

JOB PERFORMANCE AMONG PHYSICAL EDUCATION SECONDARY SCHOOL TEACHER: JOB SATISFACTION, PERSONALITY TRAITS, LEADERSHIP BEHAVIOR AS PREDICTORS

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Abstract

This research uses quantitative method and support by the quantitative through interview with 6 selected PE teachers from six types of school in Selangor under method. A sample size of 289 was selected through two-staged random sampling to represent the target population. Based on the research objectives of this study, data were analyzed using descriptive and inferential statistics such as multiple regression analysis. The objective of this study aimed to examine the contribution of predictor variable toward job performances. The analysis done under the multiple regression model showed two predictors that are personality traits and job satisfaction are the contributing factors in job performance. The study concludes that most secondary school PE teachers in Selangor do have the personality traits that support their job performance. Survey concludes their personality is one of the key factors contributing to their success in their performance. The finding of this study would greatly benefit the Ministry of Education (MOE) particularly in planning for better strategies and also new policy in implementing the Education Development Blueprint 2013 – 2025. This study highlighted on the need of MOE and immediate school administrative to constantly provide necessary support and to better understand PE education teachers' personality traits. These might not only motivate PE teachers but also help them to be satisfied with their jobs.

Keywords: *Job performance, Job satisfactions, Personality Traits, Leadership Behaviors*

I. INTRODUCTION

A report by Pemantauan Jemaah Nazir, Kementerian Pendidikan Malaysia (2010) involving 36 schools and 68 teachers in nine states (34.2% physical education option, 66.7% non-physical education option), it showed that PE teachers' job performance to be 58% at the average level and 20% were weak. It was also found that 65.3% of the PE teachers surveyed could state the objectives explicitly, only 49.5% of non-option teachers were able to teach according to the teaching progression (primary schools, 49.8%), 46.2% of them could detect and correct students' weaknesses, 56.6% of

them could provide feedback to students and only 47.2% of them did self-evaluation on their strengths and weaknesses. The report also revealed startling information whereby PE teachers taught sports skills that were not found in the syllabus and they also did not prepare PE lessons (Laporan Pemantauan Jemaah Nazir, Kementerian Pendidikan Malaysia 2010). Implementation of the Vision 2020 for the teachers must start with quality teacher or high performance teacher, one of the most and significant cost for improving Malaysia education is training the teachers. Improving the efficiency and competency of teachers in

Malaysia are important to ensure successful teacher training programs as well as to ensure that those who want to work as teachers are interested to join the field of teaching. In addition to this, we must also ensure that the competent and proficient student's teacher enrolled for the teacher training program. (Laporan Teachers Metter: Attraction, developing and retaining effective teachers (OECD 2010). Ministry of Education has promoted the modern concept of education, namely the gifted and whole children programme. The National Education Policy (NPE) has adapted this new education style and one of the programs is adopted in Physical Education as part of the school program. The ministry requires high quality or high performing teachers in the field of Physical Education. At the moment, even the professional knowledge and great skills of physical education (PE) teachers may be inadequate to teach and educate effectively (Arrighi & Young, 1987). The physical education in Malaysia is a compulsory subject but it has no examination of Sijil Pelajaran Malaysia (SPM) level (Laporan interim pendidikan Jasmani 2012). Nevertheless, the subject has some form of formal evaluation which is called "School Based Evaluation, which is conducted at least every six months (Ministry of Education, 1997, 2011). The results will be recorded in the students' progress report card and it is one of the subjects that university will look at upon application to enter universities in Malaysia (Laporan interim pendidikan Jasmani 2012 KPM). Most of the teachers teaching PE subjects in Malaysia schools majored in PE education and also non-major in PE education such as majoring in history and geography (Laporan Pemantapan Keguruan KPM 2016). Sadly from the report conducted, it is observed that most of the PE teacher job performance are below average. (65% and below Laporan Pemantapan keguruan KPM 2016). Some factors may have influence this below average such as job satisfaction, personality trait of PE teachers itself, also the leadership behavior of the principal at secondary school level towards PE teachers. PE teachers have been selected to teach at school after undergoing rigorous exams in one of 27 teaching education institutions that offer Bachelor of Physical Teaching programs, Post-graduate Programs and the Degree Program for non-graduate physical education teachers that seek to increase the number of secondary school physical education teachers with tertiary education level (Laporan Interim Pemantapan

Professional guru KPM 2016). Under the 10th Malaysia Plan 2011-2015, the number of physical education teachers graduates continued to increase along the track. The aim of this research is to examine the contribution of predictor variables (job satisfaction, personality traits and leadership behavior) toward job performance among physical education teachers at the secondary schools in Selangor.

II. LITERATURE REVIEW

On the performance concept, Sabine Sonnentag and Michael Frese (2002) had illustrated three different perspectives. They are (1) The individual's differences perspective that focuses on an individual's characteristics (e.g. general mental ability, personality) (2) The situational perspective that focuses on situational factors (e.g. job characteristics, system factors) and (3) The performance regulation perspective that focuses on the performance process (action process).

These perspectives are said to integrate with one another that seeks to explain why specific individual characteristics and situational factors result in high individual performance. The individual differences exist between individuals can be explained by the individual's abilities, personalities and/or motivation suggesting that for ensuring high individual performance, organizations need to select individuals based on their abilities, experiences and personalities.

High performers get promoted more easily within an organization and generally have better career opportunities than low performers (Van Scotter, Motowidlo & Cross, 2000). Performance is often rewarded by financial rewards and other employment benefits. An empirical research on the importance of an individual's performance was highlighted in the twelve of the major works and organizational journals covering individual, group and organizational level.

Sinclair and Tucker's job-specific framework also regarded *adaptive performance* as a separate dimension of individual work performance, in addition to task performance, contextual performance, and counterproductive work behavior. In several other frameworks, adaptive performance was not included as a separate dimension, but rather as a part of contextual performance. For example, Hunt's dimension of *schedule flexibility*, Rollins and Fruge's dimension of *adaptability*, and Hedge et

al's dimension of *leadingchange* all reflected an employee's ability to adapt to new job conditions or requirements.

Theory of Herzberg's Two Factors Theory or also known as Herzberg's motivation-hygiene theory and dual-factor theory which is related to the Maslow's need theory. Herzberg (1966 : 79) indicated that *"factors involved in producing job satisfaction were separate and distinct from factors that led to dissatisfaction"*. In this theory, motivation and hygiene are the two factors that could lead to the individual to be satisfied or dissatisfied towards his or her job. Thus, motivational factors such as challenging work, achievement and recognition if present in one's job could lead to job satisfaction. Fincham and Rhodes (1988) stated that these motivational factors are related to Maslow's higher-order needs; self-actualization and self-esteem.

This theory argued that a worker will be satisfied with their job if the motivational factors existed in the workplace. However, to Herzberg no satisfaction rather than dissatisfaction will exist if the motivational factors are absent from the workplace.

To Herzberg, the second group which is the hygiene factors corresponded to Maslow's lower-order needs for example security, physiological and social needs. In contrast to the motivational factors, hygiene factors such as pay, job security and interpersonal relationships might lead to dissatisfaction towards one's work. Herzberg further stressed that the lack of hygiene factors will cause job dissatisfaction but, when sufficient, these factors will only prevent the feeling of job dissatisfaction but not essentially lead to job satisfaction. He asserted that:

'Factors involved in these situations we call factors of hygiene because they act in a manner analogous to the principles of medical hygiene. Hygiene operates to remove health hazards from the environment. For example, modern garbage disposal, water purification and air-pollution control, do not cure diseases, but without them we should have many more diseases. Similarly, when there are deleterious factors in the context of the job, they serve to bring about poor job attitudes' (Herzberg, 1966 :113).

Herzberg's theory is the most useful model to study job satisfaction (Kim, 2004) especially in education settings (Karimi, 2007). However, it neglects individual differences and assumes that all individuals will react similarly to the changes in the motivator and hygiene factors. Vroom (1964) declared that most

researchers who were associated with the Human Relations Model assumed a positive relationship between job satisfaction and job performance. Although there is a unanimous agreement between researchers about the existence of this bond between satisfaction and performance, they differ in describing the direction of this relation.

Personality has been considered as an important factor in the personality related studies specifically in predicting job performance. It is a behavior that differentiates one person from another (Beer & Brooks, 2011) and provides an insight whether a person will be able to do a specific job better compared to the other person (Sackett et al., 2002). Moreover, in a personality behavior model, traits which are related to personality are considered to be stable and steady throughout an individual's work life (Denissen et al., 2011; Gerber et al., 2011; Myers, 1998). The Big Five personality dimensions seem to be relevant to different cultures (McCrae & Costa, 1997). 'The Big-Five Factor' (McCrae & Costa, 1987). McCrae and Costa (1997) stated that the five factors model of personality as measured by the Neo-Personality Inventory Revised (NEO-PI-R) includes **Openness, Conscientious, Extraversion, Agreeableness and Neuroticism**. These five traits had been verified using various evaluation techniques including in self-report and questionnaire data, peer ratings, and objectives measures from experimental setting (McCrae & Costa, 1991).

The findings showed that there were many significant relationships between personality traits and job performance for example, extraversion was a significant predictor of both social and overall performance. The personality traits of work drive, extraversion, nurturance, agreeableness, and conscientiousness were significantly related to the social performance measure, and the traits of customer service orientation, work drive, extraversion, nurturance, agreeableness, emotional stability, and conscientiousness were significantly related to the Task Performance measure.

Leadership theories that stressed on personality traits provide emphasis on personality aspects (self-pride, stability, emotional, initiative, hardworking, dominant) (Stogdill, 1974; Bensimon, Neumann, Birnbaum, 1989). Leadership is a behavior of an individual when he or she influences the activities of a group to achieve the desired objectives. (Hemphills and Coons, 1957). Due to the

importance of the situational and communication aspects in the influence process, the leadership concept is also defined as a behavior that influences other people in a situation through communication process in achieving a specific objective. (Tannenbaum, Weschker and Massarik 1961). From a communication perception, leadership is a relationship between an individual who has the power and influence within a particular group and who is much better in directing and controlling the actions and behaviors of others than their own actions and behavior (Fiedler, 1967).

In the 1940s and 1950s, researchers at both the University of Michigan and the Ohio State University sought to identify the leadership behaviors that result in effective performance. The study was to examine observable behaviors of leaders instead of focusing on their personal traits. These studies describe leader behaviors into two independent categories, one dealing with people-oriented behaviors (Consideration) and the other dealing with task-oriented behaviors (Initiating structure). According to the findings of these studies, leaders exhibit these two types of behaviors to facilitate goal accomplishment in an organization. Both leader behaviors were relatively independent, which means that a leader's use of one behavior was not necessarily the same as his or her use of the other behavior.

- **Consideration Structure Behavior:** This type of behavior leader is people oriented and concerns more on inter-personal relationships. The leader is friendly and demonstrates supportive manner and shows concern for the needs and feelings of the subordinates. For example, doing personal favors for subordinates and listen to their problems. The leader backs up or defends a sub-ordinate, consult with subordinates on important issues, accept suggestions from subordinates and treating them all as equal. A highly considerate leader is sensitive to people's feelings and tries to make things pleasant for his or her followers.

Initiating Structure Behaviors: This behavior leader is task oriented and shows concern on subordinates accomplishing the task goals. A leader who is high in initiating is more concerned about defining task requirements and other aspects of work. The leaders initiate actions. For example, setting standards of performance, complying subordinates to follow standard procedures, emphasizing the importance of meeting deadlines, criticizing poor work and coordinating the activities of

different subordinates. It is more on the rules that had been stated and must be followed by the staff. The result that can suggests a combination of high consideration and high initiating structure constitutes the most excellent managerial style. The researchers attempted to state that consideration and initiating behavior structures are related to employee satisfaction and job performance. Subsequent research indicated that effective leaders should be high in both consideration and initiating structure behaviors (e.g. Schriesheim, Cogliser & Neider, 1995).

III. METHODOLOGY

This study employed a quantitative research design two types of data collection which are a descriptive survey and interview. The researchers also do an interview one on one with the six types Secondary school physical educations. The data collected from an interview will be categorised and analysed under related themes and will be support the finding from the quantitative finding. The qualitative method data will be collected from the interview. An interview protocol is use for the interview. An interview is selected for this study because it presented a more accurate method to draw out data on participants' personal thoughts and preference, with regard to their literary respond .This interviews will be used to get more close answers from the six sample chosen support the finding of job performance of the physical education teachers in the school.

A quantitative method design using quantitative and support by qualitative methods in data collection and analysis was adopted to attain the first research objective, however the qualitative method was employed solely to support the finding of research question number one. A cross section survey method in the form of questionnaire was design and adapted to explore the quantitative variable, namely Job performance, Job satisfaction, Personality Traits and Leadership Behaviour. In additional to quantitative, the qualitative approach was employed with the aim to support the finding from the quantitative data.

In this study a questionnaire is developed in collecting the data required from selected respondents. The questionnaire consists of five parts. Part A is on the individual's personal data, Part B consists on items to measure on the levels of job satisfaction among the physical education teachers, Part C is to measure the physical education teachers' personalities' traits. Part D is to measure on the

leadership behavior of the schools' management on the physical education teacher. Part E is to measure the types of job performance of the physical education teacher. The data collected will be subsequently analyzed based on the purpose and objective of the study.

Four sets of instruments were adopted in this study. Spector's Job Satisfaction Survey was in Section B (the independent variable), while The Big Five Inventory was used in Section C (the independent variable). In Section D we used the leadership behavior (the independent variable) description questionnaire from the Ohio State Leadership Studies. In Section E we utilized the Linda Koopmans Individual Work Performance (the dependent variable).

The qualitative data gathering instrument were establish with the aim to more insight regarding the variable under study as well triangulate and verify the quantitative datasets. The qualitative method was employed and design using the semi- structure interview. A set of semi- structure interview protocol was constructed.

There are three stages involved in obtaining validity and reliability of the instrument. Finally, a pilot test will be conducted to a group of 30 daily secondary school physical education teachers in Bangsar district who are not involved in this study to determine the internal consistency reliability.

The target population of this study comprised of public secondary school teachers in Selangor. As it would be almost impossible to generalize from the target population, the accessible population turns out to be the population of interest in the present study.

This study employed two-stage cluster random sampling which combines random sampling, followed by individual random sampling to select a sample. This technique involves two stages of sampling in obtaining a random sample from a population of 277 secondary schools in the Selangor State. In the first stage of cluster sampling, a total number of 277 secondary schools were clustered according to f zones: North, East, West, and South.

Finally, the selected sample was chosen. The listing names of permanent physical education teachers were obtained from the six selected schools. The names on each list were then numbered accordingly based on the total number of permanent physical education teachers in that school. For example, the chosen sample in School A was numbered from 001 to 113. Thus, by using a table of random numbers,

36 permanent teachers from School A were selected as the sample. The process of selecting the sample from other clustered schools is similar to the first one.

Besides the quantitative design, the qualitative design had employed as purposive sampling method in selection of the respondents for interview. Six physical education secondary teachers come from the six types of secondary school in Selangor were identified and interviewed (six PE teachers were selected from normal, boarding, vocational, sports, religion, special need secondary school to represent various types of school).

Data Collation, the returned questionnaires were then coded according to schools for example A1, B1, C1 and D1. Prior to this, 289 returned questionnaires were analyzed through the procedure referred to as data cleaning

IV. RESULT AND DISCUSSION

personality traits were found to be to be significant contributors towards the variance of job performance. However, leadership behavior does not seem to contribute to the variance of work performance. personality traits contributed strongly to the variance of job performance. the final step to estimate multiple regression model which can be used to estimate PE secondary school teachers' job performance based on personality traits and job satisfaction. Thus the variance in job performance was predictable from personality traits and job satisfaction. There is multicollinearity statistics for the independent variables, personality traits and job satisfaction. however multicollinearity issues among the independent variables does not exist. Based on the finding of the study, it is suggested that personality traits and job satisfaction could act as catalyst in increasing the level of PE teachers' job performance. As a whole, the findings suggested that one of the reasons teachers were found to be less job performance to school could be due to the personality traits and their own job satisfaction.

V. CONCLUSION

Due to some limitations, the findings could not be generalized to teachers in primary schools, full residential schools and private schools. This study showed that teachers' personality traits and job satisfaction may lead to physical education teachers' high job performance to school. This study showed that effort made by the Ministry of Education in conducting the personality test in choosing the

future PE teacher should be supported and continued in order to ensure that the selected teachers have positive personality traits in education the future generations. In addition, the personality test might also be conducted for PE school teachers in assisting them to further understand their own personality and find the ways to better improve their own personality.

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