

Work Performance Among Teachers in Vernacular Schools Malacca

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Abstract

Work performance of teachers is paramount in shaping the educational landscape, as educators play a pivotal role in nurturing the intellectual, social, and emotional development of students. Building on this understanding, Putra (2022) asserts that teacher's work performance not only directly influences students' learning and academic success but also serves as a cornerstone for establishing a positive and motivating learning environment. Several external factors, including the teaching-learning process, students' outcomes, and professional development, all have an impact on teachers' work performance (Almasri, 2022), (Santana-Monagas, 2022) & (Appova, 2018). These factors are typically under the control of school administrators and leaders. This study is carried out to further analyse the external factors identified related to work performance, which led to job satisfaction among teachers in vernacular schools in Malacca. A survey was conducted, and data was gathered from teachers in the vernacular school in Malacca, to meet the research objectives.

Research Background

The influence of teachers' work performance surpasses its immediate effect on individual students; it reaches into the broader construction of societal dynamics. The quality of teaching and the achievement of high academic standards rely heavily on the job satisfaction of teachers, fostering positive sentiments toward teachers' work performance. To assess this correlation, teachers emerged as among the primary subjects and focal points in earlier research endeavours aimed at evaluating work performance and job satisfaction in the education industry (Sahito, 2020). Findings from past research indicates that external elements, such as the teaching-learning process, students' outcome, and professional

development, collectively influence the work performance of teachers. Therefore, this study is conducted to analyse deeper into the external factors associated with work performance, specifically examining their role in fostering job satisfaction among teachers in vernacular schools around Malacca.

Problem Statement

Teachers in vernacular schools in Malaysia continue to grapple with persistent challenges linked to work performances since the start of the Covid-19 pandemic in 2019. These ongoing hurdles underscore the need for targeted interventions and support to enhance the overall effectiveness and job satisfaction of educators in navigating these multifaceted aspects of their profession. Therefore, it is important to further analyse the external factors related to work performance, which led to job satisfaction especially among vernacular schoolteachers, due to significant and ongoing changes in the education system.

RESEARCH OBJECTIVE

- I. Investigate the notable correlation between teachers' work performance with their job satisfaction.
- II. Examine the work performance of vernacular schoolteachers in Malacca concerning the teaching and learning process, student outcomes, and professional development.

Significance Of Study

Examining the work performance and understanding the job satisfaction of vernacular schoolteachers is crucial within the present educational landscape in Malaysia. The ongoing transformations within the education sector, predating the Covid-19 pandemic, encompass changes in teaching strategies, curriculum module outcomes, organizational leadership management, and more. As a result, teachers need to dedicate extra time, effort, and make personal sacrifices to adjust and lead through these changes. Significantly, there has been a tendency to overlook in-depth studies on vernacular schoolteachers in Malaysia, underscoring the importance of this research in comprehending the correlations between work performance with job satisfaction as well as the factors in concern.

Literature Review

Teachers' Work Performance

Teachers' work performance significantly influences students' learning and academic achievement Putra (2022). Various factors, including the teaching-learning process, pupil outcomes, and professional growth, impact teachers' performance. Among these factors, job satisfaction is crucial, as dissatisfied teachers may lack commitment and productivity, jeopardizing the teaching profession and hindering the attainment of national goals. Additionally, external factors such as the teaching-learning process, students' outcomes, and professional development, often controlled by school leaders and management, further affect teachers' work performance.

Teachers' Job Satisfaction

Exploring and understanding the levels of job satisfaction among teachers is pivotal in enhancing the overall well-being of educators, fostering a positive teaching environment, and contributing to the effectiveness of schooling system. The education sector has undergone changes, developments, and transformations in terms of courses and subjects, management

and leadership styles, and the governmental framework for the education system (Anand, 2018). Various factors influencing job satisfaction among teachers have been identified in studies spanning decades. However, according to Rezaee (2018), several of these factors have received minimal attention.

Students' Outcomes

Students' outcomes refer to the academic achievements of students in a school, a measure often impacted by various factors including school management, leadership styles within schools, individual contributions, and efforts, as well as family motivation. (Santana-Monagas, 2022). According to Elrayah (2022), the academic achievements of students, known as student outcomes, significantly affect teachers' job satisfaction. Schools with inadequate disciplinary management, a lack of motivation and leadership involvement in student outcomes, and generally problematic students create challenges for teachers in fulfilling their roles, indirectly impacting work performances and their job satisfaction.

Teacher's Professional Development

Professional development among teachers refers to a continuous and purposeful process of learning and growth that enhances educators' knowledge, skills, and competencies. It is designed to improve teaching practices, keep educators abreast of the latest educational methodologies, technology, and research, and foster their overall effectiveness in the classroom. Bell and Gilbert (1994) formulated a framework outlining professional development, highlighting that teachers naturally progress in three dimensions throughout their careers: personally, professionally, and socially. It is emphasized that leaders and authorities within the school should help and support to enhance this growth (Akiri, 2022). Professional development should be provided and guided by principals and the management team of the school according to Etebu (2018). Appova (2018) noted a robust connection between job satisfaction and professional development. Professional development is positioned among motivational factors and leadership styles, influencing both student learning outcomes and teacher job satisfaction.

Research Methodology

Introduction

The research methodology employed in this study is designed based on Saunders' (2007) Onion Model to obtain a comprehensive understanding via its layered approach.

Design of the Study

Utilizing descriptive, correlational, and experimental analyses serves to address research questions and test hypotheses. Opting for a quantitative approach would be the most effective way to attain the study's objectives.

Population and Sample of Study

The study focuses on teachers working in schools in Malacca, with the sample comprising educators from vernacular schools, totalling between 150 individuals. The research utilized a stratified sampling technique, specifically selecting subpopulations of teachers exclusively employed in vernacular schools to participate in the study.

Instrument and Measurement

Data was collected through a survey questionnaire from the schoolteachers within the regions of Jasin, Alor Gajah, and Central Malacca. The questionnaires were designed using *5-point Likert Scale* measurement.

Data collection

Data were gathered through direct distribution among teachers employed in Malacca's vernacular schools as well as through social media distribution. The data collection procedure was overseen, and consent was obtained beforehand.

Data Analysis

Statistical Package for the Social Sciences (SPSS) software which is a data analytical tool were used for data analysis. Various analyses and tests were conducted to achieve the objectives of the study such as Reliability Analysis, Normality Analysis, Frequency Analysis, Correlation Analysis, Multiple Regression Summary Analysis.

Findings And Results

Introduction

A survey was administered to 150 schoolteachers employed in vernacular schools in Malacca. Following preliminary screening to eliminate questionnaires with missing values, 119 valid responses were included. The gathered data underwent analysis using SPSS statistics software, and the ensuing findings will be presented and interpreted in the following sections.

Descriptive Analysis

A descriptive analysis, encompassing reliability, normality, and frequency analyses, was conducted, and the outcomes will be presented in the subsequent sections.

Reliability Analysis

Table 1: Reliability Statistics	
Cronbach's Alpha	N of Items
0.914	50

A reliability analysis was carried out to assess the dependability of the survey data gathered for this study. The outcome is displayed in Table 1 above, revealing a Cronbach's Alpha value of 0.914. This indicates that the data collected for the study is highly reliable, making it suitable for further analysis in the research.

Normality Analysis

Z-Score Analysis

		Statistic	Std. Error	
Job Satisfaction	Mean	27.57	.137	
	95% Confidence Interval for Mean	Lower Bound	27.30	
		Upper Bound	27.84	
	5% Trimmed Mean	27.58		
	Median	28.00		
	Variance	2.230		
	Std. Deviation	1.493		
	Minimum	25		
	Maximum	30		
	Range	5		
	Interquartile Range	3		
	Skewness	-.117	.222	
	Kurtosis	-.931	.440	

Z-Score = -0.527

The Z-score was computed by dividing the skewness statistics value by the standard error, resulting in a total of -0.527. For data to be considered normally distributed, the Z-score value should typically fall within the range of positive or negative 3.29. However, as the final value did not fall within this specified range, the Z-score test suggests that the data was not normally distributed.

Kolmogorov – Smirnov

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Job Satisfaction	.142	119	.000
a. Lilliefors Significance Correction			

With a sample size exceeding 100, the Kolmogorov-Smirnov test result is the most appropriate for interpreting whether the collected data is normally distributed. The result, presented in Table 3 above, indicates a significant value of .000, suggesting that the data was normally distributed within the chosen population.

Histogram

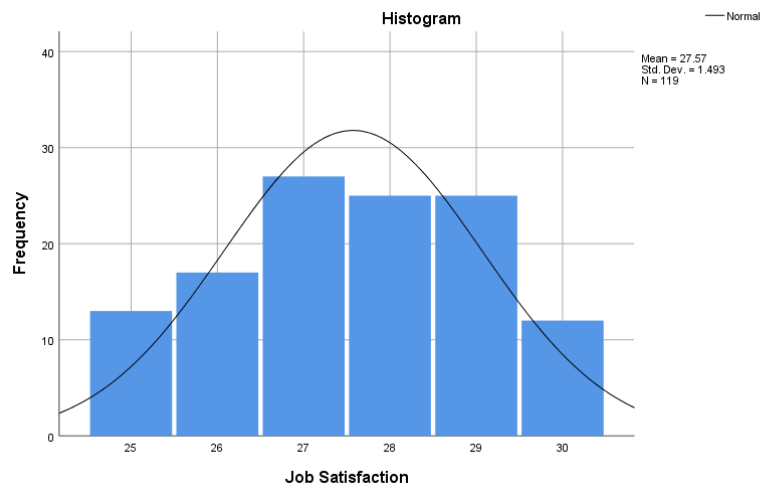


Figure 1: Histogram

As depicted in Figure 1 above, the bell curve aligns seamlessly with the bars in the chart, indicating that the data conforms to a normal distribution within the selected populations, in accordance with the general rules applied for the test.

a. Q-Q Plot

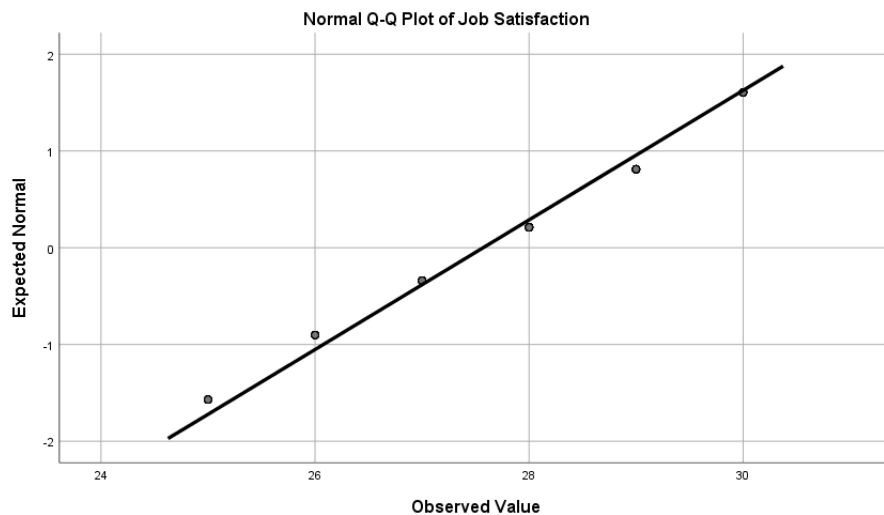


Figure 2: Q-Q Plot

The scatter plot and the line depicted in Figure 2 align nearly perfectly, suggesting that the data adheres closely to a normal distribution, in accordance with the general rules applied for the test result. Moreover, among the four results of the normality analysis, three—Kolmogorov–Smirnov, Histogram, and Q-Q Plot—indicated positive outcomes, affirming that the data was normally distributed for the study.

Frequency Analysis

Age

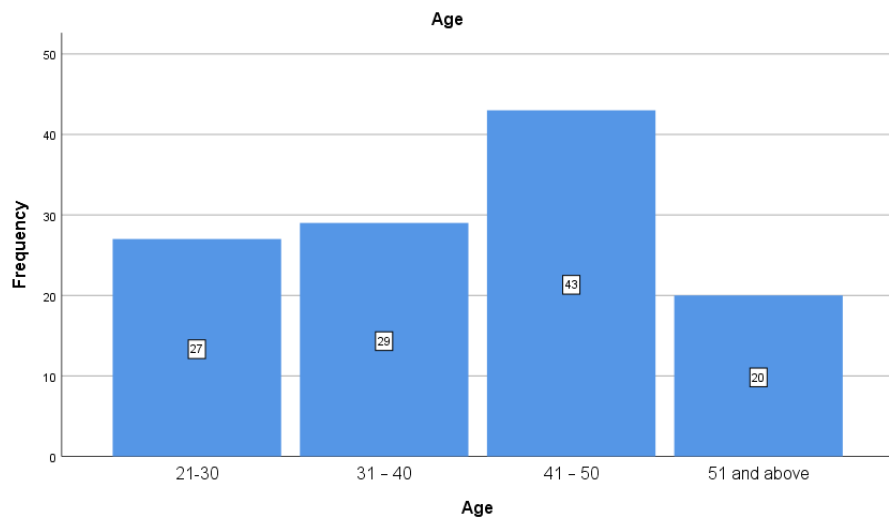


Figure 3: Age

The results of the frequency analysis for the ages of the survey respondents are depicted in Figure 3 above. Most respondents (43) were in the 41 to 50 years age range. Subsequently, 29 respondents were aged between 31 and 40, 27 were in the 21 to 30 years age bracket, and finally, only 20 respondents were 51 years old and above.

Gender

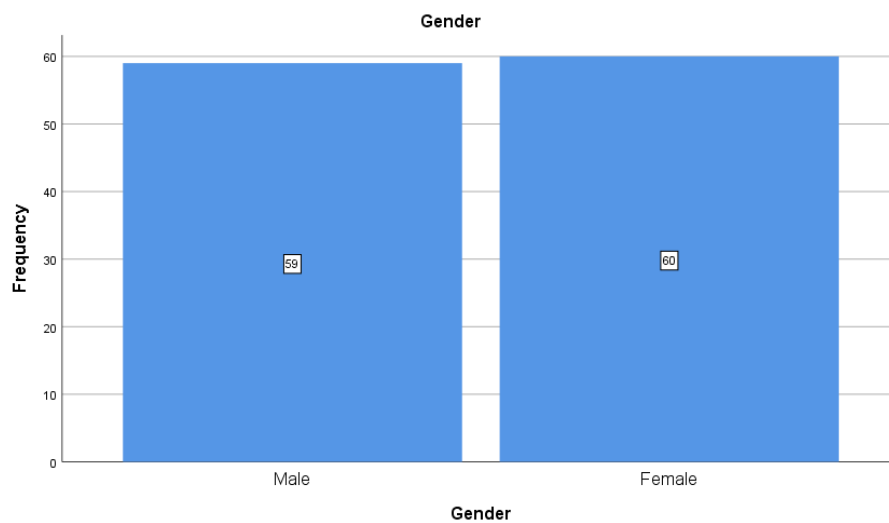


Figure 4: Gender

The data in Figure 4 provides the frequency analysis results for the genders of the survey respondents comprising 60 females, while the remaining 59 respondents were male.

How Long Have You Been Serving as A Teacher in This School?

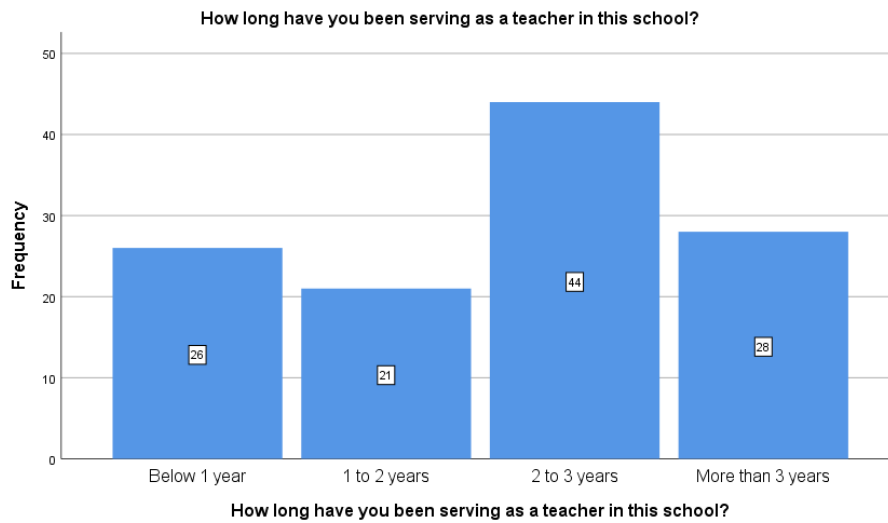


Figure 5: How Long Have You Been Serving as A Teacher in This School?

Based on the data in Figure 6, displayed above, 44 teacher respondents have been serving in their current school for 2 to 3 years. Subsequently, 28 teacher respondents have served for more than 3 years, while 26 have been in their current school for less than 1 year. Finally, only 21 teacher respondents have been serving in their current school for 1 to 2 years.

Type Of Vernacular School That You Are Working in Currently

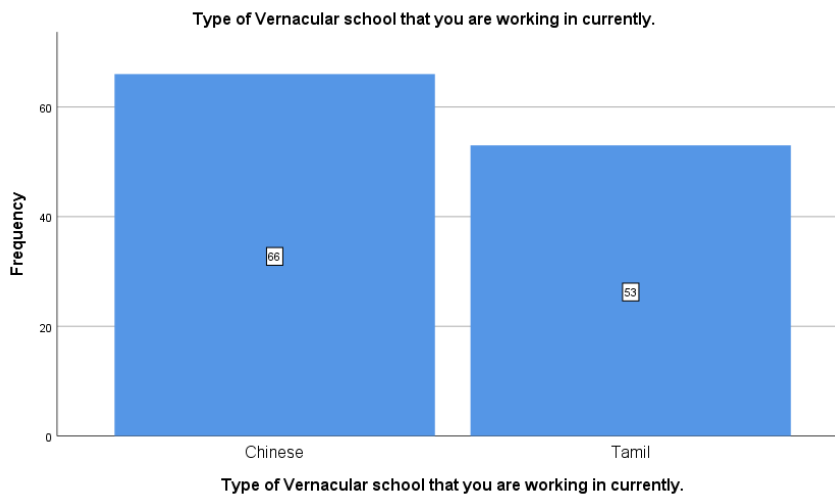


Figure 6: Type of Vernacular School That You Are Working in Currently

Figure 6 above indicates that 66 teacher respondents work in Chinese Vernacular schools, while the remaining 53 respondents work in Tamil Vernacular schools.

Inferential Analysis

Correlation Analysis Between Teachers Work Performance and Job Satisfaction Among Vernacular Primary School Teachers in Malacca.

		Job Satisfaction	Teaching-Learning Process	Pupils' Outcomes	Professional Development
Job Satisfaction	Pearson Correlation	1	.812	.801	.759
	Sig. (2-tailed)		.020	.000	.004
	N	119	119	119	119

Correlation is significant at the 0.05 level (2-tailed).

In the context of 'investigating the notable correlation between teachers' work performance with their job satisfaction', the most prominent relationship was identified between the teaching-learning process and students' outcomes, reflecting a higher correlation with job satisfaction among vernacular schoolteachers in Malacca. Meanwhile, professional development exhibited a moderate correlation with job satisfaction among vernacular schoolteachers in Malacca, as shown in Table 4.

Multiple Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.994 ^a	.987	.986	.174	2.085

a. Predictors: (Constant), Professional Development, Teaching-Learning Process, Students' Outcomes

b. Dependent Variable: Work Performance

The model summary results, which are displayed in Table 5, were used to interpret the R-square value. The obtained R-square value of .987 indicates that the following independent variables can account for 98.7% of the dependent variable, namely work performance among Malaccan vernacular schoolteachers: professional development, teaching-learning process, and student outcomes.

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	259.799	7	37.114	1231.858	.000 ^b
	Residual	3.344	111	.030		
	Total	263.143	118			
a. Dependent Variable: Work Performance						
b. Predictors: (Constant), Professional Development, Teaching-Learning Process, Pupils' Outcomes						

The ANOVA^a test result, where the significant value displays .000, which is less than .005, indicates that the model is appropriate for additional analysis for the study. This is how the significant value from Table 6 above is interpreted.

Discussions:

RQ1:

One of the objectives of this study was to investigate the correlation between the job satisfaction of vernacular schoolteachers in Malacca and their work performance. To fulfil this objective, the work performance which includes 3 factors which was **Teaching-Learning Process, Students' Outcomes and Professional Development** were analysed further. To find out which of these factors has a very significant influence on the teachers' job satisfaction, correlation analysis was performed. The correlation between the **Teaching-Learning Process** as well as **Students' Outcome** and work performance among vernacular schoolteachers in Malacca was notably high. The Pearson Correlation value of .812 and 0.801 respectively, indicates a strong correlation between these variables and the job satisfaction of vernacular schoolteachers in Malacca. Surprisingly, **Professional Development** was found to be moderately correlated to the work performance among vernacular schoolteachers in Malacca where the Pearson Correlation value obtained was .759 which shows a moderate correlation between this variables and job satisfaction among vernacular schoolteachers in Malacca. Besides, the significant value obtained was .000 which implies that the correlation between these variables is significant and positive. Moreover, the obtained significance value of .000 indicates that the correlation between these variables is both significant and positive. As per Etebu (2018), the responsibility for offering and directing professional development should lie with school principals and the management team. The study highlighted that the nature of professional development tends to differ based on the leadership style of principals and the overall management approach of the school. Nevertheless, it was found that professional development significantly impacts the job satisfaction of teachers.

Therefore, it can be asserted that **Professional Development**, a component of the teachers' work performance factor provided to them, has a substantial impact on job satisfaction among teachers. It can be regarded as a key factor contributing significantly to teachers' job satisfaction.

RQ2

The other objective of this study was to '**examine the work performance of vernacular schoolteachers in Malacca concerning the teaching and learning process, student outcomes, and professional development.**' Multiple regression analysis employed the interpretation of

standardized and unstandardized values, namely Beta and β , respectively. The final result of Beta and β value obtained for teachers work performance was $\beta = .732$ and Beta = .691 hence implying that when teachers work performance including, teaching-learning process, students' outcomes and professional development increases, job satisfaction among vernacular schoolteachers in Malacca increases too.

As stated by Putra (2022), teachers' work performance is a crucial factor in students' learning and academic achievement. Additionally, various factors impact teacher work performance, including the teaching-learning process, pupils' outcomes, and professional growth. Furthermore, job satisfaction is identified as one of these significant factors.

Thus, teachers who are dissatisfied with their jobs and harbour discontent are unlikely to exhibit commitment and productivity. Their performance will not reach its full potential when satisfaction is lacking. As a result, not only is the teaching profession jeopardized, but the achievement of national goals is also compromised. Various external factors, including the teaching-learning process, students' outcomes, and professional development, have an impact on teachers' work performance. Typically, these factors are under the control of school leaders and management.

Limitations

The research study encountered several limitations during the construction of the final report. One significant constraint was observed in the data collection process, where reaching out to the targeted population of vernacular schoolteachers in Melaka proved challenging in terms of time and effectiveness. Out of 150 respondents approached, only 119 provided valid responses, as 31 respondents had too many missing values and were rejected by the SPSS software.

Another limitation was the constraint of time. Despite the given time constraints, the data collection process extended due to frequent reminders required for respondents to submit their responses. The busy schedules of these teacher-respondents, engaged in their daily tasks, caused delays in completing the survey.

Recommendations

In future research, it is strongly recommended to increase the sample size to better represent the entire population of targeted vernacular schoolteachers in Malaysia. This would enhance the representation of collected data and improve the study's data analysis. Additionally, it is suggested that future studies consider a qualitative design instead of a quantitative one. This shift aims to allow respondents more freedom in their responses, facilitating a deeper understanding of factors influencing job satisfaction. Qualitative methods may uncover new factors beyond those identified in existing research.

Conclusion

The sole purpose of this study was to examine the work performance of vernacular schoolteachers in Malacca concerning the teaching and learning process, student outcomes, and professional development among teachers as well to see the correlation between teachers' work performance with their job satisfaction. To fulfil this research objectives, survey was conducted, and data was collected which was analysed using SPSS software. Inferential analysis was also performed using correlation and multiple regression analysis. The results from this research provided sufficient insights to believe that the teaching and learning

process, student outcomes, and professional development has an increasing effect towards teachers' work performance.

In the field of education, work performance is crucial, especially for teachers whose commitment and skill are vital in influencing the course of future generations. From this research, we can see the strong relationship between work performance with teachers' job satisfaction. The teaching and learning process benefits directly from a teacher's dedication to high work performance. Students are more likely to be engaged, motivated, and ultimately successful in their academic endeavours when educators consistently provide high-quality instruction. The influence of the ripple effect is not limited to the classroom; it also affects wider student outcomes and advances the educational institution as a whole.

In addition, the pursuit of excellence by educators cultivates a culture of perpetual enhancement, propelling efforts towards professional development and establishing a setting that motivates educators to enhance their abilities, embrace inventive pedagogies, and remain up to date with the most recent developments in the field of education. Essentially, achieving high work performance is not just about teachers achieving personal goals; it also serves as a catalyst for positive changes in the educational environment, creating a win-win cycle that benefits both teachers and the students they mentor.

The significance of comprehending the values associated with fostering a high-performance work culture among teachers in schools cannot be overstated. At the ministerial level, an institution should be established to meticulously examine the reasons provided by teachers, particularly those who are underperforming. This scrutiny aims to ensure that assistance can be extended to those in need. Teachers who exhibit a strong work performance culture would not only benefit themselves but also contribute to the overall efficacy of the educational system, allowing numerous stakeholders to gain from these improved proceedings.

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