

UNIVERSITI TEKNOLOGI MARA

**THE INFLUENCE OF EMOTIONAL
REGULATION STRATEGIES ON
THE RELATIONSHIP BETWEEN
JOB STRESS AND JOB
PERFORMANCE AMONG PRIMARY
SCHOOL TEACHERS**

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ABSTRACT

The main objective of the study is to examine the influence of emotional regulation strategies (acceptance, problem solving, reappraisal and suppression) on the relationship between job stress (work relationship, work life balance, work overland and job control) and job performance among primary school teachers in the area of Selangor. In previous studies, work relationship, work life balance; work overland and job control have got a paramount job performance. In view of that, this study aims to study the relationship between emotional regulation strategies (acceptance, problem solving, reappraisal and suppression) and job performance in primary school in area Selangor. A number of 246 questionnaires were successfully collected after 1 month of distribution. The researcher used correlation research design in this study. The data were analysed using SPSS version 20.0. In this study, 80 hypotheses were tested and from the findings, it was found the corporate image has highest correlation towards teacher's primary school, followed by teacher's perceived value. Emotional regulation strategies on the other hand proved to have no significant influence toward job performance. This study also aims to help primary school teachers to strengthen the teacher's job stress to build a stronger relationship that will eventually lead to job performance.

Keywords: Job performance, job stress, work relationship, work life balance, work overland and job control, emotional regulation strategies, acceptance, problem solving, reappraisal and suppression and job performance.

ACKNOWLEDGEMENT

“In remembrance of my beloved late father and mother,

ZAHARI BIN ABU BAKAR

████████████████████

Whose memorise I will cherish forever”

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter introduces the following sections; background of the study, statement of the problem, research objectives and the research questions. This chapter will also discuss the significance of the study, the limitation and the definition of terms used in this study.

1.2 Background of the Study

Teachers, the backbone of the education system, are responsible to educate and lead the community. Teachers should implement the policies and goals of the curriculum as outlined by the government. Without involvement and support of the teachers, all plans for effective education will be unsuccessful. Teachers should implement the core curriculum in determining the standard, quality and effectiveness of the education system.

Education is the process of delivering knowledge and skills that is handed down from one generation to another. Thus, in discussing the importance of education, teachers play a major role in transferring knowledge and skills in formal education and shaping the personality of students. The education Development Plan 2013-2025 introduces the new Teacher Career Package for improving the quality of teaching as a profession of choice, including the methods of rewarding during the career as a teacher. According to the initial reports of the Education Development Plan 2013-2025, the first wave (2013-2015) focused on improving teachers' professional standards.

The heightened pressure and demand from various parties have made the profession of a teacher among the most challenging jobs. The pressure and demand come from the government, school administrators and parents; they want to see that students are able to achieve excellence in their academic pursuit. Teachers are expected to work extra hours and perform a variety of tasks ranging from teaching, doing administrative work, coordinating co-curricular activities, organizing events, conducting personal development programmers and the like. Studies indicate that time-