

Relationship Between Organizational Climate, Job Stress And Job Performance Officer At State Education Department

Turiman Suandi

Faculty of Educational Studies, University Putra Malaysia, Malaysia

E-mail: tj@upm.edu.my

Ismi Arif Ismail

Faculty of Educational Studies, University Putra Malaysia, Malaysia

E-mail: ismi@upm.edu.my

Zulfadli Othman (Corresponding author)

Professional Development and Continuing Education Department

Faculty of Educational Studies, University Putra Malaysia

Email: zulfadli506@yahoo.com

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Abstract

This research aims at finding out the relationship between Organizational Climate, job stress and job performance among State Education Department (JPN) officers . The focus of the research is to determine the job performance of state education department officers, level of job stress among the officers, level of connection between organizational climate with job stress of State Education Department officers, looking at the difference in level of performance according to demographic factors and looking at the influence of organizational climate and job stress towards job performance . Research findings pertaining level of job performance showed that 75.8% of the respondents are at a high level, 23.7% respondents are at a moderate level while 0.5% respondents are at a low level. For organizational climate, findings show that 79.0% respondents are in the moderate level, 1.6 % respondents are at a high level and 19.4% respondents are at a low level. Findings on overall level of job stress found that as many as 92.5% respondents are at a normal job stress. Only about 7.5% respondents are at a moderate level of job stress. There is not even one respondent who are facing a high level of job stress. In terms of the relationship between independent variables (organizational climate, job stress) and dependent variable (job performance), the research findings show that there is a moderate level of positive relationship which is quite significant between organizational climate and job performance of the State Education Department officers at $\alpha = 0.01$ ($p < 0.01$; $r = 0.396$).

Keywords: Organizational Climate, job stress, job performance

1. Introduction

Performance is the final aim at any effort carried out either individually, as a family, in the community or nation. In the effort to realize the performance of the nation, the 1 Malaysia slogan, “*Rakyat Didahulukan Pencapaian Diutamakan*” (People First Performance is Priority) was introduced. “*Budaya Kerja Pencapaian Diutamakan*” (Work Culture Performance is Priority) is part of the gagasan 1 Malaysia initiated by Y.A.B. Dato' Sri Mohd Najib bin Tun Hj. Abd. Razak at the time he was appointed as Malaysia's Prime Minister on 3rd April 2009. Meanwhile, “Key Performance Indicator” (KPI) refers to a system or method of measuring critical factors that contribute towards the success of organizations (Edaham, 2009) .

The national education sector receives the highest allocation in the nation's budget each year. The Education Ministry makes regular changes to the education policy and introduces new policy each year. As examples, Teaching and Learning of Science and Mathematics in English (*PPSMI*) that has already been abolished, school-based assessment, one sport for one pupil, and many more. In other words, new policies always changing evolving the State Education Department of the Ministry of Education has been bothering jolt organizational climate, creating job stress which further gives an impact to job performance . Therefore, it is essential for this research to be carried out to see the level of performance achieved by one of the most important branches of the education sector, which is the State Education Department.

The findings of the research is hoped to be of use to the Malaysia Education Ministry Hasil in drafting strategies to improve productivity, quality of work and performance of State Education Department officers. Either directly or indirectly, the job performance of the officers is an important role in the effort to improve productivity and quality of

civil servants in general and the Education Ministry in specific. Besides that, the research also hopes to shed some light on the effort to enhance the theory of organizational climate, job performance and job stress through additional information based on the atmosphere and experience of local organizations. The findings of the research can also help other public or private organizations that have similar functions or responsibilities as the State Education Department in order to improve the job performance of the employees. In addition, this research aims at being a guide and source of reference to future researchers who are interested to further study a similar topic based on the same issue.

2. Literature Review

2.1 Concept of Job Performance

Campbell, McCloy, Oppler, and Sager (1993) state that performance is not derived from the result or effect of an action but it is part of the action itself. They set performance as an action or behaviour that is related to the objective of the organization and that can be measured in terms of an individual's competency such as the individual's contribution.

Janssen and Van Yperen (2004) meanwhile define job performance as a stated and desirable action according to the type of work that a worker is entitled to and with that, the organization will evaluate the job performance based on the responsibility that was given and agreed upon when an individual was hired by the organization.

Murphy (1988) job performance is a behaviour or action by an individual towards specific tasks that he needs to be aware of doing as an employee. Job performance is highly influenced by factors such as success in maintaining good interpersonal relationship with co-workers, attendance to work, discipline, and social level of an employee.

Next, according to Murphy (2008), job performance can be evaluated through two categories; (a) performance of individual tasks and (b) behaviour that helps to make into existence the social context in an organization which further enables other individuals to carry out their tasks. The tasks of individual performance involve learning tasks and context in which an individual is capable and motivated to complete a task when needed. The understanding towards the definition of job performance should be different from one organization to another organization. Job performance should depend on the type of work, how the work is managed, and how the work is structured. Even if a task is the same for two or more organizations, it is possible that the evaluation for job performance would differ. As an example, the pressure on an individual performance might be more than the evaluation towards a group performance, as the evaluation will not take into consideration the overall organization.

Another view given by Viswesvaran and Ones (2000) is that job performance refers to actions that can be altered, behaviour and product that contributes to the organization's objective. The research of Chan and Neal Schmitt (2002) on 160 civil servants shows that the overall job performance of an individual can be evaluated through three dimensions which are competency, dedication and interpersonal relationship.

Fritz and Sonnentag (2005) see the concept of job performance as employees' behaviour that produce positive effects for the individual as well as beneficial to the organization.

Another view on job performance is that by Ree and Earles (1992) who have the view that there are a few components which make up job performance. Those components are skills, knowledge, work techniques, and training which can be utilised to achieve the objective of an organization. Other determining factors of job performance include motivation, physical strength, personalities and others.

The next definition of job performance as highlighted by Tucker, Bonial, and Lahti (2004) classify job performance into seven items, namely, 1) technical evaluation 2) approach to management, 3) establishing working relationship 4) working with the locals, 5) working at the highest level with unrecognized challenges, 6) effectiveness of work and suitability and 7) the tasks of imparting the knowledge and technology to local residents.

Meanwhile, Cai-feng (2010) said that job performance can be seen through three levels which are organisation, group and individual. Performance can be defined as result of the tasks assigned, achievement of objective, outcome and output.

As a conclusion, the literature review discussed above sees that the concept of performance has a wide scope of evaluation on the performance itself. It can be said here that performance is in fact the outcome of an action that inevitably contributes to the success of the organization in achieving its goals.

2.2 Factors That Have Influence on Job Performance

There are various factors that can influence the job performance of an organization, among them, the satisfaction towards work. Research carried out by Muhammad and Ajmal (2011) found that there is a major link between the work satisfaction and relationship ratio ($r=0.52$). The finding of the research also show that most employees are satisfied with the work that they have completed. The research also found that demographic factors such as age, academic level, job status, job category, job level, way of appointment and number of years in service all have effects on work satisfaction which gives further impact on the job performance.

In the research carried out by Zemguliene (2012) it was found that the outcome of empirical research show that work communication and career communication, showed influence as a medium of relationship between job satisfaction and intention towards a job in terms of job achievement and quality service performance.

The research by Dauda and Mohammed Abubakar (2012) found that performance can also be influenced by motivation whereby findings showed a moderate positive correlation between motivation and learning performance, and weak negative correlation between motivation and research performance. It also shows that motivation has a huge impact on the learning performance but has no impact on research performance. Therefore, Dauda and Mohammed Abubakar suggest that universities should be serious in dealing with the issue of staff motivation to ease effective teaching and the delivery of knowledge. Universities could have financial support to sponsor publications and marketing of researches carried out by the university's academic staff.

Another research carried out by Fauzia, Farah, and Nadia (2012) found a positive relationship between a teacher's efficiency with job performance. The research also found that in secondary schools, female teachers have higher level of efficiency compared to male teachers. Besides, teachers with more experience in teaching and have higher level of academic background have higher self efficiency. The research also found out that female students are seen to be more concerned of their teachers' performance compared to male students. Students who came from families with high source of income tend to look down upon their teachers' performances.

Chi Wu (2011) research found that job stress have connections with job performance. The positive relationship found in the research is between emotional intelligence and job performance. The finding from the research also show that emotional intelligence has a moderate relationship with job stress and job performance. However, for employees with low level of emotional intelligence, there is negative relationship between job stress and job performance.

A significant finding in Smayling and Miller (2012) show that there is a higher level of work satisfaction and job performance in situations where the trainees and supervisors are of the same sexes. This gives an impression that the sex factor has an influence on job performance.

Human resource management also has an indirect influence on job performance (Atteya 2012). This influence comes through: (1) positive job satisfaction, organizational commitment, and the behaviour of the organization members, and (2) the intention to halt any negativity and negative words.

A research carried out by Yekeen Adebayo, Olayide, dan Saheed (2012) found that all free variables such as sex age, marital status, academic background, period of service, emotional intelligence and leadership when combined, can create an expected job performance. The findings also show that there is a significant difference in the relationship between emotional intelligence and the job performance of employees. The research also shows that leadership play a significant role towards job performance.

In the study by Lu, Fang Kao, Ling Siu, and Qin Lu (2010), it was found that job stress does have connection with job performance. Specifically, work burden has positive relationship with job performance, whilst obstacles from organizations have negative impact on job performance. The finding of the research also showed that employees who are positive in dealing with a challenge have more positive relationship with their job performance. Otherwise, employees who are passive in facing with a challenge are found to have negative relationship with job performance.

In the study carried out by Cai-feng (2010) it was found that job stress have some positive impact on job performance but not for mental health where poor mental health have negative effect on job performance. The study also showed that continuous commitment could bring negative effect on job performance, while emotional commitment could bring about positive impact on job performance.

In the research by Chien, Lawler and Feng Uen (2010) it was found that the payment of salary based on performance could create a sense of positivity towards job performance. Besides that, the research also confirmed that execution of a procedure brings about a positive relationship with job performance and moderates the relationship between performance-based payment and job performance.

As conclusion, the literature review above discusses that many factors can influence job performance whether they be an individual's inner factor or the organization's outer factor.

2.3 Measuring Job Performance

Evaluation of performance is essential in the management of human resources. The impact from the evaluation system will be very significant to employees because of the direct connection it has to the monthly payment that employees receive. Organizations might receive negative impact if the evaluation system used to measure job performance is seen as a disorganized system, being unfair and suppressing employees. Demotivated employees, productivity that does not reach the level of quality intended and unstable commitment from employees bring about an impact to the overall performance of the organization involved (Rusli, Azman & Wan Khairuzzaman 2007).

According to Halachmi (2002), measurement of performance can improve individual's performance as well as organization performance. A manager should have the freedom to determine when, why, and the type of measurement to be used whether it is a qualitative or quantitative technique. A manager is also responsible for ensuring that rules that govern the measuring of a performance are intended and agreed by the organization.

Ghobadian and Ashworth (1994) are of the opinion that measurement of employee's job performance through customer's evaluation is a less effective method as compared to measuring job performance by a manager's evaluation.

Also according to Ghalayini and Noble (1996), traditionally, performance is measured based on the account management system. This has made excessive focus on financial data (return on investment, return on sales, difference

in price, sale for each employee, productivity and profit for each produce) was made as a main reference in job performance .

Scullen, Mount and Goff (2000) held on to the view that the old method of measuring job performance was used by managers or supervisors in many ways such as the number of sales, the quantity or quality of product produced, absence to work, and number of promotion. The new method of measuring job performance that was more specific and popular at the time was peer evaluation and self evaluation as addition to the measurement of job performance .

Fisher (1980) meanwhile said that measuring job performance will be more specific by measuring the attitude that an employee has towards a task or whether the attitude that an employee employs is suitable towards producing good quality work.

Jaramillo, Prakash Mulki and Marshall (2005) in their study see job performance as a critical issue. Evaluation of job performance provide essential information in the management of decision making, promotion, training and as a platform to improve performance, or to put a stop to an employee' service.

Besides that, Murphy (2008) said that the measurement of job performance is undoubtedly a difficult challenge for managers and researchers. Job performance can be measured either objectively (product) or subjectively (consideration). Even if favour is towards the objective technique, evaluation of job performance through objective measures cannot be used in all of job performance measurements.

The next view is that of Bracken, Timmreck, and Church (2001) whereby they have the view that the latest method of overall evaluation is a collection of evaluations from supervisors, employees, peers and at times, customers.

The study by Chan and Neal Schmitt (2002) show that overall job performance can be measured by a few elements which are efficiency, dedication, and interpersonal relationship.

Cai-feng (2010) said that job performance can be seen through three stages which are, organization, group and individual. Performance can be defined as result-oriented where job performance can be determined based on the tasks completed, achievement of objective, outcome, and output.

Performance can be measured by the level of success in maintaining a good interpersonal relationship, presence to work, discipline and level of socialization of an employee (Murphy, 1988) .

Another view by Campbell et al. (1993) has fixed that performance as an action or behaviour is related to the objective of the organization and that can be measured in terms of an employee's efficiency such as the contribution given.

The literature above found that there are various methods to measure performance either individually or as an organization. The present day method of measuring job performance is through peer evaluation and self evaluation as additions to the measurement of job performance .

2.4 The Organizational Climate Concept

Climate refers to a condition with a linkage of thinking, feelings, and actions by those in the organization. Therefore, it is subjective and is bound by the full manipulation of power and influence of somebody (Denison, 1996).

According to Forehand dan Gilmer (1946), organizational climate is a set of characteristics that define an organization and differentiate that particular organization with other organizations.

Meanwhile, according to Pritchard and Karasick (1973), organizational climate as a quality environment of an organization that different it from other organizations, which can be classified as (a) existing from the behaviour and basis of the members of the organization; (b) accepted or considered by the members of the organization; (c) acts as a foundation to evaluate a situation and (d) acts as a source of force to organize an activity. Organizational climate interacts with individual differences as a need or value in influencing a behaviour.

Guion (1973) said the idea of organizational climate exists to refer to characteristics or to characterize the working environment. The impression that organizational climate is "at times blurry; one can not determine whether it reflects a character of an organization or an individual". If organizational climate refers to an organization, then organizational climate should be judged in terms of precise perception.

Hellriegel and Slocum (1974) have the view that organizational climate refers to a set of characteristics related to an organization or subsystem, interacts with one another within the organization itself.

According to Verbeke, Volgering and Hessels (1996), organizational climate reflects the acceptance towards the characteristics that define the environment of the organization.

Castro and Martins (2010) said that organizational climate is a perception that is shared, emotions and the attitude that members of the organization and the basic organizational elements that reflects the norm, value, attitude, culture and influence of the positive and negative attitude of individual in the organization.

Lin, Madu and Kuei (1999) are of the opinion that organizational climate is a reactional process involving a dynamic interaction among organization environment, employees and administration practices. This understanding is essential since the main objective of quality management is to prepare a platform orientated by the environment from the inside and outside.

As a conclusion, the literature review above clearly depicts that organizational climate is a set of organizational characteristics closely related to the quality of the internal environment of an organization and differentiating it from other organizations.

2.5 Definition and Concept of Job stress

Bo and Liying (2012) said that pressure is a dynamic scenario where individuals have or face opportunities, limit and needs related with or objectives that are of interests and result form this dynamic scenario is considered penting and unexpected. According to the definition of pressure, the existence of pressure depends on the three conditions; (i) having the opportunity, challenges and need related to the individual; (ii) product of opportunity, challenge, and need is considered important; (iii) the product is unpredictable. Job stress, specifically, is known as tense in work, and tense in the working environment due to work. In a narrowed meand, job stress means the pressure that employees feel in the working. In other words, job stress includes working experience inside and outside of work.

Another view highlighted by Chinweuba (2007) state that pressure is considered as an individual's reaction towards changes and challenges in the environment. It is part of a normal function and essential in life. Job stress is part of a situational working factor involving situations with an overload of work or too little amount of work, tiredness due to physical work, weak career structure or meanimal participation in decision making (interaction between employees). Job stress at some level is normal for improving productivity, but over job stress will bring about negative effect.

Marshall and Cooper (1979) gave the view that pressure involves the short-term pain that an individual goes through due to being uncomfortable and being in a sense of sadness but can lead to a serious illness in the long term. Pressure refers to an inner power that tends to create an inner and outer tense that eventually creates a sense of burden.

Huseyin and Mustafa (2008) defined job stress as a physiological and psychological reaction that happens when an individual either fulfills or changes a threat or challenge to a tenseful situation. One definition that is widely used is that job stress is an adaptational reaction, due to individual differences or psychological processes that comes from a situation from the outside, or events that put on a lot of physical and psychological strain on an individual. Job stress can occur as a result of unconditional working hours, loud noise, boring scope of work, inability to socialize well, vagueness in the role and responsibility of decision making without sufficient or meanimal autonomy. It is argued that nepotism, cronyism, and favourism can also lead to job stress at work place. Job stress will have a wide range of effects on the individual as well as on the organization. Pressure can lead to the loss of ability to adapt to negative comments and work as well as creating a sense of wanting to quit.

Sulsky dan Smith (2005) have the opinion that job stress occur as a result of the interaction that happens between stimulation from the environment (pressure) and individual's reaction (which is mostly quite strained).

Therefore, from the review on the definition and concept of job stress, it is fair to say that job stress is in fact an individual's psychological reaction towards instability.

2.6 Organizational Climate, Job Stress and Job Performance

Wu (2011) in his study found that job stress and job performance had a negative relationship and emotional intelligence have the positive relationship with job performance.

Studies done by Safiah (2001) found that teachers' careers and attitudes of administrators is a contributing factor to high stress, while the overall stress factors such as performance appraisals, work environment, colleagues, supervision, which led to a moderate level of stress. Only teaching career only a significant relationship with job performance. However, this relationship is weak at. There was no significant relationship between goal orientation and performance-based assignments among teachers. Performance evaluation in 2000 showed that the majority of teachers are performing well, while in 2001 the majority of wage movement is at a plateau.

Chen (2009) in his study found a significant negative relationship between job stress and job performance. High job stress leads to low performance and vice versa.

The study done by Jehangir, Kareem, Ayaz, Muhammad Tahir and Shaheed (2011). From their study has revealed that work stress has a negative relationship with job performance and job satisfaction.

Studies done by Abualrub (2004) found that social support from colleagues enhance their work and decreased levels of job stress. The analysis also shows shape of a "U" between job stress and job performance. The study also found that nurses who experienced job stress moderate to believe that they do work less well than those with low work pressure or high.

Studies done by Abualrub and Al-Zaru (2008) found a direct relationship between job stress recognition, job performance and job turnover.

Further study done by Dzul kifli (1996) in his study which showed that respondents consider organizational climate is moderate and performance is at a high level. Organizational climate was found to have a weak positive correlation with job performance.

Mohd Aris (2000) in his study showed that although the organizational climate is moderate, but the job performance is still at a high level. While the relationship showed a weak positive association between organizational climate and job performance. In addition, there are differences in perception of employees on work performance significantly between different types of job and place of work.

Next, the research conducted by Prabakaran (1998) found similar results showed that respondents consider organizational climate is moderate and performance is average as well. Overall, the performance and organizational climate has a moderate positive relationship. His findings also showed no significant difference between the perception of graduate teachers with non-graduate teachers on work performance. The study also found no significant difference between the perceptions of male teachers with female teacher's performance.

Another study on organizational climate done by Edaham (2009) in which the study shows there is a positive correlation between the four dimensions of organizational climate on job performance. Findings also find the dimensions support has nothing to do with job performance. Overall organizational climate has a significant positive relationship with job performance.

The study further organizational climate done by Jing, Avery and Bergsteiner (2010) they find supportive climate will result in higher organizational performance

In a study done by Mohd Fauzi (2005), respondents consider the organizational climate is moderate and high levels of job performance. The results of correlation analysis showed that respondents' overall perception of organizational climate has a moderate positive relationship with job performance.

Further, a study by Suhaidi (1998) found that organizational climate is moderate while the performance of staff at a high level. Organizational climate has a positive relationship with the employee's job performance. Studies show identity dimensions and dimensions of cooperation and support has a positive relationship with job performance.

To as the conclusion, the study of organizational climate, job stress and job performance produces varying results among researchers. Therefore, it can be said the findings of these variables is not consistent.

To as the conclusion, the study of organizational climate, job stress and job performance produces varying results among researchers. Therefore, it can be said the findings of these variables is not consistent. Moreover, there is no study done to see relationship between organizational climate, and performance of work stress state education department officials in Malaysia

3. Research Methodology

3.1 Study Design

The study design in this research is based on the theory of Litwin dan Stringer, (1968) in which seven dimensions of organizational climate and based on Cooper dan Marshall model (1979) of job stress were used as free variables. Dependent variable is the job performance .

This research was based on the research by Coursesenu (2001), Nor Tipah (2004) and Edaham (2009). The research aimed at connecting independent variables,; demography, organizational climate, job stress with dependant variable which is job performance .

3.2 Research Instrument

In carrying out this research, the researcher has used the instrument and measuring tool in the form of a questionnaire that consists of 3 sections; Section A: questionnaire on respondents' background and job, section B: questionnaire on organizational climate, section C: questionnaire on job stress and section D: questionnaire on job performance .

3.3 Research Population and Sample

The research population was all of the officers at the North Zone State Education Department (Perlis State Education Department, Kedah State Education Department, and Pulau Pinang State Education Department) which included 543 respondents. 235 officers were chosen to be samples through simple random sampling. From this number of samples, 168 respondents returned their questionnaire, which is only 79.2%.

3.4 Data Collection Method

The method used for collecting the data was through questionnaires. The questionnaires were distributed by the researcher who went to the North Zone State Education Department (Perlis State Education Department, Kedah State Education Department, and Pulau Pinang State Education Department). Respondents were asked to fulfil the questionnaire in a period of two weeks. When the period ended, the researcher went back to collect the filled questionnaires.

3.6 Descriptive Data

The researcher used the SPSS 2.0 software to analyze the data collected. The result of the analysis is used to fulfill the research objective and answering questions highlighted in this research is descriptive statistics and inferential statistics.

4. Findings

4.1 Job Performance Level

The findings of the research found that as many as 75.8% respondents are at a high level of job performance , 23.7% respondents fall in the moderate level of job performance while 0.5% respondents are in the low level of job performance . This reflects the job performance of respondents as a whole which at a very good level. This is a fine situation because State Education Department Officers are chosen ones to serve at the department. Thus, they are expected to have a high level of performance in carrying out their responsibilities to ensure the successful implementation of the national education policies.

As professionals who are always under the pressure of keeping up with changes in the country's education system policies, the level of their job performance reflects the positive attitude that they hold on towards their job performance. Such positive attitude enables State Education Department officers to learn new skills and undergo experiences to help them face challenges in their work. This will be a successful effort only if the officers are willing to improve themselves in their area of work.

4.2 Organizational Climate Level

Overall, the organizational climate respondents are in is at a moderate level. 79.0% of respondents are at a moderate level, 1.6% respondents at a high level and 19.4% respondents are at a low level of organizational climate. Being at a moderate level of organizational climate is not a preferred situation since the State Education Department, as the highest state education management institute that puts success first, needs to ensure its organizational climate is at the highest level. This enables those working under the institution to be comfortable and anxiety among the employees to be minimized in order to increase their level of motivation in fulfilling their tasks effectively. The finding of the research should serve as a warning sign for the Education Ministry to carry out collective effort and initiatives to enhance the organizational climate in each State Education Department.

The research also shows that the overall dimensions of the organizational climate is moderate. The dimensions that are in the moderate level are structure, individual responsibility, rewards, performance standard, support and identity. Only one dimension was seen as being at a high level, which is warmth dimension. Therefore, the Education Ministry should pay serious attention towards effort to improving the dimensions which are at a moderate level.

4.3 Level of Job stress

The findings of the research also show that as a whole, 92.5% respondents are at a normal level of job stress. Only 7.5% of the respondents are at a moderate level of job stress and there is not even one officer who is at a high level of job stress level.

4.4 Relationship Between Organizational Climate, Job stress and Job performance

There is a significant relationship between Organizational Climate and Job stress with Job performance. The findings from Pearson Correlation shows that there exists a significant positive relationship between organizational climate and State Education Department Officers' job performance which is at a moderate level. This reflects that the higher the organizational climate, the higher the job performance of the officers. Research findings also show that the quality of work produced by the officers are of high performance despite the organizational climate being at a moderate level. This clearly shows that there is an additional factor contributing to the high level of performance in the work produced by the officers. One of the factors that play a major contribution to this is the system of selecting State Education Department officers. Those selected to work in the department are mostly teachers who have performed excellently in schools. Therefore, it is not of a wonder how State Education Department officers are able to perform well despite being in an organizational climate that is only at a moderate level.

The relationship between job stress and job performance is at a quite negative but moderate level. This reflects that the higher the level of job stress, the lower the quality of job performance. The research finds that the quality of work produced by the State Education Department officers is at its best when the level of job stress is at its normal level. This clearly shows the officers in the State Education Department are able to adapt to factors that could lead them to job stress and bring themselves to produce better work quality. One factor that contributes to this is the system used to select officers to fill in the various positions in the State Education Department is choosing high-performance teachers. These would be officers who undoubtedly have strong, basic grasp in the skills, emotional strength, and inner strength needed to carry out their duties.

4.5 The Difference In Job Performance According To The Different Sexes

Statistically, there is a significant difference in the mean value for the job performance of the State Education Department officers for the different sexes. The findings show that male officers show a much better level of job performance as compared to the female officers. However, performance differences between the sexes is quite small, only at 2.6%. In other words, it shows that the female officers are showing a competitive sign of being close to be as good as the male officers in the area of administration. If more programs and courses involving skills improvement are held, it would undoubtedly increase the level of performance among the female officers to be at the same level as that of the male officers. Besides that, opportunities and trust must be given to the group of female officers to encourage them to take active role in the management of civil administration.

4.6 Difference of Job Performance According to Age

The findings of the research show that the age groups of 41 to 50 and 50 and above have a higher level of job performance as compared to the age group of 30 and below and 31 to 40. The difference in job performance is at a moderate level which is at 11%. Other than that, the findings of the research do not show any vast difference between the age groups 41 to 50 and 50 and above. Besides that, there is also no significant difference between the age groups 30 and below and 31 to 40. This shows that respondents between the ages 41 to 50 and 50 years old above have more experience than those who are in the lower ages group. The experience obtained enable those in this age group to work better and have a better performance. Therefore, a certain action must be taken to ensure the situation does not continue. Among the actions that can be taken is to have more training and courses to officers under the age group between 30 and below and 31 to 40 years of age. A mentor-mentee system where a more experienced officer offers guidance and

encouragement to the less experienced officers. This in return will provide the less experienced officers some exposure theoretically and practically that can help enhance their job performance.

4.6 Difference in Job Performance According to Race

The findings from the research show that there is no significant difference between job performance amongst the races being compared. This shows that whether it is Malay, Chinese, or Indian, it does not affect the performance of the work produced. Each race has the same ability only if they are given the chance to prove so. This also shows that the perception that the quality of work produced by the Chinese and Indian are far better than the quality of work by the Malays, is definitely wrong and is debatable.

4.7 Difference in Job Performance According to Period of Service.

Results from the test of the equality of variance show that period of service and job performance is not homogeneous.

4.8 Difference in Job Performance According to Academic Level

The research also finds that academic level does not play a major role in the quality of work produced by the officers at the State Education Department.

4.9 Variant Regression Analysis for Independent Variables of Organizational Climate and Job stress with Dependent Variable of Job Performance

The findings from the research show that the two independent variables which are organizational climate and job stress towards dependent variable of job performance among State Education Department officers is very significant. The analysis show that the factor of job stress contribute as much as 23.1% towards job performance and organizational climate contribute 9.9% towards job performance. Conclusion from the analysis show that the major predictor for job performance of State Education Department officers is job stress that contributes as much as 23.1%. This comes to show that when the factor of job stress is a unit less, then the job performance score will increase by 0.423 unit. This means, that the less the job stress, the better the job performance of the officers at State Education Department.

The second predictor that contributes towards job performance of officers at the State Education Department is organizational climate which stands at 9.9%. the situation shows that for an increase in a unit, there will be 0.320 unit increase in job performance of officers. This finding reflects that organizational climate factor is the second highest factor that contribute as much as 9.9%. This reflects that positive organizational climate contributes to the increase in job performance of State Education Department officers.

From the findings that saw the influence of job stress at as much as 23%, reflects that job stress is an important factor in determining the job performance of the officers. Eventhough the overall level of job stress is at a normal level, it does not necessarily mean that it will remain normal because it can change or increase to another level when the officers feel the burden of their work. According to Fontana (1999), a normal level of job stress reflects that there is no job stress existing in a person's life but that does not mean that the level of pressure is insufficient to make the person feel overwhelmed at the overload of work and feels as if his work is not appreciated.

5. Conclusion

Overall, it can be concluded that the level of job performance among the State Education Department officers is at a very high level whilst the level of organizational climate is at a moderate level and the level of job stress is at a very low level. This reflects the ability of the officers to carry on with their duties and having the skills to successfully manage job stress. This is clearly visible that even if the organizational climate at the State Education Department is not too satisfactory, the job performance is still high and the job stress able to be maintained at a very low level. This is due to the fact that most of the officers filling in the posts at the departments were excellent school teachers. This enables a more successful job performance eventhough the organizational climate is not too satisfactory. However, there are still opportunities that can be utilized to increase the level of job performance by improving and enhancing the organizational climate. Thus, taking the organizational climate to a higher level should be a mission of those involved in the system.

As for the aspect of relationship between organizational climate and job stress with job performance, it could be said that there is a moderate level of relationship whereby the relationship between organizational climate and job performance is positive while the relationship between job stress and job performance is negative. This shows that an increase in organizational climate will improve job performance and the increase in job stress will decrease the job performance.

5.1 Implication and Suggestions

The findings of this research have some implications to various parties concerned. This research gives some effects to the theory related to the relationship between job stress and job performance. In previous researches, it was found that the relationship between job stress and job performance has not been consistent to the date. Therefore, this research strengthens and supports the theory that advocates that there is negative relationship between job stress and job performance. This findings of this research could also be used at other State Education Departments that were not involved in the research. The Education Ministry should broaden its scope of Research and Development not only at school level but more studies should be carried out at the State Education Department so that the nation's education system will be at its successful stage.

The research also provides an awareness about the job performance, organizational climate, and job stress at State Education Departments. Even though the job performance is at its best level, there are still areas to improve the quality of work produced. The Education Ministry should take actions to improve the organizational climate at the State Education Department from being at a moderate level to a higher level. With this, it is hoped that the officers working at the departments will improve the quality of their work. The research also found that these two areas of study have an impact on job performance. Based on this situation, efforts on strengthening the organizational climate and lessening the job stress should be done by the higher level of authority.

Based on the opinion given and findings of the research, a few suggestions are highlighted below:

1. State Education Department should pay attention and improvise the structural dimension. Areas of improvement such as opening up opportunities to take into consideration the ideas expressed by officers, minimize bureaucracy, planning to strengthen the organization, making a better coordinating system and making it clear who has the highest authority in decision making.
2. Other than structural dimension, other dimensions that need to be taken into account and improved are: i) the self-responsibility dimension in which officers are given the freedom to work on their own; ii) the reward dimension where the administration of the State Education Department should avoid making hard criticism towards the mistakes made by its officers and instead take the softer approach of correcting the mistake through careful advice; iii) the support dimension where mistakes made by officers should receive some empathy from higher authorities and iv) the identity dimension where the management must foster and enhance their sense of obedience and loyalty to the organization.
3. Create a mentor-mentee system at the State Education Department between the more experienced officers and junior officers.

5.2 Suggestions for Future Researchers

1. The scope of this research was limited to the State Education Department in the north zone of Peninsula Malaysia. Researches related to the same issue should be carried out in other State Education Departments in Malaysia.
2. The use of qualitative technique or interviews to obtain further information related to organizational climate, job stress, and job performance to the next research. Through the technique, future researchers will be able to differentiate the difference in qualitative and quantitative findings.
3. Carrying out researches to compare the job performance between high-performance private organizations and public organizations to see the difference between the organizational climate and job stress both the organization.

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