

# The Relationship Between Teacher's Job Satisfaction with Teacher's Job Performance at Primary Schools

Siti Norziah Ismail<sup>1,\*</sup> & Mahfuzah Meran<sup>1</sup>

<sup>1</sup>Department of Production and Operations Management, Faculty of Technology Management and Business, Universiti Tun Hussein Onn Malaysia, Batu Pahat, Johor, 86400, MALAYSIA.

\*Corresponding Author

DOI: <https://doi.org/10.30880/rmtb.2021.02.01.021>

Received 01 March 2021; Accepted 30 April 2021; Available online 01 June 2021

**Abstract:** Job satisfaction is closely related to an individual's job performance. When a person is satisfied with the work that they do, they will be motivated to do their work sincerely and intensely. Hence, it will indirectly improve their job performance. The purpose of this study was to identify the relationship between job satisfaction and job performance among Kem Terendak, Malacca. This study also wants to determine the most influential factor in job satisfaction among primary school teachers at Kem Terendak. To achieve the goal, a questionnaire was designed and was administered to sample research consisted of 58 teachers randomly selected from two primary schools in the Kem Terendak. Statistical Package for Social Sciences (SPSS) software was used in this study to analyses data. For descriptive analysis, responses were evaluated and analysed in terms of mean, percentage and standard deviation. To compare and test hypotheses, inference analyses such as Spearman's Correlation and Cronbach's Alpha were used. Significantly from this study may help primary school teachers in the Kem Terendak area to improve the quality of teaching methods to be delivered to primary school students and at the same time can enhance the performance of teachers. In addition, the principal needs supervisory that will help them understand the wants and needs of all schools whether the staff, non-teacher staff and students as well as the local community in leading the school to excellence.

**Keywords:** Job satisfaction, Job performance, Teachers, Primary school

## 1. Introduction

Every employee has a high desire to feel satisfied while working, especially when the job is their choice. Every employee wants job satisfaction to make them happy while working. When individuals are satisfied with their work, it will lead to a greater sense of responsibility and involvement towards achieving their career goals and contributing to the organization's interests. Job satisfaction is closely related to an individual's job performance so that when a person is satisfied with the work that they

do, they will be motivated to do their work sincerely and intensely. Hence, it will indirectly improve their job performance. In Malaysia, the need to develop a knowledge-based economy is one of the strategies for maintaining high growth and competitiveness. With well-educated and trained manpower, the country will be better able to meet any challenges in the future. It has been proven that a country can thrive and thrive if it has the knowledge and skills of the people. As such, the government has begun to move towards training skilled and semi-skilled workers to meet the country's future economic market (Ling, 2007).

The importance of teachers in any educational institution of teaching learning cannot be overemphasized. This is because of the central role they play as implementers of the curriculum at the classroom level. This explains that what teachers do or do not do could directly or indirectly affect the attainment of instructional objectives in the classroom. Consequently, scholars have often attributed students' learning outcome to certain teacher attributes such as their educational qualification, years of experience, classroom behaviour and even their job performance among others (Adu *et al.*, 2014). According to Afshar and Doosti (2016), a review of the literature of the field on the topic reveals mixed results concerning whether higher levels of job satisfaction led to better job performance. Furthermore, although the literature has adequately investigated the job satisfaction/performance relationship overall, the relationship between teachers' job satisfaction and job performance has received little attention. Since teachers play an integral role in fulfilling the goals of educational systems upon whom the success or failure of educational programs depend, the need to investigate their job satisfaction and its association with or impact on their job performance receives priority. Based on the previous research conducted by Michaelowa (2002), job satisfaction is not the same as job motivation. These terms are related but may not be used as synonyms. While job satisfaction gives an indication of teachers' well-being induced by the job, motivation is defined as their willingness, drive or desire to engage in good teaching.

Therefore, this additional research is needed to find out whether the more satisfied teachers are performing better or not. Hence, this study was conducted to investigate how teacher's job satisfaction affects teachers' job performance.

### 1.1 Research Background

The situations in which instructors work and the requests put upon them by society are dynamically getting more complex. As education in Malaysia is moving towards autonomy, indeed higher desires and more noteworthy needs presently weight the teachers to perform viably within the classroom. With the rapid development as of now happening within the country, teachers have to be sensitive and open to the changes taking put. The solid working environment serves as a catalyst to superior adjustment of changes which can boost teacher's excellence and promote job satisfaction (Ghavifekr & Pillai, 2016).

Previous research states that the ultimate performance in the educational environment depends entirely on its employees especially teachers. In Malaysia, the education sector has evolved significantly by launching the Education Strategic Plan in achieving the objectives of Malaysia's vision 2020. Various analysts have contended that respondent's statistic characteristics along with working environments such as government and organizational arrangement, emolument framework, workloads, co-worker connections and work-life adjust illustrated critical factors of employees' work satisfaction. Even though numerous studies have been conducted on the ground of job satisfaction, however, the current associations of work-life balance policies impact on job satisfaction among teachers are still limited in Malaysia (Johari *et al.*, 2018).

As the number of students increases each year, the role of teachers as educators will become more challenging. The current trend of change in our country has made the process of educating today's students more complex. Thus, the main goal of today's education is to create young people capable of

addressing the challenges of developmental change. This goal can be achieved if today's teachers are aware of the changes and are aware that these changes require adjustments in various aspects including responsibilities, workloads, knowledge enhancement and the role they play in bringing about job satisfaction in the profession (Woo, 2007). Therefore, the teachers have to provide more teaching materials and techniques that are suitable for primary school. Therefore, job satisfaction is very important for teachers so that teachers will continue to be motivated to carry out their work as teachers. When teachers find satisfaction in teaching, teachers' work performance will also increase.

Students are achieving when they acquire the knowledge, skills, and attitudes that will prepare them to lead happy and successful lives. Basic skills in language arts and math are critically important, especially for elementary students, but are not sufficient. They are building blocks, a starting place for moving to other, higher-order dimensions of achievement (Education Evolving, 2016). Therefore, this study is to identify how job satisfaction among teachers can affect their job performance.

## 1.2 Problem Statements

Berita Harian reported in 2018 recorded 2.66 million primary school students starting school in 2018. Meanwhile, according to the Ministry of Education Malaysia (MOE) website in 2019, the number of primary school students increased by 2.72 million primary school students. This means that the workload of teachers will become more difficult as the number of students in primary schools increases. Among the problems that exist in educational organizations are the problems of teacher quality. This is because teachers are the most important individuals in producing quality education, but often the pressure is on the teacher to influence the productivity, performance and efficiency of the teacher.

Dr. Sapora Sipon in Utusan Malaysia dated July 27, 2007, stated that the teaching profession is seen as a profession that is often tedious and stressful and has a negative impact on its members. Teachers who are overly burdened with their workload and consequently feel pressured will negatively affect the quality of their education. Sipon (2007) also adds that educational issues such as widespread student discipline problems, workloads, teacher shortage problems, classroom shortages, role conflicts, role ambiguity and a host of other problems that cannot be adequately addressed can adversely affect teacher well-being.

Moreover, this research conduct in primary schools at the Kem Terendak area because over the last few years has found that the achievement of the Primary School Achievement Test (UPSR) for students in primary schools is increasing. Thus, this research wants to study whether job satisfaction among teachers in these primary schools affects teacher's job performance in primary schools in the Kem Terendak area. Therefore, primary schools in the Kem Terendak were selected to study the relationship between teacher's job satisfaction with teacher's job performance in these schools.

## 1.3 Research Questions

- (i) What is the relationship between job satisfaction and job performance among primary school teachers at Kem Terendak?
- (ii) What is the most influential factor in job satisfaction among primary school teachers at Kem Terendak?

## 1.4 Research Objectives

- (i) To identify the relationship between job satisfaction and job performance among primary school teachers at Kem Terendak.
- (ii) To determine the most influential factor in job satisfaction among primary school teachers at Kem Terendak.

### 1.5 Scope of the Study

The scope of this study was conducted by collecting data and information from respondents consisting of 58 teachers in primary schools in Kem Terendak area.

### 1.6 Significance of the Study

Significantly from this study may help primary school teachers in the Kem Terendak area to improve the quality of teaching methods to be delivered to primary school students and at the same time can enhance the performance of teachers. In addition, in dealing with the demands of the times, the principal is also required to be more proactive in solving problems. In addition, the principal needs guidance that will help them understand the wants and needs of all schools whether the staff, non-teacher staff and students as well as the local community in leading the school to excellence. Therefore, this study can provide some guidance, trigger ideas and open up positive thinking space for school teachers to continue to provide the best for their students.

## 2. Literature Review

### 2.1 Teacher's Job Satisfaction

According to Ramlee (2009), job satisfaction is the instinctive desire of every person who can do the job. Someone who achieves a high level of job satisfaction is said to be highly motivated by productivity in helping his or her organization achieve its goals. An employee's optimistic attitude is very important to himself and the organization. Job satisfaction can be defined as a positive or negative evaluation of one's career. Spector (1997) defined job satisfaction as the degree to which a worker liked the job they were doing. Some workers feel that work is very important in life and they enjoy their work. Some feel they hate their job but have to do their job. Job satisfaction also can be defined as an employee's positive evaluation of his or her work situation (Weiss, 2002). A study by Chan and Mak (2016) defined job satisfaction as the achievement of employees who met their job value.

Research by Perrachione *et al.* (2008), noted that the concept of job satisfaction has an important research base in the social sciences such as industrial and organizational psychology, public administration, education and management. Studies on job satisfaction in education have found that both the outcome and the antecedent are the influence on teacher satisfaction. This study has examined at least three possible outcomes, retention, reduction and absence and at least three major influences, namely demographic variables, job-related characteristics and work experience (Perrachione *et al.*, 2008).

An employee who is able to manage the time between personal and career commitments can ease the tensions facing his or her life after life can increase pride in his or her organization (Machuca *et al.*, 2016). An organization must strive to meet the needs of each of its employees as there is evidence that more and more workers are leaving their jobs, indicating that employees are dissatisfied with their work. Job satisfaction is one of the most important factors in an organization and some of its value is in the education field (Ambotang & Kletus, 2018). They also noted that there are studies that show that effective leadership is a dominant factor in improving job satisfaction and can lead to academic improvement.

Ma and MacMillan (1999) as well as Mohamad and Yaacob (2013) found that the work environment plays an important role in teachers' job satisfaction. In the school environment, teachers evaluate their role by determining what they feel when they are at work every day. Certain variables such as age, race and gender are closely related to teacher job satisfaction. In addition, the work

environment, autonomy in the classroom, the support of administrators and leadership opportunities all play a role in explaining the differences in teacher satisfaction levels.

According to Mohamad and Yaacob (2013) most studies on teacher job satisfaction refer to early work that identifies factors of satisfaction and dissatisfaction. Job satisfaction and job dissatisfaction are related but are influenced by different factors. Herzberg's Two-Factor Theory combines factors satisfaction is motivation (high need level) and factor satisfaction is hygiene (low need level). The level of need encompasses the intrinsic aspects of achievement, recognition, employment, responsibility and opportunities for development. Whereas the minimum requirements are work environment, supervision, work policies, pay and interpersonal relationships. Teachers' job satisfaction is an important indicator of the well-being of teachers and students. Increased job satisfaction leads to retention and can produce quality teachers (Mohamad & Yaacob, 2013).

## 2.2 Teacher's Job Performance

According to Rezaee *et al* (2018), performance achievement of a high level of execution through efficiency and productivity has continuously been an organizational objective of tall need. In arrange to do that, an exceedingly fulfilled work staff could be a cardinal need to realize more profitable execution in an organization. Job performance is conceptualized simply in output terms as the accomplishment of evaluated goals. But performance could be a matter not as it were in what individuals accomplish but how they achieve it. Performance could be a behaviour or activity that's important for the accomplishment of an organization's objectives which can be measured in terms of the level of capability or commitment to objectives that are spoken to by a specific activity or set of activities.

A study by Hussain *et al.* (2019) shows the performance of an employee is of concern and esteem for each organization. Extreme success or disappointment of organizations depends primarily on the performance of employees. When employees perform way better it leads the organization ahead and makes it fruitful and viable. The superior performance of employees eventually leads towards superior organizational execution as well.

Positive effects on organizations especially in terms of organizational productivity can be achieved through the relationship between job satisfaction and job performance (Tamrin & Raop, 2015). According to Edwards *et al.* (2008) and Zhang and Zheng (2009) in McWherter (2012), the field of education research has found that job satisfaction has been positively correlated to higher job performance.

Literature shows that there are various dimensions of a teacher's performance that are a promising source of information for human resource decisions. Some think that the most direct and objective evidence of teacher performance is added value based on the improvement in student test scores (Taylor & Tyler, 2012). Also, teacher performance reviews are increasingly being used as a tool for improving teaching and learning by distinguishing between teachers and different levels of performance.

Research by Ghavifekr and Pillai (2016) in Baluyos *et al.*, (2018) has conducted a survey of six government secondary schools in the district of Penampang, Sabah, Malaysia. The teachers at the school are satisfied with their work and the responsibility factor is a contributor to the most significant job satisfaction. Based on the years of service in their current school, there were statistically significant differences in the level of job satisfaction among teachers. Secondary schools in Sabah have a positive and open climate with professional teacher behaviour factors as the most significant contributors. The results indicate the need to provide a positive organizational environment.

Teacher's job satisfaction and teacher teaching performance are very important. High levels of teacher satisfaction in the supervision and safety of school principals are factors contributing to their

performance. Teacher work performance is influenced in part by the guidance of the school principal and directly influenced by the job security of the teacher (Baluyos *et al.*, 2018).

### 2.3 Conceptual Framework

Figure 1 shows the conceptual framework on the relationship between teachers' job satisfaction with teachers' job performance and student academic achievement.



**Figure 1: The conceptual framework of this study**

## 3. Research Methodology

### 3.1 Research Design

This study is a quantitative survey method in which a set of questionnaires is used. The random sample was easy to use for the selection of respondents so that every teacher had the same opportunity to be selected as the respondents from two primary schools in the Kem Terendak, Melaka.

### 3.2 Research Process

The study began by finding the issues related to the job satisfaction of teachers in their work to pursue this research. Subject areas related to the research were also identified before conducting this research. In order to do this research, the information related to the study needs to be searched. Next, appropriate respondents played an important role in this research. The researcher sets the best and most appropriate method for obtaining the desired research information. After that, information obtained using the selected method needs to be filtered to obtain the data needed in the study. The final step is writing a report of the results and do the conclusions from the entire research.

### 3.3 Data Collection Method

The research data have been handled and collected at the selected primary schools in the Kem Terendak area. Respondents have been asked to provide their feedback on matters related to job satisfaction in their workplace and the relationship between teacher performance and student academic achievements. Descriptive studies will be conducted on the questionnaire purpose. The questionnaire has been distributed to respondents using an online survey with is Google Form. The collection process can be improved by using this method as the population is concentrated in the area. However, according to research from Nulty (2008), survey methods and online courses almost always have significantly lower response rates than those obtained using paper surveys. But this method has been chosen because it is best used to prevent teachers from being distracted when distributes the questionnaire during working hours. This method is also best used to prevent close contact with school teachers following the ongoing COVID-19 pandemic while carrying out this research.

### 3.4 Population and Sampling Techniques

#### (a) Target Population

The target population for this research is all teachers who teach primary school students in the Kem Terendak area including Senior Administrative and Academic Assistant Teachers, Senior Student Affairs Teachers, Curriculum Senior Assistant Teachers, Committee Chair and regular teachers. The sample consisted of 58 teachers randomly selected from two primary schools at the Kem Terendak, Malacca.

### (b) Sampling Technique

Results In order to reach a general conclusion, the sample selected from the population must be in an appropriate manner (Barreiro & Albandoz, 2001). For this research, the samples were teachers from primary school in the Kem Terendak area. The targeted respondents consisted of various age groups, genders, races, experience working as a teacher, education levels and working time spend at school per day. This research is only for full-time teachers. In this research, the researcher used simple random sampling techniques. This is because all teachers who teach primary school students in the Kem Terendak area have the opportunity to become respondents. In addition, simple random sampling is also more convenient, inexpensive and quick to conduct research.

### 3.4 Pilot Test

The researcher developed the questionnaire used in this research by referring to several previous studies and based on an extensive literature review. Before the distribution of the questionnaires, a pilot test will be carried out to measure the validity and reliability of the questionnaires. It is important as it helps to improve the reliability of the survey questionnaires. The researcher the minimum number of respondents to conduct a pilot test is which is 20. The minimum value for inter-item correlation is 0.15 to 0.20. However, the range between 0.40 to 0.50 is considered high mean intercorrelation. In this research, the inter-item correlation of reliability is between 0.599 to 0.862. The tangibility is between 0.183 to 0.753. the assurance is between 0.607 to 0.830. The empathy is between 0.529 to 0.864. The responsiveness is between 0.620 to 0.886. The dependent variable for customer satisfaction is 0.822 to 0.875. Table 1 shows the reliability test for teacher's job satisfaction.

**Table 1: Reliability for teacher's job satisfaction**

<b>Reliability Statistics</b>				
	Cronbach's Alpha	N of Items		
	.893	14		

  

<b>Item-total statistics</b>				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-total correlation	Cronbach's Alpha if Item Deleted
JS1	52.9500	31.839	.598	.886
JS2	53.0000	31.895	.539	.888
JS3	53.0000	32.842	.395	.893
JS4	52.4500	31.418	.611	.885
JS5	52.9000	32.516	.544	.888
JS6	52.8000	34.168	.269	.897
JS7	52.6500	32.239	.521	.888
JS8	52.9500	29.734	.644	.883
JS9	52.9500	28.682	.779	.876
JS10	52.9000	29.463	.717	.879
JS11	52.7500	33.461	.365	.894
JS12	53.0500	29.945	.698	.880

### 3.5 Construct Measurement

In this research, there is one independent variable that is job satisfaction and one dependent variable that is job performance. There are three sections in the survey: Section A, Section B and Section C. Section A is a multiple choices question that covers demographic questions that is age, gender, races, experience working as a teacher, education levels and working time spend at school per

day. These questions adapted from McWherter (2012). Section B refers to questions related to job satisfaction among teachers adopted from Ismail *et al.* (2016). There are 14 questions that teachers need to fill. The scale used by the researcher in this research was the 5-Likert Scale for independent variables. These five points are Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5). Next, Section C is related to job performance among teachers. There are 10 related question items about job performance that teachers need to answer. This research used the Section B question adopted from the previous researchers, Shohib & Othman (2019). The measurement method used in this Section B also uses the 5-Likert Scale. In this research, Statistical Package for the Social Sciences (SPSS) software used to analyze the data obtained from the respondents.

### 3.3 Data Analyses

A well-constructed questionnaire about the relationship between teachers' job satisfaction with teachers' job performance at primary schools was used to get the desired information from the respondent. IBM statistical package for social sciences (SPSS) was analyzing the data. for the descriptive analysis, responses were tabulated and analyzed in the form of mean, percentage and standard deviation. In order to do comparison and test hypotheses, inferential analysis such as Spearman's Correlation and Cronbach's Alpha was used. The data analysis used in this research is Descriptive Analysis, Scale measurement, and Inferential Analysis.

## 4. Results and Discussion

### 4.1 Descriptive Analysis

The target respondents for this study are primary school teachers which is a total of 107 people who teach in the area of Kem Terendak, Melaka. Therefore, this research has used Google Form as a method to collect data from teachers. This data was collected after contacted and requested the permission of the school Headmaster to distribute this Google Form to teachers via WhatsApp medium. After several times disseminating the survey, the response rate of the questionnaire is only as much as 52 percent or 58 respondents who cooperate in filling this survey. The data are analyzed by using SPSS.

#### (a) Demographic Profile

Based on Table 2 above, the percentage of the respondents who 21 – 30 years old is 41.4% or 24 people. Respondents who are 31 – 40 years old is 34.5% or 20 people. While respondents who 41 – 50 years old and 51 – 60 years old is 12.1% or seven people respectively. Next, based on Table 3, a total of 11 people represented male which is 19% of respondents while the remaining 47 people or 81% represented female respondents. Meanwhile, Table 4 shows the frequency for Malay is 53 respondent or 91.4%. Frequency for Chinese and Others is two respondents or 3.4% respectively while Indian is only one respondent represent 1%. Table 5 shows experience working as a teacher. Around 35 respondents or 60.3% who is working for 1 – 10 years and 17 respondents or 29.3% is working for 11 – 20 years. Then, four respondents represent 6.9% is 31 – 40 years and only two respondent or 3.4% has experience working as a teacher for 31 – 40 years. Table 6 shows the level of education among teachers. Teachers who have Bachelor Degree is the highest percentage which is 86.2% or 50 respondents. The second highest is Master's Degree which is 10.3 % or six respondents and two respondents or 3.4% is Diploma holder. Lastly, Table 7 tabulated the majority of respondents spend 6 – 10 hours working time spend at school per day which is 56 respondents or 96.6% while two respondents (2%) spend 11 hours and above at school per day.

**Table 2: Frequency and percentage of age of respondents**

		Age		Valid Percent	Cumulative Percent
		Frequency	Percent		
Valid	21 - 30 years old	24	41.4	41.4	41.4
	31 - 40 years old	20	34.5	34.5	75.9
	41 - 50 years old	7	12.1	12.1	87.9
	51 - 60 years old	7	12.1	12.1	100.0
	Total	58	100.0	100.0	

**Table 3: Frequency and percentage of gender of respondents**

		Gender		Valid Percent	Cumulative Percent
		Frequency	Percent		
Valid	Male	11	19.0	19.0	19.0
	Female	47	81.0	81.0	100.0
	Total	58	100.0	100.0	

**Table 4: Frequency and percentage of race of respondents**

		Race		Valid Percent	Cumulative Percent
		Frequency	Percent		
Valid	Malay	53	91.4	91.4	91.4
	Chinese	2	3.4	3.4	94.8
	Indian	1	1.7	1.7	96.6
	Others	2	3.4	3.4	100.0
	Total	58	100.0	100.0	

**Table 5: Frequency and percentage of experience working as a teacher**

		Experience working as a teacher		Valid Percent	Cumulative Percent
		Frequency	Percent		
Valid	1 - 10 years	35	60.3	60.3	60.3
	11 - 20 years	17	29.3	29.3	89.7
	21 - 30 years	4	6.9	6.9	96.6
	31 - 40 years	2	3.4	3.4	100.0
	Total	58	100.0	100.0	

**Table 6: Frequency and percentage of education level of respondents**

		Education level		Valid Percent	Cumulative Percent
		Frequency	Percent		
Valid	Diploma	2	3.4	3.4	3.4
	Bachelor Degree	50	86.2	86.2	89.7
	Master's Degree	6	10.3	10.3	100.0
	Total	58	100.0	100.0	

**Table 7: Frequency and percentage of working time spend at school per day**

<b>Working time spend at school per day</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6 - 10 hours	56	96.6	96.6	96.6
	> 11 hours	2	3.4	3.4	100.0
	Total	58	100.0	100.0	

*(b) Mean and Standard Deviation*

According to Table 8, JS4 is the highest mean which is 4.5868 while, the lowest mean is JS12 which is 4.0000. This result indicates that most of the respondents choose to agree. Table 8 also shows JS13 scores the highest standard deviation which is 0.85769 whereas JS4 and JS6 score the lowest standard deviation which is 0.53095. Based on this result, it shows that the score of standard deviation for all factors of teacher's job satisfaction variables is above 0.53095 but below 0.85769.

**Table 8: Mean and standard deviation for factor of teacher's job satisfaction variables**

<b>Teacher's Job Satisfaction</b>				
		Mean	Standard Deviation	N
JS1	I am satisfied with the supervision of my duties	4.1552	0.58645	58
JS2	I am generally very satisfied now	4.1552	0.64350	58
JS3	I am content to do things that do not conflict with my beliefs	4.2241	0.67650	58
JS4	I am very happy to be able to do something for others	4.5862	0.53095	58
JS5	I am very satisfied with my co-workers	4.2414	0.62996	58
JS6	I am very satisfied with the achievements gained from the I do	4.4138	0.53095	58
JS7	I am very satisfied to be able to perform the task perfectly	4.2759	0.66999	58
JS8	I am satisfied with safety at workplace	4.2586	0.76228	58
JS9	I am satisfied with the appreciation from friends and administrators	4.1724	0.72880	58
JS10	I am very satisfied with the opportunity given to me to use my abilities	4.2586	0.80699	58
JS11	I am very satisfied with the salary received	4.0345	0.81576	58
JS12	I am satisfied with the management here	4.0000	0.79472	58
JS13	I am very satisfied with my involvement in decision making	4.0345	0.85769	58
JS14	I am very happy to be able to do different jobs from time to time	4.1379	0.73624	58

Table 9 shows the highest mean values are JP5 which is 4.6207 and the lowest mean is JP2 which is 4.1034. This result indicates that most of the respondents choose to agree. From Table 9, JP4 in teacher's job satisfaction is the highest standard deviation of 0.84059 whereas JP7 in teacher's job satisfaction scores the lowest standard deviation of 0.49345. Based on this result, it shows that the score of standard deviation for teacher's job performance variables is above 0.49345 but below 0.84059.

**Table 9: Mean and standard deviation for factor of teacher's job performance variables**

Teacher's Job Performance		Mean	Standard Deviation	N
JP1	I participated actively in co-curricular activities in my school	4.3276	0.71052	58
JP2	I am involved in setting goals for my school	4.1034	0.87238	58
JP3	I supervise my students in their activities	4.3448	0.60847	58
JP4	I prepare a scheme of work at the beginning of every term	4.1724	0.84059	58
JP5	I prepare a lesson plan before the actual teaching	4.6207	0.52407	58
JP6	I manage classroom records actively	4.3276	0.63212	58
JP7	I participate in staff meetings	4.3966	0.49345	58

*(c) Normality Test*

Table 10 shows the Kolmogorov-Smirnov test data used in this normality test. The Kolmogorov-Smirnov is one sample of non-parametric test that a procedure to examine the agreement between two sets of values. The reason why this result used Kolmogorov-Smirnov is that the respondent is more than 50. Then, the significance of the data value of teacher's job satisfaction is less than 0.05 which is not normal and the significance of data value of teacher's job satisfaction is more than 0.05 which is normal. But it is still classified as not normal because one of its values is not normal.

**Table 10: Result of normality test for all variables**

	Kolmogorov-Smirnov <sup>a</sup>		
	Statistic	df	Sig.
Teacher's Job Satisfaction	0.120	58	0.038
Teacher's Job Performance	0.115	58	0.056

*(d) Reliability Test*

Table 11 shows the Cronbach's Alpha of the independent variable and dependent variable in this research. The total of the measured item is 14 items for job satisfaction and seven items for teacher's job performance. A generally accepted rule is that the value of Cronbach's Alpha of 0.6 – 0.7 indicates an acceptable level of reliability, 0.8 or greater a very good level. However, a value higher than 0.95 are not essentially good, since it might be an indication of idleness. Based on the table, there is one independent variable for measuring the teacher's job satisfaction and one dependent variable

for measuring the teacher’s job performance. The reliability of Cronbach's Alpha for teacher’s job satisfaction is 0.887 and teacher’s job performance is 0.705. All items adopted in the questionnaire for this research are reliable as all independent variables and dependent variable have at least a minimum value of 0.5 for its Cronbach Alpha. Between these two variables, teacher’s job satisfaction has the highest Cronbach's Alpha with the value of 0.887 whereas teacher’s job performance has the lowest Cronbach's Alpha with the value of 0.705.

**Table 11: Result of reliability test for all variables**

Variables	Cronbach’s Alpha
Teacher’s Job Satisfaction	0.887
Teacher’s Job Performance	0.705

#### 4.2 Hypothesis Testing

##### (a) Spearman’s Correlation Analysis

Table 12 shows the average teacher’s job satisfaction is correlated to the teacher’s job performance. Teacher’s job satisfaction has the coefficient correlation value of 0.660 ( $p < 0.005$ ). Based on this data, there is a positive relationship between job satisfaction and job performance among primary school teachers. Besides, if the job satisfaction among teachers increases, so job performance among teachers will increase too.

**Table 12: Spearman’s correlation analysis**

Variables	Teacher’s Job Satisfaction	Teacher’s Job Performance
Teacher’s Job Satisfaction	1.000	0.660
Teacher’s Job Performance	0.660	1.000

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

##### (b) Linear Regression Analysis

This analysis is a model base technique that used to predict the value of a variable based on another variable. The hypothesis was tested to find out which of the variables had a significant positive effect on teacher’s job performance. The result of the regression analysis is summarized in the following table below.

The significant value (p-value) of ANOVA was found to be 0.000 as shown in the table above, which less than 0.05. In addition, the existence of a significant effect of teacher’s job satisfaction on job performance was identified based on their sig. values which the predicting variable is significant if the sig. values are less than 0.05 or of the t-Statistics value is greater than two. Next, the regression analysis was found that teacher’s job satisfaction has a significant positive effect on teacher’s job performance among primary school teachers. Therefore, the hypothesis was accepted.

**Table 13: Model summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.690 <sup>a</sup>	.475	.466	.29974	2.377

a. Predictors: (Constant), avJS  
 b. Dependent Variable: avJP

**Table 14: ANOVA**

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.561	1	4.561	50.766	.000
	Residual	5.031	56	.090		
	Total	9.592	57			

a. Dependent Variable: avJP  
b. Predictors: (Constant), avJS

**Table 15: Coefficients**

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.676	.374		4.480	.000
	avJS	.630	.088	.690	7.125	.000

a. Dependent Variable: avJP

**Table 16: Result of hypothesis testing with regression**

Hypothesis	P value (sig)	Hypothesis accepted/rejected
Teacher's job satisfaction has significant relationship between teacher's job performance	0.000	Hypothesis accepted

### 4.3 Discussions

#### (a) Objective 1

Spearman's correlation analysis was used in this study to identify the relationship between teacher's job satisfaction and teacher's job performance among primary school teachers at Kem Terendak. Based on the result in Table 12 showed that teacher's job satisfaction results are correlated to teacher's job performance. There is a positive relationship between job satisfaction and job performance among primary school teachers. Besides, if the job satisfaction among teachers increases, so job performance among teachers will increase too.

#### (b) Objective 2

In this research, linear regression analysis to determine the most influential factor in job satisfaction among primary school teachers at Kem Terendak. The analysis conducted separately. The significant value (p-value) of ANOVA was found to be 0.000 as shown in Table 14, which less than 0.05. In addition, the existence of the significant effect of teacher's job satisfaction on teacher's job performance was identified based on their sig. values which the predicting variable is significant if the sig. values are less than 0.05 or of the t-Statistics value is greater than two. Then, the regression analysis was found that job satisfaction has a significant positive effect on job performance among primary school teachers. Therefore, the hypothesis was accepted.

## 5. Conclusion

In conclusion, the purpose of this research is to identify the relationship between job satisfaction and job performance among primary school teachers at Kem Terendak, Melaka. The variable used in

this research is teacher's job satisfaction and teacher's job performance. A total of 107 questionnaires has been distributed and 58 questionnaires have been returned. The analysis used in this research is descriptive analysis, reliability, correlation analysis and regression analysis.

From the result, the researcher found out that there is a positive relationship between job satisfaction and job performance among primary school teachers. If the job satisfaction among teachers increases, job performance among teachers also will increase too. From the regression analysis, it was found out that job satisfaction has a significant effect on job performance among primary school teachers. It is concluded that the hypothesis is accepted.

### Acknowledgement

This research was made possible by support from the Faculty of Technology Management and Business, Universiti Tun Hussein Onn Malaysia.

### References

- Adu, E., Tadu, R., Eze, I. (2014). Teachers' self-efficacy as correlates of secondary school students' academic achievement in Southwestern Nigeria.
- Ambotang, A. S. & Kletus, M. (2018). Kepuasan bekerja guru pemangkin kecemerlangan organisasi pendidikan. Retrieved May 15, 2020, from Utusan Borneo (Sabah) website: <https://www.pressreader.com/malaysia/utusan-borneo-sabah/20180307/282303910642359>
- Banerjee, N., Stearns, E., Moller, S. & Mickelson, R. A. (2017). Teacher job satisfaction and student achievement: The roles of teacher professional community and teacher collaboration in schools. *American Journal of Education*, 123(2), 203–241. <https://doi.org/10.1086/689932>
- Baluyos, G. R.; Rivera, H. L. & Baluyos, E. L. (2018). Teachers' Job Satisfaction and Work Performance. *Open Journal of Social Sciences*, 7, 206–221. <https://doi.org/10.4236/jss.2019.78015>
- Barreiro, P. L. & Albandoz, J. P. (2001). MaMaEuSch Population and sample. Sampling techniques. Retrieved from <http://www.mathematik.uni-kl.de/~mamaeusch>
- Berita Harian. (2019). Hampir 5 juta pelajar mulakan sesi persekolah 2018. Retrieved May 1, 2020, from Berita Harian website: <https://www.bharian.com.my/berita/nasional/2018/01/373729/hampir-5-juta-pelajar-mulakan-sesi-persekolahan-2018>
- Brown, K. M., Anfara, V. A., & Roney, K. (2004, August 26). Student achievement in high performing, suburban middle schools and low performing, urban middle schools: Plausible explanations for the differences. *Education and Urban Society*, Vol. 36, pp. 428–456. <https://doi.org/10.1177/0013124504263339>
- Chan, S. C. H.; Mak, W. M. (2016). Have you experienced fun in the workplace?: An empirical study of workplace fun, trust-in-management and job satisfaction. *Journal of Chinese Human Resource Management*, 7(1), 27–38. <https://doi.org/10.1108/JCHRM-03-2016-0002>
- Education Evolving. (2016). Our Working Definition of Student Achievement and School Quality. Retrieved from [www.educationevolving.org](http://www.educationevolving.org)
- Edwards, B. D.; Bell, S. T.; Arthur, J. W. & Decuir, A. D. (2008). Relationships between facets of job satisfaction and task and contextual performance. *Applied Psychology*, 57(3), 441–465. <https://doi.org/10.1111/j.1464-0597.2008.00328.x>
- Ghavifekr, S. & Pillai, N. S. (2016). The relationship between school's organizational climate and teacher's job satisfaction: Malaysian experience. *Asia Pacific Education Review*, 17(1), 87–106. <https://doi.org/10.1007/s12564-015-9411-8>
- Hirschfeld, R. R. (2002). Achievement orientation and psychological involvement in job tasks: The interactive effects of work alienation and intrinsic job satisfaction. *Journal of Applied Social Psychology*, 32(8), 1663–1681. <https://doi.org/10.1111/j.1559-1816.2002.tb02768.x>
- Hulleman, C. S. & Barron, K. E. (2010). Performance pay and teacher motivation: Separating myth from reality. *Phi Delta Kappan*, 91(8), 27–31. <https://doi.org/10.1177/003172171009100806>
- Hussain, A., Yusoff, R. M., Khan, M. A. Diah, M. L. M., Shahbaz, M. S. (2019). The effect of transformational leadership on employee job performance through mediating role of organizational commitment in logistic sector of Pakistan. *International Journal of Supply Chain Management*, 8(4), 162–176.
- Ismail, N. M. Z., Abdul Wahab, J. & Md Hassan, R. (2016). Kepuasan Kerja Guru dan Perbezaannya Berdasarkan Pencapaian Sekolah ( Teacher Job Satisfaction and Performance Based Schools difference ). *Jurnal Personalia Pelajar*, 19(1), 49–54.

- Johari, F. S., Ruslani, M. R., Samsudin, N. M. R., Zolkapli, N. M., Basirun, S. N. (2018). Understanding Teachers' Job Satisfaction Through Work-Life Balance Policies. *Journal of Academia UiTM Negeri Sembilan*, 6(1), 112–119.
- Ma, X. & MacMillan, R. B. (1999). Influences of workplace conditions on teachers' job satisfaction. *Journal of Educational Research*, 93(1), 39–47. <https://doi.org/10.1080/00220679909597627>
- Machuca, M. M., Mirabent, J. B., Alegre, I. (2016). Work-life balance and its relationship with organizational pride and job satisfaction. *Journal of Managerial Psychology*, 31(2), 586–602. <https://doi.org/10.1108/JMP-09-2014-0272>
- McWherter, S. (2012). The Effects of Teacher and Student Satisfaction on Student Achievement Recommended Citation. Retrieved from [https://digitalcommons.gardner-webb.edu/education\\_etd/64](https://digitalcommons.gardner-webb.edu/education_etd/64)
- Michaelowa, K. (2002). Teacher job satisfaction, student achievement, and the cost of primary education in Francophone Sub-Saharan Africa.
- MOE - Statistic Of School, Student & Teachers. (2019). Retrieved May 1, 2020, from Kementerian Pendidikan Malaysia website: <https://www.moe.gov.my/en/statistik-menu/statistik-bilangan-sekolah-murid-guru>
- Mohamad, J. & Yaacob, N. N. R. (2013). Kajian tentang kepuasan bekerja dalam kalangan guru-guru pendidikan khas (a study on job satisfaction among special education teachers). In *asia pacific journal of educators and education* (vol. 28).
- Nulty, D. D. (2008). The adequacy of response rates to online and paper surveys: what can be done? *Assessment & Evaluation in Higher Education*, 33(3), 301–314. <https://doi.org/10.1080/02602930701293231>
- Perrachione, B. A.; Rosser, V. J.; Petersen, G. J. (2008). Why Do They Stay? Elementary Teachers' Perceptions of Job Satisfaction and Retention (Vol. 32).
- Ramlee, M. (2009). Job Satisfaction Among Vocational Teachers in Malaysia. *International Journal for Educational Studies*, 1(2), 169–186.
- Renzulli, A. L.; Parrott, H. M. & Beattie, I. R. (2011). Racial mismatch and school type: Teacher satisfaction and retention in charter and traditional public schools. *Sociology of Education*, 84(1), 23–48. <https://doi.org/10.1177/0038040710392720>
- Rezaee, A., Khoshshima, H., Bahtash, E. Z., Sarani, A. (2018). A mixed method study of the relationship between EFL teachers' job satisfaction and job performance in Iran. *International Journal of Instruction*, 11(4), 391–408. <https://doi.org/10.12973/iji.2018.11425a>
- Shohib, M. W. & Othman, A. (2019). Teachers' Appraisal Methods and Job Performance: Learning from an Islamic Boarding School in Indonesia. *IIUM Journal of Educational Studies*, 6(2), 17–30. <https://doi.org/10.31436/ijes.v6i2.210>
- Sipon, S. (2007). Pendidik Mesti Bijak Kawal Emosi.
- Song, H. (2007, September 8). Literature review of teacher job satisfaction. *Chinese Education and Society*, Vol. 40, pp. 11–16. <https://doi.org/10.2753/CED1061-1932400502>
- Soodmand Afshar, H., & Doosti, M. (2016). Investigating the impact of job satisfaction/dissatisfaction on Iranian English teachers' job performance Iranian Journal of Language Teaching Research. In *Iranian Journal of Language Teaching Research* (Vol. 4). Retrieved from [www.urmia.ac.ir/ijltr](http://www.urmia.ac.ir/ijltr)
- Spector, P. E. (1997). *Job Satisfaction: Application, Assessment, Causes, and Consequences* - Paul E. Spector - Google Books. Retrieved May 12, 2020, from [https://books.google.com.my/books?hl=en&lr=&id=\\_AXCgAAQBAJ&oi=fnd&pg=PR7&dq=Spector,+P.E.+1997,+Job+Satisfaction:+Application,+Assessment,+Causes,+and+Consequences,+Sage,+Thousand+Oaks,+CA.+pdf&ots=epKsGyY8cc&sig=CxBIal4PBcnPmkT7tp7B6uYtK-o#v=onepage&q](https://books.google.com.my/books?hl=en&lr=&id=_AXCgAAQBAJ&oi=fnd&pg=PR7&dq=Spector,+P.E.+1997,+Job+Satisfaction:+Application,+Assessment,+Causes,+and+Consequences,+Sage,+Thousand+Oaks,+CA.+pdf&ots=epKsGyY8cc&sig=CxBIal4PBcnPmkT7tp7B6uYtK-o#v=onepage&q)
- Tamrin, H. & Raop, N. A. (2015). Kepuasan Kerja : Hubungannya dengan prestasi kerja dalam kalangan kakitangan Yayasan Pembangunan Keluarga Darul Takzim (YPKDT) Nusajaya, Johor Bahru. *Journal of Human Capital Development*, 8(2), 115–129.
- Taylor, E. S. & Tyler, J. H. (2012). The Effect of Evaluation on Teacher Performance †. *American Economic Review*, (7), 3628–3651. <https://doi.org/10.1257/aer.102.7.3628>
- Weiss, H. M. (2002). Deconstructing job satisfaction. Separating evaluations, beliefs and affective experiences. *Human Resource Management Review*, 12(2), 173–194. [https://doi.org/10.1016/S1053-4822\(02\)00045-1](https://doi.org/10.1016/S1053-4822(02)00045-1)
- Yoke Ling, W. (2007). Kepuasan Kerja Guru-Guru Aliran Pendidikan Teknikal Dan Vokasional Di Sekolah-Sekolah Menengah Teknik Di Negeri Johor Darul Takzim.
- Yusof, F., & Ba'yah, N. (2012). Kepuasan Kerja, Tret Optimistik, Keadilan Organisasi Dan Hubungannya Dengan Prestasi Kerja. *Jurnal Kemanusiaan*, 19(1997), 69–82.
- Zhang, J. & Zheng, W. (2009). How does satisfaction translate into performance? An examination of commitment and cultural values. *Human Resource Development Quarterly*, 20(3), 331–351. <https://doi.org/10.1002/hrdq.20022>