external assistance (Ren, 2024).

Nonetheless, low self-esteem will also influence an individual's teaching anxiety levels, particularly in the presence of increased social connectivity. Although teachers obtain social support from different parties in schools, they can still feel anxious and worry about their teaching ability when they cannot honestly believe in themselves. Teachers with low self-esteem are more likely to think negatively about themselves and their abilities as they may think they do not belong in their school and are different from other teachers. Hence, they feel anxious easily when interacting with others and face difficulties during interpersonal interactions (Khan et al., 2015). They will feel powerless as low self-esteem makes them get used to being dependent on others and fear making mistakes (Novious & Yawe, 2021). This shows that low self-esteem will prevent them from managing problematic situations, which will result in a high level of teaching anxiety (García-Álvarez et al., 2022). Due to their reluctance to address pedagogical errors, they will exhibit increased passivity and caution in their lessons, as well as heightened anxiety in response to unforeseen events.

Additionally, multiple linear regression analysis indicated that social connectedness and self-esteem can predict teaching anxiety. This finding provided two solutions to overcoming teaching anxiety: improving social connectedness and self-esteem. Besides, it can evaluate the relationship between self-esteem and teaching anxiety while controlling the effect of social connectedness. Self-esteem has proven to be a powerful variable in the relationship between social connectedness and teaching anxiety. Hence, self-esteem can be used to examine more psychological and mental health factors, such as burnout and depression, in future research.

Among the respondents, 22 of them had higher teaching anxiety. It has been found that female teachers were more anxious during teaching than male teachers. Sanae Mamnoun and Abdelhamid Nfissi (2023) shared that female teachers have difficulties interacting with students during teaching compared to male teachers, as it is rare for male teachers to be asked about their appearance and some personal issues such as body shape, daily attire and intimate relationships. This may disrupt the progress of teaching and affect the teachers' emotions.

Besides, teachers in public schools were found to have higher teaching anxiety compared to those in private schools. Public school educators are employed by the government. Consequently, they must fulfil all legal requirements and engage in in-service education or professional development regarding the application of educational technology for instruction, pedagogical methods, comprehensive study in a particular subject area, student assessment, and collaborative learning in the classroom (Aydin, 2021). In this context, they experience heightened stress and anxiety in their teaching to fulfil given responsibilities and achieve objectives dictated by government policies.

Moreover, 14 teachers with more than 5 years of experience were highly anxious during teaching. According to Malaysia Education Blueprint 2013-2025 (2019), the government designed the secondary (KSSM) and revised the primary (KSSR) curriculum to raise content and learning standards to international benchmarks. The syllabus had been changed every 5 years as planned. Consequently, educators with over five years of experience, and used to their established teaching styles and methodologies, may need to continually modify their instructional approaches to align with the new curriculum. Consequently,

they may lack emotional preparedness and experience anxiety when imparting new knowledge and methodologies to the pupils.

This research also claimed that more secondary school teachers have higher teaching anxiety compared to primary school teachers. This finding is supported by Kavita and Hassan (2018), who found that secondary school teachers need to handle the misbehaviour of the students and have high job demands that make them overwhelmed and anxious. Secondary school instructors must contend with adolescents in a rebellious phase. This complicates their classroom management. Consequently, these findings increased the awareness of school officials regarding the anxiety levels of teachers, ensuring that teaching quality remains unaffected. The school administration, particularly the disciplinary department, should prioritise and enforce stringent guidelines for regulating student behaviour to assist teachers in addressing and resolving concerns both in the classroom and on school grounds.

#### **5.4 Limitation**

Two limitations were identified in this study. First, there was limited access to the targeted geographical areas. This study aimed to collect data from teachers in every Malaysian state, but the data indicated that most of the respondents were from Perak. Employing the purposive sample strategy, the researcher is more likely to engage with school officials and teachers in Perak. Furthermore, the educational authorities and teachers in Perak have become accustomed to participating in research (Ong et al., 2022; Othman & Norazlin Gazali, 2020; Subramaniam, 2022; Yee et al., 2021; Yunus & Mahajar, 2016). Hence, Perak teachers' willingness and cooperation to participate as respondents

in the research were higher than in other states, and the analysis result could primarily be attributed to teachers in Perak. This made the result less reliable for generalising all teachers in Malaysia's education sector as it is unable to accumulate adequate results from all the states.

Besides, practical limitations were also found in this study. Due to time and budgetary constraints, the data collection did not include educators in East Malaysia, specifically Sarawak, Sabah, and Labuan. The researcher allocated significant time and resources to engage with teachers in West Malaysia, mostly by conducting in-person meetings with school principals to enhance participation rates. Consequently, it has become challenging to communicate with the pertinent school authorities in East Malaysia. The teachers participating in this research were predominantly from West Malaysia, so the findings cannot represent teachers in East Malaysia.

### **5.5 Recommendation**

In this study, numerous recommendations are suggested. First, the researcher can suggest that the school authorities provide a specific report regarding the psychological conditions of school teachers for every respective school. This may be a pivotal opportunity for school principals to be persuaded through an analytical report on teachers' anxiety levels, enabling them to implement measures to avert teachers' departure from the teaching profession. This would create a mutually beneficial scenario that allows school authorities to gain insight into their teachers' psychological states pertaining to their teaching responsibilities. In return, researchers can receive extensive data input for analytical purposes.

Moreover, the researcher may allocate additional time and resources for subsequent studies in East Malaysia. Given the scarcity of literature about the education system in East Malaysia and the distinct cultural differences from West Malaysia, it is prudent to conduct interviews and surveys with the teachers in that region. Teachers in East Malaysia should not be neglected due to geographical concerns. Moreover, researchers may collaborate to improve and update research outcomes by accumulating information from many geographical regions to generate improved research results.

To overcome the sampling issue, the researcher can use a probability sampling method in future research to better represent the population. Probability sampling, such as cluster sampling, can help generalise the findings. Before that, the researcher must communicate well with the school authorities to obtain their permission and full support when selecting the respondents in clusters. This ensures that the data-collecting process proceeds smoothly and effectively with the chosen schools and educators.

## **5.6 Implication**

### ***5.6.1 Theoretical Implication***

This research helps fill the literature gap in the Malaysian education sector, proving that there are relationships between social connectedness, teaching anxiety, and self-esteem among Malaysian teachers. The ramifications of Behavioural Plasticity theory for self-esteem are substantial in enhancing the breadth of the research. School officials would see this element as a criterion to mitigate psychological concerns among instructors since self-esteem has been shown to buffer against adverse situations.

Furthermore, as the previous research areas have extensively targeted office employees when investigating performance-related variables, this study can help explore more psychological and mental health factors in education by examining related variables on teachers. In recent years, more studies related to teachers' psychological and mental well-being have been published and contributed to the social science research area (Ibrahim et al., 2021; Leow et al., 2020; Ong et al., 2022; Pau et al., 2022; Zulkifli et al., 2022). Teachers are the major parties in the education system as they play a crucial role in educating future youths. It is important to emphasise their psychological and mental health conditions as this study shows the importance of reducing teaching anxiety to prevent teachers from developing more serious psychological and mental health conditions and thus leaving their teaching positions.

In the meantime, this research has also contributed to the literature pool for future researchers to discover more about teaching anxiety instead of general anxiety among teachers. This study stresses teaching anxiety as one of the factors because teaching anxiety is generally found among teachers, and the mental health of teachers cannot be overlooked as they have a significant responsibility in educating the students for the future. Therefore, it also provides solutions for reducing teachers' teaching anxiety by enhancing social connectedness among school members and building self-esteem. Based on that, future researchers can figure out more influential factors to moderate teachers' teaching anxiety for more implementation plans in the education sector.

This study has advanced the current research about the moderating influence of self-esteem on the connection between social connectedness and teaching anxiety. Self-esteem has demonstrated significant moderating influence

in mitigating the adverse impacts on psychological well-being. Consequently, it may function as a moderator to evaluate various psychological and mental health characteristics, while also providing a means to boost mental well-being and improve self-efficacy in task performance.

#### ***5.6.2 Practical Implication***

This research's findings can raise the school authorities' awareness by showing the importance of social connectedness and self-esteem in reducing teaching anxiety among teachers. Initially, the school administration can facilitate several social activities, including celebrations, cultural events, sports competitions, musical performances, and proms, to strengthen relationships among members of the school community. Moreover, organising excursions and field trips for school members may enhance their ties and promote teamwork. By enhancing their social connectivity, individuals can alleviate stress and manage anxiety associated with everyday teaching.

Furthermore, this study can provide insights by suggesting that improving self-esteem becomes one of the ways to moderate the level of teaching anxiety identified among teachers. Hence, the school authorities are encouraged to provide more learning opportunities for teachers, such as arranging more classroom observation programmes to ease the teaching-based exchange process among teachers. The authorities can also stress the implementation of developmental activities and programmes such as coaching and mentoring, webinars, online courses, and teaching conferences to boost their self-esteem, which can reduce teachers' level of teaching anxiety. It will also enhance their job satisfaction and performance in teaching roles. Simultaneously, training programmes focused on



diverse abilities might be advocated for teachers to enhance their self-confidence and self-esteem.

This study can help increase teachers' awareness of the necessity to actively enhance self-esteem since self-confidence is crucial for managing their psychological well-being and interactions with many stakeholders in educational settings. This research demonstrates that elevated self-esteem enhances teachers' performance in both teaching and administrative capacities. Consequently, educators seeking career progress might get insights for self-improvement by acquiring additional abilities and exploring other developmental pathways.

## **5.7 Conclusion**

In summary, this study has contributed to the findings on the relationships between social connectedness, teaching anxiety, and self-esteem among teachers in Malaysia. Furthermore, it provides research evidence on the moderating effect of self-esteem on the relationship between social connectedness and a teacher's teaching anxiety. Data were collected from 390 teachers in Malaysia via online survey distribution and subsequently analysed. The results established a substantial negative correlation between social connectivity and teaching anxiety. Conversely, self-esteem has been demonstrated to exert a moderating influence on the relationship between social connectedness and teaching anxiety in teachers. This is supported by the Behavioural Plasticity theory, which underscores the effect of the power of self-esteem on the level of teaching anxiety with the presence of social connectedness. The higher the level of self-esteem, the weaker the negative outcome from the relationship between low social connectedness and high teaching anxiety.

Besides, this research provides beneficial literature contributions for future research areas in the education sector. It promotes the usefulness of social connectedness and self-esteem to enhance teachers' job satisfaction and performance. It also validates Maslow's hierarchy of needs theory about the importance of social connectedness in an individual's life. The authorities can get insights into organising numerous activities to enhance the connection and interaction among the school members. Additionally, it raises the authorities' awareness of improving teachers' self-esteem by implementing related training or assigning mentors to the teachers. Moreover, it is expected to highlight the importance of teachers' teaching anxiety, where teachers' mental and psychological well-being should not be neglected. Hence, this study can also serve as a foundation for future researchers to investigate more psychological factors affecting teachers in order to improve their work and teaching life.

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## APPENDIX A

### UTAR Ethical Approval for Research Project



**UNIVERSITI TUNKU ABDUL RAHMAN** DU012(A)  
Wholly owned by UTAR Education Foundation Co. No. 578227-M

Re: U/SERC/25/2023

31 January 2023

Ms Sanggari a/p Krishnan  
Department of Psychology and Counselling  
Faculty of Arts and Social Science  
Universiti Tunku Abdul Rahman  
Jalan Universiti, Bandar Baru Barat  
31900 Kampar, Perak

Dear Ms Sanggari,

#### Ethical Approval For Research Project/Protocol

We refer to your application for ethical approval for your research project (Master student's project) and are pleased to inform you that your application has been approved under Expedited Review.

The details of your research project are as follows:

<b>Research Title</b>	The Moderating Effect of Self-esteem on The Relationship Between Social Connectedness and Teaching Anxiety Among Teachers in Malaysia
<b>Investigator(s)</b>	Ms Sanggari a/p Krishnan Ching Loo Pei (UTAR Postgraduate Student)
<b>Research Area</b>	Social Sciences
<b>Research Location</b>	Malaysia
<b>No of Participants</b>	384 participants (Age: 24 - 60)
<b>Research Costs</b>	Self-funded
<b>Approval Validity</b>	31 January 2023 - 30 January 2024

The conduct of this research is subject to the following:

- (1) The participants' informed consent be obtained prior to the commencement of the research,
- (2) Confidentiality of participants' personal data must be maintained; and
- (3) Compliance with procedures set out in related policies of UTAR such as the UTAR Research Ethics and Code of Conduct, Code of Practice for Research Involving Humans and other related policies/guidelines.
- (4) Written consent be obtained from the institution(s)/company(ies) in which the physical or/and online survey will be carried out, prior to the commencement of the research.

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## APPENDIX B

### Questionnaires

# Power of self-esteem to influence social connectedness and teaching anxiety among teachers

#### Title of Research

The moderating effect of self-esteem on the relationship between social connectedness and teaching anxiety among teachers in Malaysia.

#### Instructions

There are 4 sections in this survey form. Please complete ALL the four sections by giving the best answer.

#### PERSONAL DATA PROTECTION NOTICE

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

1. Personal data refers to any information which may directly or indirectly identify a person which could include sensitive personal data and expression of opinion. Among others it includes:

- a) Name
- b) Address
- c) Education History
- d) Employment History

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

- a) For assessment of any application to UTAR
- b) For processing any benefits and services
- c) For communication purposes
- d) For advertorial and news
- e) For general administration and record purposes
- f) For enhancing the value of education
- g) For educational and related purposes consequential to UTAR
- h) For replying any responds to complaints and inquiries
- i) For our corporate governance
- j) to conduct research/ collaboration

3. 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.

4. 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.

5. 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:

6. By submitting or providing your personal data to UTAR, you had consented and agreed for your personal data to be used in accordance to the terms and conditions in the Notice and our relevant policy.

7. 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.

8. You may access and update your personal data by writing to us at [penelopeching@lutar.my](mailto:penelopeching@lutar.my).

Acknowledgment of Notice

[ ] I have been notified and that I hereby understood, consented and agreed per UTAR above notice.

### Tajuk Penyelidikan

The moderating effect of self-esteem on the relationship between social connectedness and teaching anxiety among teachers in Malaysia.

Terdapat 4 bahagian dalam borang kaji selidik ini. Sila lengkapkan SEMUA empat bahagian dengan memberikan jawapan yang terbaik.

### Notis Perlindungan Data Peribadi

Akta Perlindungan Data Peribadi 2010 ("PDPA") telah dikuatkuasakan pada 15 November 2013, oleh itu Universiti Tunku Abdul Rahman ("UTAR" adalah dengan ini terikat untuk memberi notis dan memerlukan persetujuan berhubung pengumpulan, perekodan, penggunaan, penyampaian dan penyimpanan maklumat peribadi.

1. Data peribadi merujuk kepada apa-apa maklumat yang secara langsung atau tidak langsung boleh mengenal pasti seseorang termasuk data peribadi sensitif dan pernyataan pendapat. Antara lain ia termasuk: -

1. Nama
2. Alamat
3. Sejarah Pendidikan
4. Sejarah Pekerjaan

2. Dalam memenuhi tanggungjawab kami ke atas anda, data peribadi anda boleh digunakan bagi tujuan-tujuan yang tidak terhad seperti berikut:-

- Untuk penilaian mana-mana permohonan ke UTAR
- Untuk memproses apa-apa faedah dan perkhidmatan
- Untuk tujuan komunikasi
- Untuk pengiklanan dan berita
- Untuk tujuan pentadbiran am dan rekod
- Untuk meningkatkan mutu pendidikan
- Untuk tujuan pendidikan dan tujuan yang berkaitan dengan UTAR
- Untuk member sebarang maklum balas, menjawab aduan dan pertanyaan
- Untuk tujuan tadbir urus korporat
- Untuk dipertimbangkan sebagai penjamin bagi kakitangan/ pelajar UTAR yang memohon pinjaman pelajaran / biasiswa

3. Untuk memberikan perkhidmatan yang efektif secara berterusan, penyampaian maklumat tertentu perlu dilaksanakan. Maklumat peribadi anda mungkin dipindahkan dan/atau disampaikan kepada pihak ketiga dan/atau rakan kerjasama UTAR termasuk tetapi tidak terhad kepada ejen luar yang dilantik bagi tujuan memenuhi tanggungjawab kami kepada anda berkenaan dengan tujuan-tujuan di atas dan tujuan-tujuan lain yang berkaitan dengan tujuan di atas dan termasuk menyediakan perkhidmatan bersepadu, mengekalkan dan menyimpan rekod.

4. Apa-apa maklumat peribadi akan disimpan oleh UTAR bagi tujuan-tujuan di atas dan

seperti yang dikehendaki oleh undang-undang dan akan dibinasakan dan/atau dihapuskan mengikut polisi UTAR apabila maklumat tersebut tidak lagi diperlukan.

5. UTAR adalah komited dan menjadi keutamaan kami dalam memastikan kerahsiaan, perlindungan, keselamatan dan ketepatan maklumat peribadi anda yang telah diberikan kepada kami dan ia telah menjadi dasar berterusan kami yang tegas untuk memastikan bahawa maklumat peribadi anda adalah tepat, lengkap, tidak mengelirukan dan dikemaskini. UTAR juga akan memastikan bahawa data peribadi anda tidak akan digunakan untuk tujuan politik dan komersial.

Persetujuan:

6. Dengan menghantar atau memberikan data peribadi anda kepada UTAR, anda telah mengizinkan dan bersetuju untuk data peribadi anda untuk digunakan selaras dengan terma dan syarat-syarat dalam Notis ini dan polisi kami yang berkaitan.

7. Jika anda tidak bersetuju atau kemudiannya menarik balik persetujuan anda kepada pemprosesan dan penyampaian data peribadi anda, UTAR tidak akan dapat memenuhi tanggungjawab UTAR atau menghubungi anda atau membantu anda berkaitan dengan tujuan-tujuan diatas dan/atau tujuan lain yang berkaitan dengan tujuan-tujuan diatas.

8. Anda boleh mengakses dan mengemaskini data peribadi anda dengan menulis kepada kami di [penelopeching@lutar.my](mailto:penelopeching@lutar.my) (011-16525115).

## Section A: DEMOGRAPHIC INFORMATION

1. Name (Nama)  
\_\_\_\_\_
2. Gender (Jantina)  
\_\_\_\_\_
3. Name of school (Nama sekolah)  
\_\_\_\_\_
4. Type of school (Jenis sekolah)
  - ☐ Primary school (Sekolah Rendah)
  - ☐ Secondary school (Sekolah Menengah)
5. School location (Sekolah lokasi)
  - ☐ Johor
  - ☐ Kedah
  - ☐ Kelantan
  - ☐ Kuala Lumpur
  - ☐ Labuan
  - ☐ Malacca
  - ☐ Pahang
  - ☐ Penang
  - ☐ Perak
  - ☐ Perlis
  - ☐ Putrajaya
  - ☐ Sabah
  - ☐ Sarawak
  - ☐ Selangor
  - ☐ Terengganu

5. Teaching Experience (Pengalaman Mengajar)

- ☐ 0 to 2+ years (0 – 2+ tahun)
- ☐ 3 to 5 years (3 – 5 tahun)
- ☐ More than 5 years (Lebih daripada 5 tahun)

## Section B: SOCIAL CONNECTEDNESS

### Bahagian B: PERHUBUNGAN SOSIAL

	Not at all true 1	2	3	4	Completely true 5
<p>1. I feel like a part of my school.</p> <p>Saya berasa saya merupakan sebahagian daripada warga sekolah saya.</p> <p>我觉得自己是学校的一份子。</p>					
<p>2. People at my school notice when I am good at something.</p> <p>Warga sekolah saya dapat mengetahui bahawa saya mahir dalam melakukan tugas.</p> <p>学校的领导同事能够发现我的长处。</p>					
<p>3. It is hard for people like me to be accepted at my school.</p> <p>Saya rasa sikap sebenar saya sukar diterima di sekolah saya.</p> <p>像我这样的人很难被学校的成员接受。</p>					
<p>4. Other school colleagues in my school take my opinions seriously.</p> <p>Rakan sekerja di sekolah saya memandang serius terhadap pendapat saya.</p> <p>学校同事都会认真考虑我的意见。</p>					
<p>5. Most school colleagues at my school are interested in me.</p> <p>Kebanyakan rakan sekerja di sekolah saya ingin berkenalan dengan saya.</p> <p>大多数的学校同事都有兴趣想认识我。</p>					

<p>6. Sometimes I feel as if I don't belong in my school. Kadang-kadang saya rasa saya tidak tergolong dalam sekolah saya. 有时候我会觉得自己无法融入这个学校。</p>					
<p>7. There is at least one school colleague I can talk to in my school if I have a problem. Sekurang-kurangnya terdapat seorang rakan sekerja sekolah yang boleh saya bincang apabila saya menghadapi masalah. 当我遇到困难时，至少有一个同事我可以与之商量。</p>					
<p>8. People at my school are friendly to me. Warga sekolah bergaul mesra dengan saya. 学校的人对我都很友善。</p>					
<p>9. School colleagues at my school are not interested in people like me. 9. Rakan sekerja di sekolah saya tidak berminat untuk berkenalan dengan saya. 学校的同事对我不感兴趣。</p>					
<p>10. I am included in lots of activities at my school. 10. Saya menyertai banyak aktiviti di sekolah saya. 我参与了许多学校活动。</p>					
<p>11. I am treated with as much respect as other school members in my school. Saya dilayan dengan penghormatan oleh kebanyakan warga sekolah saya. 在学校里，我能够感受到同等的尊重。</p>					



<p>12. I feel very different from most other school members at my school.</p> <p>Saya rasa diri sangat berbeza berbanding dengan kebanyakan warga sekolah di sekolah saya.</p> <p>在学校里，我觉得自己比其他与众不同。</p>					
<p>13. I am really be myself at my school.</p> <p>Saya mengekalkan watak yang sebenar di sekolah saya.</p> <p>在学校里，我可以真正做自己。</p>					
<p>14. Students at my school respect me.</p> <p>Pelajar-pelajar di sekolah saya menghormati saya.</p> <p>学生们都很尊重我</p>					
<p>15. People at my school know that I can do good work.</p> <p>Anggota sekolah saya tahu bahawa saya dapat melakukan kerja yang baik.</p> <p>学校的人都知道我可以很好地完成工作。</p>					
<p>16. I wish I were in a different school.</p> <p>Saya harap saya dapat bekerja di sekolah lain.</p> <p>我希望自己可以在其他的学校任职。</p>					
<p>17. I feel proud to belong to my school.</p> <p>Saya berasa bangga menjadi salah seorang ahli sekolah saya.</p> <p>能够成为学校的一份子，我引以为傲。</p>					

18. Other school members at my school like me the way that I am. Warga sekolah saya suka akan saya. 学校的人都喜欢我的为人。					
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## Section C: TEACHING ANXIETY

### Bahagian C: KEBIMBANGAN MENGAJAR

	Never 1	Infrequently 2	Occasionally 3	Frequently 4	Always 5
<p>1. I feel calm and collected when I think about holding parent-teacher conferences. *</p> <p>Saya berasa tenang apabila ingin mengadakan persidangan ibu bapa dan guru.</p> <p>我能够冷静地思考怎么举办家长日。</p>					
<p>2. Even if I have trouble answering a student's question, I (would find) find it easy to concentrate on questions that follow. *</p> <p>Walaupun saya menghadapi masalah untuk menjawab soalan murid, saya masih dapat menumpukan perhatian pada soalan yang berikutnya.</p> <p>即使我在回答学生问题上遇到困难，我能够专注地思考问题。</p>					
<p>3. I feel comfortable when I speak before a group. *</p> <p>Saya berasa selesa apabila saya bercakap di hadapan kumpulan.</p> <p>当在人前说话，我觉得很放松自在。</p>					
<p>4. I (would feel) feel calm (if I were) when I am preparing lessons.</p> <p>Saya (akan berasa) berasa tenang (jika saya) semasa saya menyediakan bahan pelajaran. * 我能够冷静地备课。</p>					

<p>5. I'm worried whether I can be a good teacher.</p> <p>Saya bimbang sama ada saya boleh menjadi seorang guru yang baik.</p> <p>我担心我能不能成为一名好老师。</p>					
<p>6. I feel sure I will find teaching a satisfying profession. *</p> <p>Saya yakin bahawa mengajar ialah profesion yang memuaskan.</p> <p>我很确定教课让我觉得满足。</p>					
<p>7. I would feel calm and collected if a student's parent observed in my classroom. *</p> <p>Saya akan berasa tenang jika ibu bapa murid berada di bilik darjah untuk membuat pemerhatian semasa saya mengajar.</p> <p>当学生家长在我教学的时候观摩，我能冷静地继续上课。</p>					
<p>8. I feel inferior to other in-service teachers in my teacher preparation program.</p> <p>Saya lebih rendah diri berbanding dengan guru lain dalam sekolah.</p> <p>比起其他老师，我会在备课时感到自卑。</p>					
<p>9. I feel that students will follow my instructions. *</p> <p>Murid akan mengikut arahan saya.</p> <p>我感觉学生都会遵守我的指示。</p>					

<p>10. I feel secure with regard to my ability to keep a class under control. *</p> <p>Saya berkeyakinan dengan kemampuan saya untuk mengawal kelas.</p> <p>我对自己很有信心，能够维持课堂纪律。</p>					
<p>11. I'm less happy teaching than I thought I'd be.</p> <p>Saya merasa mengajar tidak seronok dan gembira seperti yang dibayangkan.</p> <p>教学对我来说没有想象中的开心。</p>					
<p>12. I feel nervous when I am being observed by my college supervisor.</p> <p>Saya merasa gementar apabila saya diperhatikan oleh penyelia saya.</p> <p>当被学校领导观摩教学，我会觉得紧张。</p>					
<p>13. I feel confident about my ability to improvise in the classroom. *</p> <p>Saya merasa yakin dengan kemampuan saya untuk membuat improvisasi di dalam bilik darjah.</p> <p>我能够自信地在课堂教学时自由发挥。</p>					
<p>14. I feel other teachers (will think) think I'm very competent. *</p> <p>Saya merasa guru lain (akan berfikir) fikir bahawa saya sangat cekap.</p> <p>我觉得其他老师十分认可我的能力，认为我很能干。</p>					

<p>15. I (would feel) feel panicky when a student asks me a question I (couldn't) can't answer. *</p> <p>Saya (akan berasa) berasa panik apabila murid bertanya soalan yang saya tidak dapat jawab. 当学生问我问题时，我会感到很紧张。</p>					
<p>16. I feel anxious because I don't know yet whether I really want to be a teacher. Saya berasa cemas kerana saya tidak pasti sama ada saya benar-benar mahu menjadi seorang guru. 我感到焦虑，因为我不确定自己要不要成为一名老师。</p>					
<p>17. I feel better prepared for teaching than other in-service teachers in my teacher preparation program. *</p> <p>Saya berasa bersiap sedia untuk mengajar berbanding dengan guru lain dalam program penyediaan guru. 我觉得自己在备课时比其他老师做得更充分。</p>					
<p>18. Lack of rapport with my students (will be) is one of my biggest worries. Hubungan murid dengan saya (akan) ialah salah satu kebimbangan saya. 与学生缺乏互动默契是我最大的困扰之一。</p>					
<p>19. I would feel anxious if the principal informed me he was coming to my class to observe. Saya akan berasa cemas jika pengetua memaklumkan saya bahawa dia akan datang</p>					

ke kelas untuk membuat pemerhatian. 当校长通知我他会来观摩教学时，我会感到焦虑。					
20. I (would find) find it easy to speak up in the staff room. * Saya (akan mendapati) dapat bersuara di bilik guru. 我觉得我能够在教务室说上话。					
21. I worry about being able to keep the class interested in what I (will teach) teach them. Saya bimbang adakah murid berminat dengan tajuk yang saya (akan ajar) ajar. 我担心我没办法在教学时让学生保持对学习的兴趣。					
22. I (would find) find it easy to admit that I don't know the answer to a question a student asks. * Saya (akan mendapati) mudah mengakui bahawa saya tidak tahu jawapan berdasarkan soalan yang ditanya oleh murid. 我可以轻易地承认自己没有办法回答学生的问题。					
23. Deciding how to present information in the classroom (would make) makes me feel uncertain. Penyampaian maklumat di dalam bilik darjah (akan membuatkan) saya berasa tidak yakin. 当需要我课堂上发表信息的时候，我会感到很不自信。					

<p>24. I feel I will have good recall of the things I know when I am in front of the class. *</p> <p>Saya berasa saya akan mengingat perkara yang saya tahu dengan baik apabila saya berada di hadapan pelajar.</p> <p>我认为我在上课时可以很好地表达我想说的信息。</p>					
<p>25. I feel I (will be) am as competent in the classroom as other in-service-teachers in my teacher preparation program. *</p> <p>Saya rasa saya (akan) lebih cekap dalam program penyediaan guru.</p> <p>我觉得自己像其他老师一样有能力备课。</p>					
<p>26. I'm concerned about how to use my testing of students as a useful indication of how effectively I'm teaching them.</p> <p>Saya bimbang sama ada cara menggunakan ujian sebagai petunjuk tentang keberkesanan mengajar mereka berguna atau tidak.</p> <p>我会在乎自己有没有办法完成有效教学。</p>					
<p>27. I'm worried that differences in background between my students and me (will prevent) prevent me from teaching effectively.</p> <p>Saya bimbang perbezaan latar belakang antara murid saya dan saya (akan menghalang) menghalang saya daripada mengajar dengan berkesan.</p> <p>我担心我和学生的背景差异会让我无法完成有效教学。</p>					



<p>28. I am certain that my own personal “hang ups” (will not) do not hinder my teaching effectiveness. * Saya pasti bahawa "tutup" peribadi saya sendiri (tidak akan) tidak menghalang keberkesanan pengajaran saya.</p> <p>我确定隐去我的私人信息不会影响我的有效教学。</p>					
<p>29. I’m uncertain whether I (will be able to) can tell the difference between really seriously disturbed students and those who are merely “goofing off” in class.</p> <p>Saya tidak pasti sama ada saya (akan dapat) membezakan antara murid yang benar-benar terganggu dan murid yang hanya "mengacau" di dalam kelas.</p> <p>我不确定自己能否辨别学生是真的严重影响课堂，还是只是做无伤大雅的干扰而已。</p>					

## Section D: SELF-ESTEEM

### Bahagian D: HARGA DIRI

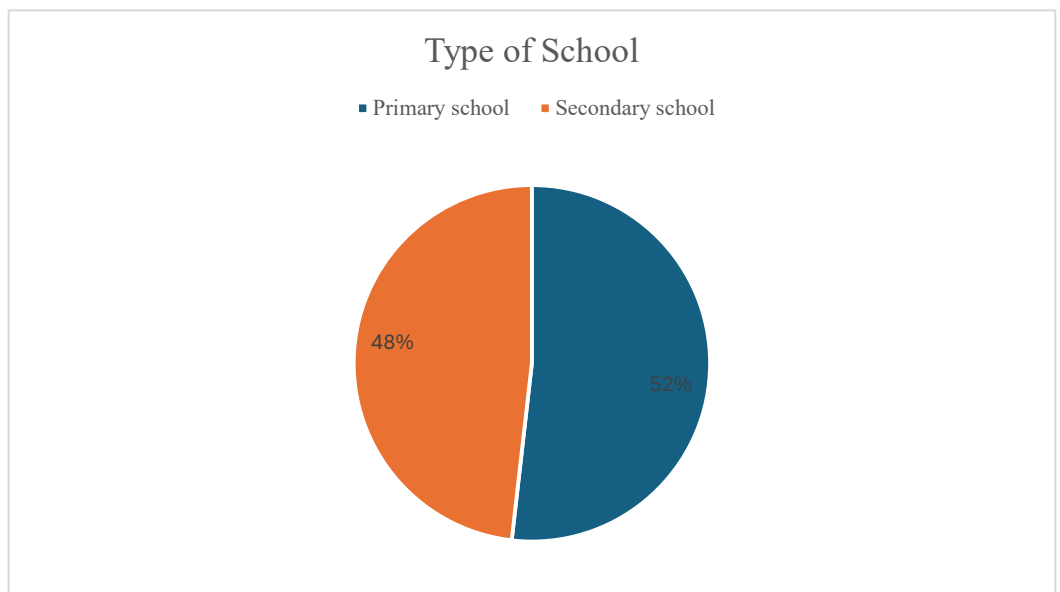
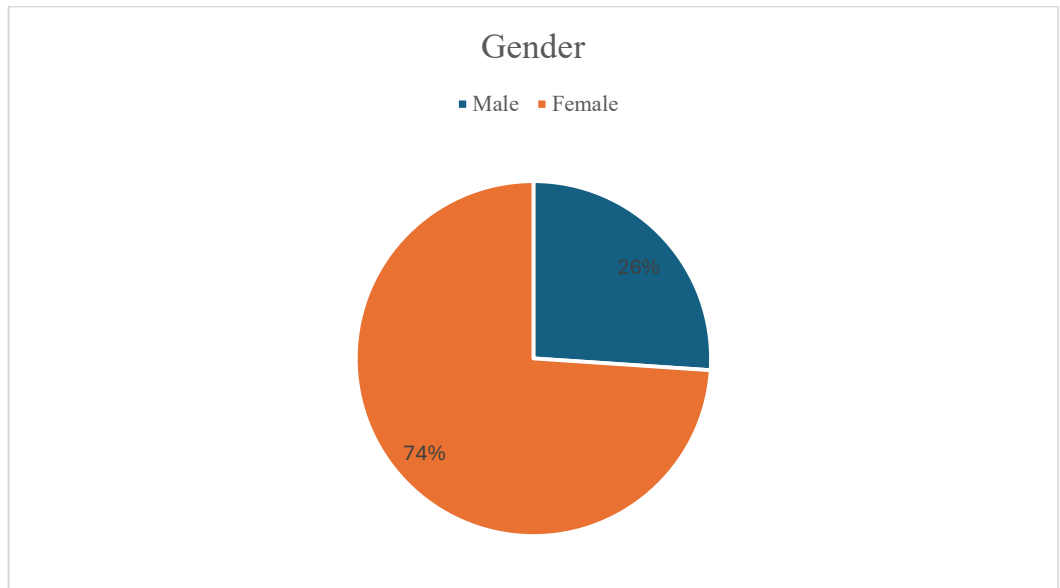
	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
1. On the whole, I am satisfied with myself. Secara keseluruhannya, saya berpuas hati dengan diri sendiri. 整体来说, 我十分满意自己。				
2. At times I think I am no good at all. Kadang-kadang saya berasa saya tidak baik. 有时候我会觉得自己一点都不好。				
3. I feel that I have a number of good qualities. Saya berasa saya mempunyai beberapa sifat yang baik. 我觉得自己身上有许多优良特征。				
4. I am able to do things as well as most other people. Saya mampu melakukan sesuatu seperti kebanyakan orang lain.和其他人一样, 我能够完成许多事情。				
5. I feel I do not have much to be proud of. Saya berasa saya tidak mempunyai apa-apa yang boleh dibanggakan. 我觉				

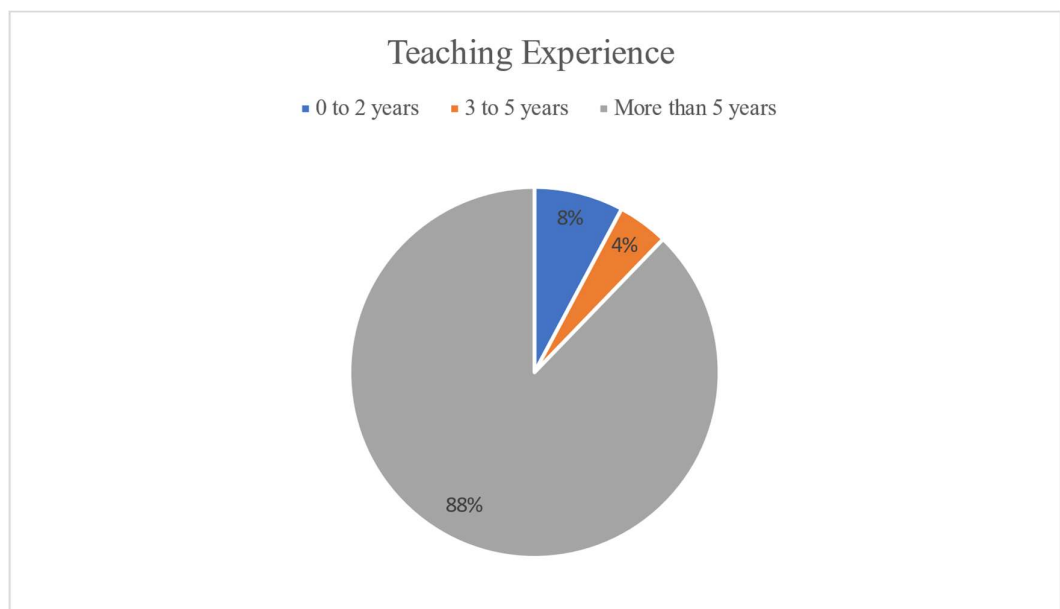
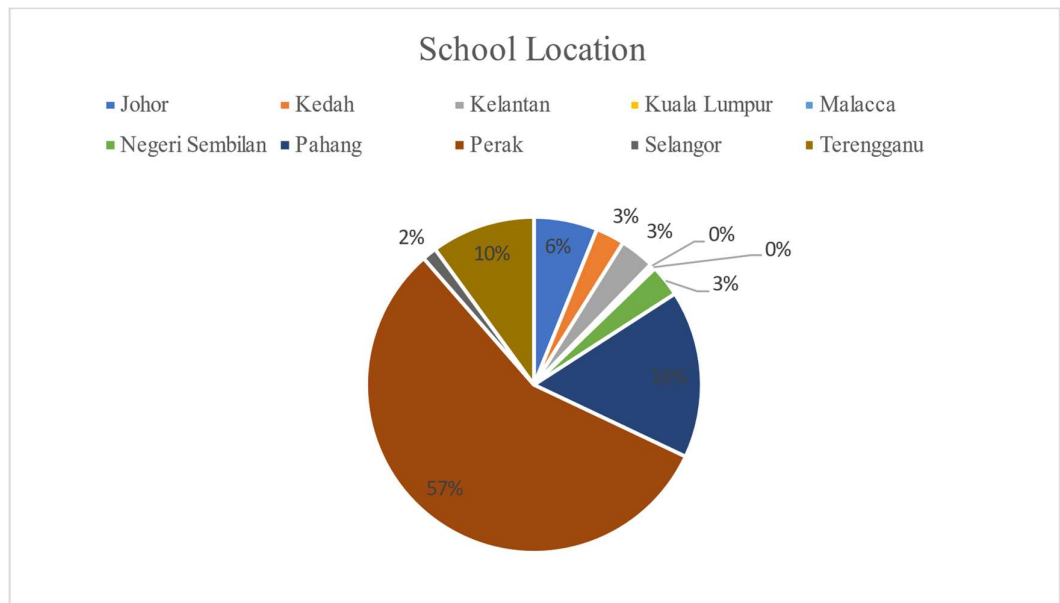
得自己没有什么值得引以为傲的地方。				
6. I certainly feel useless at times. Kadang-kadang saya berasa tidak berguna. 有时候我会觉得自己很无能。				
7. I feel that I'm a person of worth, at least on an equal plane with others. Saya berasa saya seorang yang bernilai, sekurang-kurangnya pada tahap yang sama dengan orang lain. 和其他人一样，我觉得自己是有价值的人。				
8. I wish I could have more respect for myself. Saya berharap saya boleh lebih menghormati diri sendiri. 我希望自己能够得到多一点尊重。				
9. All in all, I am inclined to feel that I am a failure. Secara keseluruhannya, saya lebih cenderung bahawa saya ialah seorang yang gagal. 整体来说，我觉得自己很失败。				
10. I take a positive attitude toward myself.				

Saya bersikap positif terhadap diri sendiri. 我会用乐观的态度 看待自己。				
--	--	--	--	--

Thank you for your participation

## APPENDIX C





## APPENDIX D

### SPSS Analysis

#### Demographic Profile

##### Frequency Table

###### Gender

	N	%
Male	102	26.2%
Female	288	73.8%

###### Type of school

	N	%
Primary school	202	51.8%
Secondary school	188	48.2%

###### School location

	N	%
Johor	23	5.9%
Kedah	10	2.6%
Kelantan	13	3.3%
Kuala Lumpur	1	0.3%
Malacca	1	0.3%
Negeri Sembilan	12	3.1%
Pahang	60	15.4%
Penang	25	6.4%
Perak	204	52.3%
Selangor	5	1.3%
Terengganu	36	9.2%

###### Teaching Experience

	N	%
0 to 2 years	30	7.7%
3 to 5 years	17	4.4%
More than 5 years	343	87.9%

## Pilot Study

### Reliability of Psychological Sense of Membership (PSSM)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.922	.932	18

### Reliability of Teaching Anxiety Scale (TCHAS)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.899	.901	29

### Reliability of Rosenberg Self-Esteem Scale (RSE)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.877	.881	10



### Skewness and Kurtosis for Social Connectedness, Teaching Anxiety and

<b>Statistics</b>		MEAN_SC	MEAN_TA	MEAN_SE
N	Valid	390	390	390
	Missing	0	0	0
Mean		4.0442	2.4005	3.1262
Std. Error of Mean		.02202	.02102	.01894
Skewness		-.092	-.082	.175
Std. Error of Skewness		.124	.124	.124
Kurtosis		-.374	-.386	-.594
Std. Error of Kurtosis		.247	.247	.247

### Self-esteem

## Actual Study

### Reliability of Psychological Sense of Membership (PSSM)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.833	.847	29

### Reliability of Teaching Anxiety Scale (TCHAS)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.889	.900	18

### Reliability of Rosenberg Self-Esteem Scale (RSE)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.797	.808	10

### Correlations

		Mean_SCS	Mean_TAS	Mean_SES
Mean_SCS	Pearson Correlation	1	-.530**	.593**
	Sig. (2-tailed)		<.001	<.001
	N	390	390	390
Mean_TAS	Pearson Correlation	-.530**	1	-.653**
	Sig. (2-tailed)	<.001		<.001
	N	390	390	390
Mean_SES	Pearson Correlation	.593**	-.653**	1
	Sig. (2-tailed)	<.001	<.001	
	N	390	390	390

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

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

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.677 <sup>a</sup>	.458	.456	.30624	.458	163.743	2

### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.713	2	15.356	163.743	<.001 <sup>b</sup>
	Residual	36.294	387	.094		
	Total	67.006	389			

a. Dependent Variable: Mean\_TAS

b. Predictors: (Constant), Mean\_SES, Mean\_SCS

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

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations Zero-order
		B	Std. Error	Beta			
1	(Constant)	5.064	.155		32.619	<.001	
	Mean_SCS	-.210	.044	-.220	-4.732	<.001	-.530
	Mean_SES	-.581	.052	-.523	-11.258	<.001	-.653

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

Model		Correlations	
		Partial	Part
1	(Constant)		
	Mean_SCS	-.234	-.177
	Mean_SES	-.497	-.421

a. Dependent Variable: Mean\_TAS

```

*****
Model :1
  Y :Mean_TAS
  X :Mean_SCS
  W :Mean_SES

Sample
Size: 390

*****
OUTCOME VARIABLE:
Mean_TAS

Model Summary
      R    R-sq    MSE    F    df1    df2    p
      .6836   .4674   .0925  112.8933   3.0000  386.0000   .0000

Model
      coeff    se    t    p    LLCI    ULCI
constant  7.9449  1.1386  6.9777  .0000  5.7063  10.1836
Mean_SCS  -.9171  .2804  -3.2703  .0012  -1.4685  -.3657
Mean_SES  -1.5171  .3703  -4.0969  .0001  -2.2452  -.7891
It_1      .2282  .0894  2.5537  .0110  .0525  .4039

Product terms key:
It_1 : Mean_SCS x Mean_SES

Test (s) of highest order unconditional interaction (s):
      R2-chng    F    df1    df2    p
X*W   .0090   6.5212   1.0000  386.0000   .0110
-----
Focal predict :Mean_SCS (X)
Mod var:Mean_SES (W )

Conditional effects of the focal predictor at values of the moderator (s):

```

Mean_SES	Effect	se	t	p	LLCI	ULCI
2.7522	-.2890	.0538	-5.3672	.0000	-.3949	-.1831
3.1262	-.2037	.0441	-4.6182	.0000	-.2904	-.1170
3.5001	-.1183	.0568	-2.0838	.0378	-.2299	-.0067

Moderator value (s) defining Johnson-Neyman significance region (s):

Value	% below	% above
3.5197	83.0769	16.9231

Conditional effect of focal predictor at values of the moderator :

Mean_SES	Effect	se	t	p	LLCI	ULCI
2.0000	-.4607	.1076	-4.2799	.0000	-.6723	-.2490
2.1000	-.4378	.0995	-4.3983	.0000	-.6336	-.2421
2.2000	-.4150	.0916	-4.5299	.0000	-.5952	-.2349
2.3000	-.3922	.0839	-4.6751	.0000	-.5571	-.2273
2.4000	-.3694	.0764	-4.8330	.0000	-.5196	-.2191
2.5000	-.3466	.0693	-4.9998	.0000	-.4828	-.2103
2.6000	-.3237	.0627	-5.1657	.0000	-.4470	-.2005
2.7000	-.3009	.0567	-5.3109	.0000	-.4123	-.1895
2.8000	-.2781	.0515	-5.3992	.0000	-.3794	-.1768
2.9000	-.2553	.0475	-5.3755	.0000	-.3486	-.1619
3.0000	-.2324	.0449	-5.1756	.0000	-.3207	-.1441
3.1000	-.2096	.0440	-4.7608	.0000	-.2962	-.1231
3.2000	-.1868	.0449	-4.1560	.0000	-.2752	-.0984
3.3000	-.1640	.0476	-3.4482	.0006	-.2575	-.0705
3.4000	-.1412	.0516	-2.7357	.0065	-.2426	-.0397
3.5000	-.1183	.0568	-2.0844	.0378	-.2300	-.0067
3.5197	-.1138	.0579	-1.9661	.0500	-.2277	.0000
3.6000	-.0955	.0628	-1.5210	.1291	-.2190	.0280
3.7000	-.0727	.0695	-1.0466	.2959	-.2092	.0639
3.8000	-.0499	.0766	-.6512	.5153	-.2004	.1007
3.9000	-.0270	.0840	-.3218	.7478	-.1923	.1382
4.0000	-.0042	.0918	-.0460	.9633	-.1847	.1762

Data for visualizing the conditional effect of the focal predictor :

Paste text below into a SPSS syntax window and execute to produce plot .