

**AUTONOMY, WORKLOAD, WORK-LIFE BALANCE, AND JOB  
PERFORMANCE AMONG TEACHERS**



**Thesis Submitted To**

**School of Business Management (SBM)**

**Universiti Utara Malaysia,**

**In Partial Fulfillment of the Requirement for the Master of Human Resource  
Management**

## **PERMISSION TO USE**

In presenting this dissertation paper in partial fulfillment of the requirements for a Post Graduate degree from the Universiti Utara Malaysia (UUM), I agree that the Library of this university may make it freely available for inspection. I further agree that permission for copying this dissertation in any manner, in whole or in part, for scholarly purposes may be granted by my supervisor or in their absence, by the Dean of School of Business Management (SBM) where I did my dissertation. It is understood that any copying or publication or use of this dissertation parts of it for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the UUM in any scholarly use which may be made of any material in my dissertation.

Request for permission to copy or to make other use of materials in this dissertation in whole or in part should be addressed to:

**Dean of School of Business Management (SBM)  
University Utara Malaysia  
06010 UUM Sintok  
Kedah Darul Aman**



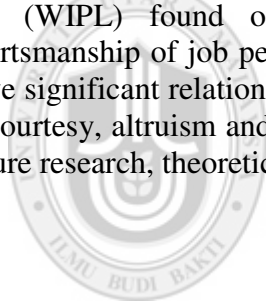
**UUM**  

---

**Universiti Utara Malaysia**

## ABSTRACT

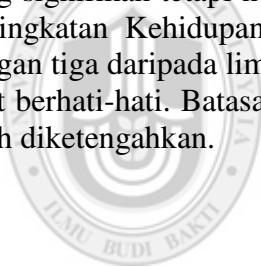
The purpose of this research is to examine the relationship between autonomy, workload and work-life balance on job performance among secondary school teachers in Alor Setar, Kedah. A total of 302 teachers are participated in the study. Regression analyses were used to test the hypotheses. Based on the explanatory factor analysis result, the independent variables for autonomy are control over methods, control at work and control over timing, workload and Work Personal Life Enhancement (WPLE) and Work Interference with Personal Life (WIPL) for work-life balance while dependent variables are sportsmanship, task performance, courtesy, altruism and conscientiousness. The results showed that control over methods of autonomy was found to have a positive relationship with task performance, altruism and conscientiousness of job performance. Control at work reportedly has significant relationship with courtesy but negatively with sportsmanship of job performance while control over timing had significant but negative relation with sportsmanship, courtesy and conscientiousness. Moreover, it was found that workload also has a positive relationship with task performance and courtesy. Further, for work-life balance dimension, Work Interference with personal life (WIPL) found out to have significant but negative relationship with sportsmanship of job performance while Work Personal Life Enhancement (WPLE) have significant relationship with three out of five job performance dimension which is courtesy, altruism and conscientiousness. Limitations of the study, suggestions for future research, theoretical and practical implication were also highlighted.



Universiti Utara Malaysia

## ABSTRAK

Tujuan kajian ini adalah untuk mengkaji hubungan antara autonomi, beban kerja dan keseimbangan kerja dan kehidupan dengan prestasi kerja di kalangan guru-guru sekolah menengah di Alor Setar, Kedah. Seramai 302 guru telah mengambil bahagian dalam kajian ini. Analisis regresi digunakan untuk menguji hipotesis. Berdasarkan keputusan penerangan analisis faktor, pembolehubah bebas untuk autonomi adalah kawalan ke atas kaedah, kawalan di tempat kerja dan kawalan ke atas masa, beban kerja dan Kerja Peningkatan Kehidupan Peribadi (WPLE) dan Gangguan Kerja dengan Kehidupan Peribadi (WIPL) untuk kerja dan kehidupan manakala pembolehubah bersandar ialah kerja sepasukan, prestasi tugas, ihsan, pemurah dan sifat berhati-hati. Hasil kajian menunjukkan bahawa kawalan ke atas kaedah autonomi didapati mempunyai hubungan yang positif dengan prestasi kerja, pemurah dan sifat berhati-hati prestasi kerja. Kawalan di tempat kerja dilaporkan mempunyai hubungan yang signifikan dengan budi bahasa tetapi negatif dengan kerja sepasukan prestasi kerja manakala kawalan ke atas masa mempunyai hubungan yang signifikan tetapi negatif dengan kerja sepasukan, budi bahasa dan sifat berhati-hati. Selain itu, didapati bahawa beban kerja juga mempunyai hubungan yang positif dengan prestasi tugas dan ihsan. Selanjutnya, untuk dimensi kerja dan kehidupan, Gangguan Kerja dengan kehidupan peribadi (WIPL) didapati mempunyai hubungan yang signifikan tetapi negatif dengan kerja sepasukan prestasi kerja manakala Kerja Peningkatan Kehidupan Peribadi (WPLE) mempunyai hubungan yang signifikan dengan tiga daripada lima dimensi prestasi pekerjaan iaitu adalah ihsan, pemurah dan sifat berhati-hati. Batasan kajian, cadangan kajian, teori dan implikasi praktikal juga telah diketengahkan.



Universiti Utara Malaysia

## ACKNOWLEDGEMENT

I would like to convey my gratitude to Allah S.W.T for giving me the drive and motivation to complete this study. Without the help and support I received from the following people I would never have completed this program. Firstly, my supervisor Dr.Johanim Johari for her invaluable efforts and time in providing proper guidance, assistance and effortless support throughout the entire process. From her I learnt skill, patience and endurance in completing the project paper.

I also thank my family and friends for their understanding and encouragement throughout these years. It would be impossible for me to finish this dissertation without this tremendous support.

And lastly to all the respondents for all their full cooperation that made them a big part of this study.



## TABLE OF CONTENT

	<b>Page</b>
<b>Permission to Use</b>	<b>i</b>
<b>Abstract</b>	<b>ii</b>
<b>Abstrak</b>	<b>iii</b>
<b>Acknowledgement</b>	<b>iv</b>
<b>Table of Contents</b>	<b>v</b>
<b>List of Table</b>	<b>ix</b>
<b>List of Figures</b>	<b>x</b>
<b>List of Abbreviation</b>	<b>xi</b>
<b>CHAPTER ONE: INTRODUCTION</b>	
1.0 Introduction	1
1.1 Background of the study	1
1.2 Problem Statement	8
1.3 Research Question	11
1.4 Research Objective	12
1.5 Scope of Study	13
1.6 Significance of the Study	13
1.7 Definition of Key Terms	15
1.7.1 Autonomy	
1.7.1.1 Control at Work, Control over Timing and Control over Methods	15
1.7.2 Workload	15
1.7.3 Work-life Balance	16
<b>CHAPTER TWO: LITERATURE REVIEW</b>	
2.0 Introduction	17
2.1 Job Performance	17
2.2 Autonomy	19
2.2.1 Control at Work, Control over Timing and Control over Methods	21
2.3 Workload	23
2.4 Work-life Balance	25
2.5 Underpinned Theory	27
2.5.1 Job Characteristics	27
2.5.2 Border and Boundary Theory	28
2.6 Hypotheses Development	31

2.7	Theoretical Framework	33
-----	-----------------------	----

### **CHAPTER THREE: METHODOLOGY**

3.0	Introduction	34
3.1	Research Design	34
3.1.1	Type of Study	34
3.1.2	Unit Analysis	35
3.1.3	Population and Sampling	35
3.1.4	Sample and Sampling Technique	36
3.2	Measurement	36
3.3	Data Collection Method	42
3.4	Pilot Test	43
3.5	Data Analysis Techniques	44
3.6	Summary	45

### **CHAPTER FOUR: DATA ANALYSIS AND FINDINGS**

4.0	Introduction	46
4.1	Data Screening	46
4.2	Respondent's Demographic Profile	47
4.3	Explanatory Factor Analysis	50
4.4	Re-statement Hypotheses	55
4.5	Reliability Analysis	56
4.6	Descriptive Statistics	58
4.7	Multiple Regression Analysis	59

### **CHAPTER FIVE: DISCUSSIONS**

5.0	Introduction	67
5.1	Discussions	67
5.1.1	The Relationship between Autonomy and Job Performance	
5.1.1.1	Control over Methods and Job Performance	68
5.1.1.2	Control at Work and Job Performance	69
5.1.1.3	Control over Timing and Job Performance	70
5.1.2	The Relationship between Workload and Job Performance	71
5.1.3	The Relationship between Work-life Balance and Job Performance	72
5.1.3.1	Work Personal Life Enhancement (WPLE)	72
5.1.3.2	Work Interference with Personal Life (WIPL)	74
5.2	Limitations of Study	74
5.3	Suggestion for Future Research	75
5.4	Theoretical and Practical Implications	75
5.5	Conclusions	77

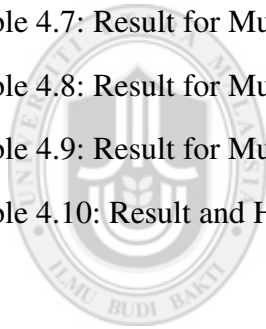
### **REFERENCES**

#### **APPENDICES**

Appendix A:	Questionnaire
Appendix B:	Frequencies Statistics of Respondents Profile
Appendix C:	Reliability Analysis of Variables
Appendix D:	Descriptive Analysis of Variables (Mean and Standard Deviation)
Appendix E:	Multiple Regression Analysis of Variables

## LIST OF TABLES

	<b>Page</b>
Table 3.1: Total number of Distributed and Received Questionnaire	36
Table 3.2: Items and Sources of Items for Each Variables	39
Table 3.3: Reliability of Each Variables	43
Table 4.1: Frequencies Distribution of Respondents Demographic Profile	48
Table 4.2: Factor Loading based on Explanatory Factor Analysis	51
Table 4.3: Reliability Coefficient Results	57
Table 4.4: Descriptive Statistics	58
Table 4.5: Result for Multiple Regression Analysis for Sportsmanship	59
Table 4.6: Result for Multiple Regression Analysis for Task Performance	60
Table 4.7: Result for Multiple Regression Analysis for Courtesy	61
Table 4.8: Result for Multiple Regression Analysis for Altruism	62
Table 4.9: Result for Multiple Regression Analysis for Conscientiousness	63
Table 4.10: Result and Hypotheses Status of the Result and Analysis	64



Universiti Utara Malaysia



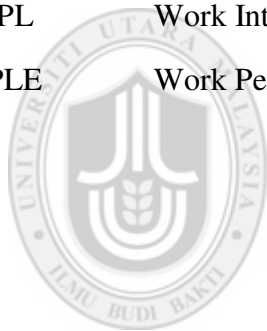
## LIST OF FIGURES

	<b>Page</b>
Figure 2.1: Theoretical Framework	33



## LIST OF ABBREVIATION

MOHE	Ministry of High Education
MOE	Ministry of Education
SBA	School-based Assessment
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
OECD	Organisation for Economic Co-operation and Development
TIMSS	Trends in International Mathematics and Science Study
PISA	Programme for International Student Assessment
KPI	Key Performance Indicator
PTA	Parents-Teachers Association
WIPL	Work Interference with Personal Life
WPLE	Work Personal Life Enhancement



UUM  
Universiti Utara Malaysia

## CHAPTER 1

### INTRODUCTION

#### 1.0 Introduction

This chapter presents the background of study, the problem statement, research questions, and research objectives, significance of the study and also the operational definition of key terms used in this study.

#### 1.1 Background of the study



In Malaysia, Education has gone through extensive changes throughout the years. Changes or "reform" may only be carried out with one vision in mind, and that's to improve teaching and learning procedures existing in schools and higher education institutions. This action shows the endless efforts of the government in an effort to improve the quality of education for its citizens. After a decade into the new millennium, education is more pressed to undertake even more improvement in order to meet the demands and expectations of education in the 21st century. As Malaysians, we cannot be satisfied with what we have but we have to always compare ourselves with countries that are more developed especially what happens in the field of education. This is to ensure Malaysian future generation will be competitive internationally in this borderless world.

Tun Dr. Mahathir Bin Mohammad, former Prime Minister of Malaysia has shared his dream and vision for the country through the "Vision 2020". In his article, "Malaysia on Track Vision 2020", as a doctor he was interested in measuring optometrist which indicate 100 percent perfect vision. He also explained that 2020 will connect with the future of the country as we are in the new millennium. Because Malaysia has a plan to become a developed country, education is a government priority as it is a very useful tool for determining the success or failure of the nation. Therefore it is important to ensure that all people are equipped with knowledge, skills and values to live in a competitive and global world which influenced by the rapid development of science and technology.

Education is becoming more important, especially in the process of moving our country towards the economy based on labor-incentive and low-end product manufacturing to a k-economy and knowledge economy. Ministry of Education (MOE) and the Ministry of High Education (MOHE) is the body responsible for ensuring that the country is moving towards the target.

On 2011, the School-based Assessment (SBA) was introduced by the Ministry of Education. The main purpose of SBA is to improve the effectiveness of the system when applied to measure the students' academic progress. SBA has measured within three domains which are cognitive, affective and psychomotor. In SBA it has four assessments whereby Centralized Assessment, Assessment of Physical Activity, Sports and Co-Curriculum and Psychometrics Assessment. With this system, teachers are expected to be more involved in curriculum and assessment for decision-making in teaching approaches, as required by the student (Maxwell and Cumming, 2011). This will provide an opportunity for teachers to monitor students on an on-

going basis to provide feedback to improve the learning ability of students (Brown, 2001).

In 2013, the National Education Blueprint was released. It covers the education of Malaysian starting from Preschool till Post-Secondary. The approach of the blueprint was ground-breaking as it uses multiple perspectives to evaluate and assess the performance of Malaysia's education system. This included the World Bank, the United Nations Educational, Scientific, and Cultural Organisation (UNESCO), the Organisation for Economic Co-operation and Development (OECD), and six local universities. The Ministries also worked with other governmental agencies to ensure alignment with other policies related to education. Furthermore, the Ministry engaged also with the people in a new scale. Over 55000 Ministry officials, teachers, school leaders, parents, students, and members of public across Malaysia via interviews, focus groups, surveys, National Dialogue town halls, Open Days and round table discussions. More than 200 memorandums and 3000 articles and blog post were submitted by the Ministry.

The blueprint highlight the aspires to ensure universal access and full enrolment of all children from preschool through to upper secondary school level by 2020, aspires for Malaysia to be in the top third of countries in terms of performance in international assessments, as measured by outcomes in the Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA) within 15 years, aspires to halve the current urban-rural, socio-economic and gender achievement gaps by 2020, aspires to create a system whereby students have opportunities to build shared experiences and aspirations that form the foundation for unity, aspires to further maximise student outcomes within the current budget levels.

Bourne and Bourne (2002), have formulated the overall use of KPI to measure organizational performance can be focused on three main areas whereby the first describes the direction of the organization. Through the construction KPI school community can realize the important things and noteworthy in the mission and vision of the school. A good performance measurement system will provide a clear picture of an objective measurement based on strategic planning in schools. Each school will be able to identify and correlate with individual annual work targets, target group work with strategic planning committee of the school and so on can determine whether the target has been achieved or not. With the school commitment to measure, it will be able to create a culture of the important of each individual work towards achieving the mission and vision of the school. Failure to produce the proper measurement system will give a bad impression on the performance of the school. This causes all efforts were focused on things that are unproductive and a waste of time.

The second thing is to apply performance measurement system using the KPI; the school will be able to focus on key areas that are presented to parents and other stakeholders. The use of KPIs can assist schools in determining the action to be taken. The measurement system was dynamic. Measurement consistently will help schools identify things that hinder its effectiveness. Therefore the focus could be given to the important things that are core to the excellence and effectiveness of the school.

Third use of KPI will allow schools to reassess the achievements that have been targeted. Suitability strategies that have been implemented are also identified through the use of KPI performance evaluation and corrective actions and improvements that need to be made. To enhance performance, the school must compare the

achievements of the past and current performance and target achievement in the future. Through the use of KPI school can maintain a competitive edge and ensure excellence and enhance school performance. Overall, the use of KPI will help schools focus on process improvements through direction, focusing on key areas that are delivered to customers and the revaluation of the achievements that have been targeted. Therefore the use of this KPI will help schools strengthen the performance and be able to meet the needs of various groups.

KPIs and performance targets used to measure school performance in every aspect of school management. Management aspects that can be named as the main services and functions are based on the factors contributing to the effectiveness of the school management and teaching curriculum, discipline, leadership, staff development, financial management, school environment and customer relationship management (Bannet, 2001).

These components are critical processes that will result in failure to achieve the ultimate goal of school (Kelly, 2001). Therefore the school management should analyze the strengths, weaknesses, threats and schools opportunities and discuss with the teacher to determine the factors that contribute to the effectiveness of the school and the critical processes that can be built KPIs and performance targets (Berry, 1998).

The used of KPIs and performance targets at the school are include the efficiency of key processes and the effectiveness in terms of achieving the goal or the number of outputs produced. Therefore KPIs and performance targets can be measured in terms of components and output delivered in schools as shown in Table below.

<b>KPI Components</b>	<b>Performance Target</b>
Frequency gathering of meetings curriculum (Members of the Curriculum Committee and the school Committee)	4 times a year
Assessment of student achievement	Every month
The meeting of the school management and teachers	Every 2 weeks
Discussions with the school beneficiary	3 times a year
Meeting a group of teachers with target student	Every month
Revision of teaching record by the school management	Each week
Monitoring student achievement by the school management	Every month
<b>KPI Output</b>	<b>Performance Target</b>
The achievement of students in each subject	At least 80%

Table 1.1: KPI Components Performance Targets

<b>KPI Components</b>	<b>Performance Target</b>
Review school discipline rules	2 times a year
Warning disciplinary regulations for teachers and students	Every week
The spread of disciplinary rules to parents	2 times a year
Meeting with students and teachers	At least once a week



Inspection reports discipline by the school management	Every week
--	------------

<b>KPI Output</b>	<b>Performance Target</b>
Percentage of students who violate school rules	Less than 5%

Table 1.2: KPIs and performance targets for the management disciplines

<b>KPI Components</b>	<b>Performance Target</b>
Staff skills needs analysis	2 times a year
Discussion professionalism subjects committee	Every month
Staff development program	4 times a year
Assessment of competency / proficiency of staff	2 times a year

<b>KPI Output</b>	<b>Performance Target</b>
Percentage of staff who showed an increase in terms of competence and expertise	95%

Table 1.3: KPIs and performance targets for staff development

Teachers have a vital role in education. They are students which always take classes and attend professional development sessions to undergo the latest best practices and strategies for effective teaching. Teachers continue to cooperate with each other to obtain new ideas for teaching, lesson planning and improving learning experience. At the same time, teachers also act as a tutor. Teachers also play an important role as evaluators whereby always assess the ability of students through formal and informal

assessments and also provide suggestions for improvement. At the same time, teachers must show care and concern for students. When interacting with students, teachers need to fill the role of a counsellor, a surrogate parents and a person who has an interest in the hearts of every student. Teachers play an important role in educating young people who will become the next generation of leaders.

## **1.2 Problem Statement**

In the 2012 edition of the PISA (Programme for International Student Assessment), previously Malaysian students had recorded a score of 414, while the current OECD average was 496. Due to this matter and also to accomplish the objective of Malaysia Education Blueprint, those work-related demands have had a negative impact on teacher's personal lives and also on their health.

The main thrust of a teacher is in the field of teaching and learning. Apart from that, teachers also have other duties such as assisting schools through administrative tasks, handling student discipline, engage in extra-curricular activities, monitoring student attendance, evaluate students' homework, teachers act as sports teachers, involved in the Parents-Teachers Association (PTA), pursue as part-time students and also meet the requirements of their jobs. Teachers also face pressure from schools inspectorate supervision and the need for them to attend a staff development program. At the same time, teachers also have to work during holidays to ensure that lesson plans from the education department went smoothly as planned (Adam, 2002).

This study focuses on autonomy, workload and work-life balance on teacher's job performance. According to Goyal and Arora (2012), they showed that the failure to

achieve the right balance level of effort and adequate rest will be correlated with a lack of control over workload and lack of energy in meeting personal needs and commitments. If they cannot balance between it, the result will lead to fatigue, poor performance and poor quality of life.

To perform various tasks, teachers not only serve as educators to distribute information but also as a manager, planner, facilitator and example to the community. Additionally, multiple plan tasks undertaken by teachers can cause them to lose focus on teaching and learning in the classroom. (Ministry of Education, 2007).

Teachers like other professionals have a great amount of responsibility in their job. Teachers need professional autonomy in order to carry out their duties diligently without any short comings. Pearson and Moomaw (2006) on their study had claimed that by recognizing teaching as a profession and developed teachers as professional as well as empowering them is the solution to the lack of motivation and satisfaction among teachers, professionalism and also teachers stress.

Some researchers argue that teachers should have greater autonomy as they are on the best level to make informed decisions about the education of students. In addition, teachers also need to be given as much autonomy as possible to determine the teaching strategies, curriculum and academic support. Hereby for example, more regulation, more difficult job requirements, larger in supervision of the administration and heavier of teacher evaluation procedures and this would stifle creativity and teacher response which can produce many negative results including low student achievement or work higher and dissatisfaction and dropout rates among teachers. Critics of teacher autonomy tend to say that the quality and effectiveness of

teaching is uneven and problems such as the achievement gap or low graduation rates show that such measures should be taken to improve the effectiveness of teachers and public-school education, including more supervision and administration, increased need and professional education for new teachers and a strong system of evaluation of work performance.

The quality of an education system is to a large extent dependent on the quality of its teachers. Weaknesses in teacher competencies are a serious impediment to overall education quality in Malaysia. A 2011 research study found that only 50% of lessons were being delivered in an effective manner. The other 50% of the lessons were focused on achieving superficial content understanding, instead of higher-order thinking skills. The relatively low quality of applicants to teacher education institutes is probably partly responsible for the weakness in teacher competencies. In 2010, 93% of Bachelor of Education applicants at Teacher Education Institutes scored below the minimum academic requirement (Ministry of Education Malaysia, 2012)

Malaysia has achieved high participation rates at primary and secondary levels. In 2011, Malaysia achieved near universal enrolment at the primary level at 96% and 82% at upper secondary level (Ministry of Education Malaysia, 2012). Nevertheless, these rates are lower than that of the developed countries in the region. The participation rates of primary level for Japan and Korea have reached almost 100%; and the participation rates of upper secondary level for the two countries have consistently exceeded 90% (Ministry of Education Malaysia, 2012).

On a survey did by England country on 2014, teacher workload has reached an alarming level, is destroying the lives of households and also troublesome out of the profession. NUT (National Union of Teachers) revealed that 90 percent of teachers

had taken into account to give up the teaching field within the last two years due to the workload. 87 percent knew one or more of their friends had given up two years ago because of the workload. 96 percent said that their workload had negative effects on the family and their personal lives.

This was supported by Bridges and Searle (2011); they said that the workload would affect morale, quality of life and job satisfaction of a person. In general, the quality of teaching and the quality of education will also be affected. According to Azizi, Jamaludin, and Mazeni (2010), one causes of workplace stress among teachers is the heavy workload. Teachers who are under pressure will give low scores on quality of work, motivation, enthusiasm, creativity and commitment to skills and tasks as well as moral

Another issue is the lack of work-life balance among teachers. According to Goyal and Arora (2012), they stated that many families worldwide are under pressure to balance the priorities of family and work. Personal growth is an important factor in achieving the goal of life is sometimes covered with everyday responsibilities. Many employees now either men or women, they spend more time for family life, personal responsibility and also their own interests. According to Punia and Kamboj (2013), every teacher faces a problem in achieving a balance between professional and personal life due to the lack of boundary between life and work due to flexible working schedule.

Thus, the specific problem to be investigated is to find the key finding whether there is a relationship between those variables. Besides, this study tries to identify the main variables that lead or give an impact on the teacher's job performance.

### 1.3 Research Questions

The research questions to this study will be addressed by answering the following general questions:

- a) Does autonomy influence job performance among teachers?
- b) Does control at work impact job performance among teachers?
- c) Does control over timing influence job performance among teachers?
- d) Does control over method influence job performance among teachers?
- e) Does workload impact job performance among teachers?
- f) Does work-life balance impact job performance among teachers?

### 1.4 Research Objectives



The research objectives of this study are:

- a) To examine the relationship between autonomy and job performance.
- b) To analyze relationship between control at work and job performance
- c) To explore relationship between control over timing on job performance.
- d) To examine the relationship between controls over methods and job performance.
- e) To determine the relationship between workload and job performance
- f) To analyze the relationship between work-life balance and performance.

## **1.5 Scope of the Study**

This research focuses on secondary school teachers on their performance. This study was conducted among teachers in six schools. The school involved are Kolej Sultan Abdul Hamid, Sekolah Menengah Kebangsaan Convent Alor Setar, Sekolah Menengah Kebangsaan Sultanah Asma, Sekolah Menengah Kebangsaan Jitra, Sekolah Menengah Kebangsaan Tunku Abdul Rahman and Sekolah Menengah Kebangsaan Seberang Perak. The variables involved are autonomy, which consists of control at work, control over timing and also control over methods. In addition, workload and work-life balance will also be examined to see whether these variables have an impact on job performance.

## **1.6 Significance of the Study**

Effective teachers are teachers who achieve the goals they set for themselves or another person designated by the ministry of education, government officials, school administrators and school. Effective teachers should have the knowledge and skills needed to achieve and can use the knowledge and skills necessary to achieve that goal.

Teacher performance is the way teachers behave in the teaching process and it is related to teacher effectiveness. It is said that, the good performance of a student depends on effective teaching from teachers. Thus, it is important to examine whether autonomy, workload and work-life balance can have an impact on teachers job performance

According to Adam (2002), teachers have many responsibilities such as helping to manage the administrative tasks, involved in extra-curricular activities, monitoring student attendance, handling students discipline and others.

Furthermore, Langfred and Moye (2004) stated that job autonomy will improve work performance because they see that by having more skills they are able to perform a given task. Job autonomy allows individuals to limit exposure to pressure and can choose their job task and allow them to limit their stressful task; thereby it can reduce the feeling of threat and encourage positive behaviours toward their work (Elsass & Veiga, 1997).

Besides that, failure to achieve the right balance between the effort and workload also will lead in poor performance among teachers. In order to carry out all the tasks assigned, teachers urgently need professional autonomy which consists of an autonomous timing (control of scheduling, methods and commands) and autonomous work (control over the methods and criteria used to measure the performance of work) (Shipp & Fried, 2014).

According to Goyal and Arora (2012), they showed that the failure to achieve the right balance level of effort and adequate rest will be correlated with a lack of control over workload and lack of energy in meeting personal needs and commitments. If they cannot balance between it, the result will lead to fatigue, poor performance and poor quality of life

The study is important and benefit not only for teachers but also stakeholders such as the government, ministry of education, the institution, the principal and also society. The result of this will help to get awareness about the issues and problems faced by teachers at work place that will be of beneficial for organizations and institutions to



formulate strategies that will increased job autonomy, minimised workload and maintain a work-life balance among teachers. Besides that, it can be used to improve the education system in Malaysia by addressing the important issues regarding the autonomy, workload and work-life balance among teachers that can affect their job performance. Other than that, the finding of this study may have new relationships that impact the teachers' job performance and will serve a theoretical model for future studies of the same field of study.

## **1.7 Definitions of Key Terms**

### **1.7.1 Autonomy**

According to Lamb (2008), he indicates the freedom to teach in a way that they wanted and also a manifestation of autonomy. Pearson and Hall (1993) define autonomy as feel the desire to control themselves and their working environment.

#### **1.7.1.1 Control at Work, Control over Timing and Control over Methods**

On control at work, Karasek and Theorell (1990) has defined control at work involves focusing on the work of organizational features such as the extent to which employees feel that they are able to make decisions about their work (for example how to work, when and where to work, and what kinds of tasks that need to be done) and the extent to which they have the opportunity to use the skills and knowledge of employees at the workplace.

### **1.7.2 Workload**

According to Azita (2012), workload refers to the amount of time spent by teachers to teach in the classroom, the time allotted for the completion of a project, whether in

school or after school hours. Workload is also a responsibility that must be implemented by teachers although it is not encouraging. These responsibilities include teaching and learning, co-curricular activities, meetings and anything that related to official duties as a teacher.

### **1.7.3 Work-life Balance**

According to Hill et al. (2001), they defined work-life balance on how far one can balance the daily demands and behaviour both between paid work and family responsibilities



## CHAPTER 2

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter review on the inclusive reading from variety of books, journals periodicals and several additional publications. Furthermore, this chapter would also clarify and describes definition, connected concept and theory and the effect of variables on teacher's job performance.

#### 2.1 Job Performance



**UUM**  
Universiti Utara Malaysia

Employees' performance is important in the organization. The employees should know their ability to perform effectively in their jobs require them to have and understand the up-to-date job description for their position and they also need to understand the requirements and performance standards they should follow. Besides, job performance also aligns with organizational objectives by approving of employees measures, skills, competency requirements, development plans and delivery of results. Job performance is one of the important constructs holds in both organizational psychology and human resources management. Jamal (2007) suggested that job performance are which an individual is successfully able to perform tasks with the resources available in the framework of the normal constraints

In other hand, Springer (2011) proposed that job performance is a concept that has many dimensions which include both task performance and contextual performance factors that include the importance of social skills as predictors of job performance.

Borman and Motowidlo (1993) have been discussed that it has two general factors of performance that have received most attention namely task performance and contextual performance. Task performance was defined as the effectiveness with which job incumbents perform activities that contribute to the organization's technical core (Borman and Motowidlo, 1997). Contextual performance was defined as performance that is not formally required as part of the job but that helps shape the social and psychological context of the organization (Borman and Motowidlo, 1993).

Griffin (2005) had explored that performance of an individual is determined by three factors whereby the environment at work, motivation and the ability to do the job. Besides that, Chandrasekar (2011) examined that the workplace environment impacts on employee morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the employees so they get de-motivated and their performance also affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of personal decision making opportunity. People who are working in that environment will feel unsatisfied, could feel the pressure on themselves and it will have an impact on employee's job performance.

According to Obilade (1999), teacher performance can be interpreted as the work carried out by a teacher for a certain period in the development of the school system to achieve organizational goals while Peretemode (1996) adding that the job

performance is determined by the level of employees participation in the organization's day-to-day.

This study concept are on teachers job performance whereby nowadays teachers are charged with a lot of work and a lack of balance in everyday life and in the workplace will reduce their job performance. Apart from that, teachers are also burdened with administrative work that is not categorized as teachers' job responsibilities. Because a lot of the workload, it will interfere with their daily lives and by focusing too much work in the school and office when they return home they will focused less on their family.

## 2.2 **Autonomy**

Job autonomy is defined as the extent to which work can provide great freedom, independence and discretion of the individual in work scheduling and determine the procedures to be used in implementing them. Job autonomy is one of the core features of the design work that includes the diversity of skills, task identity and feedback from duties that have been developed by Hackman and Oldham (1975).

Saragih (2011) on her study has stated that job autonomy shows that it is consistent and positive between job autonomy and job performance. Higher job autonomy will lead to greater confidence in the performance of a task

While Hackman and Oldham (1975) stated autonomy leads to a critical psychological state whereby “experienced responsibility for outcomes of the work”,

which in turn leads to results such as high work efficiency and high in internal job motivation.

While according to Pearson and Hall (1993), has been defined in the past as the teacher's perception about whether they also control their working environment and themselves. Some studies also found that teacher motivation and autonomy is closely related to job satisfaction and job stress (Davis & Wilson, 2000).

Subsequently, some studies have found that constraints such as lack of autonomy in control and sense of helplessness associated with stress, frustration and anxiety among teachers. (Bacharach, 1986).

The higher job autonomy leads to higher confidence in performing the task. According to Bandura (1997) has stated that confidence will affect the efforts exerted to achieve the best performance levels.

In other hand, Hackman and Oldham (1975) said autonomy is one of five job characteristics that determine the level of motivation on a potential job. As one of the characteristics of job characteristics, autonomy leads to increased motivation and effectiveness of the particular job.

Additionally, Gavriliuk (2010) has quoted in 'Development of professional autonomy in university teachers' speaks of autonomy as the "Teacher's capacity to engage in self-directed teaching", including "detachment, critical reflection, decision-making and independent action".

Besides that, a study done by Diab et. al (2011) in Gavriliuk (2010), defined teacher autonomy as "the capacity to take control of one's own teaching". As can be seen,

the perception and definition of the concept of autonomy depend on many parameters.

Furthermore, Lamb (2008) on the other hand suggested that teachers have the ability to improve their teaching through their own efforts through research and through reflective also shows that one aspect of teacher autonomy. Besides that, he also pointed out that the freedom of teaching as they want also a manifestation of autonomy.

The role of the teachers in this teaching environment demands more independence as they should be free to determine the best remedy for their students learning problem. Teachers are the best person to determine their students need and address their learning problems.

### **2.2.1 Control at Work, Control over Timing and Control over Method**

Job autonomy is related to individual performance and to other work behaviors. Some researcher found out that job autonomy has a significance relationship on performance. By having high job autonomy also can enhances the relationship between one's personality and job performance.

Besides that, Shipp and Fried (2014) have differentiated that an autonomous timing (control of scheduling, methods and commands) and autonomous work (control over the methods and criteria used to measure the performance of work)

On his studies has shown the findings that autonomous scheduling can be used to increase the amount of time worked (White et. al, 2003) which will lead to overload and satisfaction. On the other hand, Karasek and Theorell (1990) has defined control at work involves focusing on the work of organizational features such as the extent to

which employees feel that they are able to make decisions about their work (for example how to work, when and where to work, and what kinds of tasks that need to be done) and the extent to which they have the opportunity to use the skills and knowledge of employees at the workplace.

According to Wall et. al (1995), There are many dimensions to control the work that has been well received throughout the study, which involved taking into account the importance of timing and method. Karasek (1979) suggested that job demand (workload when combined with low job control, it can affect the health and physical of employees. While according to Cordery (1997), a psychologist at University of Western Australia argued the need to distinguish the importance of this work is three dimension of work autonomy which are control over method wherein defined as the amount of work done at the discretion of the person perform, timing control in terms of the influence of the person has on the work scheduling and supervision of discretion in setting performance goals.

According to Breugh (1985), autonomous working methods refers to the level of discretion and the method used to carry out a job, job scheduling autonomy is the extent of control over scheduling, time to do the activities and the criteria of autonomous work also describes the extent to which one can determine the level of criteria for evaluating their performance.

Furthermore, Hackman and Oldham (1975), proposed five core features to motivate employees whereby identify the task, skill variety, task significance, autonomy and feedback job. Apart from that, they also stated that the job characteristics model are the extent of the work assigned in accordance with the freedom of employees and the freedom to schedule their work and process.



### 2.3 Workload

According to Harold (1984), workload refers to all activities involving teachers' time either directly or indirectly with professional duties, responsibilities and interests. While according to Muhammad Shukri (1998) workload refers to responsibility given to teachers either in the classroom or outside the classroom. Workload refers to the amount of time spent by teachers to teach in the classroom, the time allotted for the completion of a project, whether in school or after school hours. Workload is also a responsibility that must be implemented by teachers although it is not encouraging. These responsibilities include teaching and learning, co-curricular activities, meetings and anything that related to official duties as a teacher (Azita, 2012).

Referring to the many definitions of workload, they conclude that workload is the amount of time taken by teachers to achieve their official duties in or outside of school hours. Workload can be measured by the amount of time taken to complete a task. However, several models are used in studies regarding teacher workload and one of them is the Priority Model (Cooper, 2013).

Furthermore, Mohd Saudi (1998) did a study on teachers' workload in terms of total time taken for academic and non-academic tasks in school and also determined the best total of effective workload for a teacher without causing stress, work dissatisfaction and disturbing mental and physical health. Respondents were 120 teachers who were teaching form 1 to form 6 from two schools in Kota Baharu, Kelantan. The questionnaire involved the teachers' actual workload in terms of type of tasks, job delegation and total time taken to accomplish the tasks. The result found that average total workload was 64.21 hours a week. Out of this total, 39.59 hours a

week (61.7%) was taken up by academic tasks and 24.62 hours a week (38.3%) for non-academic tasks in school. Most of the teachers also held five posts which include form teacher, special tasks and co-curricular tasks.

Besides that, according to Sharifah, Suhaida and Soaib (2014) has stated workload is the amount of time taken by teachers to set up their official duties in or outside school hours. Workloads can be measured by the amount taken for the completion of the task given. In other hand, Punia and Kamboj (2013) stated that teachers workload not only demand for their times in institutions but also extend to their homes to prepare for the next day, while maintaining student records and attending various functions related to institution needs. In addition, teachers also had to spend extra hours each day to become more effective and productive in their professions so that they can achieve a higher level and faced with the challenge

According to Easthope and Easthope (2000), they provided examples of intensified teaching workload. This includes the development of a teacher student ratio due to lack of teachers and different tasks are added daily, which are mostly administrative

A study on Hassam, Tahir and Muhammad Aslam (2011), they stated working hours have a negative relationship with job satisfaction due to the workload and tasks interfere with each other. It also shows if one of the degrees of difficulty is higher than normal, the performance of other tasks will also be low. Performance can also be influenced by the work load is too high or too low (Nachreiner, 1995)

Furthermore, the previous research shows that there is a complex relationship between workload and performance. On their first assuming that the increased workload will increase performance, but then found that if the workload exceeds a certain limit it will result in a reduction in performance. Depending on the type of

workload, changes occur in the level of performance of the individual that if the workload includes performing daily routine tasks, the performance will not be affected. But if the difficulty of the task increases, performance decreases significantly (Oron-Gilad et al., 2008).

In other words, if academic staff carry out teaching activities related to their work routine and their performance will not be affected but if they are assigned to carry out the additional research and related service activities, then it will be more likely to reduce their work performance. It happens because with an increase in task difficulty, the level of resource consumption also increases, which ultimately causes resource reduction and decrease performance (Yeh & Wickens, 1988).

#### **2.4 Work-life balance**



The definition of work-life balance is straight forward. Researchers understand that that the term work-life balance means harmonious interface between the different domains of life. (Abendroth and Dulk, 2011).

Byrne (2005) had said on his paper that achieving a balance of work and a better life can bring benefits to employers in terms of having a workforce that is motivated, productive and less stressful because they had the feeling that they valued to the company, attracting more candidates, improve productivity and reduce absenteeism, gained a reputation as an employer of choice, retain employees are important to the organization and maximize the existing workforce.

Furthermore, Morris and Madsen (2007) have shown the importance of work-life balance. By understanding the theory of work-life balance, Human Resources professional can contribute the strategic development policies, practices, programs and interventions.

Besides, the effect of one's personal life on job performance is often discussed in the literature on work-life balance (Rego and Chunks, 2009). These studies show that successfully fulfil the role and commitment of families, including both the marriage and the role of parents has a positive effect on job performance. As the information comes from our personal lives can affect emotions and affects our job performance, a message from the workplace can affect our family lives.

While according to, Bloom and Van Reenen (2006) stated work-life balance have proved that it is the factor that has the potential to affect the issue in the workplace such as employee turnover, stress, organizational commitment, absenteeism, productivity and job satisfaction.

Work-family conflict occurs when the individual needs to perform multiple roles as husband and wife, parents, friends and social life. Each role are requires time, commitment and energy to be implement. (Duxbury, 2003).

Additionally, work life balance has always been a great concern for current researches because of its direct relationship with productive quality of work life (Fleetwood, 2007). Work-life balance is very important for every individual to become more efficient and effective which he or she can achieve job satisfaction levels to ensure the success of his or her effort. Work-life balance is important to the effectiveness of teachers and satisfaction in the context of learning students. (Punia and Kamboj, 2013).

Over the course of the career, every teacher will face some problem in achieving a balance between professional and personal life due to the lack of boundaries between work and life is also due for a flexible schedule (Punia and Kamboj, 2013). In other hand, only a few studies that have went through the academic ability to balance personal and work life and overcome the conflict between work and life (Bell, Rajendran & Theiler (2012). Dipura and Kakar (2013) had stated that work-life balance can be defined as finding a balance between work from life and feel comfortable with both work and family commitments. Work-life balance concept is built on the idea that work life and personal life are complementary with each other in bringing perfection to one's life. Besides that the study by Beehr & Newman (1978) revealed in various studies that have a higher desire to achieve more may lead a person to try harder to improve their efforts in working life and they lose their work-life balance. It will reduce the level of satisfaction among professionals and increase the level of stress experienced by them

Work-life balance is the extent to which a person is involved and equally satisfied with their work and personal roles (Saikia, 2011). Harrington and Ladge (2009) had stated from their study that several empirical studies experience has shown that experience of work-life balance is a positive correlation with employee performance and organizational performance also.

## **2.5 Underpinned Theory**

### **2.5.1 Job Characteristics**

Hackman and Oldham (1980) developed a job characteristics approach to job enrichment. The model is based on the assumption that jobs can be designed not only

to help employees get enjoyment from their jobs but also to help them feel that they are doing meaningful and valuable work. Specifically, the model identifies five core job characteristics that help create three critical psychological states, leading, in turn, to several personal and work outcomes.

According to Schuurman (2011), the job characteristics model was originally developed by Turner and Lawrence and has been revised by Hackman and Lawler. The final version of the job characteristics model as used in many theoretical reviews has been developed by Hackman and Oldham (1976). They summarized the job characteristics into five core dimensions:

- 1) Skill variety: The extent to which a job requires a variety of different activities in carrying out the work, which involve the use of a number of different skills and talents of the person.
- 2) Task identity: The extent to which the job requires completion of a whole and identifiable piece of work; that is, doing a job from beginning to end with a visible outcome.
- 3) Task significance: The extent to which the job has a substantial impact on the lives or work of other people, whether in the immediate organization or in the external environment.
- 4) Autonomy: The extent to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out.

5) Feedback: The extent to which carrying out the work activities required by the job results in the individual obtaining direct and clear information about the effectiveness of his or her performance (Pounder, 1999).

### **2.5.2 Border and Boundary Theory**

Boundary theory is a general cognitive theory of social classification (Zerubavel, 1996) that focuses on outcomes such as the meanings people assign to home and work and the ease and frequency of transitioning between roles. In contrast, work-family border theory is devoted only to work and family domains. The outcome of interest in this theory is work-family balance, which refers to "satisfaction and good functioning at work and at home, with a minimum of role conflict" (Clark, 2000). It is also differs from boundary theory in that its definition of borders encompasses not only those psychological categories but also tangible boundaries that divide the times, place and people associated with work versus family.

Aside from these and other minor differences, the two theories share a set of propositions (Clark, 2000)

- Keeping work and family separate makes it easier to manage work-family borders;
- Integrating work and family facilitates transitions between these domains;
- Either strategy can improve the well-being of employees, depending on the characteristics of employees such as time management skills or social influence at home and work.

Boundary and border theory can be applied to a range of work-family topics. In this section the researcher highlight the importance of the theories to the study of work and family.

- Working at home: While working at home can reduce time-based work-family conflict by saving time that might otherwise be spent in preparation for and transportation to work, it can exacerbate other aspects of work-family conflict (Nippert-Eng, 1998). People who do some or all of their paid work at home can simultaneously experience both work cues and family cues; although these may involve different behaviors, the fact that these behaviors are situated in the same place and often at the same time can make the salience of work and family roles seem equivocal, which sets the stage for work-family blurring. On the other hand, working at home can be beneficial in that it allows one to spend more time at home with loved ones.
- Flexible scheduling: While working at home or working with family can increase both the flexibility and permeability of the work-family boundary, flexible scheduling allows flexible but impermeable boundaries. Thus, employees can adapt to the changing demands of work and family while minimizing the chance that distractions from home will interfere with work life and distractions from home will interfere with home life (Clark, 2002).
- Workplace culture: Many organizations implement family friendly policies such as flextime because they help recruit better talent as well as increasing productivity and reducing absenteeism; but because middle managers often demand that employees work long hours, more for the sake of "face time" than productivity, they tend to extend the temporal boundaries of work time,



cutting into family time (Hochschild, 1997). Thus, organizational culture and human resource management practices can impede or enable boundary work.

## 2.6 Hypotheses Development

Based on the literature conducted by the researcher, three hypotheses were developed to establish the relationship between those variables; therefore the purpose of this study is to see whether there is a relationship on autonomy, workload and work life balance. This study was carried out based on past literature and past study. The researcher want to know whether there is a relationship and to know the main variables that lead or give an impact on the job performance of teacher's job performance at school. These hypotheses developed are as follows:

According to Wang and Netemeyer (2002), they have done the test the effects of job autonomy on self-efficiency. The test results show that the job autonomy had a consistent and positive relationship between job autonomy and performance. The results showed that a positive relationship between job autonomy and self-efficacy. High job autonomy leads to greater confidence in the performance of duties. The higher job autonomy leads to higher confidence in performing the task. Some researcher found out that job autonomy has a significance relationship on performance. By having high job autonomy also enhances the relationship between one's personality and job performance. The structural relationship showed that job autonomy significantly related to job satisfaction and performance (Chirkov et. al, 2010)

***H1: Autonomy exerts positive impact on job performance.***

***H1a: Control at work exerts positive influence on job performance***

***H1b: Control over timing exerts positive influence on job performance***

***H1c: Control over methods exerts positive influence on job performance***

Previous studies have identified six variables (involving many elements) affect employee performance (Yang, 2004). The workload is one of them. The empirical examination reinforces the hypothesis that the workload has a significant impact on employees' job performance. (Yang, 2004). Karasek (1979) if combined with low control of employees, this claim could affect workers' health and physical

Finding on the study of Workload and Performance of Employees by Syed Saad *et al.* (2011), they conclude that there is correlation between workload and performance and they also agreed that nowadays employee seems more exposing the workload problem in their personal life and it may affect health and performance.

***H2: Workloads exerts positive impact on job performance.***

Several empirical studies that have been done by Parkes and Langford (2008) have shown that work-life balance has a positive relationship with job performance and organizational performance. The experience psychological well-being and harmony in helping employees to concentrate on their work in turn will lead to better performance.

Other than that, Cegarra-Leiva *et. al* (2012) has stated that work-life balance has shown positive results such as low turnover intentions, job satisfaction and performance improvement Besides, according to Magnini (2009), work-life balance contributes to the improvement in the in-role performance. The experience

psychological well-being and harmony in helping employees to concentrate on their work, which will lead to better performance

*H3: There is a positive relationship between work-life balances on teachers' job performance.*

## 2.7 Theoretical Framework

The endeavour of this research is to observe the relationship between autonomy, workload and work life balance on teachers job performances in school at Alor Setar, Kedah. Figure 2.1 below show the theoretical framework of this research. The independent variables are the dimensions of autonomy, workload and also work life balance. The dependent variable is job performance.

**Independent Variables (IV)** **Dependent Variable (DV)**

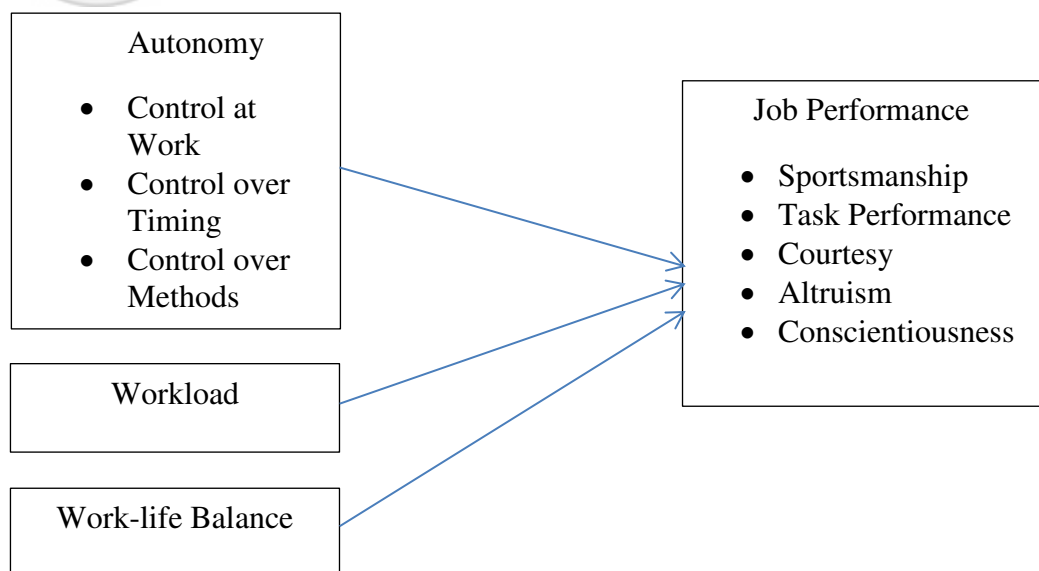


Figure 2.1: Theoretical Framework

## CHAPTER 3

### METHODOLOGY

#### 3.0 Introduction

This chapter explains the representation of the method used in the research. It be made up of the research framework, research study overview, it shows the instrument used in gathering data, sample and population and the procedure chosen for the survey.

#### 3.1 Research design



This section will outline the types of studies, data collection, unit of analysis, population frame, sample and sampling techniques used for this study

##### 3.1.1 Type of Study

This section will outline the types of study, population and sampling data, data collection methods and measurement.

This study is a descriptive study whereby probability sampling was chosen. Thus a study was conducted to find out the variables which are autonomy, workload and

work life balance. This research utilized of quantitative research methodology. The instruments used to collect the data were questionnaire. It was analysed and interpreted by Statistical Package for Social Science (SPSS) version 20.0. The result was tested its using Cronbach's Alpha since it is suitable for multipoint scale items. Then multiple regressions will be used to decide the relationship of the variables.

### **3.1.2 Unit of Analysis**

The unit of analysis of this study is individuals and target population is secondary school teachers. The respondent of this study was secondary school teachers that teach at high school in Alor Setar, Kedah.

### **3.1.3 Population and Sampling**

Population refers to all groups of people, events or things that are important for researchers who want to investigate, and the population may be meticulous type or more limited part of that group or all the individuals of that group (Sekaran, 2003). A survey instrument in the form of close ended questionnaire was developed for this study and was conducted among teachers in various secondary schools at Alor Setar. Total population of teacher at Alor Setar are 1300 teachers. According to Sekaran (2003), for population around 1300, the sample sizes should 297 but in this study total of respondent involved are 302 respondents.

<b>Name of the School</b>	<b>Number of distributed questionnaire</b>	<b>Number of received questionnaire</b>
Kolej Sultan Abdul Hamid	70	60
Sekolah Menengah Kebangsaan Convent	70	47
Sekolah Menengah Kebangsaan Sultanah Asma	70	55
Sekolah Menengah Kebangsaan Jitra	70	50
Sekolah Menengah Kebangsaan Tunku Abdul Rahman	70	50
Sekolah Menengah Kebangsaan Seberang Perak	70	40
<b>Total</b>	<b>420</b>	<b>302</b>

Table 3.1: Total number of distributed and received questionnaires

#### 3.1.4 Sample and Sampling Technique

Sampling design and sampling size are crucial, when using an appropriate sampling design and size then it can help to produce commissioner results to the research population (Sekaran, 2003). According to Sekaran, (2000) for population around 1300 the sample size should 297.

### 3.2 Measurement

For the study, researcher used the questionnaire in identifying the relationship of variables which is autonomy, workload and work life balance on respondents job performance. In this study the questionnaire adopted from original sources and modified to some of the questionnaire to suite the context of the study.

The applied instrument for this study is a survey questionnaire which consists of five sections which comprises of 66 questions with complete written instruction which include demographic, autonomy scale that was adopted from QPS Nordic (Dallner et. al, 2000) and Jackson, Wall, Martin and Davids (1993), workload scale was adopted from Quantitative Workload Inventory developed by Spector and Jex (1998), work-life balance scale was adopted from Work Inteference with Personal Life (WIPL) scale developed by Fisher-McAuley et. al (2003) and validated by Hayman (2005) and job performance was adopted from Williams and Anderson (1991).

Section one contains eighteen (18) questions with regard to autonomy. The questions are divided into three dimensions (control at work, control over timing and control over methods). The scales for control at work are adopted from QPS Nordic (Dallner et. al, 2000) while scale for control over timing and control over methods are adopted from Jackson, Wall, Martin and Davids (1993). Direct scoring is used for all the items. Of eighteen items, eight items are measures control at work, four items measure control over timing and six items measure control over methods. All of the items were measured on five-point Likert scale ranging from 1, very seldom or never to 5, very often or always on control at work and 1, not at all to 5, a great deal on control over timing and control over methods. The Cronbach alpha provided by QPS Nordic (Dallner et. al, 2000) for control at work are 0.70 and for control over timing and control over methods that are provided by Jackson, Wall, Martin and Davids (1993) the Cronbach alpha was  $\alpha = .90$ .

Section two contains five (5) questions used to investigate the relationship between workload and job performance. This scale was adopted from Quantitative Workload Inventory developed by Spector and Jex (1998). This scale has previously used by Mauno, Kinnunen and Ruakolainen (2007B) on Finnish study. It is scored using

five-point Likert scale from 1, never till 5, very often or always. The Cronbach alpha provided by Pector and Jex (1998) was  $\alpha = .85$ .

Section three contains fifteen (15) question used to measure the effect of work-life balance on teachers job performance. The scale used was adopted from Fisher-McAuley et. al (2003) and validated by J. Hayman (2005). The items used are five-point Likert scale from 1, strongly disagree to 5, strongly agree. A sample item on the scale includes, “My personal life suffers because of work”, “I am happy with the amount of time for non-work activities” and “My personal life gives me energy for my job”. Fischer McAuley et. al. (2003) reported the Cronbach alpha for this scale was  $\alpha = .87$ .

Section four illustrates items on the dependent variable and it consists of twenty one (21) items about the job performance that was developed by Williams, L. J. and Anderson, S. E. (1991). The original scale for the items was seven-point Likert scale but in order to facilitate the respondent to answer the survey, the question has changed to a five-point Likert scale which are ranging from 1(strongly disagree) to 5 (strongly agree). The Cronbach alpha for this scale was  $\alpha = .87$ . There are item that reversed coded which is item 6, 7, 17, 18 and 19.

The last part of this questionnaire was Section five which include seven (7) items regarding the demographic profile of the respondents such as gender, age, marital status, highest academic qualification, type of employment, length of employment and position. Finally, a cover letter from a researcher was attached to each questionnaire with complete written instructions.



Dimension	Operational Definition	Items
<b>Autonomy</b>	The degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling work and in determining the procedures to be used in carrying it out (Hackman and Oldman, 1975)	<ol style="list-style-type: none"> <li>1. I can set my own work pace</li> <li>2. I can decide myself when I am going to take a break</li> <li>3. I can decide the length of my break</li> <li>4. I do have flexibility in setting my own working hours. (e.g. flex time)</li> <li>5. If there are alternative methods for doing your work, I can choose which method to use.</li> <li>6. I can influence the amount of work assigned to me.</li> <li>7. I can influence decisions concerning the persons that I need to collaborate with.</li> <li>8. I can influence decisions that are important for my work.</li> </ol>
<ul style="list-style-type: none"> <li>• <b>Control at work</b></li> </ul>		<ol style="list-style-type: none"> <li>1. I decide when to start a piece of work</li> <li>2. I set my own pace at work</li> <li>3. I decide on the order in which I do things</li> <li>4. I decide when to finish a piece of work</li> </ol>
<ul style="list-style-type: none"> <li>• <b>Control over methods</b></li> </ul>		<ol style="list-style-type: none"> <li>1. I plan my own work</li> <li>2. I decide how to go about getting my job done</li> <li>3. I can control how much I produce</li> <li>4. I can vary how I do my work</li> <li>5. I can control the quality of what I produce</li> <li>6. I can choose methods to</li> </ol>



UUM  
Universiti Utara Malaysia

---

**Workload**

Workload is the total time taken for teachers to accomplish their official duties in or out of the school hours. (Cooper, 2013)

use in carrying out my work.

1. How often does your job require you to work very fast?
2. How often does your job require you to work very hard?
3. How often does your job leave you with little time to get things done?
4. How often is there a great deal to be done?
5. How often do you have to do more work than you can do well?

**Work-life Balance**

Work life balance as a competition for both time and energy between the different roles filled by an individual. (Fisher-McAuley, Stanton, Jolton and Gavin, 2003)

1. My personal life suffers because of work.
2. My job makes my personal life difficult.
3. I neglected my personal needs because of work.
4. I put my personal life on hold for work.
5. I miss my personal activities because of work
6. I struggle to juggle work and non-work.
7. I am happy with the amount of time for non-work activities.
8. My personal life drains me of energy for work.
9. I am too tired to be effective at work
10. My work suffers because of my personal life.
11. Hard to work because of personal matters.
12. My personal life gives me energy for my job.
13. My job gives me energy to pursue personal activities.
14. I have better mood at work because of personal life.
15. I have better mood because of my job.

**Job Performance**

1. I adequately completed assigned duties



UUM  
Universiti Utara Malaysia

<p>Task performance refers to behaviors that are directly involved in producing goods or service, or activities that provide indirect support for the organization's core technical processes.</p>	<p>2. I fulfill responsibilities specified on job description</p>
<p>Contextual performance is defined as individual efforts that are not directly related to their main task functions (Werner, 2000)</p>	<p>3. I perform task that are expected</p> <p>4. I meet formal performances requirements of the job</p>
	<p>5. I engage in activities that will directly affect my performance evaluation</p> <p>6. I neglect aspects of the job that I obligated to perform (R)</p>
	<p>7. I fail to perform essential duties (R)</p> <p>8. I help others who have been absent</p> <p>9. I help others who have heavy workload</p>
	<p>10. I assist my superiors with my work (when not asked)</p> <p>11. I take my time to listen to my colleagues' problems and worries</p>
	<p>12. I go out of way to help new employees.</p> <p>13. I take a personal interest in other employees</p> <p>14. I pass along information to colleagues</p>
	<p>15. My attendance at work is above normal.</p> <p>16. I give advance notice when unable to come to work</p> <p>17. I take undeserved work breaks (R)</p>
	<p>18. I have a great deal of time spent with personal phone conversation (R)</p> <p>19. I complain about insignificant things at work (R)</p> <p>20. I conserves and protect organizational property</p> <p>21. I adhere to informal rule devised to maintain order</p>

Table 3.2: Items and Sources of Items for each Variable

### **3.3 Data Collection Method**

Before actual test was done, the researcher had done a pre-test to get the feedback whether the items and the scale used are suitable or not. The pre-test was done by the teacher from the same population. Besides, the purpose of pre-test is to obtain the insight about the teachers' reaction and concern regarding the study. One individual are selected for interview session with the researcher. Next step, the researcher did was face validity. The purpose of doing face validity is to measures the variables and also the validity of the items. The researcher received a positive feedback regarding the items used and also the Likert scale whereby it's easy for the respondents to respond. Next is, 40 questionnaire were distributed for the pilot test. The reason of the pilot test done is to determine the feasibility of the study and identify the weaknesses in a study.

The questionnaires or data collection processes will individually give out and administered by the researcher at various high school teachers at Alor Setar. Based on the method was consummate to do since the researcher has the ready access to the respondents. Not only that, the researcher also tried to obtain some good feedbacks and inputs from respondents during administering the questionnaire. The secondary data are collected from journal, internet and books. For primary data, the data was obtained from response using a questionnaire.

### **3.4 Pilot test**

It is important to pilot test the instruments to make sure that the questions that have been documented can be understood by respondents and had no problems with the

wording as well as measurement. The primary purpose of field test is to build a preliminary picture about test validity and reliability. After getting the results and analyze the results of the pilot test, logistic, issues or technical problems and others that can be addressed. The questionnaire can be revised or type of survey can be altered to be a more suitable.

The pilot study was conducted on a sample of 40 respondents. The data was collected from one schools in Alor setar, Kedah. The questionnaire was personally administered to the target sample and they took 15 – 20 minutes to complete the questionnaire. The Cronbach alpha for three dimensions of autonomy which is control at work was  $\alpha = .808$ , control over timing was  $\alpha = .872$  and control over methods was  $\alpha = .829$ . The Cronbach alpha for workload was  $\alpha = .745$ . The Cronbach's alpha for Work Interference with Personal Life (WIPL) scale was reported at  $\alpha = .84$ . The scale developed to measure factors impacting work-life balance reported Cronbach alpha at  $\alpha = .814$  while Cronbach Alpha for job performance was  $\alpha = 0.762$ .

Variables		Number of Items	Cronbach 's Alpha
<b>Independent Variables</b>			
• <b>Autonomy</b>	Control at Work	8	0.808
	Control over Timing	4	0.872
	Control over Methods	6	0.829
• <b>Workload</b>		5	0.745
• <b>Work-life Balance</b>	Work Interference with Personal Life (WIPL)	15	0.84

Dependent Variables		
• Job Performance	21	0.762

Table 3.3: Reliability of each Variable

### 3.5 Data Analysis Techniques

The SPSS 20.0 will use for the statistical analysis. Substance will code before the researcher go through into computer. Continues variables will enter to the computer as they had been respondent to on the questionnaire. Cronbach alpha coefficient is also computed regarding to investigate the reliability of the instruments. In addition, this study also carries out the occurrence analysis for the respondent's demographic factors of the age, gender, marital status, level of education, length of employment, type of employment and position. Afterward, descriptive statistics analysis were used to value the mean and standard deviation of autonomy which consists of control at work, control over timing and control over method, workload, work-life balance and job performances.

Next, the explanatory factor analysis was conducted to examine the validity of instruments. Factor loading 0.5 is considered greater. Lastly is the regression analysis. Regression analysis was used whereby the independent variable is hypothesized to effect on the variables. In this study, multiple regression analysis was used whereby more than one independent variables used to explain the variance with dependent variables. Multiple regressions provide the level and nature of the

relationship between the independent variables and the dependent variable. the regression coefficients provide each independent variable in the prediction of the dependent variable

### **3.6 Summary**

This chapter outlines the instrument and various respondents. The results of the pilot test will be described in this chapter. In the last section, the process of data collection and data analysis are explained in detail.

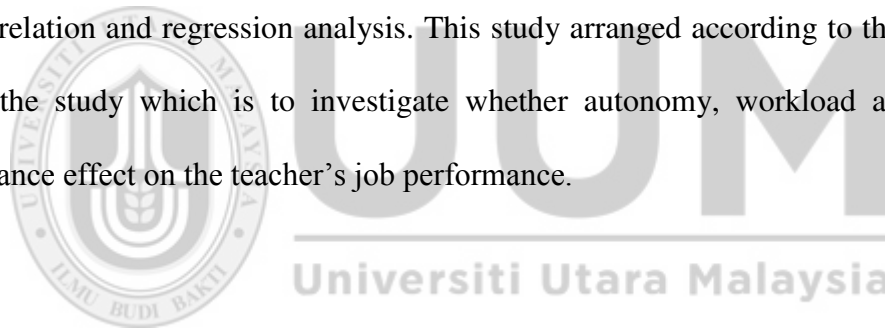


## CHAPTER FOUR

### DATA ANALYSIS AND FINDINGS

#### 4.0 Introduction

This chapter presents the procedures used in transforming and analysing the data collected by the questionnaire and also the finding of the study. In this chapter, it begins with data screening to ensure that the accuracy of the data input, reverse coding the negative items and measured the validity and reliability results of the measurement. Next, it is followed by demographic profile of the respondents, the correlation and regression analysis. This study arranged according to the hypotheses of the study which is to investigate whether autonomy, workload and work-life balance effect on the teacher's job performance.



#### 4.1 Data Screening

The first step after the data key-in in the Statistical Package for Social Science (SPSS) are called data screening. Data screening is made to determine whether the instrument used will achieve the level of accuracy of the data input. In this study, the instrument of Taesema and Soeters (2006) which adopted has to be replaced by a new instrument from Williams and Andersons (1991) due to not achieving the desired reliability. In these instruments, seven items are reverse code where the items were "*I neglect aspects of the job that I obligated to perform*" and "*I complain about insignificant things at work*".



## 4.2 Respondent's Demographic Profile

In this study, a total of 350 questionnaires were distributed and total of 302 questionnaires were received which means 84% of the respondents are giving positive respond about the study. Out of 302 respondents, about 243 or 80.5% of the teachers that teach at the secondary school in Alor Setar are female, while the rest are male which represent 59 or 19.5%.

The result of age distributions shows that the greatest numbers of the respondents are in their 46 - 50 (29.1%) age group, followed by respondents aged 51 - 55 (23.2%), then followed by respondents 41 - 45 (18.9%), 31 -35 (10.9%), 36 – 40 (9.6%), 26 – 30 (3.6%), the age more than 56 represents 3.0% and the lowest are 1.7% between the age below than 25. Majority of the respondents are in this study are married which represent 90.1% with the total 282 people out of 310 respondents. Meanwhile, 19 or 6.3% respondents are still single and 11 or 3.6% are categorised as widowed/separated or divorced.

The highest level of education of respondents shows that 242 or 82.1% of the respondents have received their Bachelor Degree, meanwhile 24 or 7.9% of the respondents have received their Master Degree followed by STPM (Sijil Tinggi Pelajaran Malaysia) which 16 or 5.3%, SPM (Sijil Pelajaran Malaysia) represents 8 or 2.6% and only 6 or 2.0% have received their Diploma.

The length of employment in this study of the respondents are shows that a total of 197 or 65.2% respondents are working 16 years and above, 56 or 18.5% of the respondents have been working between 11to 15 years, 31 or 10.3% of the respondents have been working between 6 to 10 years and about 18 or 6% of the

respondents have been working between 1 to 5 years. On the position of the respondents, the total of 115 respondent or 38.1% are DG 48, followed by DG 44 which 94 respondents or 31.1%, DG 41 represent 44 or 14.6%, DG 34 whereby 17 or 5.6%, DG 32 and DG 42 are sharing the numbers which total 7 of respondent or 2.3%, DG 52 represent 12 or 4%, DG 54 were 3 respondent with 1%, DG 29 were 1 respondent with 0.3% and lastly were DG 38 with 2 respondent or 0.7%. (See Below Table 4.1)

Demographic Profile	Category	Number of Respondents	Percentage
<b>Gender</b>	Male	59	19.5
	Female	243	80.5
	Total	302	100
<b>Age</b>	<25	5	1.7
	26 - 30	11	3.6
	31 - 35	33	10.9
	36 - 40	29	9.6
	41 - 45	57	18.9
	46 - 50	88	29.1
	51 - 55	70	23.2
	>56	9	3.0
	Total	302	100
<b>Marital Status</b>	Single	19	6.3
	Married	272	90.1
	Divorced/ Separated/ Widowed	11	3.6
	Total	302	100
<b>Academic</b>	SPM	8	2.6
	STPM	16	5.3
	Diploma	6	2.0

	Bachelor Degree	248	82.1
	Master Degree	24	7.9
	Total	302	100
<b>Type of Employment</b>	Permanent	300	99.3%
	Others	2	0.7%
	Total	302	100
	1 to 5 Years	18	6.0
<b>Length of Employment</b>	6 to 10 Years	31	10.3
	11 to 15 Years	56	18.5
	16 Years & Above	197	65.2
	Total	302	100
	DG 29	1	0.3
	DG 32	7	2.3
	DG 34	17	5.6
	DG 38	2	0.7
<b>Position</b>	DG 41	44	14.6
	DG 42	7	2.3
	DG 44	94	31.1
	DG 48	115	38.1
	DG 52	12	4.0
	DG 54	3	1.0
	Total	302	100

Table 4.1: Frequencies Distribution of Respondents Demographic Profile

### 4.3 Explanatory Factor Analysis

The explanatory factor analysis was used to measure the importance of these variables designed to measure the structure in the relationship between those variables and to classify the variables. Other than that, it's explores and summarises underlying correlation structure for data set.

Autonomy covers 18 items and three factors were extracted based on eigenvalues greater than 1 and item loading are greater than 0.3. The three factors explained 65.276 percent of the total variance and the KMO value was .879 for autonomy. Factor 1 reflected control over methods and contained 7 items with at least 0.5 and the total variance for this are 42.483 percent. Factor 2 contained 3 items with loading factor greater than 0.7 and the total variances for control over timing are 13.814 percent and for factor 3 which is control at work, it contained 3 items with the factor loading are greater than 0.8 and accounting for 8.980 percent for the total variance. From all 18 items, 5 items that had high cross loading were deleted.

Workload, 5 items are used to measure the construct. The factor on workload are remained and it extracted based on eigenvalue greater than 1 and item loading are greater than 0.3. The total variance of this factor are 57.85 percent with the item loading greater than 0.6.

Work-life balance covers 15 items and two were extracted based on eigenvalue greater than 1 and item loading greater than 0.3. Factor 1 are reflected Work Interference with Personal Life (WIPL) and contained 9 items with loading factor are greater than 0.7 with the total variances are 41.982 percent. Factor 2 contained 4

items with factor loading at least 0.5 and the total variance are 19.327 percent. Two items were deleted due to high cross loading.

Lastly, 21 items are measured for job performance. Five factor were extracted based on eigenvalue greater than 1 and item loading are greater than 0.3. The five factors explained 58.083 percent of the total variance with the KMO value .716. Three items that had high cross loading were deleted. The total variance for first factor are labelled as sportsmanship is 19.376 percent, factor 2 was accounted 14.532 percent are labelled as task performance, factor 3 were labelled as courtesy accounted 9.909 percent of the total variance, factor 4 which labelled as altruism accounted 8.574 percent and the last factor is conscientiousness with the total variance is 5.692 percent.

Variable	Items	Factor Loading
<b>Autonomy</b>		
	1) I plan my own work	.696
• <b>Control over Methods</b>	2) I decide how to go about getting my job done	.787
	3) I can control how much I produce	.698
	4) I can vary how I do my work	.815
	5) I can control the quality of what I produce	.755
	6) I can choose methods to use in carrying out my work	.647
	7) If there are alternative methods for doing your work, I can choose which method to use.	.575
• <b>Control over Timing</b>	1) I decide when to start a piece of work	.769
	2) I set my own pace at work	.848
	3) I decide when to finish a piece of work	.871
• <b>Control at Work</b>	1) I can influence the amount of work assigned to me.	.813

	2) I can influence decisions concerning the persons that I need to collaborate with.	.824
	3) I can influence decisions that are important for my work.	.850
Eigenvalue		11.749
Percentage of Variance		65.276
KMO Measure of Sampling Adequacy		.879

<b>Workload</b>		
	1) How often does your job leave you with little time to get things done?	.768
	2) How often is there a great deal to be done?	.750
	3) How often do you have to do more work than you can do well?	.682
	4) How often is there a great deal to be done?	.792
	5) How often do you have to do more work than you can do well?	.733
Eigenvalue		2.892
Percentage of Variance		57.85
KMO Measure of Sampling Adequacy		.793

<b>Work-life Balance</b>		
• <b>Work Interference with Personal Life</b>	1) My personal life suffers because of work.	.764
	2) My personal life suffers because of work.	.856
	3) I neglected my personal needs because of work.	.869
	4) I put my personal life on hold for work.	.773

	5) I miss my personal activities because of work	.773
	6) I struggle to juggle work and non-work	.759
	7) I am too tired to be effective at work	.661
	8) My work suffers because of my personal life.	.712
	9) Hard to work because of personal matters.	.656
• <b>Work Personal Life Enhancement</b>	1) My personal life gives me energy for my job.	.580
	2) My job gives me energy to pursue personal activities.	.819
	3) I have better mood at work because of personal life.	.686
	4) I have better mood because of my job.	.812
	Eigenvalue	7.97
	Percentage of Variance	61.309
	KMO Measure of Sampling Adequacy	.875

Universiti Utara Malaysia

### Job Performance

• <b>Sportsmanship</b>  Sportsmanship as the behaviour of warmly tolerating the irritations that are an unavoidable part of nearly every organizational setting (Organ, 1988)	1) I neglect aspects of the job that I obligated to perform (R)	.810
	2) I fail to perform essential duties (R)	.790
	3) I take undeserved work breaks (R)	.730
	4) I have a great deal of time spent with personal phone conversation (R)	.646
	5) I complain about insignificant things at work (R)	.547

<ul style="list-style-type: none"> <li><b>Task Performance</b></li> </ul>	1) I adequately completed assigned duties	.836
	2) I fulfill responsibilities specified on job description	.781
	3) I perform task that are expected	.687
	4) I meet formal performances requirements of the job	.602
<ul style="list-style-type: none"> <li><b>Courtesy</b></li> </ul> <p>Courtesy includes behaviours, which focus on the prevention of problems and taking the necessary step so as to lessen the effects of the problem in the future (Podsakoff et al., 2000)</p>	1) I go out of way to help new employees.	.557
	2) I take a personal interest in other employees	.726
	3) I pass along information to colleagues	.774
<ul style="list-style-type: none"> <li><b>Altruism</b></li> </ul> <p>Voluntary behaviour where an employee provide assistance to an individual with a particular problem to complete his or her task under unusual circumstances (Smith, Organ &amp; Near, 1983)</p>	1) I help others who have been absent	.675
	2) I help others who have heavy workload	.799
	3) I assist my superiors with my work (when not asked)	.704
<ul style="list-style-type: none"> <li><b>Conscientiousness</b></li> </ul> <p>Dedication to the job which exceeds formal requirements such as working hours and volunteer to perform beside job (Organ, 1988)</p>	1) I conserves and protect organizational property	.704
	2) I adhere to informal rule devised to maintain order	.814

Table 4.2: Factor loading based on Explanatory Factor Analysis



#### 4.4 Re-statement of Hypotheses

H1: Autonomy is positively related to the dimension of job performance

H1a: Control over methods of autonomy has positively related to sportsmanship

H1b: Control over methods of autonomy has positively related to task performance

H1c: Control over methods of autonomy has positively related to courtesy

H1d: Control over methods of autonomy has positively related to altruism

H1e: Control over methods of autonomy has positively related to conscientiousness

H1f: Control over timing of autonomy has positively related to sportsmanship

H1g: Control over timing of autonomy has positively related to task performance

H1h: Control over timing of autonomy has positively related to courtesy

H1i: Control over timing of autonomy has positively related to altruism

H1j: Control over timing of autonomy has positively related to conscientiousness

H1k: Control at work of autonomy has positively related to sportsmanship

H1l: Control at work of autonomy has positively related to task performance

H1m: Control at work of autonomy has positively related to courtesy

H1n: Control at work of autonomy has positively related to altruism

H1o: Control at work of autonomy has positively related to conscientiousness

H2: Workload is positively related to the dimension of job performance

H2a: Workload is positively related to sportsmanship

H2b: Workload is positively related to task performance

H2c: Workload is positively related to courtesy

H2d: Workload is positively related to altruism

H2e: Workload is positively related to conscientiousness

H3: Work-life balance is positively related to the dimension of job performance

H3a: Work interference with personal life (WIPL) of work-life balance is positively related to sportsmanship

H3b: Work interference with personal life (WIPL) of work-life balance is positively related to task performance

H3c: Work interference with personal life (WIPL) of work-life balance is positively related to courtesy

H3d: Work interference with personal life (WIPL) of work-life balance is positively related to altruism

H3e: Work interference with personal life (WIPL) of work-life balance is positively related to conscientiousness

H3f: Work personal life enhancement (WPLE) of work-life balance has positively related to sportsmanship

H3g: Work personal life enhancement (WPLE) of work-life balance has positively related to task performance

H3h: Work personal life enhancement (WPLE) of work-life balance has positively related to courtesy

H3i: Work personal life enhancement (WPLE) of work-life balance has positively related to altruism

H3j: Work personal life enhancement (WPLE) of work-life balance has positively related to conscientiousness

#### **4.5 Reliability Analysis**

Reliability used to construct reliable measurement scales, to improve existing scale and to evaluate the reliability of scales that already in use. The result of the Cronbach Alpha value range will determine the acceptability and reliability of the instruments. The internal consistency reliability for the items of independent and dependent variables were obtained through Cronbach Alpha reliability coefficient.

Based on the Explanatory Factor Analysis, reliability test were conducted on the remaining items on the independent and dependent variables. The result of reliability for all the research variables shows that the entire construct are reliable since the

average Cronbach Alpha for all are greater than the required 0.6. The Cronbach Alpha value for autonomy are divide into three dimension which the first dimension was 0.899, the second dimension was 0.872 and the third one was 0.867. for the workload, the Cronbach Alpha are 0.814 meanwhile for work-life balance it divided into 2 dimension which the first was 0.913 while the second dimension was 0.762. The reliability test for job performance which is dependent variables consists of 17 items with five dimensions. Cronbach Alpha value for the first dimension was 0.768, second dimension was 0.776, third was 0.706, fourth was 0.668 and lastly the fifth dimension was 0.60.

<b>Variables</b>	<b>Items</b>	<b>Cronbach's Alpha</b>
<b>Autonomy</b>		
• Control over Methods	7 items	0.867
• Control over Timing	3 items	0.872
• Control at Work	3 items	0.899
<b>Workload</b>		0.814
<b>Work-life Balance</b>		
• Work Interference with Personal Life	9 items	0.913
• Work Personal Life Enhancement	4 items	0.762
<b>Job Performance</b>		
• Sportsmanship	5 items	0.768
• Task Performance	4 items	0.776
• Courtesy	3 items	0.706
• Altruism	3 items	0.668
• Conscientiousness	2 items	0.60

Table 4.3: Reliability Coefficient Results

#### 4.6 Descriptive Statistics

In this section, it represents the descriptive analysis of the independent and dependent variables. The value of mean and standard deviation are showed in Table 4.4 below. The mean value for autonomy which is control over methods, control over timing and control at work are 3.452, 3.69 and 4.007. for workload, the mean value are 3.863 while for work-life balance the mean value are 2.824 for Work Interference with Personal Life (WIPL) and 3.461 for Work Personal Life Enhancement (WPLE). The mean value for job performance is 3.161 for sportsmanship, 3.902 for task performance, and 3.516 for courtesy, 3.630 for altruism and lastly for conscientiousness, the mean value is 3.610.

Variable		Mean	Standard Deviation
<b>Independent Variable</b>			
• <b>Autonomy</b>	Control over Methods	3.452	.877
	Control over Timing	3.690	.835
	Control at Work	4.007	.538
• <b>Workload</b>		3.863	.504
• <b>Work-life Balance</b>	Work Interference with Personal Life	2.824	.733
	Work Personal Life Enhancement	3.461	.578
<b>Dependent Variables</b>			
• <b>Job Performance</b>	Sportsmanship	3.161	.627
	Task Performance	3.902	.460
	Courtesy	3.516	.615
	Altruism	3.630	.521
	Conscientiousness	3.610	.549

Table 4.4: Descriptive Statistics

#### 4.7 Multiple Regression Analysis

Multiple regression analysis was used whereby every one of independent variables used to explain the variance with dependent variables. Multiple regressions provide the level and nature of the relationship between the independent variables and the dependent variable. The regression coefficients provide each independent variable in the prediction of the dependent variable.

Dependent Variables (Sportsmanship)	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	5.626	.346		16.279	.000
<b>Independent Variables</b>					
Control over Methods	.002	.071	.002	.032	.974
Control over Timing	-.184	.047	-.245	-3.938	.000
Control at Work	-.157	.042	-.219	-3.706	.000
Workload	.024	.071	.019	.335	.738
Work Interference with Personal Life (WIPL)	-3.65	.045	-.427	-8.031	.000
Work Personal Life Enhancement (WPLE)	-0.91	.061	-.084	-1.479	.140

Table 4.5: Result for Multiple Regression Analysis for Sportsmanship

As shown on above Table 4.5, the Beta value for control over timing of autonomy is  $\beta = -0.245$ ,  $p < 0.05$ , control at work is  $\beta = -0.219$ ,  $p < 0.05$  and Work Interference with Personal Life (WIPL) is  $\beta = -0.427$ ,  $p < 0.05$  produced inversed relationship

with sportsmanship. The result for other three variables found out that not associated with the sportsmanship of job performance. The beta value for the variables of control over methods is  $\beta = 0.02$ ,  $p > 0.05$ , workload is  $\beta = 0.19$ ,  $p > 0.05$  and Work Personal Life Enhancement is  $\beta = - 0.084$ ,  $p > 0.05$ .

Dependent Variables (Task Performance)	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.524	.277		9.114	.000
<b>Independent Variables</b>					
Control over Methods	.274	.057	.320	4.797	.000
Control over Timing	-.009	.037	-.016	-.235	.815
Control at Work	-.057	.034	-.109	-1.679	.094
Workload	.185	.057	.203	3.254	.001
Work Interference with Personal Life (WIPL)	-.031	.036	-.050	-.854	.394
Work Personal Life Enhancement (WPLE)	-.034	.049	-.042	-.685	.494

Table 4.6: Result for Multiple Regression Analysis for Task Performance

As the table shown above, the Beta value for control over methods of autonomy and workload had positively relationship with the task performance. the beta value for control over methods is  $\beta = 0.32$ ,  $p < 0.05$  and for workload the beta value is  $\beta = 0.203$ ,  $p < 0.05$ . In contrast, the result of other four variables had found that not associated with task performance. The variables are control over timing with the beta value  $\beta = - 0.016$ ,  $p > 0.05$ , control at work is  $\beta = - 0.109$ ,  $p > 0.05$ , Work

Interference with Personal Life (WIPL) is  $\beta = 0.05$ ,  $p > 0.05$  and Work Personal Life Enhancement is  $\beta = -0.042$ ,  $p > 0.05$ .

Dependent Variables (Courtesy)	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.861	.365		5.095	.000
<b>Independent Variables</b>					
Control over Methods	.006	.075	-.005	-.080	.936
Control over Timing	-.221	.049	-.300	-4.487	.000
Control at Work	.277	.045	.395	6.203	.000
Workload	.187	.075	.154	2.496	.013
Work Interference with Personal Life (WIPL)	-.001	.048	-.002	-.030	.976
Work Personal Life Enhancement (WPLE)	.237	.065	.223	3.657	.000

Table 4.7: Result for Multiple Regression Analysis for Courtesy

From the table above, it shows that the beta value for control at work of autonomy, workload and Work Personal Life Enhancement of work-life balance has positively associated with courtesy. The beta value for control at work is  $\beta = 0.395$ ,  $p < 0.05$ , beta value for workload is  $\beta = 0.154$ ,  $p < 0.05$  and Work Personal Life Enhancement is  $\beta = 0.223$ ,  $p < 0.05$ . Control over timing had produced inversed relationship with courtesy with the beta value is  $\beta = -0.3$ ,  $p < 0.05$ . The result for other two variables found that they had no relationship with courtesy. The variables are control over

methods with the beta value  $\beta = - 0.005$ ,  $p > 0.05$  and Work Interference with Personal Life (WIPL) with  $\beta = - 0.002$ ,  $p > 0.05$ .

Dependent Variables (Altruism)	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.684	.318		5.920	.000
<b>Independent Variables</b>					
Control over Methods	.294	.066	.303	4.481	.000
Control over Timing	-.048	.043	-.076	-1.111	.0267
Control at Work	-.067	.039	-.113	-1.730	.085
Workload	.086	.065	.084	1.322	.187
Work Interference with Personal Life (WIPL)	.063	.042	.088	1.498	.135
Work Personal Life Enhancement (WPLE)	.193	.056	.214	3.419	.001

Table 4.8: Result for Multiple Regression Analysis for Altruism

As shown on above Table 4.8, the Beta Value for control over methods of autonomy and Work Personal Life Enhancement have positive relationship with altruism. The beta value for control over methods is  $\beta = 0.303$ ,  $p < 0.05$  and Work Personal Life Enhancement is  $\beta = 0.214$ ,  $p < 0.05$ . The beta value for control over timing is  $\beta = - 0.076$ ,  $p < 0.05$  had produced inversed relationship with altruism. The result for other three variables found out had negative relationship with altruism. The beta value for



control at work is  $\beta = -0.113$ ,  $p > 0.05$ , workload is  $\beta = 0.084$ ,  $p > 0.05$  and Work Interference with Personal Life (WIPL) is  $\beta = 0.088$ ,  $p > 0.05$ .

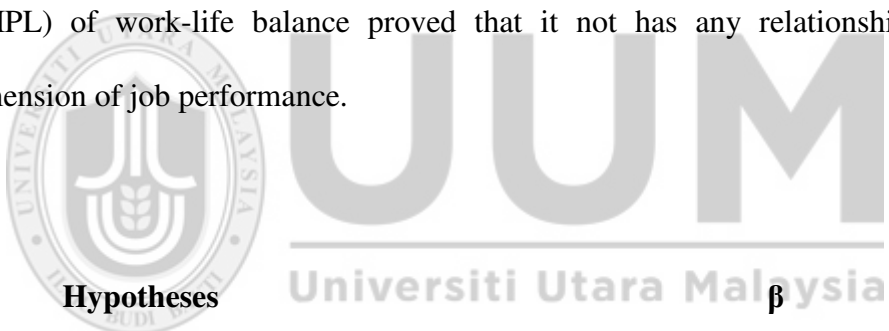
Dependent Variables (Conscientiousness)	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	3.181	.336		9.462	.000
<b>Independent Variables</b>					
Control over Methods	.297	.069	.291	4.293	.000
Control over Timing	-.105	.045	-.160	-2.313	.021
Control at Work	-.200	.041	-.319	-4.863	.000
Workload	-.088	.069	-.080	-1.269	.205
Work Interference with Personal Life (WIPL)	.081	.044	.107	1.822	.069
Work Personal Life Enhancement (WPLE)	.124	.060	.130	2.079	.034

Table 4.9: Result for Multiple Regression Analysis for Conscientiousness

As the table shown above, the beta value for control over method and Work Personal Life Enhancement has positively associated with conscientiousness. The beta value for control over methods of autonomy is  $\beta = 0.291$ ,  $p < 0.05$  and Work Personal Life Enhancement (WPLE) is  $\beta = 0.130$ ,  $p < 0.05$ . The beta value that produced inversed relationship with conscientiousness are control over timing with  $\beta = -0.160$ ,  $p < 0.05$  and control at work with  $\beta = -0.319$ ,  $p < 0.05$ . While, the result for other two variables that had negative associated with conscientiousness are workload with the

beta value  $\beta = -0.08$ ,  $p > 0.05$  and Work Interference with Personal Life (WIPL) is  $\beta = 0.13$ ,  $p > 0.05$ .

Based on the result, it have proved that control over methods of autonomy have a positive relationship with three out of five dimension of job performance which is task performance, altruism and conscientiousness followed by Work Personal Life Enhancement (WPLE) workload that has positive relationship with courtesy, altruism and conscientiousness. Workload also has a positive relationship with two out of five dimensions which task performance and courtesy then followed by control at work that has positive relationship with courtesy of job performance. However, control over timing of autonomy and Work Interference with Personal Life (WIPL) of work-life balance proved that it not has any relationship with any dimension of job performance.



No.	Hypotheses		$\beta$	p	Hypotheses status
<b>H1a</b>	Control over methods of autonomy has positively related to sportsmanship	has	0.002	0.974	Rejected
<b>H1b</b>	Control over methods of autonomy has positively related to task performance	has	0.320	0.000	Accepted
<b>H1c</b>	Control over methods of autonomy has positively related to courtesy	has	-0.005	0.936	Rejected
<b>H1d</b>	Control over methods of autonomy has positively related to altruism	has	0.303	0.000	Accepted
<b>H1e</b>	Control over methods of autonomy has positively related to conscientiousness	has	0.291	0.000	Accepted
<b>H1f:</b>	Control over timing of autonomy has positively related to sportsmanship		-0.245	0.000	Rejected
<b>H1g:</b>	Control over timing of autonomy has positively related to task performance		-0.016	0.815	Rejected

<b>H1h</b>	Control over timing of autonomy has positively related to courtesy	-0.3	0.000	Rejected
<b>H1i</b>	Control over timing of autonomy has positively related to altruism	-0.076	0.267	Rejected
<b>H1j</b>	Control over timing of autonomy has positively related to conscientiousness	-0.160	0.021	Rejected
<b>H1k</b>	Control at work of autonomy has positively related to sportsmanship	-0.219	0.000	Rejected
<b>H1l</b>	Control at work of autonomy has positively related to task performance	-0.109	0.094	Rejected
<b>H1m</b>	Control at work of autonomy has positively related to courtesy	0.395	0.000	Accepted
<b>H1n</b>	Control at work of autonomy has positively related to altruism	-0.113	0.085	Rejected
<b>H1o</b>	Control at work of autonomy has positively related to conscientiousness	-0.319	0.000	Rejected
<b>H2a</b>	Workload is positively related to sportsmanship	0.019	0.738	Rejected
<b>H2b</b>	Workload is positively related to task performance	0.203	0.001	Accepted
<b>H2c</b>	Workload is positively related to courtesy	0.154	0.013	Accepted
<b>H2d</b>	Workload is positively related to altruism	0.084	0.187	Rejected
<b>H2e</b>	Workload is positively related to conscientiousness	-0.08	0.205	Rejected
<b>H3a</b>	Work interference with personal life (WIPL) of work-life balance is positively related to sportsmanship	-0.427	.000	Rejected
<b>H3b</b>	Work interference with personal life (WIPL) of work-life balance is positively related to task performance	-0.050	0.394	Rejected
<b>H3c</b>	Work interference with personal life (WIPL) of work-life balance is positively related to courtesy	-0.002	0.976	Rejected
<b>H3d</b>	Work interference with personal life (WIPL) of work-life balance is positively related to altruism	0.088	0.135	Rejected
<b>H3e</b>	Work interference with personal life (WIPL) of work-life balance is positively related to conscientiousness	0.107	0.069	Rejected

<b>H3f</b>	Work personal life enhancement (WPLE) of work-life balance has positively related to sportsmanship	-0.84	0.140	Rejected
<b>H3g</b>	Work personal life enhancement (WPLE) of work-life balance has positively related to task performance	-0.042	0.494	Rejected
<b>H3h</b>	Work personal life enhancement (WPLE) of work-life balance has positively related to courtesy	0.223	0.000	Accepted
<b>H3i</b>	Work personal life enhancement (WPLE) of work-life balance has positively related to altruism	0.214	0.001	Accepted
<b>H3j</b>	Work personal life enhancement (WPLE) of work-life balance has positively related to conscientiousness	0.130	0.034	Accepted



**UUM**  
Universiti Utara Malaysia

Table 4.10: Result and Hypotheses Status of the Result and Analysis

## CHAPTER 5

### DISCUSSIONS

#### 5.0 Introduction

The chapter recapitulates and concludes the findings of the study. This chapter also address the limitations of the study, suggestion for future research, theoretical and practical implications and conclusion of the study.

#### 5.1 Discussion

This study investigated the relationship between autonomy, workload and work-life balance and job performance among secondary school teachers. Generally, this study examined 30 hypotheses developed from five dimension of job performance with two dimensions of autonomy, workload and two dimension of work-life balance. Based on the explanatory factor analysis result, the independent variables for autonomy are control over methods, control at work and control over timing, workload and Work Personal Life Enhancement (WPLE) and Work Interference with Personal Life (WIPL) for work-life balance while dependent variables are sportsmanship, task performance, courtesy, altruism and conscientiousness. Firstly, control over methods of autonomy was found to have a positive relationship with task performance, altruism and conscientiousness of job performance. Control at work has a significant relationship with courtesy but a negative relationship with sportsmanship. Nevertheless, control over timing had significant but negative

relation with sportsmanship, courtesy and conscientiousness. Secondly, the current study examined the relationship between workload and job performance. The workload also has a positive relationship with task performance and courtesy. Thirdly, for work-life balance dimension, Work Interference with personal life (WIPL) were found out to have a significant but negative relationship with sportsmanship of job performance while Work Personal Life Enhancement (WPLE) have significant relationship with three out of five job performance dimensions which are courtesy, altruism and conscientiousness. Therefore, from the result, it can be summed that autonomy, workload and work-life balance have a significant relationship with job performance while one dimension of autonomy and work-life balance namely control over timing and Work Interference Personal Life (WIPL) have a significant but negative impact on job performance .

### **5.1.1 The Relationship between Autonomy and Job Performance**

Autonomy is really important in controlling the work outcome. Abbott (2014) stated that some researchers argued that teachers are in best position to make decisions about the education of students. They should be given as much autonomy as possible when it comes to choosing teaching strategies, lesson design and also provides academic support to students. Job autonomy is related to individual performance and to other work behaviours. A research by Saragih (2011) found out that job autonomy has a significant relationship with performance. By having high job autonomy, job performance can be enhanced.

### 5.1.1.1 Control over Methods on Job Performance

The result showed that control over methods has positively impacted task performance, altruism and conscientiousness. This indicated that teachers who have the freedom in controlling their own method in teaching student and other tasks are more likely to have high level of task performance, altruism and conscientiousness.

Teachers who have the power to control their methods are highly likely to have responsibilities towards their work. Besides, they will also be able to achieve the level of work required and therefore their task performance can be enhanced.

According to Spector (1986), employee can structure and control how and when they do a particular task. Work autonomy allows employees to determine the order and pacing of their task assignments, as well as special procedures to accomplish their tasks.

Additionally, control over method also has a significant impact on altruism. By having control over methods, teachers can voluntarily help or assist other colleagues with their work assigned. In addition, teachers who had high power control will also help other colleagues to reduce their workload.

Furthermore, control over methods would result in the teachers being highly dedicated in doing their job. They also have high level of conscientiousness in which they will also help protect the organization they are attached to. Teachers will also protect the organization in a positive way by talking good things about the schools that they are currently serving.

### 5.1.1.2 Control at Work and Job Performance

The result showed that control at work had a significant and positive impact on the courtesy but negative impact on sportsmanship.

The researcher found that the teachers are able to make decision about their work, for example when they want to start doing their task and what type of task that they need to do first. Descriptive analysis has shown that the value of mean for control at work (M= 4.007) is higher than control over methods (M= 3.690) and control over timing (M= 3.452). By having a higher level of discretion in controlling their work, they have courtesy to encourage other teachers when they are demoralized or when they feel discouraged about their work, job performance, and career development.

Furthermore, in this study, control at work has a significant but negative relationship with **sportsmanship**. A plausible explanation for this is that if the teachers have the power in controlling their work, they tend to engage in leisure activities because they have more time to engage in such activities.

### 5.1.1.3 Control over Timing and Job Performance

The result from the study showed that that control over timing has a significant but negative influence on sportsmanship, courtesy and conscientiousness. This suggests that teachers who have higher level in controlling over their time are less likely to engage with sportsmanship, courtesy and conscientiousness.



Control over timing had negative impact on sportsmanship. When they are able to juggle their time at work, they have more time to do other things such as they take undeserved work breaks and have a time spent on personal phone conversation.

A plausible explanation to this is because of demographic profile of the teachers. More than 50 percent of the respondents are in the age group of 46 to 56 and above. Most of them can be classified as experienced teacher. Therefore, by having vast experience they can decide when to start their own work, set their own work pace and decide when to finish their own work.

In addition, they do not feel any courtesy to help their colleagues who are having problems and also do not encourage their colleagues in doing their work. Apart from that, they also failed to comply with school rules and they will only doing their jobs as long as the work is intertwined with their performance. Besides, they fully utilise time at work to complete their tasks. Hence, these are the reason why control over timing had a significant but negative relationship with job performance.

### **5.1.2 The Relationship between Workload and Job Performance**

Workload had a positive impact on task performance and courtesy. This showed that the higher the workload, the higher the task performance and courtesy level among teachers.

Teachers are more likely to engage in such behaviour because most of them are well experience with over than 16 years. Hence, they do not feel the workload will disrupt their performance because they are already familiar with a given workload. Other than that, as they have a lot of experience with which they feel a sense of

responsibility toward a given task. They will also perform as expected and complete tasks as prescribed and this will enhance their performance. Apart from that, despite the workload they receive, they are still able have courtesy to help other colleagues who are in need of their help given the fact that they are very well-versed with the role as teachers.

Accordingly, Punia and Kamboj (2013) stated that teacher workload not only demanding their time at the institution but also extend to their homes. They also asserted that teachers have to spend extra hours each day to be effective and productive in their profession so that they can achieve a higher level of performance and face a more challenging environment. The more productive the teachers are, the more they can enhance their performance.

### **5.1.3 The Relationship between Work-life Balance and Job Performance**

Work-life balance refers to an individual's ability to balance work and non-work responsibilities that do not necessarily include family life. Work-life balance provides individuals with sufficient time, energy, and well-being to engage in activities that promote personal growth and enrichment.

#### **5.1.3.1 Work Personal Life Enhancement (WPLE) and Job Performance**

From the result, it is evidence that Work Personal Life Enhancement (WPLE) has a significant relationship with courtesy, altruism and conscientiousness. A plausible

explanation for this is attributed to the fact that teachers are able to balance between work and life and they can control and manage the problem by themselves. Besides that, support from family and spouse can be a reason to boost up the teachers' job performance. By having a better personal life the teachers tend to have better mood at workplace. According to demographic distribution of respondent, the highest numbers of respondent are female. Hence, it is possible that female teachers are capable of managing the work and personal life equally.

When the teacher are enjoying their life at work and have more **courtesy** in doing their work, they are willing to help other colleagues if they have any problems in completing their tasks. Apart from that, the teachers that have high in Work Personal Life Enhancement (WPLE) are also concerned about their colleagues. In some instances, they encouraged other teachers to be excellent at work. Besides that, teachers who experienced work personal life enhancement towards altruism will also help colleagues to reduce their workload, for instance by replacing classes for their colleagues who are on leave.

Other than that, by having a well-balanced work and life, teachers are more likely to have conscientiousness in which they talk good things about their respective organization and they also follow the rules even though it is not stipulated by the top management. Besides, the teachers who have high level of Work Personal Life Enhancement (WPLE) are more likely to enjoy their work and believe that they can improve their performance.

A study by Parkes and Langford (2008) has shown that balancing work and family life also have a positive relation with job performance and organizational

performance. The experience psychological well-being and harmony in life help employees concentrate on their work and will result in better job performance.

### **5.1.3.2 Work Interference with Personal Life (WIPL)**

The result showed that Work Interference with Personal Life (WIPL) has a significant and negative impact on the sportsmanship. This suggests that if teachers experienced higher level Of Work Interference with Personal Life (WIPL) they are less likely to engage in sportsmanship.

One plausible reason to this is attributed to the demographic profile of the respondents, in which most of them are female and married. Teachers who are married will face difficulties in the work domain between work and non- work settings. When the teachers having difficulties at home, they will tend to take a long break because they want to have more time for themselves. They also feel that their personal life will drain out their energy at work. Apart from that, if they have problems such as fatigue and lack of energy, they will fail to perform their duties as required and they started to complain even about small things at work.

## **5.2 Limitations of the Study**

There are two limitations in doing this study. First, the sample in this study may not be representative of the entire population, due to the fact that this study is limited in Alor Setar, Kedah. Secondly, in this study, the variable to understand job

performance among teachers is limited to autonomy, workload and work-life balance where the researcher can consider other variables.

### **5.3 Suggestion for Future Research**

This study was conducted to find out the key finding whether there is a relationship between autonomy, workload, work-life balance and job performance among teachers.

Future research may focus on expansion of the sample size. Various populations of teachers from different region not only in Kedah but also others should be included in order to verify the findings of this study.

Besides, there may be other variables that could explain the relationship with job performance. Future research should include other variables such as motivation, job satisfaction and productivity to determine the relationship with job performance among teachers

### **5.4 Theoretical and Practical Implications**

This research provides additional empirical evidence in the job performance literature by providing interesting findings on the impact of autonomy, workload and work-life balance on teacher's job performance.

For better understanding, the study used two theories that link with this study framework and the variables of this study which are Job Characteristics theory and Border and Boundary theory that contribute additional evidence in this research.

To begin with, the power of autonomy can drive not only for employees happiness, but also their motivation and performance. The researcher found that the employees whose organization allowing them to help decide when, where, and how they work are more likely to be satisfied with their jobs, better in performance and was seen their organization with more innovative. According to Moomaw (2005), they stated that autonomous factors of teaching are accordance with the requirements of the teacher to have control over their work environment and have the power to decide personally in job decision making, especially if they remain committed to their profession.

Another important implication of this study is that there are ways to improve the work-life balance of teachers. One way is to connect them with the people around them like family friends, colleagues' and their neighbours and actively build a life by creating a support network is very important for improving the lives of teachers. Healthy teacher would lead to higher performance. If they are healthy and fit both physically and mentally, they will do their best in the classroom and do the best for their students. Work-life balance is closely related to each other and come from research on job satisfaction. Individuals who manage time and stress perfectly will get the perfect balance of life and work. (Goyal & Aurora, 2012).

The results show that working environment such as the relationship with colleagues, willing to help and encourage each others can increase teacher's performance. Besides that, those teachers that have autonomy would work best to improve the

performance of their work. In addition, the workload also gave a big impact in improving the performance of teachers. Workload sometimes can reduce the teacher's performance but if the teachers know how to control their work and have responsibilities in performing their job, it is not possible workload can enhance their performance. Support from family, friend, colleagues' and other would enhance the work-life balance of teachers. If the teachers have a life enhancement, better mood and energy, it will impact on their performance in positive ways.

The practical implications can help school organizations to increase the autonomy, reduce workload and promote a work-life balance among teachers to enhance their job performance. The study also shows that the importance of teacher to have an autonomy in their work and also handle the workload that can be controlled by themselves and balance in terms of work and everyday life where it will affect their job performance. This study will be beneficial not only to teachers but also to the principal where their job performance played an important role in the education system, the government, ministry of education and the society. Thus, this study proven that various methods should be taken in addressing the issues related to teacher's job performance.

## **5.5 Conclusion**

As conclusion, these studies are focus on investigating autonomy, workload and work-life balance that effect on the teacher's job performances by looking into the relationship of one another with each dimension of autonomy, workload and work-life balance. The finding of this study presents that the three out of five dimension of

job performance namely task performance, altruism and conscientiousness have significant relationship with teachers control over methods of autonomy. Other than that, control at work of autonomy also shows positive relationship with one of job performance dimension which courtesy. Teacher's workload also proves significant relationship with task performance and courtesy of job performance while Work Personal Life Enhancement (WPLE) also revealed that have positively related with courtesy, altruism and conscientiousness on their job performance. Furthermore, control over timing of autonomy and Work Interference with Personal Life (WIPL) of work-life balance proves that this two dimension negatively related to the neither one of job performance dimension.





## REFERENCES

- Abendroth, A.K. & Dulk, L. (2011). Support for the Work-life Balance in Europe: The Impact of State, Workplace and Family Support on Work-life Balance Satisfaction. *Journal Work, Employment and Society*, Vol. 25 No. 2, pp. 234-256.
- Abott, S. (2014), Teacher Autonomy Definition - The Glossary of Education Retrieved from <http://edglossary.org/teacher-autonomy/>
- Adam, B. (2002), “*Primary School Teacher's Workload of Malay Language Stream in Sibul Division, Sarawak*”. Master's Thesis, University Putra Malaysia, Serdang.
- Azita, A. R. (2012). *Secondary School Teachers' Workload in Batu Pahat, Johor Darul Takzim*. Master's Thesis, Universiti Teknologi Malaysia, Skudai Johor.
- Azizi, Y., Jamaludin, R., & Mazeni, I. (2010). Factors That Contributed Stress Among Secondary School Teachers In Four States In Malaysia. *Asia Pacific Journal of Educators and Education*, Vol. 25, pp. 103–136.
- Bacharach, S. B., Bauer, S. C., & Conley, S. (1986). *Organizational Analysis of Stress: The Case of Elementary and Secondary Schools*. *Work and Occupations*. Vol. 13, pp. 7-32.
- Bandura, A. (1997). *Self-efficacy: The Exercise of Control*. W.H. Freeman and company.
- Beehr, T. A., & Newman, J. E. (1978). Job Stress, Employee Health, and Organizational Effectiveness: A Facet Analysis, Model, and Literature Review. *Journal of Personnel Psychology*, Vol. 31 No. 4, pp. 665-699.

- Bell, A. S., Rajendran, D. & Theiler, S. (2012). Job Stress, Wellbeing, Work-Life Balance and Work- Life Conflict among Australian Academics. *Electronic Journal of Applied Psychology*, Vol. 8 No. 1, pp. 25-37.
- Berry, G. (1998). A quality system model for the management of quality in NSW schools. *Managing Service Quality*, 8, 97-111.
- Bloom, N., & Van Reenen, J. (2006). Management Practices, Work– life Balance, and Productivity: A Review of Some Recent Evidence. *Oxford Review of Economic Policy*, Vol. 22 No. 4, pp. 457–482
- Borman, W. C. & Motowidlo, S. J. (1993). *Expanding the Criterion Domain to Include Elements of Contextual Performance in Personnel Selection in Organizations*. (N. Schmitt & W. C. Borman, eds), pp. 71-98. San Francisco: Jossey-Bass.
- Borman, W. C. & Motowidlo, S. J. (1997). Task Performance and Contextual Performance: The Meaning for Personnel Selection Research. *Journal of Human Performance*, Vol. 10 No. 2, pp. 99-109.
- Breaugh, J. A. (1985). The Measurement of Work Autonomy. *Journal of Human Relations*, Vol. 38 No. 6, pp. 551–70.
- Bridges, S., & Searle, A. (2011). Changing Workloads of Primary School Teachers: “I seem to live on the edge of chaos”. *School Leadership & Management*, Vol. 31 No. 5, pp. 413–433.
- Bourne, M & Bourne, P. (2002). *Balanced scorecard in a week*. London: Hodder & Stoughton.

- Brown, G. T. L. (2001). School-Based Assessment Methods: Development and Implementation. *Journal of Assessment Paradigm*, Vol. 1 No. 1, pp. 30-32
- Byrne, U. (2005). Work-life Balance: Why are We Talking about It at All. *Business Information Review*, Vol. 22, pp. 53-59.
- Chandrasekar, K. (2011). Workplace Environment and its Impact on Organisational Performance in Public Sector Organisations. *International Journal of Enterprise Computing and Business Systems*, Vol. 1 No. 1, pp. 1-19.
- Chirkov, V. I, Ryan, R. M. & Sheldon, K. (2010). *Human Autonomy in Cross Cultural Context: Perspectives on the Psychology of Agency, Freedom and Well Being*, Springer Science & Business Media.
- Clark, S. C. (2000). Work/family Border Theory: A New Theory of Work/family Balance. *Human Relations*, Vol. 53 No. 6, pp. 747-770.
- Cooper, S. (2013). *Leader*. Pearson Education Limited
- Corder, J. (1997). Reinventing Work Design Theory and Practice. *Australian Psychology*, Vol. 32, pp. 185–89
- Daipuria, P. & Kakar, D. (2013). Work-life Balance for Working Parents: Perspectives and Strategies. *Journal of Strategic Human Resource Management*, Vol. 2 No. 1, pp. 45-52.
- Dallner, A. E., Gambrele, F., Hottinen, V., Knardahl, S., Linstrom, K., Skogstad, A., & Orhede, E. (2000). *Validation of the General Nordic Questionnaire for Psychosocial and Social Factors at Work*. Copenhagen, Denmark: Nordic Council of Ministers.

- Davis, J., & Wilson, S. M. (2000). Principles' Efforts to Empower Teachers: Effects on Teacher Motivation and Job Satisfaction and Stress. *The Clearing House*, Vol. 73 No. 6, pp. 349-357.
- Diab, N. Y., Monnier, N. & Lavinal, F. (2011), Pilot Study on University English Teachers' Professional Autonomy in France. *International Journal of Organizational Analysis*, Vol. 22 No. 2, 2014
- Dibbon, D (2004). *Teacher Workload: It's about Time. Faculty of Education, Memorial University of Newfoundland, PhD Thesis, pp.1-42*
- Duxbury L (2003). Work-life Conflict in Canada in the New Millennium: A Status Report. *Sydney Papers*, Vol. 15 No. 1, pp. 78.
- Easthope, C. & Easthope, G. (2000). Intensification, Extension and Complexity of Teachers' Workload. *British Journal of Sociology of Education*, Vol. 21 No. 1, pp. 43-58.
- Elsass, P. M. & Veiga, J. F. (1997). Job Control and Job Strain: A Test of Three Models. *Journal of Occupational Health Psychology*, Vol. 2 No. 3, pp. 195-211
- Fisher-McCauley, G., Stanton, J., Jolton, J., & Gavin, J. (2003). *Modelling the Relationship between Work Life Balance and Organisational Outcomes*. Paper Presented at the Annual Conference of the Society for Industrial- Organisational Psychology, Orlando.
- Gavriliuk, O. (2010). *Development of Professional Autonomy in University Teachers*. Proceedings of Advances in Business-related Scientific Research Conference, 8-10 November, Olbia, Italy

- Goyal, M. & Arora, S. (2012). Harnessing Work: Family Life Balance Among Teachers in Educational Institutions. *International Journal of Applied Services Marketing Perspectives*, Vol. 1, No.2, pp. 170-176
- Griffin (2005) in Inayatullah, A. & Jehangir, P. (2013). Teacher's Job Performance: The Role of Motivation. *Abasyn Journal of Social Sciences* Vol. 5 No. 2, pp. 78-99.
- Hackman, J. R., & Oldham, G. R. (1975). Motivation through the Design of Work: Test of a Theory. *Organizational Behaviour and Human Performance*, Vol. 16, pp. 250–279.
- Hackman, J. R., & Oldham, G. R. (1980). *Work Redesign*. Reading, MA: Addison-Wesley.
- Harold, E. Y. (1984). *Faculty Workload: Research, Theory and Interpretation*.
- Harrington, B. & Ladge, J. (2009). Present Dynamics and Future Directions for Organizations. *Organizational Dynamics*, Vol. 38 No. 2, pp. 148-157.
- Hassam, I., Tahir, M. Q. & Muhammad Aslam, K. (2011). The Retrenchment Effect on Job Performance with Mediating Effect of Work Life Balance. *African Journal of Business Management*, Vol. 5 No. 21, pp. 8642-8648
- Hayman, J. (2005). Psychometric Assessment of an Instrument Designed to Measure Work Life Balance. *Research and Practice in Human Resource Management*, Vol. 13 No. 1, pp. 85-91.
- Hill, E. J., Hawkins, A.J., Ferris, M., & Weitzman, M. (2001). Finding an Extra Day a Week: The Positive Influence of Perceived Job Flexibility on Work and Family Life Balance. *Family Relations*, Vol. 50 No. 1, pp. 49-58.
- Hochschild, A. R. (1997). *The Time Bind: When Work Becomes Home and Home Becomes Work*. New York: Henry Holt and Company.

- Jackson, P. R., Wall, T. D., Martin, R., & Davids, K. (1993). New Measures of Job Control, Cognitive Demand and Production Responsibility. *Journal of Applied Psychology*, Vol. 78, pp. 753-762.
- Jamal, M. (2007). Type-A Behaviour in a Multinational Organization: A Study of Two Countries. *Stress and Health*, Vol. 23, pp. 101-109.
- Karasek, R. A. (1979). Job Demands, Job Decision Latitude and Mental Strain: Implications for Job Redesign. *Administrative Science Quarterly*, Vol. 24, pp. 285-310.
- Kementerian Pelajaran Malaysia. (2007). *Teachers' Duties and Responsibilities Study*.
- Lamb, T. & Reinders, H. (2008). *Learner and Teacher Autonomy: Concepts, Realities and Response*. John Benjamins Publishing Company, Amsterdam.
- Langfred, C. W. & Moye, N. A. (2004). Effects of Task Autonomy on Performance: An Extended Model Considering Motivational, Informational, and Structural Mechanisms. *Journal of Applied Psychology*, Vol. 89, No. 6, pp. 934-945
- Magnini, V. P. (2009). Understanding and Reducing Work-family Conflict in the Hospitality Industry. *Journal of Human Resources in Hospitality & Tourism*, Vol. 8 No. 2, pp. 119-136.
- Maxwell, G.S. & Cumming, J.J. (2011). *Managing Without Public Examinations: Successful And Sustained Curriculum And Assessment Reform In Queensland* In Yates, L. Collins, C & O'Connor, K. (Eds.), *Australia's Curriculum Dilemmas*. Australia: Melbourne University Press
- Ministry of Education Malaysia (2012), Preliminary Report: Malaysia Education Blue Print 2013-2025, September 2012,

<http://hornbillunleashed.files.wordpress.com/2012/09/preliminary-blueprint-english.pdf>.

Mohd Saudi, A. R. (1998). *Secondary School Teachers' Workload*”, Master's Thesis, Universiti Utara Malaysia, Sintok Kedah.

Morris, M. L. & Madsen, S. R. (2007). *Advancing Work-life Integration in Individuals, Organizations, and Communities*. *Advances in Developing Human Resources*, Vol. 9, pp. 439-454.

Muhammad Shukri, S. (1998). *Primary School Teachers' Workload*. Master's Thesis, Universiti Utara Malaysia, Sintok Kedah

Nachreiner, F. (1995). Standards for Ergonomics Principles Relating to the Design of Work Systems and to Mental Workload. *Applied Ergonomics Journal*, Vol. 26 No. 4, pp. 259-263.

Nippert-Eng, C. (1998). *Disturbing Concepts: The Myths, Realities, and Research Implications of Telecommuting*. Paper presented at the annual meeting of the Academy of Management Conference, San Diego, CA

Obilade, S. O. (1999). *Leadership Qualities and Styles As They Relate to Instructional Productivity*. The Manager Ibadan: Department of Educational Management, University of Ibadan, pp. 25-32.

Organ D. W. & Ryan, K. (1995). A Meta-analytic Review of Attitudinal and Dispositional Predictors of Organizational Citizenship Behaviour. *Personnel Psychology*, Vol. 48 No. 4, pp. 775-803.

- Oron-Gilad, T., Szalma, J., Stafford, S., & Hancock, P. (2008). The Workload and Performance Relationship in the Real World: A Study of Police Officers in a Field Shooting Exercise. *International Journal of Occupational Safety and Ergonomics*, Vol. 14 No. 2, pp. 119-131
- Parkes, L.P. and Langford, P.H. (2008). Work-life Balance or Work-life Alignment? A Test of the Importance of Work-life Balance for Employee Engagement and Intention to Stay in Organizations. *Journal of Management & Organization*, Vol. 14 No. 3, pp. 267-284.
- Pearson, L. C. & Hall, B. C., (1993). Initial Construct Validation of the Teaching Autonomy Scale. *Journal of Educational Research*, Vol. 86 No. 3, pp. 172-178.
- Pearson, L. C. & Moomaw, W. (2006). The Relationship between Teacher Autonomy and Stress, Work Satisfaction, Empowerment, and Professionalism. *Educational Research Quarterly*, Vol. 29 No. 1, pp. 38-54.
- Peretemode, V. F. (1996). *Education Administrations Applied Concepts and Theoretical Perspective*. Lagos, Joja. Edu. Res., pp. 36-50.
- Podsakoff, P. M., KacKenzie, S. B., Paine, J. B., Bachrach, D. G. (2000). Organizational Citizenship Behaviors: A Critical rReview of the Theoretical and Empirical Literature and Suggestions for Future Research. *Journal of Management*, Vol. 26 No. 3, pp. 513-563.
- Pounder, D. G. (1999). Teacher Teams: Exploring Job Characteristics and Work-Related Outcomes of Work Group Enhancement. *Educational Administration Quaterly*. Vol. 35 No 3, pp. 317-348



Preliminary Report Malaysia Education Blueprint 2013-2025 (2012) Retrieved from <http://www.moe.gov.my/userfiles/file/PPP/Preliminary-Blueprint-Eng.pdf>

Punia, V. & Kamboj, M. (2013). Quality of Work-life Balance among Teachers in Higher Education Institutions. *Learning Community*, Vol. 4 No. 3, pp. 197-208.

Rego, A. and Pina e Cunha, M. (2009). Do the Opportunities for Learning and Personal Development Lead to Happiness? It Depends on Work-family Conciliation. *Journal of Occupational Health Psychology*, Vol. 14 No. 3, pp. 334-348.

Saikia, J. N. (2011). *A study of the Work Life Balance among the Academics of Higher Education Institutions: A Case Study of Golaghat District.*

Saragih, S. (2011). The Effects of Job Autonomy on Work Outcomes: Self Efficacy as an Intervening Variable. *International Research Journal of Business Studies*, Vol. 6 No. 3, pp. 203-215.

Schuuman, J. (2011). *Job Characteristics, Health and Satisfaction Can Satisfaction with Social Life Overcome Negative Job Traits?.* Master of Science in Health Economics, Network for Studies on Pension, Aging and Retirement, pp. 1-88.

Sekaran, U. (2000). *Research Methods for Business: A Skill Building Approach.* 3<sup>rd</sup> Edition, New Delhi: John Wiley and Sons, Inc.

Sekaran, U. (2003). *Research Methods for Business: A Skill Building Approach.* 4<sup>th</sup> Edition, New Delhi: John Wiley and Sons, Inc.

Sharifah, S., Suhaida, A. K. & Soaib, A. (2014). Workload of Technical Secondary School Teachers: Management & Administration Perceptions. *Malaysian Online Journal of Education Management*, Vol. 2 No. 4, pp. 21-35.

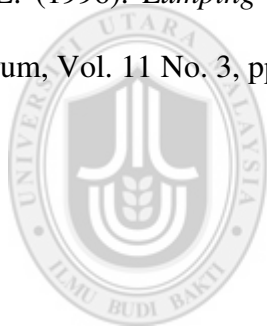
- Shipp, A. J. & Fried, Y. (2014). *Time and Work, Volume 1: How Time Impacts Individuals*. Psychology Press, 18 February 2014.
- Smith, C. A., Organ, D. W. & Near, J. P. (1983). Organizational Citizenship Behaviour: Its Nature and Antecedents. *Journal of Applied Psychology*, Vol. 68, pp. 653-663.
- Spector, P. E. (1986). Perceived Control by Employees: A Meta-Analysis of Studies Concerning Autonomy & Participation at Work. *Human Relation Journal*, Vol. 39, pp. 1005-1016.
- Spector, P. E., & Jex, S. M. (1998). Development of Four Self-report Measures of Job Stressors and Strain: Interpersonal Conflict at Work Scale, Organizational Constraints Scale, Quantitative Workload Inventory and Physical Symptoms Inventory. *Journal of Occupational Health Psychology*, Vol. 3, pp. 356-367.
- The Important of Education in Malaysia Education Essay Retrieved from <http://www.ukessays.com/essays/education/the-importance-of-education-in-malaysia-education-essay.php>
- Wall, T. T., Jackson, P. R., & Mullarkey, S. (1995). Further Evidence on Some New Measures of Job Control, Cognitive Demand and Production Responsibility. *Journal of Organizational Behaviour*, Vol. 15, pp. 431-455.
- Wang, G. & Netemeyer, R. (2002). The Effects of Job Autonomy, Customer Demandingness, and Trait Competitiveness on Salesperson Learning, Self efficacy and Performance. *Journal of The Academy of Marketing Science*. Vol. 30, No.3, pp. 217-228.
- Werner, J. M. (2000). Implications of OCB and Contextual Performance for Human Resource Management. *Human Resource Management Review*, Vol. 10 No. 1, pp. 245-261.

White, M., Hill, S., McGovern, P., Mills, C., & Smeaton, D. (2003). High Performance Management Practices, Working Hours and Work-life Balance. *British Journal of Industrial Relations*, Vol. 41, pp. 175–195.

Williams, L. J. & Anderson, S. E. (1991). Job Satisfaction and Organizational Commitment as Predictors of Organizational Citizenship Behaviour and In-role Behaviours. *Journal of Management*, Vol. 17 No. 1, pp. 601-617.

Yeh, Y. Y., & Wickens, C. (1988). Dissociation of Performance and Subjective Measures of Workload. Human Factors. *Journal of the Human Factors and Ergonomics Society*, Vol. 30 No. 1, pp. 111-120.

Zerubavel, E. (1996). *Lumping and Splitting: Notes on Social Classification*. Sociological Forum, Vol. 11 No. 3, pp. 421-423.



UUM  
Universiti Utara Malaysia