

# THE HARMONY LEVEL AMONG LECTURERS OF THE TEACHER EDUCATION INSTITUTE IN PENINSULAR MALAYSIA

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## Abstract

Harmony and enjoyment at workplace have a positive influence on commitment, work productivity and loyalty to the organization. Therefore, this study aims to identify the level of harmony that consists of the dimensions of self-motivation, external motivation, physical environment, psychosocial and personal health among IPG Campus lecturers in Peninsular Malaysia. This study also aims to identify the differences level of harmony based on demographic factors (gender, age, academic qualifications and service duration) among the lecturers. Data was collected by a cross-sectional survey through the Teacher Institution's Well-being Questionnaire (TIWEQ) constructed by the researchers. The questionnaire had also been tested for the validity and reliability. A total of 857 samples were involved in this study. The findings of the study showed that the level of harmony among IPG campus lecturers in Peninsular Malaysia is at a high level of 53.2 percent ( $n = 456$ ). Based on the dimensions, it was found that the highest mean value is the self-motivation dimension ( $M = 3.68$ ,  $SD = 0.38$ ) while the lowest mean value is the personal health dimension ( $M = 2.79$ ,  $SD = 0.59$ ). This finding contributes to the field of knowledge that the importance of balance between external and internal harmony for the

sustainability of the education system. In addition, it is also necessary to create a harmony profile for each IPG.

**Keywords:** external motivation, internal motivation, psychosocial environment, personal health

## **Introduction**

A good and optimally functioning organization needs a harmonious atmosphere to stimulate the workplace environment. The productivity level of the workforce can be increased through a conducive workplace environment. However, most problems in organizations arise from the workplace environment faced by employees. In carrying out the duties and responsibilities, lecturers who teach in higher education institutions, are often faced with problems related to work pressure, workload, relationships with colleagues, students and also the various conditions such as facilities. This is because previous studies have found that the mentioned aspects are closely related to job satisfaction and enjoyment of work. Related studies such as the study of the attitude of the leader who always gives support (Bibi et al., 2019; Gordon, 2018; Morris et al., 2020), studies on good human resource management (Abid et al., 2019; Hendrawijaya, 2020; Nawaz et al., 2020; Tensay & Singh, 2020), collaborative work practices and mutual respect (Gordon, 2018; Sankey, 2017) are among the examples of studies that are indispensable in discussing about the harmony and enjoyment in workplace. Clearly, these aspects have a significant impact on several other variables such as work productivity and organizational commitment. The Institute of Teacher Education (IPG) citizens are not exempt from dealing with various levels of job satisfaction that can be linked to work performance.

Although various studies were conducted to obtain empirical evidence (Bibi et al., 2019; Gordon, 2018; Hendrawijaya, 2020; Morris et al., 2020; Nawaz et al., 2020; Tensay & Singh, 2020), but it was found that the level awareness of the importance of mental health among education professionals has become a global issue and is still weak (Ohadomere & Ogamba, 2020) while many education professionals are reported to face mental health problems (Education Support, 2018) whereas it can be an important predictor of low productivity and job dissatisfaction among primary and higher education teachers. It may be attributable from personal factors as well as the workplace (Berebitsky et al., 2018; Morrish & Prialux, 2020). For example, the findings of the

Teacher Wellbeing Index 2018 (Education Support, 2019) found that more than three-quarters of teachers have reported experiencing mental and physical health problems as a result of work, and even more than 50% are reported to have left the profession due to depression.

In Malaysia, such issues are also faced by a few education professionals. A recent study by Ilah et al. (2022) found that the level of burnout among East Zone Teacher Education Institute lecturers is at a moderately low level and it has a connection with the infrastructure and learning facilities of the campuses. Such things should not be taken for granted and if they are not properly and effectively handle, it is feared that this situation will continue and even the level of lecturers burnout will increase. For psychiatrists, Dr. Rosnizam in Utusan Metro, based on Ismail's writing (2021, February, 11), the level of burnout occurs when there is no more ability to cope with pressure, and when the source of strength in facing the pressure is shrinking. Therefore, it is a necessity to increase the harmony and enjoyment in working among academic lecturers and professional staff so that the enjoyment of working and work performance will continue to be maintained.

The phenomenon of harmony in the workplace has also become a major issue to discuss and make improvements. Therefore, an accurate data must be obtained in order to make improvements for the comfort of workers' workplace in Malaysia because workplace harmony will influence the quality of work among lecturers. Issues related to the uncomfortable feeling and enjoyment working among IPG lecturers in Peninsular Malaysia are influenced by various factors. Based on the Healthy Workplace Model (WHO, 2010) with the Two Factor Theory (Herzberg, 1959), the factors that have been identified are self-motivation, external motivation, physical environment factors, psychosocial environment and personal health. This study was carried out to get an answer to the issue of the number of lecturers who want to retire early and the number of taking optional retirement has increased to 60% every year (IPG Transformation 2016-2025). This trend has caused the number of human resources decrease and certainly has an impact on the smoothness of services and administration at IPG.

This study is based on the Two Factor Theory by Herzberg (1959) which is widely used by previous researchers to support their studies. Most of these studies have relied on this theory to measure the level of work enjoyment and also the level of job satisfaction. Studies also focus on the level of work enjoyment or job satisfaction based on demographic factors such as gender. For example, the study of teacher harmony in

the workplace began to receive more attention by the researchers in the field of education due to the positive impact on the teaching process and student achievement (Education Support, 2019; Schleicher, 2018; Turner & Thielking, 2019).

In the education world which is facing with stakeholders, administrators play an important role in ensuring that subordinates are in a wellbeing environment while working. Intrinsic (motivation) and extrinsic (workplace environment) factors need more attention so that these two factors can be improve to motivate employees to be more committed towards the quality of teaching and further sustaining the education system (Baroudi et al., 2020; Schleicher, 2018). Usually, in school education, teachers will feel disappointed if their demands and needs such as tasks given, salaries received, recognition and relationships with administrators are not met. This situation will affect their level of harmony at workplace (Baroudi et al., 2020).

Therefore, harmony and satisfaction in the workplace is important because it can design a person's mind control towards maximizing work performance and achieving personal potential (Pryce-Jones, 2010). Meanwhile, Ouchi (1981) also assumed that the management of organizations and human resources with humanitarian characteristics will be able to increase employee harmony. Therefore, it means that the level of harmony in the workplace is closely related to a positive work environment and personal factors, which is control the person mindset in order to motivate himself to reach his maximal potential.

It cannot be denied that harmony in the workplace is also closely related to job satisfaction (Kappelman, 2016). This means that the constructs of workplace harmony and job satisfaction have some similarities. Several studies have proven that this is true. A study by Kappelman (2016) who defines job satisfaction as happiness at the workplace is found to have similarities to the interpretation of the harmony construct of teachers at the workplace by Page (2005), Yusof et al. (2015) as well as Yusoff and Tengku-Ariffin (2020). In addition, there are several other definitions for job satisfaction that are also closely related to harmony in the workplace, namely employees' perception of their work (Jordan et al., 2017; Luthans, 2002) and positive feelings towards work (Batugal & Tindowen, 2019; Baroudi et al., 2020; Faragher et al., 2005). In addition to having similarities in terms of operational definitions, these two constructs are also based on the Two Factor Theory by Herzberg (1959) by measuring the construct based on two dimensions, namely internal value (motivation) and external value (workplace environment). These two constructs are interrelated in terms of

meaning, concept and method of measurement. Therefore, in this study, an empirical study related to the harmony construct was built by a research team known as the IPG Harmony Standard Framework based on the Two Factor Theory by Herzberg (1959) and the Healthy Workplace Model (WHO, 2010). Next, a study on the level of harmony among IPG Campus lecturers in Malaysia as well as differences in the level of harmony with demographic factors was conducted to test the new framework.

This study has three objectives. First, to identify the level of harmony among IPG Campus lecturers in Peninsular Malaysia. Second, to identify the level of self-motivation, external motivation, physical environment, psychosocial environment and personal health among IPG Campus lecturers in Peninsular Malaysia and third, to identify the significant differences between the level of harmony with demographic factors among IPG Campus lecturers in Peninsular Malaysia.

## **Research Methods**

This study uses a fully quantitative approach. A survey method was used to collect data based on the research questions. Data was collected using a questionnaire distributed online using google form. A total of 857 respondents have filled out the google form that has been distributed among the IPG lecturers campus in Peninsular Malaysia. Based on the sample size of Krejcie & Morgan's Table (1970) calculation, the number of 335 samples are need for this study. Therefore, the amount of sample used in this study is sufficient to be used for data analysis that represents the population.

The data obtained was analyzed using SPSS version 25.0. The researcher used the Teacher Institution's Well-Being Questionnaire (TIWEQ) which was developed by the research team itself. There are 37 items developed based on five variables that have been identified based on the Healthy Workplace Model (WHO, 2010) and the Two Factor Theory (Herzberg, 1959) namely self motivation, external motivation, physical environment, psychosocial environment and personal health. The questionnaire uses a four-point Likert scale which is strongly disagree, disagree, agree and strongly agree. Table 1 shows the classification scale of the harmony level of IPG lecturers which is divided into four levels as recommended by Best (1977).

**Tabel 1. IPG Lecturers Harmony Level Classification Scale**

Classification Scale	Level
1.00 – 1.75	Low
1.76 – 2.65	Moderate Low
2.66 – 3.25	Moderate High
3.26 – 4.00	High

## Result and Discussion

### Level of Harmony Among IPG Campus Lecturers of Peninsular Malaysia

Table 2 shows the data analysis and research findings about the level of harmony among IPG Campus lecturers of Peninsular Malaysia in general. The results of the analysis found that the level of harmony is at a high level which dominates the number of lecturers at IPG Campus in Peninsular Malaysia with a total number of 456 lecturers (53.2 percent). While the least is the low level which is a total of 4 lecturers (0.5 percent). This explains that in terms of rank, the highest level is the most numerous.

**Table 2. Level of Harmony Among IPG Campus Lecturers of Peninsular Malaysia**

No	Level	N	Percentage
1	Low	4	0.5
2	Moderately Low	86	10.0
3	Moderately High	311	36.3
4	High	456	53.2
<b>Total</b>		<b>857</b>	<b>100.0</b>

### Levels of Self-motivation, External Motivation, Physical Environment, Psychosocial and Personal Health Among IPG Campus Lecturers of Peninsular Malaysia

The level of harmony among IPG Campus lecturers of Peninsular Malaysia based on dimensions is shown in Table 3. The findings of the study found that the highest level of dimension is self-motivation (M = 3.68, SP = 0.38), followed by external motivation (M = 3.58, SP = 0.53), psychosocial environment (M = 3.28, SP = 0.62), physical environment (M = 2.89, SP = 0.71) and the lowest is personal health (M = 2.79, SP = 0.59).

**Table 3. Harmony Dimension Level Among IPG Lecturers**

Dimension	Level	M	SD	Ranking
Self-motivation	High	3.68	0.38	1
External motivation	High	3.58	0.53	2
Physical environment	Moderate High	2.89	0.71	4
Psychosocial environment	High	3.28	0.62	3
Personal health	Moderate High	2.79	0.59	5
<b>Overall</b>	<b>Moderate High</b>	<b>3.25</b>	<b>0.46</b>	

## **Harmony Level Differences with Demographic Factors Among IPG Campus Lecturers of Peninsular Malaysia**

### **Gender Factor**

An independent t-test was used to analyze the differences in the level of harmony based on gender (Table 4). The findings of this study found that there was no significant difference in the level of harmony based on gender [ $t(855, 822) = 1.806, p=.071$ ]. Therefore,  $H_{01}$  is accepted, that is, there is no significant difference between the level of harmony based on demographic factors (gender) among IPG Campus lecturers of Peninsular Malaysia.

**Table 4. Harmony Level Differences with Gender Factor Among IPG Lecturers**

<b>Gender</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>t-value</b>	<b>df</b>
Male	396	3.28	0.47	1.806	855
Female	461	3.22	0.44		

### **Age Factor**

The results of the one-way ANOVA test showed that there is no significant difference (Table 5) for the level of harmony based on the age factor [ $F(3, 853) = 2.22, p=.084$ ]. Therefore,  $H_{02}$  is accepted, that is, there is no significant difference between the level of harmony with the age factor among IPG Campus lecturers of Peninsular Malaysia.

**Table 5. Harmony Level Differences with Age Factor Among IPG Campus Lecturers**

<b>Age</b>	<b>SS</b>	<b>df</b>	<b>MS</b>	<b>F</b>	<b>Sig</b>
Between Groups	3.138	3	1.046	2.220	.084
Within Groups	401.952	853	.471		
<b>Total</b>	<b>405.090</b>	<b>856</b>			

### **Academic Qualification Factors**

Table 6 showed that there is no significant difference between the level of harmony based on academic qualifications among IPG Campus lecturers of Peninsular Malaysia. The results of the one-way ANOVA test shows that there is no significant difference for the level of harmony based on academic qualifications [ $F(2, 854) = .652, p=.521$ ]. Therefore,  $H_{03}$  is accepted, that is, there is no significant difference between the level of harmony based on academic qualification factors among IPG Campus lecturers of Peninsular Malaysia.

**Table 6. Harmony Level Differences with Academic Qualifications Factor Among IPG Campus Lecturers**

<b>Academic qualifications</b>	<b>SS</b>	<b>df</b>	<b>MS</b>	<b>F</b>	<b>Sig</b>
Between Groups	.270	2	.135	.652	.521
Within Groups	176.952	854	.207		
<b>Total</b>	<b>177.223</b>	<b>856</b>			

### **Service Duration Factor**

To test differences in the level of harmony based on service duration group, one-way ANOVA test was used. The results showed that there is a significant difference between the level of harmony based on their service duration group [F(4, 852,)= 856, p=.237]. Therefore, hypothesis H<sub>04</sub> is accepted. Based on Table 7, the findings shows that there is no significant difference between the level of harmony based on the service duration of IPG Campus lecturers of Peninsular Malaysia.

**Table 7. Harmony Level Differences with Service Duration Factor Among IPG Campus Lecturers**

<b>Kelayakan Akademik</b>	<b>SS</b>	<b>df</b>	<b>MS</b>	<b>F</b>	<b>Sig</b>
Between Groups	1.145	4	.286	1.386	.237
Within Groups	176.077	852	.207		
<b>Total</b>	<b>177.223</b>	<b>856</b>			

This study is generally to identify the level of harmony among IPG Campus lecturers of Peninsular Malaysia. Based on the study, it was found that the level of harmony among IPG Campus lecturers in Peninsular Malaysia is moderately high. The high level of harmony has been contributed by several factors namely the dimensions of self-motivation, external motivation and the psychosocial environment. Self-motivation among lecturers is the main factor that contributes to their level of harmony. This finding supports the view of the Two-Factor Theory by Herzberg (1959), that the state of pleasure or well-being at workplace can be influenced by motivational factors, namely the extent to which we enjoy working, the work factor itself, the recognition and the achievements received. Effective leadership factors, a positive workplace environment are also some of the factors that can contribute to a high level of harmony among IPG Campus lecturers of Peninsular Malaysia.

This finding also found that there is no significant difference between the level of harmony with gender factor, age factor, academic qualification factor and also the length of service factor among IPG Campus lecturers of Peninsular Malaysia. This study is supported by several previous studies such as studies by Gordon, 2018 and

Sankey, 2017 which also relate leadership factors in discussing about harmony and fun at workplace. However, this study is quite different from the study by Ilah et al. (2022) who found that the level of burnout among East Zone Teacher Education Institute lecturers is at a moderately low level and it has a connection with the infrastructure and learning facilities in campuses.

### **Conclusion and Suggestion**

In general, the level of harmony among IPG Campus lecturers of Peninsular Malaysia is at a moderately high level. This requires an improvement to increase the level of harmony to a higher level. It is recommended that a structured training should be help to stimulate a more positive working climate or environment. Finally, the suggestion for further research is the need for a qualitative study to obtain more detailed information regarding the level of harmony among IPG lecturers Campus in Peninsular Malaysia.

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