

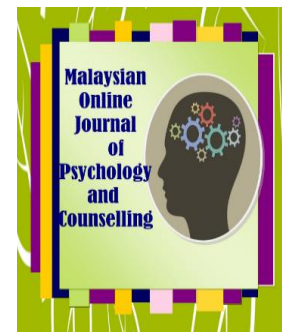
EXTRINSIC MOTIVATIONAL FACTORS AND TEACHERS' JOB PERFORMANCE IN KEPALA BATAS'S SECONDARY SCHOOLS, PULAU PINANG

Intan Marfarrina Omar^{1*}, Nur Iylia Liyana Zulazmi¹ &
Muhammad Firdauz Mohd Zainal²

ABSTRACT

To strengthen the quality of educational system, extrinsic motivation among teachers plays a major role in increasing the performance of educational organizations. However, issues on extrinsic motivation among teachers in Malaysia are still unclear and need to be enhanced. Hence, this study is attempted to identify the effect of extrinsic motivational factors in influencing teachers' job performance in Kepala Batas's secondary schools, Pulau Pinang. The respondents involved were teachers who are working in 10 different secondary schools at the district of Kepala Batas, Pulau Pinang. 248 respondents were involved using the quantitative research method. The data were analyzed by using descriptive analysis, Pearson correlation analysis and multiple regression analysis. From the study, the findings found that the level of extrinsic motivational factors among teachers and the level of teachers' job performance among teachers are high. Furthermore, the findings also showed a positive relationship between extrinsic motivational factors and teachers' job performance in Kepala Batas's secondary schools, Pulau Pinang. Besides, this study also found that teachers' job performance have regression effect by extrinsic motivation (salary and to be promoted in the job, facilities and working conditions, role of colleagues and role of principals). According to the findings, it showed that all four dimensions of extrinsic motivation among teachers need to be concerned more as it can help in increasing teachers' job performance.

Keywords: *Extrinsic Motivation, Malaysian Education, Secondary Schools, Teachers' Job Performance*



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[1] Faculty of Education,
University of Malaya,
Malaysia

[2] Centre of
Fundamental Studies,
Malacca International
College of Science and
Technology,
Malaysia

Corresponding Author:
imarfarrina@um.edu.my

INTRODUCTION

In the educational system, the word teacher has unlimited meaning. Individuals involving themselves formally or informally in order to communicate knowledge or intelligence to individuals or individual groups are defined as the teachers (Hamzah, 2009). Social scientists label teachers as educators, caregivers and mentors who are responsible for spreading knowledge, behaviors and demonstrating good examples to the students. Teachers play an important task as they need to implement teaching process accordingly to the goals. Nowadays, teaching profession is not an easy task due to the need to face wide and challenging responsibilities in producing competent and highly skilled students who can compete in a world-class education. Teachers are one of the main pillars of the educational system. This is supported by Abdullah, Razak and Ghavifekr (2017) which clarified that teachers are playing important entities in the educational system. Without teachers, teaching and learning sessions cannot be done perfectly and effectively. Therefore, to produce high-quality teachers, there are several factors should be emphasized for the teachers and one of the factors that can be strengthened is motivation for the teachers. This is in line with the statement by Meindinyo and Ikurite (2017) which explained that motivation for the teachers can have positive impacts on the attitude of each teacher, besides, teachers will be more focused on achieving educational goals, school goals and student goals.

Basically, motivation factors are divided into two factors; intrinsic motivation and extrinsic motivation. However, in this study, it focuses more on extrinsic motivational factors because these factors are still not emphasized by the school system. It is supported by Ariffin (2015) which explained that school administrators rarely acknowledge the achievement of teachers, not giving teachers the opportunities to develop themselves and restrict teacher responsibilities in teaching profession. Thereby, when school administrators do not care about teachers' need, their motivation especially extrinsic motivation is decreasing from time to time. It aligns with the statement by Stirling (2014) who mentioned extrinsic motivation is determined as a factor that gives an incentive to take part in activities that may not be inherently satisfying or interesting yet may offer benefits in terms of perceived potential results. To make it simpler, extrinsic motivation means the behavior is driven by external rewards such as money which is supported by Zalwango (2014) who found that increasing of salary as one of the essential indicators in motivating teachers to work. Other than that, Irwandy (2014) also found that salary increment, to be promoted in the job, recognition, good management system from the school administrations are also a contributing factor towards teachers' motivation. Thereby, extrinsic motivation can be formulated as an effort that involves external factors that play a vital role in encouraging each individual to achieve goal in their life.

In the working context, if extrinsic motivational factors are being concerned for each individual, their performance of job also increases. It is supported by Ghaffari, Shah, Burgoyne, Nazri and Salleh (2017) who found that extrinsic motivational factors had a positive relationship with job performance of employees at Universiti Teknologi Malaysia. Thus, it is very important to have a look at extrinsic motivation and job performance especially in the context of teachers. In addition, referring to Tugimin, Saadan, Yusof and Hasan (2009), expressed that the teachers are satisfied with medical services and facilities which are provided in schools. This is in line with the study by Inayatullah and Jehangir (2012) which stated that good roles from principals, friendly colleagues, good working conditions and increase of salary are contributing in increasing teachers' motivation. Hence, it proves that the teachers need extrinsic motivational factors to enhance their level of job performance in the schools.

Nevertheless, extrinsic motivational factors remain unclear in influencing teachers' performance in schools. This is supported with a past study conducted by Mertler (2002) who mentioned that administrators need to add other initiatives to increase teachers' motivation from time to time in order to ensure teachers' job performance can be enhanced. It indicates that there are many factors of extrinsic motivation can be emphasized and applied in helping to enhance teachers' job performance.

LITERATURE REVIEW

Extrinsic Motivation

Extrinsic motivation is seen as important as it can stimulate someone to act well and develop better behavior in every aspect of life. Referring to Sabran (2005), extrinsic motivation leads to the desire to act which caused by the external factors of individuals. All kinds of extrinsic motivation activities are aimed to earn rewards such as gifts, praises, promotions, increasing in salary, getting an attention from peers and others. Moreover, extrinsic motivation indicates to meet the needs indirectly by giving money or others (Recepoglu, 2013). Next, Herzberg, Mausner and Snyderman (1993) defined extrinsic motivation as salary, fringe benefits, job security, wage increase, amount of work and availability of facilities for doing the work. It is supported by Haines, Victor, Tania and Evelyne (2008) which stated that extrinsic motivation as a drive to perform certain behaviors with the reason for recognizing certain objectives, rewards or prizes. Thus, in the educational system, extrinsic motivation tends to generate positivity among teachers in the schools and teachers will always want to do better in their work because their needs are taken care by the governments.

Job Performance

Armstrong (2014) stated that job performance referred to the employees' behavior which determines how an organization, team and individual do their jobs in organizations. This is supported by Dessler (2000) who mentioned that job performance refers to how the individuals take action and contribute their behavior that is aligned with the organization's objectives. In other words, West and Noel (2009) assigned that job performance is a process when the managers are responsible for assuring the employee's activities and productivity which connected with the goals of the organization. Therefore, good job performance of each employee can enhance the productivity of the organization as well as can raise the country's economy (Spector, 2003). In the educational system, according to Chamundeswari (2013) stated that teachers' job performance mostly rely on some of the characteristics such as knowledge basis, responsibilities, interest in learning opportunity and academic work as well as constructing good lesson structure. Other than that, job performance of the teachers can be determined, measured and observed through school's outcomes such as their productivity in the classroom activities for the students, lesson plan constructions, their commitment, motivation, determination in extra-curricular, supervision and potential leadership (Adejumobi & Ojikutu, 2013). Another indicators of teachers' job performance are when the teachers have the ability to make extra efforts in increasing the students' academic achievement, effective classroom management, creates teaching and learning process more creatively, active participation in school curricular activities, punctuality in coming to class and school, having a good interpersonal relationship with colleagues, superiors, administrators and discipline in doing the task given (Chidi & Victor, 2017). Apart from that, as stated by Uko, Umosen and Caleb (2015), teachers' job performance can be defined as teachers who are committed to the pedagogy delivery and able to show moral uprightness and academic excellence in teaching profession. This is supported by

Hutabarat (2015) who stated teachers' job performance is greatly seen in the school's outcomes as the end result of education.

Extrinsic Motivational Factors and Teachers' Job Performance

According to past research studies from different researchers, there are numerous studies regarding extrinsic motivational factors and teachers' job performance. Shonubi (2013) identified pay, increasing salary and promotion have a stronger relationship towards teachers' job performance in Kuching and Samarahan division of Sarawak. It is aligned with a study by Onjoro, Arogo and Embeywa (2015) who mentioned a positive relationship between allowances and job performance of the teachers in schools. In addition, Den, Yi, Jean, Sheng and Le (2017) expressed that working environment had the most significant impact on job performance. Hasbay and Altindag (2018) also found that working environment plays major effect on teachers' job performance. Furthermore, Popescu and Tudorache (2013) who mentioned that by having good cooperation among teachers can directly increase teachers' job performance. Papay, Taylor, Tyler and Laski (2016) also mentioned that teachers who are encouraged to work together with colleagues in improving their teaching skills, their job performance also increased. Moreover, a study by Mulyandi, Yuniarsih, Disman and Supardan (2016) found a positive effect of principal's leadership towards job performance of the teachers. Besides, a quantitative research method study by Wenno (2016), has discovered a strong relationship between principal managerial leadership and teachers' job performance ($r = 0.812$). Overall, it can be concluded that extrinsic motivational factors namely salary and to be promoted in the job, facilities and working conditions, role of colleagues and role of principals has linked towards teachers' job performance. Thus, based on all previous research and explanation above, the research questions are as following:

- 1) What is the level of extrinsic motivational factors among teachers in Kepala Batas's secondary schools, Pulau Pinang?
- 2) What is the level of teachers' job performance among teachers in Kepala Batas's secondary schools, Pulau Pinang?
- 3) Is there any relationship between extrinsic motivational factors and teachers' job performance in Kepala Batas's secondary schools, Pulau Pinang?
- 4) What is the regression of salary and to be promoted in the job towards teachers' job performance in Kepala Batas's secondary schools, Pulau Pinang?
- 5) What is the regression of facilities and working conditions towards teachers' job performance in Kepala Batas's secondary schools, Pulau Pinang?
- 6) What is the regression of role of colleagues towards teachers' job performance in Kepala Batas's secondary schools, Pulau Pinang?
- 7) What is the regression of role of principals towards teachers' job performance in Kepala Batas's secondary schools, Pulau Pinang?

METHODOLOGY

A quantitative research method was applied for this study. Referring to Kumar (2011) who mentioned that quantitative research design is a part of the research techniques which used to study anything systematic that is related to numbers and measurable such as the exploration of phenomena and the relationship. Furthermore, this study used a cross-sectional approach because the data only be collected once by the researcher. According to Setia (2016), this approach is a type of observational study design and it aims to collect the data at one time only. For data collection section,

a questionnaire was used because this method was the most appropriate instrument used for a large population like in this study. Mathers, Fox and Hunn (2007) supported that a questionnaire is one of a useful tool to conduct a survey of the large and wide sample as it is cheaper than interviews and time-saving.

According to *Pejabat Pendidikan Daerah Seberang Perai Utara* (PPDSPU), there were 10 secondary schools in the district of Kepala Batas, Pulau Pinang. Thereby, teachers who work at secondary schools in the district of Kepala Batas, Pulau Pinang were targeted as population. The numbers of the population were 164 male teachers and 543 female teachers with a total of 707 teachers. In identifying the sample size, the researcher used Krejcie and Morgan (1970). According to *Pejabat Pendidikan Daerah Seberang Perai Utara* (PPDSPU), the total population size was 707 = 248 sample size. In addition, a simple random sampling was applied in this research. This sampling is known as one of the probability sampling techniques in research methods and can be categorized as one for having an equal chance in each population to be selected and precisely determined in the sample ($0 < x < 1$). Therefore, the questionnaire was distributed to 248 respondents by using a simple random sampling method among teachers in Kepala Batas's secondary schools, Pulau Pinang.

A questionnaire was chosen as an instrument due to the extensively applied in research. To construct a good questionnaire, the researcher referred to numerous past research studies and tried to match the questions based on the variables. Hence, a questionnaire was partitioned into three sections namely section A, section B and section C with a total number of 41 items. For section A (Demographic), a total of six (6) items of closed-ended questions related to the respondents' demographic background and their teaching experience were asked in this section. The items consisted of nominal and ordinal scales which were gender, age, marital status, race, educational background and teaching experience. In section B, it focuses on extrinsic motivational factors. 20 items were measured using Likert rating scales of five points using ordinal measurement means from an ordinal one to five, "Strongly disagree" to "Strongly agree". Moreover, this section was divided into four (4) dimensions of extrinsic motivational factors, which were salary and job to be promoted, facilities and working conditions, role of colleagues and role of principals. Each item in this section was adopted by the study of Wagner (2006) and Mruma (2013). For section C, it consists of 15 items about teachers' job performance in schools. Each item were measured using Likert rating scales of five points using ordinal measurement, from an ordinal one to five, "Strongly Disagree" to "Strongly Agree" and are adopted by past study of Aunga and Masare (2017) and Ishak and Rusman (2018). By using ordinal scale, the limitation for this study was the researcher cannot explain in detail regarding certainty whether the intervals between values were equal for each item because it only depends on the answered given by respondents. The researcher have to rely directly on questionnaire data that using Likert rating scales.

For data analysis, descriptive analysis method was applied to answer research question about identifying the level of extrinsic motivational factors among teachers and level of teachers' job performance. Next, Pearson Correlation analysis was applied in identifying the relationship between extrinsic motivational factors and teachers' job performance. This study was used regression analysis in order to identify the effects of each dimension in extrinsic motivational factors towards teachers' job performance. Overall, IBM Statistical Package for the Social Sciences (SPSS) Statistics 22.0 was applied to process and analyze all collected data. However, while using IBM Statistical Package for the Social Sciences (SPSS) Statistics 22.0, there were some limitations can be happen during this study such as information about effect size and confidence intervals can be missing for many

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techniques, it can only be used to perform only statistical operations and default graphics were far from publication quality.

RESULTS

Demographic characteristics

The background of 248 respondents is being described through a table based on the demographic characteristics namely gender, age (years), marital status, race, educational background and teaching experience (years). It is analyzed according to the frequency and percentage as stated in Table 1:

Table 1

Demographic Information about Gender, Age, Marital Status, Race, Educational Background and Teaching Experience

Demographic characteristics	Frequencies (N=248)	Percentages (%)
Gender		
Male	48	19.4
Female	200	80.6
Age (years)		
26-35	32	12.9
36-45	97	39.1
46-55	111	44.8
56 and above	8	3.2
Marital status		
Single	16	6.5
Married	232	93.5
Race		
Malay	232	93.5
Chinese	7	2.8
Indian	9	3.7
Others	-	-
Educational background		
Diploma of Education	8	3.2
Bachelor Degree	218	87.9
Master Degree	22	8.9
Doctor of Philosophy (Ph.D.)	-	-
Teaching experience (years)		
1-10	39	15.7
11-20	102	41.2
21-30	100	40.3
31 and above	7	2.8

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Firstly, majority of the respondents are female teachers with 200 teachers (80.6%) while 48 teachers (19.4%) are male teachers. In term of age, it states that most of the respondents in this study are between the age of 46-55 years with 111 respondents (44.8%) and between age 36-45 years with 97 respondents (39.1%). The remaining are between age 26-35 years with 32 respondents (12.9%) followed by between age 56 years and above with the least number of 8 respondents (3.2%).

Other than that, more than half of the respondents are married with a huge number of 232 respondents (93.5%) and only 16 respondents (6.5%) are single. In terms of race, Malay teachers are the majority with 232 respondents (93.5%) followed by Indian teachers with 9 respondents (3.7%) and Chinese teachers with 7 respondents (2.8%). Looking at the educational background, a total number of 218 respondents (87.9%) are a Bachelor Degree holder whereas 22 respondents (8.9%) are a Master Degree holder. Only 8 respondents (3.2%) are a Diploma holder.

Lastly, for teaching experience (years), most of the respondents have been working between 11-20 years with 102 respondents (41.2%) while the remaining are between 21-30 years with 100 respondents (40.3%), between 1-10 years with 39 respondents (15.7%) and the lowest is between 31 years and above with only 7 respondents (2.8%).

Level of Extrinsic Motivational Factors among Teachers

Table 2 states the overall result of the level for each dimension and the overall result for the level of extrinsic motivational factors among teachers.

Table 2
Average Mean and Standard Deviation for the Level of Extrinsic Motivational Factors among Teachers (N=248)

Items of Extrinsic Motivational Factors	Mean	Standard Deviation (SD)	Level
Salary and to be promoted in the job	3.68	0.94	High
Facilities and working conditions	3.77	0.82	High
Role of colleagues	4.09	0.61	High
Role of principals	4.09	0.69	High
Total average score mean and standard deviation (SD) for extrinsic motivational factors (salary and to be promoted in the job, facilities and working conditions, role of colleagues and role of principals) among teachers	3.91	0.76	High

From Table 2, it shows that the overall level for salary and to be promoted in the job is 3.68 which is at a high level while the overall level for facilities and working conditions is 3.77 which also at a high level. Next, the overall level for role of colleagues and role of principals is 4.09 which at a high level. Therefore, in Table 2, it indicates that the level of extrinsic motivational factors (salary and to be promoted in the job, facilities and working conditions, role of colleagues and role of principals)

among teachers in Kepala Batas's secondary schools, Pulau Pinang is 3.91 which at a high level by referring to the mean score interpretation from Moidunny (2009) as mentioned in Table 3:

Table 3

Mean Score Interpretation

Mean Score	Interpretation
1.00-1.80	Very Low
1.81-2.60	Low
2.61-3.20	Medium
3.21-4.20	High
4.21-5.00	Very High

Source: Moidunny, K. (2009). *The Effectiveness of the National Professional Qualification for Educational Leaders (NPQEL)*.

Despite that, as mentioned above regarding limitation of using ordinal scale for this study, the result for data collected may be not specific and accurate since the gaps between values for each items are not equal to assess central tendency as the researcher only depends on the questionnaire data from Likert rating scales.

Level of Teachers' Job Performance

Table 4 states the overall result for the level of teachers' job performance among them.

Table 4

Average Mean and Standard Deviation for the Level of Teachers' Job Performance among Teachers (N=248)

Teachers' Job Performance	Mean	Standard Deviation (SD)	Level
Total average score mean and standard deviation (SD) for the level of teachers' job performance among teachers	4.25	0.59	Very High

As a conclusion from Table 4, it expresses that the level of teachers' job performance among teachers in Kepala Batas's secondary schools, Pulau Pinang is 4.25 which is at a very high level by referring to the mean score interpretation from Moidunny (2009) as stated in Table 3. Lastly, limitation of using ordinal scale for this study is result for data collected may be not specific and accurate since the gaps between values for each items are not equal to assess central tendency as the researcher only depends on the questionnaire data from Likert rating scales.

Correlation Analysis

Based on Table 5, it indicates the findings of the relationship between extrinsic motivational factors and teachers' job performance in Kepala Batas's secondary schools, Pulau Pinang.

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Table 5

The Relationship between Extrinsic Motivational Factors and Teachers' Job Performance in Kepala Batas's Secondary Schools, Pulau Pinang

Correlations			
		Extrinsic Motivational Factors	Teachers' Job Performance
Extrinsic Motivational Factors	Pearson Correlation	1	.480**
	Sig. (2-tailed)		.000
	N	248	248
Teachers' Job Performance	Pearson Correlation	.480**	1
	Sig. (2-tailed)	.000	
	N	248	248

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

From Table 5, there is a positive relationship between extrinsic motivational factors and teachers' job performance. Additionally, based on Guilford's Rule of Thumb, it indicates that the correlation's strength between extrinsic motivational factors and teachers' job performance is at $r(247) = .480$, $p < 0.05$ which indicates a moderate relationship.

Multiple Regression Analysis

This part consists of findings regarding multiple regression analysis between extrinsic motivational factors namely salary and job promotion, facilities and working conditions, role of colleagues and role of principals towards teachers' job performance in Kepala Batas's secondary schools, Pulau Pinang as stated in Table 6:

Table 6

Regression Analysis between Extrinsic Motivational Factors (Salary and To Be Promoted in the Job, Facilities and Working Conditions, Role of Colleagues and Role of Principals) towards Teachers' Job Performance in Kepala Batas's Secondary Schools, Pulau Pinang

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.522 ^a	.272	.260	.35535	

Coefficients^a						
Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	2.407	.204		11.814	.000
	Salary and To be promoted in the job	.021	.009	.170	2.359	.019

Facilities and Working conditions	-0.006	.010	-.042	-.580	.562
Role of Colleagues	.047	.011	.303	4.394	.000
Role of Principals	.030	.010	.198	2.843	.005

- a. Dependent Variable: Teachers' Job Performance
 b. Predictors: (Constant), Role of Principals, Facilities and Working conditions, Role of Colleagues, Salary and To be promoted in the job

As mentioned in Table 6, it indicates that $R = 0.522$ and $R^2 = 0.272$ which means that teachers' job performance is affected by extrinsic motivation (salary and job promotion, facilities and working conditions, role of colleagues and role of principals) with matrix percent of 27.2%.

Moreover, to predict the effect of each dimension of extrinsic motivational factors namely salary and job promotion, facilities and working conditions, role of colleagues and role of principals towards teachers' job performance, it proves that only three dimensions of extrinsic motivational factors are significant and positive variable which are salary and job promotion ($t = 2.359$, Sig 0.019), role of colleagues ($t = 4.394$, Sig 0.000) and role of principals ($t = 2.843$, Sig 0.005). It is because for salary and job promotion, it is affected by 2.1% towards teachers' job performance and for role of colleagues, it is affected by 4.7% towards teachers' job performance as well as for role of principals, it gives an effect by 3% towards teachers' job performance. Also, p-value for these three variables is smaller than 0.05. Whereas facilities and working conditions $t = -0.580$, Sig 0.562 is not a significant variable because p-value is larger than 0.05. To sum up, it shows numerous findings of regression analysis. It indicates that each domain of extrinsic motivational factors does affect on teachers' job performance.

DISCUSSION AND CONCLUSION

Based on the research findings, there are some discussions made. Firstly, the level of extrinsic motivational factors among teachers in Kepala Batas's secondary schools, Pulau Pinang is high with the mean score of 3.91. It indicates that majority of the respondents are pleased with extrinsic motivational factors because it is being emphasized correctly to each of them in these studied schools. It is supported by a study by Azmat, Don, Fauzee, Hussin and Raman (2017) who mentioned that hygiene factors namely working conditions, salary, coworker relationship and relationship with a leader are the motivating factors in becoming excellent teachers in this profession. However, the present findings are totally the opposite with past study by Begum and Hamzah (2017) who discovered the teachers had a low level of extrinsic motivation because some of extrinsic motivational factors are not completely focused on the teachers.

Next, the level of teachers' job performance is very high. It proves that many of the respondents are satisfied and showed a positive interest in being a teacher. It is in line with a past study by Kelvin (2016) who also discovered that the level of teachers' job performance is high due to the teachers are having good management skills and teaching skills in this profession. However, there was a past study by Selamat, Samsu and Kamalu (2013) found the contrary findings which indicate the level of teachers' job performance among teachers is low. This is because the teachers in the past did not

enjoy their workload as they were assigned many tasks including supervising the extra curriculum of the students.

In addition, it mentions a moderate relationship between extrinsic motivational factors and teachers' job performance. The reason for this finding is probably because not all dimensions of extrinsic motivational factors are being concerned to teachers in every studied school. It is aligned with a study by Shaikh, Saad and Bhutto (2015) which discovered that low salaries for the teachers can decrease their job performance since some of the schools are not focused regarding this aspect in motivating the teachers. It indicates that in every school, not all dimensions of extrinsic motivational factors are being given equally to the teachers. Besides, it also similar with a past study by Chong, Chow, Lee, Tiow and Wong (2017) who also found a positive and moderate relationship between extrinsic motivational factors and teachers' job performance with $r = 0.647$. Next, to support the present finding, a study by Aacha (2010) also discovered a positive relationship between extrinsic motivational factors and teachers' job performance. It means, the higher the extrinsic motivation is given to the teachers, the higher their job performance.

Furthermore, it mentions that teachers' job performance is affected by extrinsic motivation (salary and to be promoted in the job, facilities and working conditions, role of colleagues and role of principals) with matrix percent of 27.2%. It is because all dimensions of extrinsic motivation play a major role in affecting teachers' job performance. It is supported by Musa (2014) who found that interpersonal relationship (colleagues), good working conditions in the schools, principals allowing the involvement of the teachers in decision making and awarding prized like increasing of salary or promotion helped in increasing teachers' job performance. From the findings, it concludes that extrinsic motivation is being emphasized equally to each teacher in these studied schools as it assists in affecting teachers' job performance. Besides, all teachers in these studied schools also prove that their job performance depends on what they achieved in the profession.

Moreover, this study also indicates that there is an effect of salary and job promotion towards teachers' job performance in Kepala Batas's secondary schools, Pulau Pinang. It happens because most of the respondents in these studied schools are satisfied with salary and job promotion as one of an important dimension of extrinsic motivational factors in affecting their job performance. Another reason is the teachers in these studied schools believed that for teaching profession, the amount of salary they received and promotion during this job are considered reasonable for them. This is aligned with a past study by Korm (2011) who revealed that increasing pay made teachers to perform job better as well as helping them to enhance their job performance. It is supported by a study of Subroto (2013) who found that salary and allowances positively affected teachers' job performance. Nevertheless, the present findings are contrary to a previous study who found compensation such as salary, bonuses and promotion are not affected towards teachers' job performance (Sikul, Harun, Mohtar & Eranza, 2015). Besides, past findings by Can (2015) also discovered that salary did not affect attitudes of the teachers towards teaching profession. It proves increasing salary and any other financial aspects are not one of extrinsic motivational factors in determining the effect regarding job performance of the teachers.

Apart from that, this study shows that there is no effect of facilities and working conditions towards teachers' job performance in Kepala Batas's secondary schools, Pulau Pinang. It means that the teachers in these studied schools agreed that facilities and working conditions in their schools are not a major dimension of affecting their job performance. Thus, it can be concluded that even though the teachers do not have pleasant and conducive facilities and working conditions, their job

performance can still be increased. It is supported with past findings by Kuncoro and Dardiri (2017) who found that working environment (condition of physical work environment) did not affect teachers' job performance. Similarly to these studies by Johnson, Kraft and Papay (2012) which stated that school conditions such as clean environment, suitable school size, physical facilities functioning well are not the major factors in affecting teachers' job performance especially regarding the effectiveness of being a teacher. However, these present findings are completely opposite from past study who reported that condition of facilities affected and linked to teachers' job performance (Nadeem, Rana, Lone, Maqbool, Naz & Ali, 2011). Thereby, it indicates that each teacher has their own perspective regarding facilities and working conditions in affecting their job performance as teachers.

Besides that, this study reveals that there is an effect of role of colleagues towards teachers' job performance in Kepala Batas's secondary schools, Pulau Pinang. It shows that the teachers believed their colleagues act as an important role in increasing their job performance. It is aligned with a previous study by Jackson and Bruegmann (2009) who stated that the effectiveness of colleagues affected teachers' job performance. This study found that peer learning, work together, discuss strategies to improve teaching and learning skills are some of the examples activities which can help teachers to enhance their job performance. It is similar to the present findings because most of the respondents agreed that their positive relationship among the colleagues made them feel more satisfied to do a better job as a teacher. Moreover, a past study by Hausman and Goldring (2009) also related to the present findings because it is found that teachers' collegiality affected teachers' job performance. It is stated that the commitment of being a teacher is enhancing due to having peer support among them. Hence, based on these present findings and other past findings, role of colleagues has proved that it can affect positively towards job performance of the teachers in every school. Also, it specifies the relationship between the colleagues in these studied schools is good and it helps them to increase their job performance in this profession.

Last but not least, this study also indicates that there is an effect of role of principals towards teachers' job performance in Kepala Batas's secondary schools, Pulau Pinang. It proves that all principals in these studied schools are practicing a good role model for the respondents. Similarly to the previous study by Chen (2017), the researcher stated that when principals know how to delegate works to their teachers effectively, it discovers personal talent each of the teachers and encourage teamwork, their job performance had a positive effect. These present findings also support a past study by Adeyemi (2010) who found that a positive role of principals affected teachers' job performance such as in supervising co-curricular activities, preparing lesson plan and materials for teaching process, concerning on discipline of students and classroom management. It can relate with the present findings because the teachers also reported that their level of job performance is very high and one of the reasons is by having a good principal who always takes care of the needs. Overall, each principal in these studied schools portray a good role model towards the teachers and it helps them to increase their job performance in this profession.

All in all, it can be expressed that in teaching profession, extrinsic motivational factors are important as it can give positive effects regarding the teachers' job performance. Therefore, the goal of improving the quality and standards of teaching profession can be achieved based on these findings of the study.

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APPENDIXES

Appendix A: Approval Letter from *Kementerian Pelajaran Malaysia* (KPM)

 KEMENTERIAN PENDIDIKAN MALYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
ARAS 1-4, BLOK E8
KOMPLEKS KERAJAAN PARCEL E
PUSAT Pentadbiran Kerajaan Persekutuan
62604 PUTRAJAYA

TEL : 0388846591
FAKS : 0388846579

Ruj. Kami : KPM.600-3/2/3-eras(2518)
Tarikh : 6 Disember 2018

NUR IYLIA LIYANA BINTI ZULAZMI
NO. KP : 940731025990

10-3A, MENARA U2, JALAN BOLING PADANG 13/62,
SEKSYEN 13, 40100 SHAH ALAM
SELANGOR

Tuan,

KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT PENDIDIKAN GURU, JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN DI BAWAH KEMENTERIAN PENDIDIKAN MALYSIA

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan.

" EXTRINSIC MOTIVATIONAL FACTORS AND TEACHERS' JOB PERFORMANCE IN KEPALA BATAS'S SECONDARY SCHOOLS, PULAU PINANG "

3. Kelulusan adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari **21 Januari 2019** hingga **30 Jun 2019**.

5. Tuan dikehendaki menyerahkan senaskhah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat pdf dalam CD kepada Bahagian ini. Tuan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak diterbitkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,


Ketua Sektor
Sektor Penyelidikan dan Penilaian
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan Malaysia

salinan kepada:-
JABATAN PENDIDIKAN PULAU PINANG


* SURAT INI DIJANA OLEH KOMPUTER DAN TIADA TANDATANGAN DIPERLUKAN *

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Appendix B: Approval Letter from *Jabatan Pendidikan Pulau Pinang* (JPN)

	KEMENTERIAN PENDIDIKAN MALAYSIA Jabatan Pendidikan Negeri Pulau Pinang Jalan Bukit Gambir 11700 Pulau Pinang	TEL : +604-6575500 FAKS : +604-6521025 Laman Web : http://www.moe.gov.my
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Ruj Tuan :
Ruj Kami : JPNPP(PER) 1000-4/2 Jld.12(86)
Tarikh : 15 JANUARI 2019

 **Ms. Iyilia Liyana binti Zulazmi**
10-3A, Menara U2, Jalan Boling Padang 13/62, Seksyen 13,
40100 Shah Alam Selangor

Tuan/Puan,

KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT PERGURUAN, JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN – BAHAGIAN DI BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA

Dengan hormatnya saya diarah merujuk perkara tersebut di atas.

2. Surat kelulusan menjalankan kajian daripada Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia bertarikh **06 Disember 2018** adalah dirujuk.

3. Dengan ini dimaklumkan bahawa pihak Jabatan Pendidikan Pulau Pinang, tiada halangan untuk Tuan/Puan menjalankan penyelidikan di sekolah-sekolah negeri Pulau Pinang yang bertajuk:

“Extrinsic Motivational Factors And Teachers' Job Performance In Kepala Batas's Secondary Schools, Pulau Pinang” diluluskan.


4. Walau bagaimanapun Tuan/Puan adalah tertakluk kepada syarat-syarat seperti berikut:

- 4.1 Mendapat kebenaran dari Pengetua/Guru Besar sekolah berkenaan.
- 4.2 Tidak mengganggu perjalanan, peraturan dan disiplin sekolah.
- 4.3 Segala maklumat yang dikumpul adalah untuk tujuan akademik sahaja.
- 4.4 Menghantar satu salinan laporan kajian ke Jabatan ini setelah selesai kajian.
- 4.5 Sila kemukakan surat ini apabila berurusan dengan pihak sekolah.
- 4.6 Surat ini berkuatkuasa sehingga **30 Jun 2019**.

Sekian, terima kasih.


“BERKHIDMAT UNTUK NEGARA”

‘Saya yang menjalankan amanah’


(ZURIDA BINTI MUSTAPHA)
Penolong Pendaftar Institusi Pendidikan
Jabatan Pendidikan Pulau Pinang
b.p Ketua Pendaftar Institusi Pendidikan
Kementerian Pendidikan Malaysia

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Appendix C: Approval Letter from *Pejabat Pendidikan Daerah Seberang Perai Utara (PPDSPU)*

	KEMENTERIAN PENDIDIKAN MALAYSIA	
	Pejabat Pendidikan Daerah Seberang Perai Utara Jabatan Pendidikan Negeri Pulau Pinang 13200 Kepala Batas, Pulau Pinang.	Telefon : 04-575 7285 Faks : 04-575 7270 Laman Web : www.ppdspu.edu.my

Rujukan Tuan :
Rujukan Kami : PPD(PENT) 100-5/6 Jld.5 (72)
Tarikh : 17 Januari 2019

Nur Iylia Liyana Binti Zulazmi
10-3A Menara U2
Jalan Boling Padang 13/62 Seksyen 13
40100 Shah Alam Selangor

Tuan,

**KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT PERGURUAN,
JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN-BAHAGIAN DI BAWAH KEMENTERIAN
PENDIDIKAN MALAYSIA**

Perkara di atas dengan hormatnya dirujuk.

2. Surat kelulusan menjalankan kajian daripada Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia bertarikh 6 Disember 2018 dan Surat Kelulusan dari Jabatan Pendidikan Pulau Pinang bertarikh 15 Januari 2019 adalah dirujuk.

3. Sehubungan dengan itu, Pejabat Pendidikan Daerah Seberang Perai Utara tiada halangan membenarkan tuan menjalankan kajian di sekolah-sekolah Daerah Seberang Perai Utara yang bertajuk :

"Extrinsic Motivational Factors And Teachers' Job Performance In Kepala Batas's Secondary Schools, Pulau Pinang" diluluskan.


4. Walau bagaimanapun, tuan adalah tertakluk kepada syarat-syarat seperti berikut :

- 4.1 Mendapat kebenaran dari Pengetua sekolah berkenaan.
- 4.2 Tidak mengganggu perjalanan, peraturan dan disiplin sekolah.
- 4.3 Segala maklumat yang dikumpul adalah untuk tujuan akademik sahaja.
- 4.4 Sila kemukakan surat ini apabila berurusan dengan pihak sekolah.
- 4.5 Kebenaran ini berkuatkuasa sehingga **30 Jun 2019**.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,


(MASRI BIN ABDULLAH BCM)
Pegawai Pendidikan Daerah

Appendix D: Request Letter to Principals for distributing Questionnaire towards Teachers

NUR IYLIA LIYANA BINTI ZULAZMI
NO 11A LORONG BERTAM INDAH 37
TAMAN BERTAM INDAH
13200 KEPALA BATAS

21 JANUARI 2019

PENGETUA
SMK BERTAM INDAH
SMK BERTAM PERDANA
SMK DATO' HAJI HASSAN NOH
SMK DATO' KAILAN
SMK DATUK HAJI AHMAD BADAWI
SMK DATUK HAJI ABDUL KADIR
SMK GEMILANG
SMK KEPALA BATAS
SMK POKOK SENA
SMK SRI MUDA
(U.P: KAUNSELOR SEKOLAH)

TUAN

MEMOHON KEBENARAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH

Dengan segala hormatnya perkara di atas dirujuk.

Adalah dimaklumkan bahawa saya, Nur Iylia Liyana Binti Zulazmi mahasiswa yang sedang mengikuti program Ijazah Sarjana di Universiti Malaya (UM) dalam bidang Pengurusan Pendidikan. Saya ingin memohon kebenaran dari pihak tuan untuk membenarkan saya untuk mendedarkan 30 sampel soal selidik kepada guru di sekolah tuan.

2. Tajuk kajian saya adalah "**EXTRINSIC MOTIVATIONAL FACTORS AND TEACHERS' JOB PERFORMANCE IN KEPALA BATAS'S SECONDARY SCHOOLS, PULAU PINANG**". Tujuan kajian ini adalah untuk mengenal pasti faktor motivasi ekstrinsik dalam mempengaruhi prestasi kerja guru di sekolah tuan.

3. Sumbangan daripada hasil kajian ini dijangka akan menghasilkan indikator untuk mengenali faktor-faktor motivasi ekstrinsik yang diperlukan oleh guru untuk memastikan prestasi kerja guru di sekolah terjamin. Kajian ini juga akan memberi kesedaran kepada para pentadbir sekolah dalam memahami masalah yang dihadapi oleh guru untuk meningkatkan prestasi kerja guru di sekolah.

4. Bersama-sama ini saya sertakan satu salinan surat kebenaran untuk menjalankan kajian dari Bahagian Perancangan Dasar dan Penyelidikan Pendidikan, Kementerian Pendidikan Malaysia (KPM), Jabatan Pendidikan Pulau Pinang (JPN) dan Pejabat Pendidikan Daerah Seberang Perai Utara (PPDSPU) untuk rujukan pihak tuan.

Kerjasama dari pihak tuan didahului dengan ucapan ribuan terima kasih.

Sekian, terima kasih.

Yang benar



Nur Iylia Liyana Binti Zulazmi
Pelajar pascasiswazah
Fakulti Pendidikan,
Universiti Malaya.
iylialiyana@siswa.um.edu.my

Dipantau oleh,
Dr. Intan Marfarrina Binti Omar
Pensyarah senior
Jabatan Pengurusan, Perancangan & Dasar Pendidikan,
Fakulti Pendidikan,
Universiti Malaya.
imarfarrina@um.edu.my