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A STUDY ON FACTORS THAT AFFECT MOTIVATION AMONG TEACHERS IN SUNGAI PETANI, KEDAH

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Declaration

We hereby declare that the work contained in this research proposal is our own except those which have been duly identified and acknowledged. If we are later found to have plagiarized or to have committed other forms of academic dishonesty, action can be taken in accordance with UiTM's rules and academic regulations.

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ABSTRACT

Nowadays, the level of motivation among teachers is important in order to ensure the objective of the institutional can be achieved successfully. Therefore, this study was conducted to examine the factors that affect the motivation among teachers in Sungai Petani. This study focused on the discussion of the findings based on quantitative study. Data of this study were collected by a set of questionnaire containing six section, demographic data of respondents, motivation, workplace environment, empowerment, superior support and colleagues support. The sampling technique that have been used is census sampling. Data were analyzed by using Statistical Packages for the Social Sciences (SPSS) version 24. The result shows that workplace environment is the main factor that contribute to the motivation among teachers in Sungai Petani. The significance of this study is to contribute to the body of knowledge in the area of teachers' behavior, to assist understanding of teachers' motivation and to assist awareness for the teachers. The recommendation has been provided in this study is to increase the encouragement of empowerment among teachers in Sungai Petani. The discussion and conclusion are elaborated in this study.

Keywords: motivation; workplace environment; empowerment; superior support; colleagues support

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter highlights on the background of the study which is factors that affect motivation among teachers in Sungai Petani, Kedah. The presentation of this chapter started with the research background, followed by the problem statement, research questions, research objectives, scope of the study, significant of the study and finally the definition of terms and concepts used in this study.

1.2 Research background

The bulk of the earlier research, teachers have faced the problems on how to maintain and increase the level of motivation in the institution. The performance of teachers can be rise and the goals can be achieved when the teachers are motivated. Motivation can give impact towards the changes of teachers' behavior. From situation to situation, the level of motivation is different for each teachers (Robbins, Judge, & Sanghi, 2005). When the teachers are highly motivated, it will directly increase the institutional performance. According to Mary (1996), organizational performance can be described as a degree to which the institution achieved their goals by using various resources and without forcing on its members.

According to Inayatullah & Jehangir (2012), motivation can be defined as a driving force that push an individual to take some actions in order to achieve institutional's objectives. In other words, as stated by Dwight (2012), motivation is the art of making people to do what we wish them to do because they willing to do it. The

high motivation of teachers are influenced by work place environment, empowerment, superior support and colleagues support.

The proposed of this study is focus on motivation of teachers in term of workplace environment, empowerment, superior support and colleagues support. However, there are various factors that affect the level of motivation of teachers such as salary, grading and rewards and recognition.

1.3 Problem statement

This research is focus on the motivation among teachers because it is important to determine the factors that lead to level of motivation. The level of motivation among teachers can be examined through the readiness of the teacher to accept new environment into their profession. This is because in Malaysia, the education system always changes due to the political influence. Ministry of Education has terminated the examination for standard 1, 2 and 3 in primary schools and replace with assessment evaluation systems begin in 2019. The announcement by Ministry of Education, Dr Maszlee Malik gives a positive and negative reaction from various parties especially teachers. With the existence of assessment evaluation system, Ministry of Education will detail and clarify the implementation of a new approach of assessment evaluation system in order to ensure teachers are fully prepared. However, when there is changes in the education system, it will increase the pressure of the teacher in order to handle unexpected changes. Due to the unexpected changes occurred, it will make the teachers feel demotivated because they are not prepared or ready in accepting and adapting the new environment of educational system (Berita Harian, 2018).

90:10 policy gives burden to teachers and make the teachers feel demotivated. The 90:10 policy was announced for the first time in 2015. Basically, the policy is aimed to protect the interest of local children of Sabah and Sarawak to fill the teachers' position in Sabah and Sarawak. This policy provided 90% of teachers position in Sabah and Sarawak is fill by local children of Sabah and Sarawak. While, another 10% is teacher from West Malaysia. Since the implementation of the policy, there is no new teacher send to Sabah and Sarawak to teach. But, at the same time teachers from West Malaysia which have served for a decades in both state Sabah and Sarawak have difficulties to transfer back to West Malaysia because of no vacancies. When the transfer application is failed to be approved by the top management, this situation give negative impact to the teachers such as they feel demotivated. Besides the price of flight ticket is expensive especially during festive season and they face difficulties to go back to West Malaysia because of transportation problem for teachers who served in rural areas (Utusan Malaysia, 2018)

Furthermore, this research is focus on motivation among teachers because it is essential to improve the job satisfaction. There is an issue regarding teachers' motivation which is the increasing of workload. The increasing of workload can affect the level of motivation to be low. National Union of Teaching Profession (NUTP) agreed with the action to make teachers free from clerical tasks. The secretary of NUTP, Harry Tan Huat Hock said that NUTP always committed to fight for the issue of teachers spend more times with the students instead of burdened by various clerical tasks. When the burden of clerical task has been terminated, it can directly increase the level of motivation among teachers since they can focus and give their fully attention to their students. This is because the increasing of workload lead to work stress among

teachers (Berita Harian, 2018). President of CUEPACS, Datuk Azih Muda said that 25 until 30 percent of teachers face work stress and this problem kept increasing by year. He also said that, Ministry of Education has implement various strategies to reduce work stress among teachers but the strategies only practice in ministry level rather than in school (Sinar Harian, 2019). Therefore, the researchers are going to conduct a research at Sekolah Menengah Kebangsaan Ibrahim and Maktab Rendah Sains MARA (MRSM) in Sungai Petani.

1.4 Research Questions

The following research questions are developed for better understanding the factors that affect motivation among teachers in Sungai Petani:

1. What is the level of motivation of teachers in Sungai Petani?
2. What is the relationship between workplace environment and the motivation among teachers in Sungai Petani?
3. What is the relationship between empowerment and the motivation among teachers in Sungai Petani?
4. What is the relationship between superior support and the motivation among teachers in Sungai Petani?
5. What is the relationship between colleagues support and the motivation among teachers in Sungai Petani?
6. What is the most influential factor that affects motivation among teachers in Sungai Petani?

1.5 Research Objectives

The specific objectives of the study are as follows:

1. To determine the level of motivation among teachers in Sungai Petani.

2. To determine the relationship between workplace environment and the motivation among teachers in Sungai Petani.

3. To determine the relationship between empowerment and the motivation among teachers in Sungai Petani.

4. To determine the relationship between superior support and the motivation among teachers in Sungai Petani.

5. To determine the relationship between colleagues support and the motivation of teachers in Sungai Petani.

6. To determine the most influential factor that affects motivation among teachers in Sungai Petani.

1.6 Scope of Study

The scope of this study is divided into three : level, territory and time.

1.6.1 Level

The level of this study is teachers in high performance schools Sekolah Menengah Kebangsaan Ibrahim and Maktab Rendah Sains MARA (MRSM) in Sungai Petani.

1.6.2 Territory

This study is done in Sekolah Menengah Kebangsaan Ibrahim and Maktab Rendah Sains MARA (MRSM) Merbok because the high level of performance schools. Both school are the high performance school in Sungai Petani (Utusan Online, 2012).

1.6.3 Time

This research is conducted from September 2018 until July 2019 in two semesters. Date collection was done within 2 weeks in April 2019.

1.7 Significance of the study

Motivation of teachers is vital in order to influence others to improve their thinking, enthusiasm and create positive and negative emotional reactions (Clark, 2003). The higher motivation among teachers is important to increase institutional performance. Thus, this study is conducted to give some opinions into the significance of motivation among teachers.

1.7.1 To contribute to the body of knowledge in the area of teachers behavior.

The study is aims to educate the teachers' behavior in adapting teachers' motivation in their daily routines. Teachers' motivation improve the institutional performance by developing teachers' commitment on their task and loyalty towards the institutions. Motivation is vital to build a strong relationship between superior and subordinates to reach the goal of the institutions.

1.7.2 To assist understanding of teachers' motivation.

This study intends to educate teachers the importance of motivation and the benefits of teachers' motivation to the institutions. Teachers need to be clear in adapting the culture of teachers' motivation that able to improve their work performance by increasing the empowerment and strengthen relationship among each other in institution.

1.7.3 To assist awareness for the teachers

The research intends to assist awareness for the teachers in public sector to realize the benefits of motivation to the institution. The performance of teachers such as workplace environment, empowerment, superior support and colleagues support.

1.8 Definition of terms, terminology and concepts

All the terms used in this study is regarding the factors affecting teachers' motivation towards institutional performance in Sungai Petani are defined as follows:

1.8.1 Motivation

According Caillier (2016), motivation is a desire in a person that causes the person acts. Usually the person acting for a reason to achieve the goal.

1.8.2 Workplace environment

Sedarmayanti (2001), defines workplace environment as a physical environment. Physical work environment are all the physical obtained around the workplace that may affect the employees either directly and indirectly. The entirely of the internal and external factors that are around the workplace such as chairs, tables

and others equipment may affect the employees in performing their duties and daily work.

1.8.3   Empowerment

Empowerment means freedom that given to someone to make any decision (Ozolins, 2010). In other words, teachers are given authority, power to make a decision which lead them to use their full capabilities. Superior should give freedom for the subordinate to voice out their opinion. The opinion from subordinate should be consider by the superior for better improvement in the organizations.

1.8.4   Superior support

Superior support means general perception of contribution of the superior and the self degree of concern for employees (Zhang, 2016). Superior are responsible for conducting and evaluating teachers' performance.

1.8.5   Colleagues support

Collegues support can be described as a degree to which teachers believes their collegues are ready to provide them with work related exixtence to help in the execution of their service-based duties (Wright, 2008).

**1.9	Conclusion**

As a conclusion, this chapter provides the background of the study regarding the motivation of teachers. In addition, this chapter consist of three main issues regarding motivation. The research questions and research objectives is well determine. The scope of the study explained about the level, territory and time to conduct the research. Furthermore, this chapter continued with significance of the study and the definition of terms, terminomlogy and concepts is successfully defined.

CHAPTER 2

LITERATURE REVIEW & CONCEPTUAL FRAMEWORK

2.1   Introduction

This chapter provides a review of factors that affect motivation among teacher. The presentation of this chapter begins with motivation among teachers, salary, rewards and recognition and factors that affect motivation among teachers which are workplace environment, empowerment, superior support and colleagues support. Following the review of relevant literature, the conceptual, the conceptual framework is discussed in details in relation to the conceptual definitions. Finally, hypothesis is proposed to support research questions and research objectives of this study.

2.2   Motivation among teachers

According to Bartol & Martin (1998) motivation can be described as a powerful tool that support the behaviour. In other words, motivation is one of the internal drive to satisfy an unsatisfied need and to achieve a specific goals. It is also a process that begins through a physiological and psychological need that encourage a performance set by an objective.

Motivation is not only vital to motivation but also towards productivity, improved management practices, accountability, and trust in government. Motivation creates the mental effort that forces us to apply our knowledge and skills. Without motivation, teachers refuse to work hard even the most capable persons. Motivation also avoid teachers to convert intention into action and start doing something new or restart something that they have done before. Other than that, motivation leads teachers

to invest more and less cognitive effort to boost both the quality and quantity of the work performance.

Hence, motivational performance gaps appear whenever people prevent to start doing something new, resist doing something familiar, stop doing something essential and switch their attention to a less valued task, or refuse to work smart on a new challenge and instead use old, familiar but insufficient solutions to complete a new issue (Clark, 2003).

2.3   Factors that affect motivation among teachers

There are a few factors that can lead to motivation among teachers which are workplace environment, empowerment, superior support, colleagues support, salary, rewards and recognition and communications.

2.3.1   Workplace environment

Schmitz & Opperman (2002), defines workplace environment as a composite of three major sub-environments which is technical environment, human environment and the organizational environment.

On the other hand, according to Jonn (2013), a good work environment can have a lot of positive impact on welfare of the individual employees and directly give positive impact to the organiaton' bottom line. If employees are happy with the environment, they can be more productive and less making mistakes in the organization.

2.3.2 Empowerment

Next, empowerment is another factor that affect motivation among teachers. Empowerment can be defined as an interactive process which occurs between the individual and his environment in which the individual's sense or belief in his ability to make a decision in order to solve the problems (Parsons, 1991).

Empowered employees are loyal, commited and potentially more productive. When employees is provided with the tools and resources needed in order to lead their own project the goal of the organization will successfully achieved. Empowered employees are more likely to follow the best practice, be more productive and embrace change (Wong & Laschinger, 2013).

2.3.3 Superior support

Other than that, superior support is one of the factor that affect motivation among teachers. Superior support can be defined as the superior behaviour in helping their subordinates to demonstrate the skills, knowledge, and attitudes (Rhoades & Eisenberger, 2002). Superior support is important in order to improve the performance of the employees and to increase the productivity. As a superior, the superior should concern to the welfare and interests of their employees.

A friendly superior can give a positive impact in term of the relationship with the employees. The employees will feel comfortable with the superior because the complex bond can become strong bond.

2.3.4 Colleagues support

Besides superior support, factor that affect motivation among teachers is colleagues support. Colleagues support is refers to the extent to which employees believes their colleagues are willing to provide assistance aid regarding their job scope (Tews et al., 2013).

With the existence of colleague support, it can create inspiration in order to complete the tasks. Supportive colleagues help to create sense of community and teams spirit which work as a reminder to everyone to striving towards one unified goal.

2.3.5 Salary

Moreover, the factor that affect motivation among teacehrs is salary. In Malaysia, the government has given incentives such as salary increment and good remuneration system to ensure teachers are highly motivated to do their tasks (Mahazril'Aini et al., 2013). Salary can be defined as the remuneration to the service of the employees by the employer and a tool of payment in the form of currency.

According to Kokemuller (2017), links between salary and motivation are often debated. Most experts agrees that a reasonable salary for a give job is needed to attract and retain employees. In the Maslow's hierarchy of needs include the lowest-order psychological needs are a top priority until it is achieved. This can include salary since it is needed to buy food, clothing and shelter. Higher-order needs of esteem and self-actualization do correlate with salary, but more from the perspective that a high salary can serve to prompt a stronger sense of self-worth and accomplishment.

2.3.6 Rewards and recognition

Besides salary, rewards and recognition also is the factor that affects motivation among teachers. Rewards and recognition is the main tools the management can use to channel employees' motivation in desired ways. Rewards systems attempt to attract people to participate in the organization to keep them coming to work and motivate them to perform at high levels (Pratheepkanth, 2011). Malek et.al (2010), has conducted a research on the effect of rewards and recognitions towards motivation stated that managers can provide recognition to employees by sitting with employees to have informal talks, spending time with them in the form of a dinner or families activity.

Therefore, when the organization practiced an effective rewards and recognition in their organization, it directly leads to favorable working environment that can boost up the motivation of the employees to excel in their performance.

2.3.7 Communication

Furthermore, communication is one of the factor that affect motivation among teachers. Communication is one of the factors that can affect motivation of the teachers. Effective communication is needed among teachers in the organizations in order to gain mutual understanding. The superior can also stimulate motivation by giving relevant information, communicating with other teachers and showing them a good attitude so that they can be a role model (Olajide, 2000). In addition, positive perceptions around organization communications serve to both boost motivation levels among current teachers and foster teachers' understanding of work (Wojtkowiak, 2009). Open communication also make public servants feel appreciated by organization.

Therefore, it will make them loyal and retain in the organization. Due to this situation, it will increase the level of work motivation among teachers (Memmott & Growers, 2002)

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2.4   Variables related to this study

There are a few independent variables choose for this study which are workplace environment, empowerment, superior support and colleagues support.

2.4.1   Workplace Environment

The factor that affects the motivation among teachers is workplace environment. According to Schmitz & Opperman (2002), workplace environment can be defined as processes, systems, structures, tools, or conditions in the workplace that impact favorably and unfavorably individual performance. Workplace environment also consists of policies, rules and regulations, culture, resources, working relationships, internal and external environments factors. Moreover, a proper workplace environment insists in reducing the number of absenteeism among teachers. Physical components consist that the employees have the ability to connect with their office environment physically.

According to McCoy & Evans (2005), physical working environment plays a vital role to the teachers and organization. The scholars also stated that one organization have to provide proper and complete physical workplace environment to ensure the public servants could perform during working hours effectively and efficiently without getting stress to complete their tasks. McCoy and Evans (2005) stated about public servants that stress in the workplace will high potentially get their job done slowly and

it will affect the performance of the employees. Furthermore, McCoy & Evans (2005) also mention that a good organization that strong physical working environment could help employees to increase their relationship and network inside the workplace. According to Visher (2007), the employees could perform with their full energy and attention by having a good workplace environment. Therefore, employers should provide proper working conditions to teachers in order to increase level of motivation.

2.4.2 Empowerment

Besides workplace environment, empowerment is one of the factors that affect motivation among teachers. According to Wilkinson (1998), for there to be a perception of empowerment, teachers and teams must have control over diverse responsibilities. For example, scheduling, the hiring of new employees, staff development, as well as the objectives of an organization. It is important for the teachers to feel that they have discriminatory in the decision making (Quinn & Spreitzer, 1997). In other words, teachers have to be given an opportunity to make decisions and express their opinions. According to Kumar (2015), empowerment given to the teachers can encourage them to be more creative and take risks.

Empowerment involves providing the workforce with greater flexibility and more freedom to make decisions relating to work. Empowerment is generally associated with the concept of power, thereby implying that power is redistributed by those in senior positions to those in subordinate positions (Greasley et al, 2005). Empowered teachers have greater sense of motivation and organizational loyalty (Mullins & Peacock, 1991). To employees, empowerment will improve their potential

for promotion. Hence, it will results in personal growth and enlarges their feeling of confidence (Wilson, 2005).

2.4.3 Superior support

Furthermore, factor that affects the motivation among teachers is superior support. Most of the public servants will motivate according to the support from their superior support from their own colleagues. Superior support refers to teachers' perception of how much their superior value their efforts, concerned about their welfare and gives them the support they need. Teachers who receive sufficient support from their superiors during working hours will perceive equity. If teachers feel that they are fairly treated and supported by their superiors, this may lead to increase level of motivation and job performance. (Abidin Saad et al., 2010).

2.4.4 Colleagues support

Other than that, colleagues support is important in affecting motivation among teachers. Cooperation colleagues also vital to maintain harmonized in the workplace. Bias and criticize each other's is prohibited to avoid from any bad things happens. Beehr & McGrath (1992) define colleague support as colleagues willingness to help one another in performing daily tasks and handling of upsetting and threatening situations to create healthy environments in the workplace (Frone et al., 1997; Mansor et al., 2003). As Hodson (1997) convincingly argued, the colleague support may make a key contribution to teachers' motivation. The current study emphasis on colleague support refers to colleagues assisting one another in their tasks when needed by sharing knowledge and expertise as well as providing encouragement and support (Zhou & George, 2001). In an environment where colleague support is high, teachers are able to

discuss ideas more openly and honestly and there is a positive relationship to job motivation (Bateman, 2009).

2.5   Conceptual Framework

Based on the literature review and understanding the value-percept theory of job satisfaction, the conceptual framework is developed. The conceptual framework proposes a direct relationship between the factors affecting teachers' motivation which is workplace environment, empowerment, superior support and colleagues support.
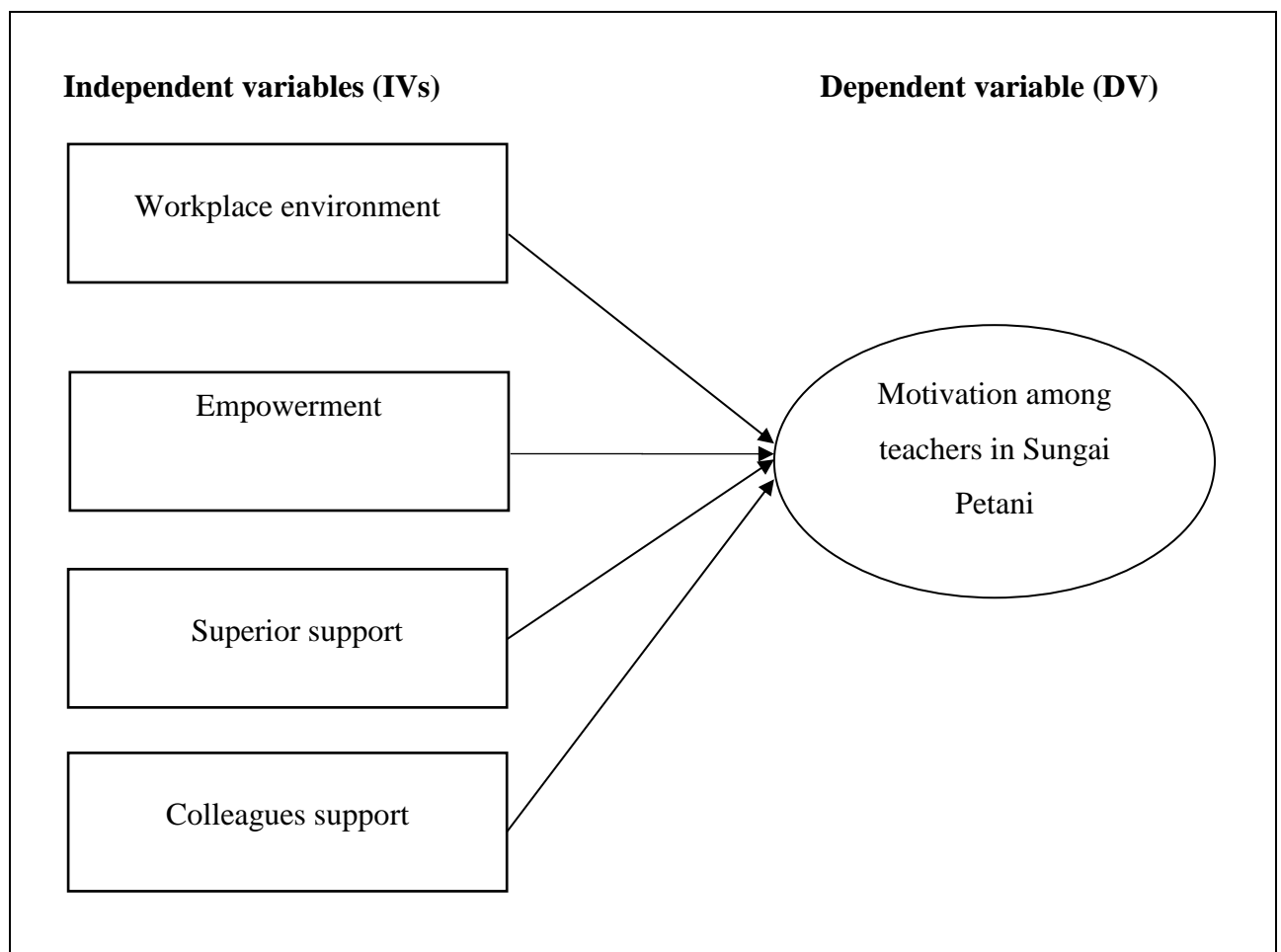
Figure 2.1: Conceptual framework

Figure 2.1 presents the conceptual framework which states that factors that affect motivation among teachers has a connection with four independent variables which are workplace environment, empowerment, superior support and colleagues support. All of the variables in the conceptual framework are explained in detail the conceptual framework definition section.

2.5.1 Motivation among teachers towards institution

Motivation refers to "the reasons underlying behavior" (Colquitt et al., 2015). Broussard & Garrison (2004), broadly define motivation as "the attribute that moves us to do or not to do something". Hence, motivation is refers to reasons that underlie behavior that is characterized by willingness and capability of conscious choice, decision and intention.

2.5.2 Workplace environment

Workplace environment can defined as the settings, situations, conditions and circumstances under which teachers work. It is further elaborated by Alias Mohd & Mohd Rasdi (2011), as a few categories that consists the physical setting such as heat and equipment. The characteristics of the job itself such as workload and task complexity broader organizational features. For example, culture and history and even aspects of the extra organizational setting such as local labor market conditions, industry sector, work-home and relationships.

2.5.3 Empowerment

Empowerment is related to the word power. The concept leans on its original meaning of investment with legal power. In other words, empowerment is permission to act for some specific goals (Rappaport, 1987). The meaning of the concept includes mainly references to power that develops and is acquired. Teachers are managing to gain more control over their lives, either by themselves or with the help of others. The form to be empowered relates to what is both a process and an outcome in which to the effort to obtain a relative degree of ability to persuade others (Staples, 1990). Public sector in Malaysia practices bureaucracy structure in their administration. A bureaucratic structure is an organizational form exhibits many of the facets of the mechanistic organization. (Colquitt et.al, 2015). Even though public sector practice bureaucracy and have its own level of hierarchy, teachers still can voice out their opinion and make a decisions for their organization. When teachers free to voice out their opinion, the teachers will feel that they are part of the organization. Hence, it will increase the level of motivation.

2.5.4 Superior support

According to Gaur, M., & Ebrahimi, N. (2013), the relationship between a superior and his subordinates can have a major impact on the performance of the teachers. Positive support from superior can leads to various types of exchanges between a superior and his subordinates. A positive exchange, which may include behaviors like, discussing work related problems, involvement in the decision making process, availability of the superior

to know their subordinates problems at any time when required. Hence, this kind of superior support can have a positive impact on the performance of the teachers.

2.5.5   Colleagues support

Colleagues support can be described as a voluntary interdependence between two or more persons over time that is intended to facilitate social emotional purpose of the participants, and may involve various types and degrees of companionship, intimacy, affection and mutual assistance (Haque, 2001) Besides, superior and colleagues support can create the attachment between superior and the subordinate. Organizational support reflects the degree to which the subordinate believe that superior values their contributions and cares about their well-being (Haque, 1996). By being supportive, it can create commitment between both superior and subordinate. Hence, it will increase the level of motivation since the subordinate feel they are as a diamond in the organization (Haque, 2001).

2.6   Relationship between workplace environment, empowerment, superior support and colleagues support

This study aims to determine relationship between factors that affect motivation among teachers in Sungai Petani.

2.6.1   The relationship between workplace environment and motivation among teachers

The entirety of the internal and external factors that are around the workplace of each teacher such as chairs, tables and equipment that may affect employees in performing their duties and daily work is called the physical work environment (Mafini, & Dlodlo, 2014). When there is good workplace environment, the level of motivation among teachers will increase. The hypothesis is as below:

H_o :   There is no significant relationship between workplace environment

            and the motivation among teachers in Sungai Petani.

H_A :   There is significant relationship between workplace environment and

            the motivation among teachers in Sungai Petani.

2.6.2   The relationship between empowerment and motivation among teachers

Empowered employees have greater sense of job motivation, and institutional loyalty (Mullins and Peacock, 1991). Ownership and trust, along with autonomy and authority, becomes a motivational package. Superior should give freedom for their

employees to make a decision so that it will boost their level of motivation. The hypothesis is as below:

H$_o$:   There is no significant relationship between empowerment and

the motivation among teachers in Sungai Petani.

H$_A$:   There is significant relationship between empowerment and

the motivation among teachers in Sungai Petani.

2.6.3   Relationship between superior support and motivation among teachers

Sufficient superior support will enhance teacher's sense of security, make teachers more willing to offer suggestion to the organization actively. Hence, it increase motivation among teachers (Yan et al., 2016). The hypothesis is as below:

H$_o$:   There is no significant relationship between superior

support and the motivation among teachers in Sungai Petani.

H$_A$:   There is significant relationship between superior

support and the motivation among teachers in Sungai Petani.

2.6.4 Relationship between colleagues support and motivation among teachers

Colleagues trust is found related to individual willingness to share resources with a colleague (Dirks & Skarlicki, 2009), perceived organizational support, turnover intention, and affective commitment (Ferres, Connell, & Travaglione, 2004). The hypothesis is as below:

H_o : There is no significant relationship between colleagues support and the motivation among teachers in Sungai Petani.

H_A : There is significant relationship between colleagues support and the motivation among teachers in Sungai Petani.

2.7 Conclusion

As a conclusion, this chapter provides a review of the literature on motivation of teachers. In addition, this chapter consists of the explaination about dependent variables which is factors that affect motivation among teacherss, and four selected independent variables which is workplace environment, empowerment, superior support and colleagues support. The framework is well illustrated. Finally, the hypothesis is sucessfully determined.

CHAPTER 3

RESEARCH METHOD

3.1 Introduction

In this chapter, research methodology discusses on how the study was carried out. Besides, in this chapter also discusses the research design, unit of analysis, sample size and sampling techniques. In addition, in this chapter also explained on the measurement concept. Moreover, the data collection and data analysis also discussed in this chapter.

3.2 Research design

Research design are the ways to obtain an information and the way of study was conducted. Quantitative method is used in this study in order to achieve the objective of this study. Meanwhile, the correlation analysis is used for the purpose of this study. Correlation analysis is used to see the relationship between independent variables and dependent variable whether it has a relationship or not. Null hypothesis present there is no significant different while hypothesis alternative present there is significant different between independent variables and dependent variable. Hence, accurate information able to obtain. Furthermore, quantitative research method will be use in this study which relies on the primary data from a survey involving teachers in Sekolah Menengah Kebangsaan Ibrahim and Maktab Rendah Sains MARA (MRSM). Moreover, in this study, the cross-sectional method is used in which it involves looking at people that differ on one key characteristics at one specific point in time. In other words, the data being collected at the same time from people who are similar on other characteristic but different on a key factor of interest such as age, geographic locations, races, and so on.

3.3 Unit/level of analysis

Unit of analysis in this study is the individual refers to the teacher in high performance schools in Sungai Petani. The questionnaire was distributed to each of individual in high performance schools in order to obtain information to completely study.

3.4 Sample size

Sekaran & Bougie (2009), defined sample as a section of the population that a researcher was choose for the purpose of the study. Furthermore, sample size is the number of observations used for calculating the estimation of given population. Moreover, the sample size is important in order to determine the accuracy and reliability when investigate on the teachers' motivation in high performance schools in Sungai Petani.

The population of teachers in two high performance schools which are Sekolah Menengah Kebangsaan Ibrahim and Maktab Rendah Sains MARA (MRSM) Merbok. The population of Sekolah Menengah Ibrahim is 140 while the population of MRSM Merbok is 70. Hence, the total population for both high performance schools is 210. Therefore, the sample size would become 210 teachers is chosen to obtain an information from them through a questionnaire.

3.5 Sampling technique

The sampling technique in this study is census sampling. A census is study of every unit, everyone or everything in a population. It is also known as a complete enumeration which means a complete count (Australian Bureau of Statistic, 2019). Census provides a true measure of population. Hence, no sampling error occurs. Besides, detailed information about small subgroup within the population is more likely to be available.

3.6   Measurement/Instrumentation

In this study, the measurement concept consists of dependent variable and independent variables. Dependent variable which is motivation among teachers in both cluster school which is Sekolah Menengah Kebangsaan Ibrahim and Maktab Rendah Sains MARA (MRSM) in Sungai Petani. It has been discussing in conceptual definition, operational definition and some of the questionnaire that related to motivation among teachers in Sungai Petani. Meanwhile, for independent variables which is workplace environment, empowerment, superior support and colleagues support also been discuss in conceptual definition, operational definition and the questionnaire that related to each independent variables. The Likert scale will be used to collect data is 1 represent to strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree. Besides, the research measurement for each variable used in this study is presented in detail in the following section:

1) Section A : Demographic question

2) Section B : Workplace environment

3) Section C : Empowerment

4) Section D : Superior support

5) Section E : Colleagues support

6) Section F : Motivation

3.6.1   Motivation

According Malthis (2006), motivation is a desire in a person that causes the person acts. Usually the person acting for a reason to achieve the goal. The employees will give more commitment towards their tasks if they feel motivate. The employees also will feel satisfy

working in that organization when they are highly motivated. The Likert Scale will be used as to measure the variables from 1 (Strongly Disagree) until 5 (Strongly Agree).

References	Original Questionnaires	Modified Questionnaires
Mohsan et. al (2011).	1. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.	1. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.
Smith & Alcorn (2018)	2. My organization is the best place to work.	2. I feel that my organization is the best place to work.
	3. When I am highly motivated, all the tasks will be completed during time given.	3. I am able to complete my tasks during the time given when I am highly motivated.
	4. When I am highly motivated, I will have high job satisfaction.	4. I achieve my job satisfaction because I am high motivated.

	5. My job performance will increase when I am motivated.	5. My job performance will increase when I am motivated.
	6. I am willing to spend my extra time to complete my job when I am motivated.	6. I am willing to spend my extra time to complete my job.
Smith & Alcorn (2018)	7. I am able to participate in any events in school even though it is not my passion.	7. I am willing to involve in any programs in school even though it is not my passion.
	8. I able to handle all the challenges during my services.	8. I able to manage all the challenges during the period of my service.
	9. When I am motivated, I feel satisfy with my job.	9. I feel satisfied with my career now.
	10. I feel motivated to work in this organization.	10. Overall, I feel motivated to work in this organization.

Table 3.1: Measurement Concept (Motivation)

3.6.2 Workplace Environment

Sedarmayanti (2001), defines workplace environment as a physical environment. Physical work environment are all the physical obtained around the workplace that may affect the employees either directly and indirectly. The Likert Scale will be used as to measure the variables from 1 (Strongly Disagree) until 5 (Strongly Agree).

References	Original Questionnaires	Modified Questionnaires
Sedarmayanti (2001)	1. Teachers will feel motivate if there is safe workplace environment.	1. The working environment provided can motivated me to work better.
	2. The facilities provided in my workplace is enough.	2. I am provided with enough facilities to complete my task.
	3. I allowed to use all the physical environment in my workplace	3. I am allowed to use all the physical environment in my workplace such as chairs, tables and labs.
	4. I feel comfortable with working environment.	4. I am comfortable with my working environment.

References	Original Questionnaires	Modified Questionnaires
	5. I feel motivated with comfortable working environment.	5. Overall, I feel motivated with safe working environment.

Table 3.2: Measurement Concept (Workplace Environment)

3.6.3   Empowerment

Empowerment means freedom that given to someone to make any decision (Per-Anders Tengland, 2007). Participation and freedom given to public in making decision will increase their level of motivation. Participation of each employees is important to achieve the target. The Likert Scale will be used as to measure the variables from 1 (Strongly Disagree) until 5 (Strongly Agree).

References	Original Questionnaires	Modified Questionnaires
Smith & Alcorn (2018)	1. I feel free to voice out my opinion.	1. I feel free to voice out my opinion.
	2. I have the authority to make the decisions necessary for accomplishing assigned tasks.	2. I have an authority to make a decision in accomplishing assign tasks.
Jupp et al. (2010)	3. My superior makes sure that all teachers are heard before decision are made.	3. My superior is listen to my opinion before decisions are made.

	4. I use the authority given with fairness.	4. I use the authority given with fairness.
	5. I feel motivated due to the empowerment given to me.	5. Overall, I feel motivated due to the empowerment given to me.

Table 3.3: Measurement Concept (Empowerment)

3.6.4   Superior Support

Superior support means general perception of contribution of the superior and the self degree of concern for employees (Binmeizi Zhang, 2016). The superior must have to appreciate the employees' job performance in order to motivate them. The Likert Scale will be used to measure the variables from 1 (Strongly Disagree) until 5 (Strongly Agree).

References	Original Questionnaires	Modified Questionnaires
Smith & Alcorn (2018)	1. My superior treats others with fairness.	1. My superior treats me and other staffs with fairness.
	2. My superior visibly demonstrates a commitment to quality.	2. My superior lead to the improvement of my career development.

Echols (2005)	3. My superior creates a motivating and energizing work place.	3. My superior creates a motivating and energizing work place.
	4. My superior is appropriately visible and accessible to public servants.	4. My superior always assists and give support for me to complete my tasks.
	5. I feel motivated when superior support me.	5. Overall, I feel motivated when superior support me.

Table 3.4: Measurement Concept (Superior Support)

3.6.5   Colleagues Support

Collegues support can be described as a degree to which employees believe their collegues are ready to provide them with work related existence to help in the execution of their service-based duties (Susskind et al., 2003). Mutual understanding and tolerance is vital in an organization and supportive team members are needed. The Likert Scale will be used to measure the variables from 1 (Strongly Disagree) until 5 (Strongly Agree).

References	**Original Questionnaires**	**Modified Questionnaires**
Schaufeli & Bakker (2004)	1. I have positive working relationship with my colleagues.	1. I have good working relationship with my colleagues.

Bakker & Bal (2010)	2. There is a strong feeling of teamwork and cooperation in this organization.	2. I have a strong feeling of teamwork and cooperation with my colleague in my organization.
Schaufeli & Bakker (2004)	3. Teamwork is encouraged and practiced in this organization.	3. My colleagues and I are giving full commitment to face the challenges in this organization.
Bakker & Bal (2010)	4. Colleagues are always prepared to help me, even though they may be still learning themselves.	4. My colleagues are always open to help me in completing my tasks.
Echols (2005)	5. It is easy to get along with my colleagues.	5. Overall, my colleagues always motivate and give good advice to me.

Table 3.5: Measurement Concept (Colleagues Support)

3.7   Data collection

The data from this study is collected through the distribution of the questionnaires. The questionnaires were distributed to both Sekolah Menengah Ibrahim and Maktab Rendah Sains MARA (MRSM) in Sungai Petani in order to get the data regarding motivation among teachers. A cover letter is attached with questionnaire to be approve by management of both school. Moreover, the respondent been asked to answer the entire set of questionnaire and to complete the questionnaire within 14 days. Furthermore, the questionnaire is prepared in two languages which in Bahasa Melayu and English. The choices of language are to ease the respondent understanding to answer the questions. Thus, all the data collected been kept only for the academic purposes.

3.8   Data analysis

Data analysis of this study is conducted by using the Statistical Package for Social Science (SPSS), which involves the transformation of data into a form which provide information in order to describe the factors and this was done through adjusting of the raw data collected. The data analysis that is used are Descriptive Statistics (mean and standard deviation), Pearson Correlation and Multiple Regression. The objective of descriptive statistics is to determine the level of motivation among teachers in Sungai Petani. Besides that, Pearson correlation is to examine the relationship between workplace environment, empowerment, superior support, colleagues support and motivation among teachers in Sungai Petani.

3.8.1 Descriptive analysis

Table 3.6: Statistical Technique in data analysis

Statistical Technique	Research Objective
Descriptive Statistic (Mean and Std. Deviation	To determine the level of motivation among teachers.
Pearson Correlation	To examine the relationship between workplace environment, empowerment, superior support, colleagues support and motivation among teachers.
Multiple Regression Analysis	To identify the most influential variable that affects motivation among teachers.

3.9   Pilot Study

Trial study is the fundamental phases of research phases of the research process. The purpose of conducting pioneering research is to examine the possible approaches intended for use in larger scale studies. For example, role and limitations pioneer study are described here by using clinical trials. In this study, the pilot study is conducted by using self-administered questionnaire in order to determine the reliability of the questionnaire. The questionnaire has been distributed to 30 teachers in both high performance schools Sekolah Menengah Kebangsaan Ibrahim and Maktab Rendah Sains MARA (MRSM). The questionnaire distribution can be analyzed by using Cronbach's Alpha Value. The formula in a table 3.7 as below:

Table 3.7: The scale of Cronbach's Alpha

$\alpha \geq 0.90$	Excellent
$0.7 \leq \alpha < 0.9$	Good
$0.60 \leq \alpha < 0.7$	Acceptable
$0.50 \leq \alpha < 0.6$	Poor
$\alpha < 0.50$	Unacceptable

Table 3.8: Results of Cronbach's Alpha

Variables	Results of Pilot Study	Items
Motivation (DV)	0.810	10
Workplace Environment (IV)	0.662	5
Empowerment (IV)	0.630	5
Superior support (IV)	0.610	5
Colleagues support (IV)	0.717	5

Based on table 3.8, the results of pilot study show that the dependent variables which is motivation is 0.810. Thus, the result is considered as good based on the scale of Cronbach's Alpha. Besides, the result for independent variable which is workplace environment is acceptable since the result recorded 0.662. Next independent variable which is empowerment, the result of the pilot study is 0.630. Hence, based on the scale, it is categorized as acceptable. Furthermore, superior support recorded 0.610 which is considered as acceptable. The result for colleagues support recorded as 0.717 which is good. Hence, all the variables is reliable. So, there is no need to delete the item from the box.

3.10   Conclusion

As a conclusion, this chapter provides research design, unit of analysis and sample size. In addition, this chapter consists of the explaination about the sampling technique used which is purposive sampling. Besides, in this chapter consists of the measurement concept which consists of dependent variable and independent variables and it been discuss in conceptual definition, operational definition and the questionnaire that related to each independent variables.. Finally, the data collection, data analysis and pilot study are successfully defined.

CHAPTER 4

RESEARCH FINDINGS

4.1   Introduction

In this chapter, the research findings explain on the factors that affect the motivation among teachers in Sungai Petani. This chapter will discuss the demographic profile of the respondents, descriptive analysis of the variables which is the relationship workplace environment, empowerment, superior support and colleagues support towards the motivation. The researcher also will identify the most influential factor of motivation among teachers in Sungai Petani.

4.2   Demographic Profile

There are five elements in demographic section which are age, gender, race, job status and length of services has been used by researchers in order to identify the characteristics of respondents that involved in the study. The respondents involved in this study are 210 respondents.

Table 4.1 Demographic Profile of The Respondents

NO.	PROFILE	FREQUENCY	PERCENTAGE
1	**Age**		
	20-30 years old	14	6.7
	31-40 years old	57	27.1
	41-50 years old	103	49.0
	51-60 years old	34	17.1
Total		**210**	**100.0**
2	**Gender**		
	Male	70	33.3
	Female	139	66.2

		210	100.0
Total		**210**	**100.0**
3	**Race**		
	Malay	**163**	**77.6**
	Chinese	**23**	**11.0**
	Indian	**24**	**11.4**
	Others	**0**	**0**
Total		**210**	**100.0**
4	**Job Status**		
	Permanent	**203**	**96.7**
	Contract	**4**	**1.9**
	Daily part-time staff	**3**	**1.4**
Total		**210**	**100**
5.	**Length of Service**		
	1-10 years	**29**	**13.8**
	11-20 years	**125**	**59.5**
	21-30years	**47**	**22.4**
	31 years and above	**9**	**4.3**
Total		**210**	**100**

Based on the research study, questionnaires have been distributed to the teachers at Sungai Petani. The table above shows the total of 210 respondents. According to the data presented above, most of the respondents were among 41 to 50 years old which represent 49.0% out of 210 respondents. This was follow by respondents within the age 31 to 40 years old which represent 27.1% out of the total respondents. Then, follow by respondent within the age 51 to 60 years old which represent 17.1% out of 210 respondents. Finally, 6.7% are the respondent from age 20 to 30 years old.

Majority of the respondents are the female which are 66.2% of the total respondents. Meanwhile 33.3% of the respondent in this survey are male. This shows that female teachers are more than male teachers in Sungai Petani.

The most of the teachers are Malays which is 77.6% out of 210 respondents, follow by Indian which is 11.4% out of 210 respondents. Meanwhile Chinese is 11.0% out of total respondents. . This shows that most of the teachers in Sungai Petani are Malays.

Majority of the teacher is permanent teacher which are 96.7% out of 210 respondents follow by contract teacher 1.9% out of 210 respondents. The daily part-time staffs are 1.4% out of 210 respondents. This shows that most of teachers in Sungai Petani are permanent teacher.

Most of the teacher in Sungai Petani work for 11 to 20 years which is 59.5% out of 210 respondents. The length of service for 21 to 30 years is 22.4% while 1 to 10 years is 13.8%. Finally for the length of 31 years and above is 4.3% out of total respondents.

4.3   Category of Mean for Descriptive Analysis in This Study

Descriptive analysis was used in this study to describe the finding on the dependent variables of this study which is the factor that affect motivation among teachers in Sungai Petani. Therefore, from the descriptive analysis, there will have three different categories. Table 4.2 shows the category of mean by Sekaran and Bougie (2013).

Table 4.2 Category of mean

Mean	Category
1-3	Low
>3-4	Average
>4-5	High

Source: Sekaran and Bougie (2013)

4.4 Findings

Through this finding, researchers have answered the research objective and determined the hypothesis. For research objective 1, researchers used Descriptive Analysis to identify the level of motivation among teachers in Sungai Petani. For the research objective 2 until research objective 4, the researchers used Pearson Correlation to identify the relationship between the dependent and independent variables. Besides that, for the research objective 5, Multiple Regression Analysis is used by researchers to determine the most influence factor that affects motivation among teachers in Sungai Petani.

4.5   Research Objective 1

Objective 1: 1. To determine the level of motivation among teachers in Sungai Petani.

Table 4.3: Frequency Table

Descriptive Statistics

	N	Mean
I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.	210	3.80
I feel that my organization is the best place to work.	210	3.99
I am able to complete my tasks during the time given when I am highly motivated.	210	3.86
I achieve my job satisfaction because I am high motivated.	210	3.94
My job performance will increase when I am motivated.	210	3.90
I am willing to spend extra time to complete my job.	210	3.70
I am willing to involve in any programs in school even though it is not my passion.	210	3.67
I able to manage all the challenges during the period of my service.	210	3.77
I feel satisfied with my career now.	210	3.92
Overall, I feel motivated to work in this organization.	210	3.81
Valid N	210	
Total mean value		3.836

Based on 4.3 shows the highest mean value is statement of 'I feel that my organization is the best place to work' which is 3.99. The next high is on statement 'I achieve my job satisfaction because I am high motivated' which is 3.94, while the mean value on statement 'I feel satisfied with my career now' is 3.92. Next, the mean value for statement 'My job performance will increase when I am motivated' is 3.90. From the statement 'I am able to complete my tasks during the time given when I am highly motivated', the value mean is 3.86. Furthermore, the mean value for statement 'Overall, I feel motivated to work in this organization' is 3.81, while for statement 'I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful', the mean value is 3.80. The mean value for statement 'I able to manage all the challenges during the period of my service' is 3.77 and for statement 'I am willing to spend extra time to complete my job', the value mean is 3.70. Lastly, the lowest mean value is on the statement 'I am willing to involve in any programs in school even though it is not my passion' which is 3.67. The total mean value is 3.836. Hence, the total mean value is categorized as average which is in the questionaire it is moderate.

4.6   Research Objective 2

Objective 2: To determine the relationship between workplace environment and the motivation among teachers in Sungai Petani.

H_o: There is no significant relationship between workplace environment

and the motivation among teachers in Sungai Petani.

H_A: There is significant relationship between workplace environment and

the motivation among teachers in Sungai Petani.

Table 4.4 Frequency Table

Correlation Table Workplace Environment and the motivation among teachers.

Correlations		
		TEACHER'S MOTIVATION
TEACHER'S MOTIVATION WORKPLACE ENVIRONMENT	Pearson Correlation	.756**
	Sig. (2-tailed)	.000
	N	210

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

Table 4.4 shows there is a significant relationship between workplace environment and the motivation among teachers since the significant value 0.000 (p<0.05). Besides, the result indicated that the correlation value between workplace environment and motivation among teachers is r = 0.756. It shows strong relationship between workplace environment and the motivation among teachers. Therefore, there is strong significant relationship between workplace environment and the motivation among teachers.

4.7   Research Objective 3

Objective 3: To determine the relationship between empowerment and the motivation among teachers in Sungai Petani.

H$_o$:   There is no significant relationship between empowerment and
the motivation among teachers in Sungai Petani.

H$_A$:   There is significant relationship between empowerment and
the motivation among teachers in Sungai Petani.

Table 4.5: Frequency Table

Correlation Table Empowerment and The Motivation Among Teachers.

Correlations		
		TEACHER'S MOTIVATION
TEACHER'S MOTIVATION EMPOWERMENT	Pearson Correlation	.438**
	Sig. (2-tailed)	.000
	N	210

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

Table 4.5 shows there is a significant relationship between empowerment and the motivation among teachers since the significant value is 0.000 (p<0.05). Besides, the result indicated that the correlation value between empowerment and motivation among teachers is r = 0.438. It shows strong relationship between workplace environment and the motivation among teachers. Therefore, there is strong significant relationship between empowerment and the motivation among teachers.

4.8   Research Objective 4

Objective 4: To determine the relationship between superior support and the motivation among teachers in Sungai Petani.

H$_o$:   There is no significant relationship between superior

support and the motivation among teachers in Sungai Petani.

H$_A$:   There is significant relationship between superior support and the motivation among teachers in Sungai Petani.

Table 4.6: Frequency Table

Correlation Table Superior Support and The Motivation Among Teachers

Correlations		
		TEACHER'S MOTIVATION
TEACHER'S MOTIVATION SUPERIOR SUPPORT	Pearson Correlation	.686**
	Sig. (2-tailed)	.000
	N	210

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

Table 4.6 shows there is a significant relationship between superior support and the motivation among teachers since the significant value is 0.000 (p<0.05). Besides, the result indicated that the correlation value between superior support and motivation among teachers is r = 0.686. It shows strong relationship between superior support and the motivation among teachers. Therefore, there is strong significant relationship between superior support and the motivation among teachers.

4.9   Research Objective 5

Objective 5: To determine the relationship between colleagues support and the motivation of teachers in Sungai Petani.

H_o: There is no significant relationship between colleagues

support and the motivation among teachers in Sungai Petani.

H_A: There is significant relationship between colleagues

support and the motivation among teachers in Sungai Petani.

Table 4.7 Frequency Table

Correlation Table Colleagues Support and the Motivation among Teachers.

Correlations		
		TEACHER'S MOTIVATION
TEACHER'S MOTIVATION COLLEAGUES SUPPORT	Pearson Correlation	.693**
	Sig. (2-tailed)	.000
	N	210

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

Table 4.7 shows there is a significant relationship between colleagues support and the motivation among teachers since the significant value is 0.000 (p<0.05). Besides, the result indicated that the correlation value between colleagues support and motivation among teachers is r = 0.693. It shows strong relationship between colleagues support and the motivation among teachers. Therefore, there is strong significant relationship between colleagues support and the motivation among teachers.

4.10 Research Objective 6

Objective 6: To determine the most influential factor that affects motivation among teachers in Sungai Petani.

Table 4.8: Model of Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.813[a]	.660	.654	.29450

a. Predictors: (Constant), Workplace environment, empowerment, superior support, colleagues support

b. Dependent Variable: Motivation

Table 4.9: Anova

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	34.548	4	8.637	99.585	.000[b]
Residual	17.780	205	.087		
Total	52.328	209			

a. Dependent Variable: Motivation

b. Predictors: (Constant), Workplace environment, empowerment, superior support, colleagues support

Table 4.10: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.422	.189		2.234	.027
Workplace Environment	.506	.075	.457	6.711	.000
Empowerment	-.213	.059	-.204	-3.624	.000
Superior Support	.319	.067	.304	4.753	.000
Colleagues Support	.285	.064	.282	4.467	.000
a. Dependent Variable: Motivation					

The coefficient of multiple determinations, R square is 0.660. Therefore, about 66.6% from workplace environment, empowerment, superior support and colleagues support affecting the motivation among teachers in Sungai Petani. The regression equation appears to be useful for making prediction since the value of R square is close to 1 than 0. The objective of regression is to know among workplace environment, empowerment, superior support and colleagues support will affect the most influential towards motivation among teacher in Sungai Petani. Based on the result obtain from table 4.10, it shows that workplace environment shows the most significant relationship compare with other independent variables which are empowerment, superior support and colleagues support. This is being supported by beta value for workplace environment is 0.457. It is the highest to be comparing the others three factors in the study which is empowerment is -0.204, superior support is 0.304 and colleagues support is 0.282. Therefore, workplace environment is the most affecting factor affect motivation among teachers in Sungai Petani.

4.11   Conclusion

In conclusion, the researchers identified the demographic segment which are consist of age, gender, race, job status and length of service of the teacher in Sungai Petani. Besides, the researchers used Pearson Correlation to identify the relationship between dependent variable and independent variables. The Pearson Correlation allows the researchers to answer the research objectives and the hypothesis whether to accept H0 or to reject H0. The four independent variables which are workplace environment, empowerment, superior support and colleagues support have the relationship with motivation. In this study, the researchers used the Multiple Regression Analysis to identify the most influence factor that contributes to motivation among teachers in Sungai Petani. The findings showed workplace environment is the most affecting factor affect motivation among teachers in Sungai Petani.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1   Introduction

This chapter discuss on the result of the findings that are supported by several scholars in previous studies. In this chapter also, the researchers explain the limitation during the study was conducted. Besides, the researchers give a relevant recommendation in order to improve the research. Lastly, this chapter ends with the conclusion.

5.2   Discussion on Finding

In this discussion, the researchers focused on the six objectives and examine the result of findings supported by scholar in the previous studies.

5.2.1   Motivation among Teachers In Sungai Petani

The first research objective is to determine the level of motivation among teachers in Sungai Petani. The descriptive analysis is used in this research in dealt with the first research objective. There were ten (10) questions to represent the dependent variables. Each question consists of five (5) answering option which was strongly disagree, disagree, moderate, agree, and strongly agree. Based on the table 4.3 shows that the highest mean value is statement of 'I feel that my organization is the best place to work' which is 3.99. The next high of value is on statement 'I achieve my job satisfaction because I am high motivated' which is 3.94, while the mean value on statement 'I feel satisfied with my career now' is 3.92. Furthermore, the mean value for statement 'My job performance will increase when I am motivated' is 3.90. From the statement 'I am able to complete my tasks during the time given when I am highly motivated', the value mean is 3.86. Furthermore, the mean value for statement 'Overall, I feel motivated to work in this organization' is 3.81, while for statement 'I am willing to put in a great deal of

effort beyond that normally expected in order to help this organization be successful', the mean value is 3.80. The mean value for statement 'I able to manage all the challenges during the period of my service' is 3.77 and for statement 'I am willing to spend extra time to complete my job', the value mean is 3.70. Lastly, the lowest mean value is on the statement 'I am willing to involve in any programs in school even though it is not my passion' which is 3.67. The total mean value is 3.836. Hence, the total mean value is categorized as average which is in the questionaire it is moderate.

The result above reflects that most of the respondents which is the teachers in Sungai Petani are satisfied with the factors that motivate them to do work efficiently and effectively. As Abadi et al. (2011) suggested, a motivated teacher has their own goals with those of the organization and directs their efforts to do the tasks. The teachers will feel comfortable and happy to do their works when there are enough facilities given to them, the superior always give advice and guide them and there is fair compensation or treat by their superior. Getting the teachers to reach their full potential at work under stress conditions is a though challenge, but this can be achieved by giving the motivation towards the teachers (Santrock, 2009).

5.3   The relationship between workplace environment and the motivation among teachers in Sungai Petani.

H_A : There is significant relationship between workplace environment and the motivation among teachers in Sungai Petani.

The second research objective in this study is to identify the relationship between workplace environment and the motivation among teachers in Sungai Petani. It shows that there is a significant relationship between workplace environments since the significant value is

0.000 (p<0.05). Besides, the result indicated that the correlation value between workplace environment and the motivation among teachers is r = 0.756. It shows strong relationship between workplace environment and the motivation among teachers.

The workplace environment of the teachers is one of the important elements to measure their working comfort and their motivation towards the jobs. Since, it is a fact that the teachers spend most of their time in schools, it is vital to the schools to introduce and maintain proper workplace environment. The schools should provide the teachers with all the necessary resources and make it possible for the teachers to do their jobs. This will help the teachers to complete the tasks successfully and which indeed contribute to increasing in job motivation (Kawada & Otsuka, 2011). The teachers are concerned with a comfortable physical workplace environment that will ultimately provide more optimistic level of motivation. According to Arnold and Feldman (1996) the reasons such as working hours, temperature, ventilation, noise, hygiene, lighting and resources are all part of workplace environment. All those workplace environment should be kept safely and always being care in order to motivate the teachers to do their work well.

5.4   The relationship between empowerment and the motivation among teachers in Sungai Petani.

H_A: There is significant relationship between empowerment and the motivation among teachers in Sungai Petani.

The third objective is to identify the relationship between empowerment and the motivation among teachers in Sungai Petani. It shows that there is a significant relationship between empowerment and the motivation among teachers since the significant value is 0.000

(p<0.05). Besides, the result indicated that the correlation value between empowerment and the motivation among teachers is r =0.438. It shows strong relationship between empowerment and the motivation among teachers in Sungai Petani. Therefore, based on the result, the empowerment will lead to the high motivation among teachers.

According to previous researcher Kamalian (2010), he stated that the empowerment given to the teachers will create high motivation and energy in completing the tasks given effectively and efficiently. Empowerment will result in motivating teachers that leads to constant expansion and organizational growth. Teachers' empowerment not only direct efficiency, effectiveness and innovation but they also can boost teachers' fulfillment, work motivation and trust in the organization. In the book entitled 'Great Motivation Secrets of Great Leaders' by John Baldoni, he discussed that the empowerment given to the teachers will encourage and motivates the teachers to do work well. He also stated that the empowerment grants teachers with responsibility and ability to act as it puts teachers in control of their own journey (Khan, 2010).

5.5 The relationship between superior support and the motivation among teachers in Sungai Petani.

H_A: There is significant relationship between superior support and the motivation among teachers in Sungai Petani.

The forth study objective is to identify the relationship between superior support and the motivation among teachers in Sungai Petani. Table 4.6 shows there is a significant relationship between superior support and the motivation among teachers since the significant value is 0.000 (p<0.05). Besides, the result indicated that the correlation value between superior

support and motivation among teachers is r = 0686. It shows strong relationship between superior support and the motivation among teachers. Therefore, there is strong significant relationship between superior support and the motivation among teachers in both schools in Sungai Petani which are SMK Ibrahim and MRSM Merbok.

According to Awais Bhaiti et al. (2013), superior support is the vital factor that affects the motivation among teachers. The role of superior in the area of teaching profession is crucial and from the previous research has confirmed the important of the superior support that can increase the level of motivation among teachers. The superior should give support to the teachers in term of the improvement of the teachers' career development and assisting the teacher in completing their job. In this study, the vast majority of research, motivation is an antecedent of superior support where the dimensions of motivation have a significant effect on the dimension of superior support. The superior support will lead to the leverage of the motivation of the teacher. That means the relationship between the superior and the teachers will affect the motivation of the teachers. Therefore, it can be conclude that the superior support is one of the factor that affect the motivation of the teacher.

5.6 The relationship between colleagues support and the motivation of teachers in Sungai Petani.

H_A: There is significant relationship between colleagues support and the motivation among teachers in Sungai Petani.

The fifth study objective is to identify the relationship between colleagues support and the motivation among teachers in Sungai Petani. Table 4.7 shows there is a significant relationship between colleagues support and the motivation among teachers since the

significant value is 0.000 (p<0.05). Besides, the result indicated that the correlation value between colleagues support and motivation among teachers is r = 0693. It shows strong relationship between colleagues support and the motivation among teachers. Therefore, there is strong significant relationship between colleagues support and the motivation among teachers.

According to Nijman et al. (2006), suggested that colleagues' behavior in term of their support to others teacher can help the teachers to maximize the motivation of the teachers. A review of the past research showed that colleagues support positively influences the motivation of the teachers (Seyler et al., 1998). In this study, the findings showed that the colleagues support is a vital factor that can affect the motivation of the teachers. The level of motivation is increases when the colleagues able to give support to others teachers in the terms of having good relationships between them, able to create a strong teamwork and giving full commitment to face the challenges in the organization. It means that when the colleagues support able to make the teachers to perform well in completing the job since the teacher have a good guidance from their colleagues. Hence, it can be concluded that colleagues support is one of the factor that lead to the increasing of the motivation of the teachers.

5.7   The most influential factor that affects motivation among teachers in Sungai Petani.

The objectives of regression is to know among workplace environment, empowerment, superior support and colleagues support will affect the most influential to motivation among teachers in Sungai Petani. Based on the result obtained from table 4.10, it shows that workplace environment shows the most significant relationship compare with other independent variables which are empowerment, superior support and colleagues support. This is being supported by

beta value for workplace environment is 0.457. It is the highest to be comparing the others three factors in the study which is empowerment is -0.204, superior support is 0.304 and colleagues support is 0.282. Therefore, workplace environment is the most affecting factor affect motivation among teachers in Sungai Petani.

The findings reveals that the workplace environment have a strong contribution towards the motivation of the teachers in Sungai Petani. Workplace environment is the primary elements that have been chosen by the respondents among the other factors. Moreover, workplace environment have a strong relationship towards motivation of the teachers in Sungai Petani because a good working environment will assist the teachers to easily accomplish the tasks since all the facilities needed is completed. Besides, according to Gaur & Ebrahimi (2013), states that a good working environment can help the teachers to feel calm and comfort to perform their job in the organization. Working environment have features about the job such as calm and easy workplace, drying, lighting, temperature, bigger, better and cleaner work spaces. Therefore, when this is able to be provided by the organization which is school, it can increase the motivation of the teachers.

5.8   Recommendations

The recommendations in this chapter are based on the comparisons and evaluation. The researchers look into each element of variable and provides suggestions that can be apply by the schools in Sungai Petani in order to increase the motivation of the teachers.

5.8.1 Providing better workplace environment for teachers in the school.

The schools should provide a complete facilities to the teachers especially teachers that teach in Science and Mathematics subjects. A complete facilities and lab tools is important in order to ensure the learning process run smoothly. Facilities and tools such as microscope, LCD, van de graph machine, computers, human model systems and others are needed in order to fulfill the assessment evaluation systems that have been implemented by Ministry of Education. Hence, with the complete facilities and tools provided by the institutions, it can directly increase the teacher's motivation since the teachers can used all the facilities and tools when they wanted to use those facilities and tools.

5.9   Limitation

There are several constraints that have been faced by the researchers during conducting the research. These constraints can be described as limitation of the study. There are challenges and obstacles faced during the time frame given the effect the completion of the research.

The first limitation is related to the research sample. This research was carried out in only two schools in Sungai Petani that decided to participate in the empirical research. Considering that the research problem of this study is very specific because it examines on the motivation of the teachers which can be categorized as a private and confidential. Hence, it give a limitation to the researchers to include all schools in Sungai Petani. However, in comparison to other studies in this field, it should be noted that this study is very valuable since it included the examination of 210 teachers, which is very respectable.

The next limitation is the lack of previous research studies on topic chosen by researchers. In the course of completing a literature review and constructing a conceptual study,

researchers have a little number of journal or articles for review because lack of research from previous research. Most of the previous research is studied on the motivation of the public servants or workers in public sector. There is no researchers that studied on the motivation of the teachers in Malaysia. So it shows that lack of sources makes the burden for the researchers to make review or guideline for this research. By having this research, it can help the school, PPD, JPN or even the ministry to know the motivation of the teachers..

5.10   Future Research

Based on the problem encounter in this study, there are some suggestions for the future research. From this study, it is suggested to widen the level of the study. The researchers only focus on the motivation of the teachers in Sungai Petani. For future study, it is recommended to widen to study on the motivation of the others profession in public sector such as police, army and others in different area and state. This will provide different level of motivation towards others profession in public sector. So the future researchers have to approach various professions in public sector to get more result regarding this study. This suggestion will get the clear view to the factors that influencing the motivation.

5.11   Conclusion

As a conclusion, among the four independent variables which are workplace environment, empowerment, superior support and colleagues support, only one variable is most significant. It is being a most factor that contributes to the factor influencing motivation among teachers in Sungai Petani which is workplace environment. This is because, workplace environment show the highest Beta Value compare to the others variables in this study. The chapter also discussed in the previous studies that support the whole findings on Chapter 4. Besides that, the researchers also mention few limitations faced during conducting the study and come out with the relevant recommendation in order to improve in future study.

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APPENDIX 1: QUESTIONAIRE
A STUDY ON THE FACTORS THAT AFFECT MOTIVATION AMONG TEACHERS IN SUNGAI PETANI, KEDAH

UNIVERSITI TEKNOLOGI MARA

ADS 555: APPLIED RESEARCH PROJECT

Dear Sir / Madam

We are Norsyazwani Binti Ab Halim and Nurul Husnina Binti Mokhtar and we are students of Faculty of Administration and Policy Studies, University Technology Mara, Kedah. We are conducting a research entitle Factor That Affect Motivation Among Teachers In Sungai Petani Kedah.This research aims to identify the factor that influenced the motivation of teachers.

In accordance to that, we kindly request for the cooperation of Sir / Madam as a respondents to complete this questionaire. This set of questionaire consists of SIX (6) sections (Section A-F). Each of your feedback is confidential and will be used for the sole purpose of research. Thank you.

Norsyazwani Binti Ab Halim	**Nurul Husnina Binti Mokhtar**
Penyelidik	**Penyelidik**
Telefon: 019-4225165	**Telefon: 013-4081660**

TUAN / PUAN yang dihormati,

Kami Norsyazwani Binti Ab Halim dan Nurul Husnina Binti Mokhtar adalah pelajar Fakulti Sains Pentadbiran dan Pengajian Polisi, Universiti Teknologi Mara, Cawangan Kedah sedang menjalankan penyelidikan peringkat Ijazah Sarjana Pada masa ini, kami menjalankan penyelidikan mengenai 'Factors That Affect Motivation Among Teachers In Sungai Petani'. Penyelidikan ini bertujuan untuk mengenal pasti faktor yang mempengaruhi motivasi guru.

Sehubungan itu, kami memohon kerjasama Tuan / Puan selaku responden untuk melengkapkan soal selidik ini. Set soal selidik ini mengandungi ENAM (6) bahagian (Bahagian A–F). Setiap dari maklum balas Tuan / Puan adalah sulit dan untuk tujuan penyelidikan semata-mata. Terima Kasih.

Norsyazwani Binti Ab Halim	**Nurul Husnina Binti Mokhtar**
Penyelidik	**Penyelidik**
Telefon: 019-4225165	**Telefon: 013-4081660**

SECTION A: Demographic Profile

Instruction :

Please tick (√) the suitable answer.

1. **Age**

    Umur

    20-30 ☐

    31-40 ☐

    41-50 ☐

    52-60 ☐

2. **Gender**

    Jantina

    Male ☐
    Lelaki

    Female ☐
    Perempuan

3. **Race**
    Bangsa

    Malay ☐
    Melayu

    Chinese ☐
    Cina

    Indian ☐
    India

    Others ☐
    Lain-lain

4. **Job Status**

    Status Pekerjaan

    Permanent ☐
    Tetap

    Contract ☐
    Kontrak

    Daily partime staff ☐
    Pekerja Sambilan Harian

5. **Length of service**

    Tempoh perkhidmatan

    1 to 10 years ☐
    1 hingga 10 tahun

    11 to 20 years ☐
    11 hingga 20 tahun

    21 to 30 years ☐
    21 hingga 30 tahun

    31 years and above ☐
    31 tahun dan ke atas

SECTION B: Motivation Among Teachers in Sungai Petani.

The following statement are about motivation among teachers in school.
Pernyataan berikut adalah mengenai motivasi dalam kalangan guru di sekolah.

Please tick (√) the extent to which statement below according to the scale for each question.
Sila tanda (√) kenyataan di bawah mengikut skala untuk setiap soalan.

Strongly Disagree *Sangat tidak setuju*	Disagree *Tidak setuju*	Moderate *Sederhana*	Agree *Setuju*	Strongly Agree *Sangat setuju*
1	2	3	4	5

		Questions	1	2	3	4	5
B1		I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful. *Saya sanggup untuk meletakkan sepenuh usaha melebihi sangkaan normal supaya dapat membantu organisasi lebih berjaya.*					
B2		I feel that my organization is the best place to work. *Saya berasa organisasi ini adalah tempat terbaik untuk bekerja.*					
B3		I am able to complete my tasks during the time given when I am highly motivated. *Saya mampu menyiapkan tugasan yang diberi pada waktu yang ditetapkan apabila saya bermotivasi tinggi.*					
B4		I achieve my job satisfaction because I am high motivated. *Saya mencapai kepuasan bekerja kerana motivasi saya tinggi.*					
B5		My job performance will increase when I am motivated. *Prestasi kerja saya akan meningkat apabila saya bermotivasi.*					
B6		I am willing to spend extra time to complete my job. *Saya sanggup meluangkan lebih masa untuk menyiapkan tugasan saya.*					

B7	I am willing to involve in any programs in school even though it is not my passion. *Saya sanggup melibatkan diri dalam apa sahaja program yang dianjurkan di sekolah walaupun bukan bidang saya.*					
B8	I able to manage all the challenges during the period of my service. *Saya boleh menguruskan apa sahaja cabaran sepanjang tempoh perkhidmatan saya.*					
B9	I feel satisfied with my career now. *Saya berpuas hati dengan kerjaya saya sekarang.*					
B10	Overall, I feel motivated to work in this organization. *Secara keseluruhan saya rasa bermotivasi bekerja di organisasi ini.*					

SECTION C: Workplace environment

The following statement are about workplace environment that affect motivation among teachers in school.

Pernyataan berikut adalah mengenai persekitaran tempat kerja yang memberi kesan motivasi dalam kalangan guru di sekolah.

Please tick (√) the extent to which statement below according to the scale for each question.

Sila tanda (√) kenyataan di bawah mengikut skala untuk setiap soalan.

Strongly Disagree *Sangat tidak setuju*	Disagree *Tidak setuju*	Moderate *Sederhana*	Agree *Setuju*	Strongly Agree *Sangat setuju*
1	2	3	4	5

		Questions	1	2	3	4	5
C1		The working environment provided can motivated me to work better. *Persekitaran pekerjaan yang disediakan dapat motivasikan saya untuk bekerja dengan lebih baik.*					
C2		I am provided with enough facilities to complete my task. *Saya disediakan dengan kemudahan yang cukup untuk siapkan tugas saya.*					
C3		I am allowed to use all the physical environment in my workplace such as chairs, tables and labs. *Saya dibenarkan untuk menggunakan semua kemudahan fizikal seperti kerusi, meja dan makmal di tempat kerja saya.*					
C4		I am comfortable with my working environment. *Saya selesa dengan persekitaran kerja saya.*					
C5		Overall, I feel motivated with safe working environment. *Secara keseluruhannya saya berasa bermotivasi bekerja di persekitaran yang selamat.*					

SECTION D: Empowerment

The following statement are about empowerment that affect motivation among teachers in school.

Pernyataan berikut adalah mengenai kebebasan bersuara yang memberi kesan motivasi dalam kalangan guru di sekolah.

Please tick (√) the extent to which statement below according to the scale for each question.
Sila tanda (√) kenyataan di bawah mengikut skala untuk setiap soalan.

Strongly Disagree *Sangat tidak setuju*	Disagree *Tidak setuju*	Moderate *Sederhana*	Agree *Setuju*	Strongly Agree *Sangat setuju*
1	2	3	4	5

		Questions	**1**	**2**	**3**	**4**	**5**
D1		I feel free to voice out my opinion. *Saya berasa bebas untuk menyuarakan pendapat saya.*					
D2		I have an authority to make a decision in accomplishing assign tasks. *Saya mempunyai kuasa untuk membuat keputusan demi memenuhi tugas yang diberikan.*					
D3		My superior is listen to my opinion before decisions are made. *Majikan saya mendengar pendapat saya sebelum keputusan dibuat.*					
D4		I use the authority given with fairness. *Saya menggunakan kuasa yang diberikan dengan adil.*					
D5		Overall, I feel motivated due to the empowerment given to me. *Secara keseluruhan, saya berasa bermotivasi apabila kebebasan bersuara diberi kepada saya.*					

SECTION E: Superior support

The following statement are about superior support that affect motivation among teachers in school.

Pernyataan berikut adalah mengenai kebebasan bersuara yang memberi kesan motivasi dalam kalangan guru di sekolah.

Please tick (√) the extent to which statement below according to the scale for each question.
Sila tanda (√) kenyataan di bawah mengikut skala untuk setiap soalan.

Strongly Disagree *Sangat tidak setuju*	Disagree *Tidak setuju*	Moderate *Sederhana*	Agree *Setuju*	Strongly Agree *Sangat setuju*
1	2	3	4	5

		Questions	1	2	3	4	5
E1	My superior treats me and other staffs with fairness. *Majikan saya melayan saya dan staff lain dengan adil.*						
E2	My superior lead to the improvement of my career development. *Majikan saya mendorong ke arah peningkatan kerjaya saya.*						
E3	My superior creates a motivating and energizing work place. *Majikan saya mewujudkan suasana tempat kerja yang memberi motivasi dan tenaga.*						
E4	My superior always assists and give support for me to complete my tasks. *Majikan saya sentiasa menolong dan memberi sokongan kepada saya untuk menyiapkan tugasan.*						
E5	Overall, I feel motivated when superior support me. *Secara keseluruhan, saya bermotivasi apabila majikan memberi sokongan kepada saya.*						

SECTION F: Colleagues support

The following statement are about colleagues support that affect motivation among teachers in school.

Pernyataan berikut adalah mengenai sokongan rakan sekerja yang memberi kesan motivasi dalam kalangan guru di sekolah.

Please tick (√) the extent to which statement below according to the scale for each question.
Sila tanda (√) kenyataan di bawah mengikut skala untuk setiap soalan.

Strongly Disagree Sangat tidak setuju	Disagree Tidak setuju	Moderate Sederhana	Agree Setuju	Strongly Agree Sangat setuju
1	2	3	4	5

		Questions	1	2	3	4	5
F1		I have good working relationship with my colleagues. *Saya mempunyai hubungan yang baik dengan rakan sekerja saya.*					
F2		I have a strong feeling of teamwork and cooperation with my colleague in my organization. *Saya mempunyai semangat berpasukan dan kerjasama sangat kuat bersama rakan sekerja dalam organisasi saya..*					
F3		My colleagues and I are giving full commitment to face the challenges in this organization. *Saya dan rakan sekerja memberi komitmen yang penuh untuk menghadapi cabaran dalam organisasi ini.*					
F4		My colleagues are always open to help me in completing my tasks. *Rakan sekerja saya sentiasa terbuka untuk membantu dalam menyiapkan kerja saya.*					
F5		Overall, my colleagues always motivate and give good advice to me. *Secara keseluruhan, rakan sekerja saya sentiasa memberi dorongan dan nasihat yang baik kepada saya.*					