



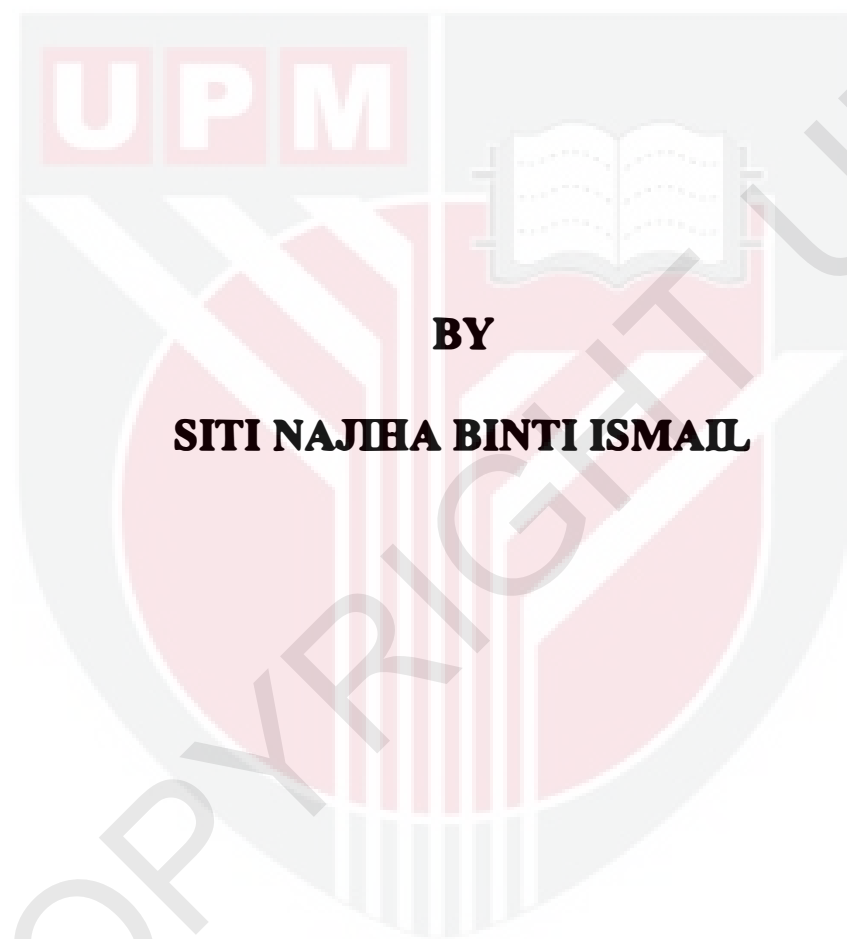
UNIVERSITI PUTRA MALAYSIA

***OCCUPATIONAL STRESS AND ITS AFFECTS AMONG
SECONDARY SCHOOL TEACHERS IN KUALA LUMPUR***

SITI NAJIHA BINTI ISMAIL

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FPSK4 2019 25**

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SECONDARY SCHOOL TEACHERS IN KUALA LUMPUR**



BY

SITI NAJIHA BINTI ISMAIL

**Thesis submitted in fulfilment of the requirement for the degree of Bachelor
Science (Environmental and Occupational Health) from the Faculty of Medicine and
Health Sciences, Universiti Putra Malaysia.**

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ABSTRACT

Introduction: Occupational stress has various symptoms from which it can be identified. School teachers have been considered to be under stress or suffering from depressive symptoms, which cause the low quality of work performance. The most common symptoms of stress are anxiety, irritability, tension, poor concentration and depression which interfere with the sense of wellbeing. The purpose of this study is to identify the prevalence of occupational stress among secondary school teachers in urban areas. **Methods:** Three secondary schools in Kuala Lumpur were chosen by random sampling and a total of 161 secondary school teachers participated in this study. The respondents were selected by purposive sampling according to the inclusive and exclusive criteria. Questionnaire adapted from the previous study is used as the main instrument for the research and the data obtained was analysed using "Statistical Package of the Social Sciences" (SPSS version 22.0). A descriptive statistical analysis was carried out in the form of frequency, percentage and mean values. Next, Chi-square is used as study analysis to identify the significant relationship between occupational stress among teachers and several factors such as students' attitude, time constrain and task responsibility. **Results:** According to the results, the secondary school teachers in Kuala Lumpur has moderate level of prevalence of occupational stress, with the mean score between 2.34 to 3.67. Moreover, there is a significant difference between prevalence of occupational stress and the task responsibility, time constrain, and the students' attitude with the p-value less than 0.05. The data also shows that the teachers in normal secondary school is more prevalence towards occupational stress compared to *Sekolah Berprestasi Tinggi*. **Conclusion:** This study concludes that occupational stress among secondary school teachers is at moderate level. Therefore, the Ministry of Education need to give attention on this issue in order to reduce the prevalence of occupational stress among teachers in urban areas. This is because, the lower the prevalence of occupational stress, the higher the quality of teachings in secondary schools.

Keywords: secondary school teacher, occupational stress, student attitude, task responsibility, time constrain

ABSTRAK

STRES PEKERJAAN DAN FAKTOR YANG MEMPENGARUHI DALAM KALANGAN GURU SEKOLAH MENENGAH DI KUALA LUMPUR

SITI NAJIHA BINTI ISMAIL

Pengenalan: Terdapat pelbagai tanda stres pekerjaan yang boleh dikesan. Guru sekolah telah dikesan bekerja bawah tekanan atau mengalami kesan depresi yang boleh mengakibatkan hasil kerja yang rendah kualitinya. Antara gejala yang paling menonjol ialah kebimbangan, ketegangan, tahap tumpuan yang kurang dan depresi yang mana mengganggu kesejahteraan hidup. Tujuan kajian ini dijalankan adalah untuk mengenalpasti kelaziman stres pekerjaan dalam kalangan guru Sekolah Menengah di kawasan bandar. **Metodologi:** Sebanyak tiga sekolah menengah di Kuala Lumpur telah dipilih melalui persampelan rawak dan secara keseluruhan terdapat sebanyak 161 jumlah guru sekolah menengah yang terlibat dalam kajian ini. Responden telah dipilih melalui persampelan purposif berpandukan kriteria inklusif dan eksklusif. Soalan kaji selidik yang telah disesuaikan daripada kajian sebelum ini telah digunakan sebagai instrumen utama kajian dan data yang diperolehi telah dianalisa melalui "Statistical Package of the Social Sciences" (SPSS versi 22.0). Analisis deskriptif telah dijalankan melalui kaedah frekuensi, peratusan dan jumlah min. Seterusnya, *chi-square* digunakan dalam kajian ini bagi mengenalpasti perhubungan atau perkaitan antara stres pekerjaan dalam kalangan guru dan faktor mempengaruhi antaranya tingkah laku pelajar, kesuntukan masa serta tanggungjawab dalam tugas. **Keputusan:** Keputusan mendapati bahawa guru sekolah menengah di Kuala Lumpur mempunyai kelaziman stres pekerjaan pada tahap yang sederhana dengan jumlah skor min antara 2.34 sehingga 3.67. Tambahan pula, terdapat hubungan yang signifikan antara stres pekerjaan dan tingkah laku pelajar, kesuntukan masa serta tanggungjawab tugas, dengan nilai-p kurang daripada 0.05. Data juga menunjukkan bahawa guru di sekolah menengah harian biasa lebih lazim terhadap stres pekerjaan berbanding guru di Sekolah Berprestasi Tinggi. **Kesimpulan:** Sebagai kesimpulan, stres pekerjaan dalam kalangan guru sekolah menengah adalah pada tahap sederhana. Oleh yang demikian, Kementerian Pendidikan Malaysia hendaklah memberi perhatian kepada isu ini bagi mengurangkan kelaziman stres pekerjaan dalam kalangan guru sekolah di kawasan bandar. Hal ini kerana, kelaziman yang rendah terhadap stres pekerjaan boleh meningkatkan kualiti pengajaran guru di sekolah menengah.

Kata kunci: guru sekolah menengah, stres pekerjaan, tingkah laku pelajar, tanggungjawab tugas, kesuntukan masa

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LIST OF ABBREVIATIONS

MPA	Malaysian Psychiatric Association
MOE	Ministry of Education Malaysia
NUTP	National Union of the Teaching Profession
PBS	Pentaksiran Berasaskan Sekolah
PT3	Pentaksiran Tingkatan 3
SBT	Sekolah Berprestasi Tinggi
UPSR	Ujian Pencapaian Sekolah Rendah
WHO	World Health Organization

CHAPTER 1

INTRODUCTION

1.1 Research Background

Stress is a word that everyone avoids but it cannot be. Everyone has some stress with varying degree. The word 'Stress' is defined as the state of psychological upset or disequilibrium in the human being caused by frustration, conflict and other internal as well as external strain and pressures. Nowadays, everyone seems to be talking about stress. You hear it not only in daily conversation but also through television, radio, the newspaper's and the ever increasing number of conferences, stress centres and university courses are devoted to the topic (Kaur S., 2011)

Distress, or 'bad stress', is the point at which the good stress becomes too much to bear or cope with. Some signals that this change has occurred are when tension begins to build, and there is no longer any fun in the challenge or there seems to be no relief or end in sight. This kind of stress is well-known, and may lead to poor decision-making. The general characteristics of a person in distress are: being over-aroused; tense or unable to relax; touchy, easily upset or irritable; easily startled or fidgety, and demonstrating intolerance of any interruption or delay.

Excessive stress results in an increased prevalence of psychological problems like depression, anxiety, substance abuse and suicide ideation (Arria AM et al, 2009). Stress is not always dreadful. Some people are derived to work much better with certain amount of stress as it provides them motivation, creativity and mild feeling of euphoria but the concern lies where too much stress or repeated stress can give negative physical, mental and emotional consequences on a person's mind and body (Jain & Batra, 2015).

Occupational stress in the human service professions, particularly among teachers, has been the focus of study in the past few decades. Since then, the amount of research on teachers' stress has increased steadily, and become the major research topic in many countries. The most common symptoms of stress are anxiety, irritability, tension, anger, poor concentration and depression; these manifestations of stress will interfere with the sense of wellbeing and may be precursors of more severe illnesses. Stress also commonly causes psychological dysfunction such as clinical depression, anxiety disorders, and somatoform disorders (Azhanis et al, 2008).

Occupational stress has various symptoms from which it can be identified. Signs and symptoms of stress vary from one individual to another but can be generalised and grouped in three types; namely physical, emotional, and behavioural symptoms (Nain S., Anupama K., 2017). Some epidemiological evidence shows that teachers experience mental health problems at a disproportionately high rate when compared to the rates found in other occupational groups (Schonfeld et al, 2017). This situation can be due to genetic loading, personality, prior experiences, parental style, social network and probably how people deal

or cope with stress. School teachers have been considered to be under stress or suffering from depressive symptoms. Teachers are exposed daily to job stressors (e.g., student disruptiveness) that have been linked to adverse mental health effects. Epidemiologic research indicates that when compared to members of other groups, teachers experience higher rates of mental disorder, although some studies question that conclusion (Schonfeld et al, 2017).

Large-scale studies indicate when compared to members of other occupational groups, teachers are at higher risk for exposure to workplace violence, with its adverse mental health consequences. Especially the school teachers in urban area such as the capital city itself, the occurrence of stress must be higher than the teachers from rural area as there are many other factors that contributes. Therefore, the determination of how depressed teachers are, its prevalence and associated factors will provide valuable data and information to those who are concerned with education. The findings can be used for future intervention program that will benefit other teachers in Malaysia.

It has been known for quite some time that rates of mental illness tend to be higher in busy urban centres than they are in the countryside. Many studies have shown that people born and raised in cities have higher rates of psychosis, anxiety disorders, and depression, and such effects may be independent of confounding factors such as family history and socio-economic status. There's much that we don't know about the causes of such associations between place and mental health, but it's distinctly possible that the stressors of daily life in the city may contribute to the prevalence of such disorders. (Ellard C., 2012).

Environment and its effects on job attitudes and behaviour and mental health of the workers are determined by various co-existing organizational and personal characteristics. Though there are various stress causing factors to a teacher, this study aims at identifying the dominant stress factors and to arrive at the most suitable strategic approach to cope with stress, which would help to enhance effectiveness of teacher performance.



1.2 Research Justification

Based on the data from Ministry of Education Malaysia (MOE), the number of secondary school in Malaysia is 2428, while the total number of the teachers is 192324. Out of this, the number of secondary school in Kuala Lumpur is 100, while the total number of teachers is 8350. This shows that the number of teachers is very high as teaching is a popular occupational choice thus need to be concerned. According to the 2017 National Health and Morbidity Survey, 29% of Malaysians suffered from depression and anxiety disorders compared to 12% in 2011. Senior Consultant Psychiatrist of University Malaysia Medical Centre (UMMC) Prof. Nor Zuraida Zainal once state, it was estimated that every year 22,000 patient seek for treatment in clinic and psychiatric services in hospitals, and about 10% of them are among teachers. Thus, findings of this study will enhance awareness on the factors that cause stress, depression and anxiety among teachers and figure out the ways of handling the problems or situations.

According to the former minister P. Kamalanathan in 2017, last year about 200 teachers underwent counselling, including 2% who were instructed to do so. It was estimated that every year 22,000 patient seek for treatment in clinic and psychiatric services in hospitals, and about 10% of them are among teachers. Based on Workplace Wellness Assessment in Malaysia 2017, a survey by Regus found that 70% of Malaysian workers were afflicted with diseases which stemmed from rising stress levels at work. Experiencing high level of stress could lead to various negative consequences such as poor performance, lack of commitment, lack of motivation and poor quality of classroom teaching. The issues of stress among teachers should be given a serious attention. The president of National Union of the

Teaching Profession (NUTP), Kamarozaman Abd. Razak states that stress condition among teachers is very serious, especially among them who works in urban areas. There are some cases that happened in Malaysia which related with teacher, for example in Ipoh, because of stress and depression, a female teacher was found dead after fall from level five of a mall. Latest case this year in Johor Bharu, a teacher was found dead after suicide as she was having emotional stress due to untold reason. Thus, it is clear that this study is very significant to be done in order to identify the cause of stress among school teachers and find out recommended measures that can be taken.



Figure 1.1: Harian Metro (2011)



Figure 1.2: Harian Metro (2010)

10 Ogos 2014

Ramai guru sakit jiwa

Oleh SITI NOR AFZAN KASIMAN
nor.afzan@kosmo.com.my



Bebanan kerja sebagai guru semakin kompleks kerana selain mengajar, mereka juga terpaksa menyediakan soalan-soalan peperiksaan dari semasa ke semasa, mengisi buku kedatangan, buku disiplin dan ringkasan mengajar, borang kesihatan dan rekod kemajuan murid, kelab dan persatuan, serta mengendalikan persiapan hari sukan.

Justeru, guru-guru dikatakan terdedah kepada risiko tinggi untuk mengalami tekanan sehingga boleh membawa kepada penyakit mental yang serius seperti bipolar, kebimbangan melampau dan kemurungan. Kajian oleh Kesatuan Perkhidmatan Perguruan Kebangsaan (NUTP) mendapati 70 peratus daripada 9,000 guru di seluruh negara tertekan bukan sahaja kerana beban tugas tetapi juga terpaksa berdepan dengan kerenah pengetua, kerani, ibu bapa dan juga pelajar.

Figure 1.3: Kosmo (2014)

N7 - (Sentral)Berita Harian - Friday, 09 March 2012

Keperitan beban guru tidak boleh diselami dari jauh

SAYA menulis surat terbuka ini kerana tiada lagi cara lain, untuk mendedahkan semua bebanan melampau ke atas guru-guru kepada masyarakat supaya isu ini dapat dipandang serius dan tidak lagi dipermain-mainkan oleh pegawai tertentu yang berniat menyalak guru.

Saya seorang pentadbir sekolah yang mempunyai 40 guru di bawah jaguan. Selain tugas mengajar, guru-guru semuanya dibebankan dengan tugas yang tidak sepatutnya diberikan kepada mereka. Lebih menyedihkan lagi, kebanyakan kerja mereka berulang-ulang dan membazir tenaga dan masa mereka.

Saya mengambil contoh keputusan ujian murid. Selepas menda-

pat keputusan ujian murid, guru-guru terpaksa menyalin markah ke dalam Buku Rekod Mengajar, Buku Pelaporan Prestasi, Sistem Analisis Peperiksaan Sekolah (SAPS), Borang Analisis Prestasi (diminta oleh Pejabat Pelajaran Daerah), Program Headcount (diminta oleh Jabatan Pelajaran Negeri (JPN), pelan tindakan dan pelbagai lagi. Sepatutnya itu saja, PPD dan JPN boleh mendapatkan data ini melalui pangkalan SAPS tetapi guru masih melakukan kerja yang berulang-ulang untuk memasukkan data sama dalam pangkalan data yang berbeza.

Perkara sama juga berlaku kepada keputusan LINUS yang perlu dimasukkan dalam pangkalan NKRA, sis-

tem yang dicipta oleh JPN sendiri dan juga sistem yang dicipta oleh PPD.

Kesemua sistem dicipta mereka perlu dibuat oleh guru yang sama, sedangkan data yang sama boleh diakses melalui sistem NKRA berpusat. Secara keseluruhan, perubahan sesuatu sistem/pangkalan baru bukan memudahkkan pihak guru dan sekolah, sebaliknya lebih membebankan guru kerana kerja mereka bertambah berat. Campur tangan pegawai PPD sudah menjadikan kerja guru jauh lebih kompleks dan sukar.

Tambahan pula, sistem Schoolnet sekolah yang berharga RM890 setiap bulan jauh lebih teruk daripada mobile broadband RM43 setiap bulan. Schoolnet hagalkan akses kepada

internet yang langsung tidak berfungsi kerana kualiti yang ditawarkan teruk sekali. Bermacam-macam alasan diberikan apabila sedaan ditolak.

Setiap kali bermesyuarat, guru tidak dapat mengingkar arahan untuk membuat kerja yang tidak rasional ini. Tiada saluran sepihak untuk menyuarakan masalah ini kerana mereka akan dikenai parti pihak pentadbir dan diambil tindakan.

Masalah yang sempat dituduhkan hanyalah 'pembuka bicara' kerana masih banyak isu dalaman yang tidak diketahui umum yang menyumbat kepada beban guru yang sebenarnya sudah melampau.

Harap pihak berkuasa mengam-

bil maklum dan memberikan rasng kepada guru-guru untuk menjalankan tugas mengajar mereka. Tugas perkeranian harus diketepikan.

Cadangan saya ialah pegawai pentadbiran di semua peringkat perlu kembali ke sekolah untuk mengajar supaya mereka merasai semua keperitan ini yang akan mendorong mereka untuk menyelesaikan masalah ini.

Selain itu, redaksikan talian anti-buli untuk guru melaporkan kerenah pegawai PPD dan JPN. Harap Kesatuan Perkhidmatan Perguruan Kebangsaan (EPPEK) tidak terus 'tidur'.

ROSE,
Malaysia.

Figure 1.4: Berita Harian (2012)

Stress condition among teachers is very serious, especially among them who works in urban areas. Many studies have shown that people born and raised in cities have higher rates of psychosis, anxiety disorders, and depression, and such effects may be independent of confounding factors such as family history and socio-economic status. (Colin E.,2012)

According to the Department of Statistic Malaysia, Kuala Lumpur has the highest urbanization rates by states. Thus, it is why this study should be conduct among the teachers in Kuala Lumpur instead of other states.

State	Year	2000 (A)	2005 (B)	2010 (C)
Percentage (%)				
Johor		65.2	66.5	71.9
Kedah		39.3	39.8	64.6
Kelantan		34.2	33.4	42.4
Melaka		67.2	70.6	86.5
Negeri Sembilan		53.4	56.3	66.5
Pahang		42.0	43.5	50.5
Perak		58.7	59.3	69.7
Perlis		34.3	35.1	51.4
Pulau Pinang		80.1	79.8	90.8
Sabah		48.0	49.8	54.0
Sarawak		48.1	49.5	53.8
Selangor		87.6	88.4*	91.4
Terengganu		48.7	49.8	59.1
Federal Territory of Kuala Lumpur		100.0	100.0	100.0
Federal Territory of Labuan		77.7	77.6	82.3
Federal Territory of Putrajaya				100.0
Malaysia		62.0	63.0	71.0

Sources: (A) and (C) from Department of Statistics Malaysia²; (B) from Ninth Malaysia Plan (2006-2010)
 Note: *includes Federal Territory of Putrajaya

Figure 1.5: The urbanisation rates by states

Source: Department of Statistics Malaysia; Ninth Malaysia Plan (2006-2010)

1.3 Problem Statement

Based on the statement from Malaysian Psychiatric Association (MPA), mental illness is estimated to be the second most common illness in 2020, after cardiovascular diseases. Based on World Health Organization (WHO), more than 350 millions of people from all ages suffers from depression (major depressive disorder) all around the world, thus making depression at 4th places in the list of illness that give pressures to the world. Depression is categorized as mental illness and if it is not given the right treatment can cause the individual to act aggressively and has the will to commit suicide.

China is a country that has the highest records in committing suicide among their population, and it is assumes to be more than 300,000 people to do so every day. According to WHO, average of 3,000 people in the world commit suicide each day. National Institute of Health Malaysia brings out that 30% of those among the 16 years old and above are facing mental illness in Malaysia. Most people find it hard to deal with the problems they face at work and cannot handle the stress, and it is harder when an individual faces problem from family members and do not receive emotional support. Most people find it stressful to deal with problems they face at work, including teachers as they need to deal with hundreds of students and other working members.

Moreover, based on AIA insurance Malaysia research, it was found that 53% of Malaysian workers are at risk of mental health issues, yet close to 44% of manager offer no interventions at all. The productivity of Malaysians also lost 67 days a year due to absenteeism. Then according to the National Health and Morbidity Survey, 29% of Malaysians which is 42 million suffered from depression and anxiety disorders. The Patron of the Malaysian Psychiatric Association (MPA) said according to the 2017 National Health and Morbidity Survey, 29% of Malaysians had depression and anxiety disorder compared with 12% in 2011.

Teachers are required to equipped themselves with various quality, knowledge and skills so that they should have ideal mannerism, become a role model to students, never make mistakes, and also manage to give an effective teaching. This can somehow increase the stress among teachers to cope up with the high expectations. Due to the case, they need to seek for help before it impoverished. The teaching profession is a challenging job because the teacher's work now is not just to teach but also burdened with many tasks from other side. Therefore, teachers start to feel a duty to educate is burdensome and did not give satisfaction in the work. In their opinion, this happens due to the stress encountered in the workplace (Rohaidah,2015).

Research has shown that the main triggers for stress in teachers include excessive workloads and working hours, poor pupil compounded by large class sizes, the pressure of assessment targets and inspections, management bullying and lack of professional opportunities. Teachers are also evaluated based on their students' performance in tests, over which they have little control over it.

Minister of Education admitted indeed, of almost 3,500 cases of wrongdoing committed by employees of the ministry from 2010 to October 2017, 55.4% were related to absenteeism. At the school level, the increase in stress is reflected in a growing annual average of days of teacher absences and a rise in the number of early retirements. These stress-related symptoms often lead students to question whether teachers are able to provide quality instruction or are merely going through the motions with minimal enthusiasm.

According to a recent study sponsored by the University of Missouri, 93 percent of teachers surveyed said that they experience high levels of stress. Even more significantly, the students of teachers with the highest stress levels had the lowest grades as well as the most disruptive behaviors. These results confirm those of other recent studies, leading many education experts to believe that teacher stress can directly impact the performance and well-being of students.

Guru tidak perlu tanggung beban kerja kerani mulai tahun depan - Maszlee

Aflezy Azaman, Astro Awani | 02 Oktober 2018 15:25 MYT



Maszlee berkata mulai awal tahun depan guru-guru sekolah tidak perlu lagi menanggung beban kerja kerani. - Gambar hiasan

KUALA LUMPUR: Kerajaan sedang merangka pelan strategik yang akan dibentangkan pada Disember ini bagi mengurangkan beban guru daripada tugas perkeranian.

Menteri Pendidikan, Dr Maszlee Malik berkata selepas pelan itu dibentangkan kepada beliau, para guru akan menerima berita gembira pada awal tahun depan.

“Saya mahu kembalikan zaman kegemilangan guru yang mana guru menjadi ‘Hero Teacher’ kerana mereka menyintai kerjaya mereka malah menyayangi kita seperti anak sendiri dan mahukan kita benar-benar

Figure 1.6: ASTRO AWANI (2018)

Moreover, teachers nowadays are still being overloaded with clerical work, such as key in the data of students' attendance and discipline, writing letter and meeting minutes and filings. The responsibility of teacher is to educate the students. This somehow affects the performance of the teachers as their focus towards the teaching assessment is being disturbed by other tasks. This might lead to stress among teachers as they have limited time to complete their tasks and give attention towards their students.

1.4 Conceptual Framework

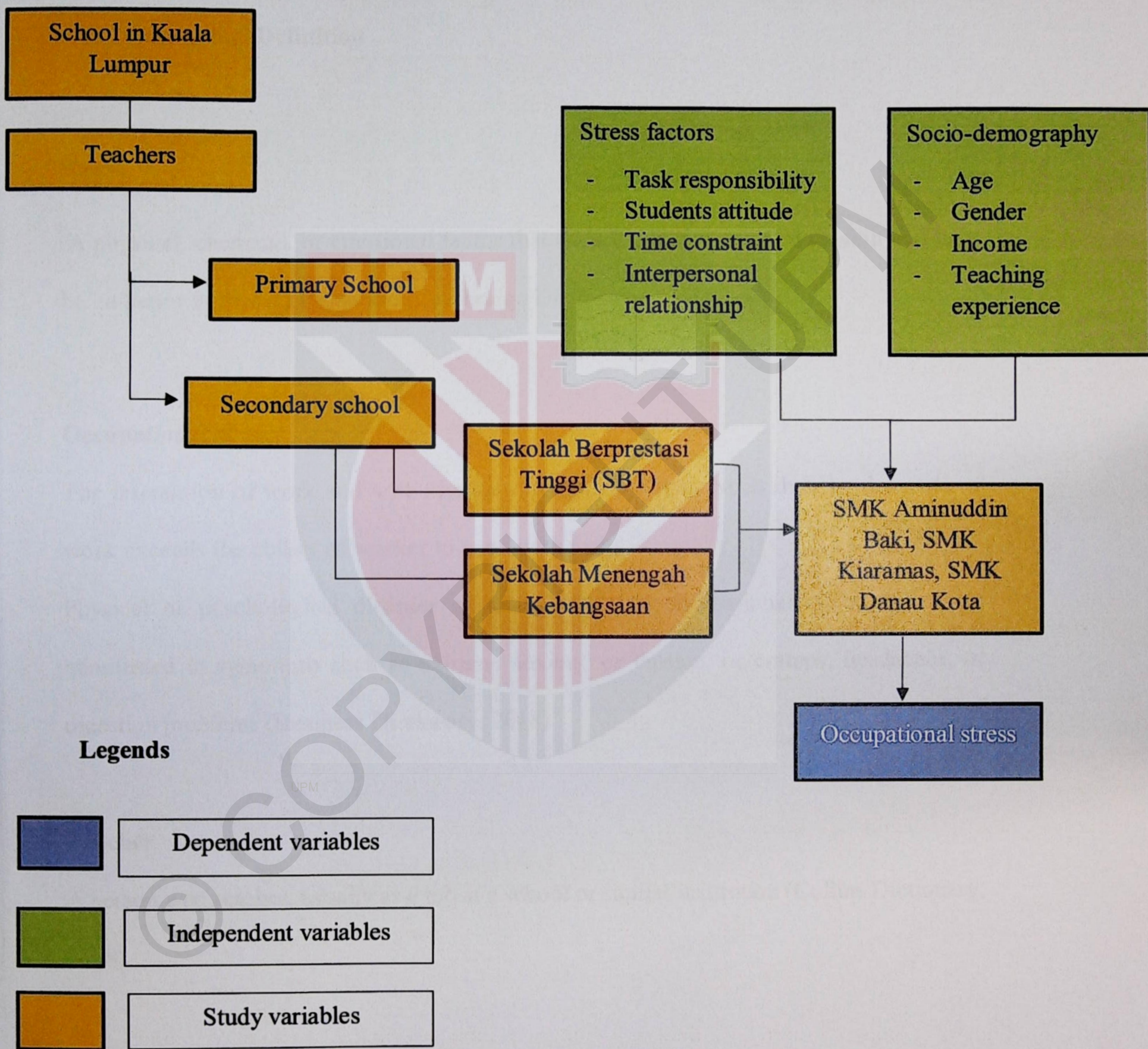


Figure 1.7: Conceptual Framework

1.5 Definition of Terms

1.5.1 Conceptual Definition

Stress

A physical, chemical, or emotional factor that causes bodily or mental tension and may be a factor in disease causation (Cambridge Dictionary, 2018).

Occupational stress

The interaction of work and with characteristics of the work such that the demands of work exceeds the ability of worker to cope with them.

Physical or psychological disorder associated with an occupational environment and manifested in symptoms such as extreme anxiety, or tension, or cramps, headaches, or digestion problems (Business Dictionary, 2018)

Teacher

A person who teaches, usually as a job at a school or similar institution (Collins Dictionary, 2018)

Teachers' stress

A response syndrome of negative effects (anger and depression) usually accompanied by potentially physiological and psychological changes.

Secondary school

A school intermediate between elementary school and college and usually offering general, technical, vocational, or college-preparatory courses (Merriam-Webster, 2018)

1.5.2 Operational Definition

Stress

Stress is defined in a biological context as a physical, mental, or emotional factor that causes bodily or mental tension. Stress can be external (from the environment, psychological, or social situations) or internal (illness, or from a medical procedure).

Occupational stress

Occupational stress is referred to the unexpected responsibilities and pressures that do not align with a person's knowledge, skills, or expectations, which then inhibit the ability of a person to cope. Occupational stress can increase when teachers do not feel supported, or feel as if they have little control over their work.

Teacher

Teacher is defined as the people who educates the children or pupil to help them in gaining knowledge and understandings. In this study, we focused on secondary school teachers in urban areas which is Kuala Lumpur.

Secondary school

Secondary school can be defined as the school with secondary education where the students are from the age of 13 to 18 years old. The study will be conducted in two secondary schools to determine the prevalence of occupational stress among the teachers.

Sekolah Menengah Kebangsaan

After *Ujian Pencapaian Sekolah Rendah* (UPSR), the pupils have the chance to further their studies to the level of secondary school. The secondary education is divided into two levels which is the Lower Secondary Education (Form 1 until Form 3), and Upper Secondary Education (Form 4 until form 5).

High Performance School

High performance schools are defined as schools that have ethos, character and a unique identity in all aspects of education. They have a tradition of high performance work culture that develops national human capital in a holistic and sustainable manner, who are competitive in the international arena. They are the preferred choice of school among the public.

1.6 Research Questions

- i. What is the prevalence of stress among secondary school teachers in Kuala Lumpur?**
- ii. What is the most significant factor that contribute to occupational stress among secondary school teachers in Kuala Lumpur?**
- iii. Is there a significant difference between prevalence of stress among teacher in high performance school and usual secondary school?**
- iv. Is there any association between sociodemographic factors with prevalence of occupational stress?**
- v. Is there any association between student attitude and the prevalence of stress among teachers?**

1.7 Objectives

1.7.1 General Objectives

To identify the relationship between socio-demographic, work load, limited sources and time and interpersonal relationship with the prevalence of occupational stress among secondary school teachers in Kuala Lumpur.

1.7.2 Specific Objectives

- i. To identify the prevalence of occupational stress among respondents.
- ii. To identify the relationship between socio-demographic factor and prevalence of occupational stress among respondents.
- iii. To identify the relationship between task responsible and the prevalence of stress among respondents.
- iv. To identify the relationship between time constraint and the prevalence of occupational stress among respondents.
- v. To identify the relationship between interpersonal relationship and the prevalence of stress among teacher in high performance school and usual secondary school.
- vi. To identify the relationship between appreciation and the prevalence of occupational stress among respondents.

1.8 Research Hypothesis

There is a significant relationship between

- **H₁: Socio-demographic factor**
- **H₂: Task responsibility**
- **H₃: Time constraint**
- **H₄: Interpersonal relationship**
- **H₅: Student attitude**

And the prevalence of occupational stress among respondents.

CHAPTER 2

LITERATURE REVIEW

Introduction

This chapter elaborates more on the topics that we discussed. Literature review is a research activity towards ... that relates with the topic of research. The purpose of this literature review is to find information or facts to support the ideas of this study. This literature review contains a few sub topics which is as follows:

1. Stress
2. Occupational stress
3. Occupational stress among secondary school teachers
4. Risk factors of occupational stress among school teachers

2.1 Stress

Stress is an inevitable situation in which one will go through in their lives. If stress is not resolved, it gets accumulated and thus may give significant implication on one's health. There are many types of stress and one of which is occupational stress may also contribute to major health hazards (Azizah, 2016). Stress is a state manifested by a specific syndrome which consists of all the non-specific changes within the biologic

system. Stress occurs when the individual perceives that the demands of the external situation are beyond his or her perceived ability to cope with them.

Moreover, stress is often associated with job performance, health and productivity of an employee or individual. Stress is also a disease or phenomenon that often attack people nowadays and is often associated with mental health (Raja, 2011, Haryati, 2013 and Norreza, 2014) and Haryati (2013) also noted that stress is a reaction that is often associated with negative things, which is crazy, edgy, soul anxious, depressed, irritable, unable to think and others. It is at the wrong end of a continuum that includes the stimulus of pressure, the semi-stimulus of tension, the diversion of strain, and the disaster that is stress. Stressed people do not concentrate and tend to freeze in the face of anxiety. Failure to treat and eliminate stress often results in serious physical conditions. (Mowbray, 2013)

2.2 Occupational stress

Occupational stress is a known health risk for a range of psychological, behavioral, and medical disorders and diseases (Quick and Henderson, 2016). Job stress refers to a situation wherein job-related factors interact with a worker to change either disrupt or enhance psychological or physiological conditions such that the person mind or body is forced to deviate from normal functioning. It is a negative perceived quality which as a result inadequate coping with sources of stress has negative mental and physical ill health consequences. Stress at work is

associated with significant economic and human costs, as it leads to an increase in increasing absenteeism, decrease in job satisfaction, and deterioration in the health of workers. (Leka and Jain, 2010)

The current prevalence of occupational stress was between 6.0% till 71.7%. Mean prevalence of stress was 29.9%. From eight job categories, most stressful job was primary teachers and least stressful job was academician in private university. Predictors of occupational stress were: 1) organizational factors: high job demand, poor workplace condition, lack of organization support, job insecurity, long working hours, burden of career development and interpersonal conflicts 2) individual (extra-organization) factors: gender, age, marital status, number of children, coping strategies. Although the predictors of occupational stress vary among different job categories, most job categories present similar risk factors such as high job demand, poor workplace condition, lack of organization support, job insecurity, long working hours, burden of career development and interpersonal conflicts. (Azlan K., Aniza I., Rosnah I., 2018)

Job-related, working environment, interpersonal and organisational factors were related to occupational stress. One-fourth of employees rated their occupational stress high. The major sources of occupational stress were inadequate pay, inequality at work, too much work, staff shortage, poor recognition and promotion, time pressure, job insecurity and lack of management support. High

levels of occupational stress have been linked to an increased risk of physical injuries, cardiovascular disease, high blood pressure, depression and increases in negative personal behaviours such as anger, anxiety and irritability. (Mosadeghrad, 2014)

Occupational stress arises when people are presented with work demands and pressures that do not match their knowledge and ability, thus challenge them to cope with it. Work-related stress is often caused by the way the jobs have been designed and the working system of an organisation, poor management, lack of support within the organisation. (Jain & Batra, 2015)

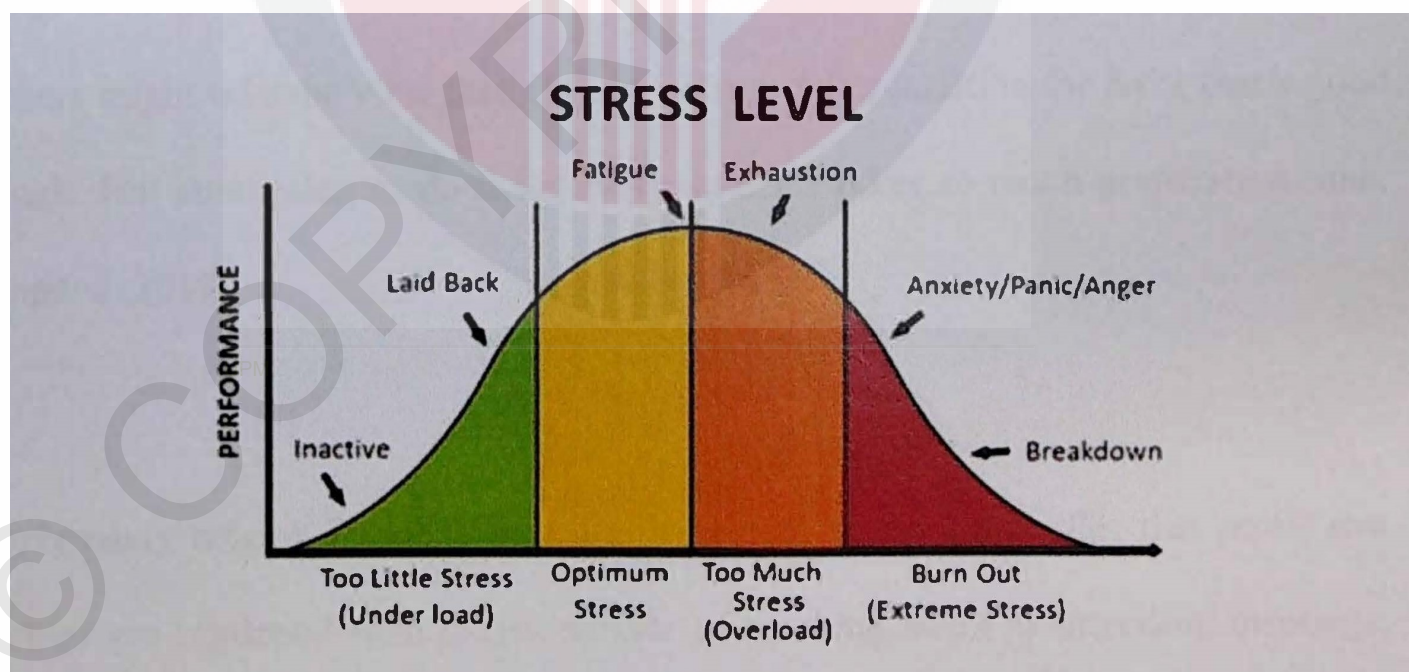


Figure 2.1: Illustration of the Yerkes-Dodson human performance and stress curve

Source: Keith W., et al. (2015)

The human function curve (Figure 6.0) outlines how performance improves with a low level of tension. As the top of the curve is passed, fatigue sets in, and if ignored leads

to exhaustion, a fall-off in performance and eventually 'burnout' or a nervous breakdown. At the start of the curve, when arousal is at its minimum (eg. Boring repetitive work) frustration may be a further manifestation of stress.

Keith W., e2015), Physical task stress and speaker variability in voice quality.

2.3 Occupational stress among secondary school teachers

Most workers today will readily admit that both their work and non-work lives are very stressful. Teachers can have the lesson plans and get some resources from other people but ultimately, teaching a class is choreography, an art form. What really makes it hard is the differentiation (giving each student individual attention according to their ability). Doing that for every student for every lesson is unrealistic. More experienced teachers might take the view that, if they manage differentiation for 80%, that's good enough. But attempting to do it for every students takes so much preparation time. (Tapper J.,2018)

In secondary school, PT3 has been implemented. There are studies that prove that teachers are burdened with duties outside of teaching, such as attending meetings, conduct programme for students, extra-curricular activities, taking care of the welfare of the students and the duties of the other (Tajulashikin et al. 2013; Kamaruzaman, 2007). According to their study, teachers are under pressure to deal with the

implementation of reforms in nowadays education system. The stress experienced by them will affect the emotional, physical and psychosomatic teachers.

2.4 Risk factors of occupational stress among school teachers

According to previous studies, a teacher also plays an important role in shaping the next generation. This is so because, not only imparting knowledge context are bound to teach, educate and guide students, but also the attitude of the students. In addition, his study also said that teaching is a job that has a high level of stress. This is caused by the consumption of time for 74 hours a week in the line of duty 50.4 hours or 68% related to the curriculum (Normarina, 2015). Her opinion also said that teachers are forced to work overtime until there is an overuse workload caused by changes in education nowadays force. This problem exists because of unsatisfactory performance of students and student discipline problems are more difficult to control. (Tajulashikin et al. 2013). Research shows that teacher stress is primarily caused by one of three factors: student behaviours, performance assessment, and time management.

Landers et al. (2011) found that stress and frustration in response to managing discipline behaviours in the classroom manifests in teachers as low self-efficacy and low job satisfaction. High stress levels are noted as one of the main reasons why 25% to 50% of teachers leave the profession within their first 5 years of teaching (Algozzine, Wang, & Violette, 2011). Teachers' stress also affects their physical health and wellbeing. Chronic stress among teachers is associated with exhaustion and

negative changes in biological indicators of stress. For example, chronically stressed teachers show atypical daily patterns of stress reactivity and cortisol levels (Todd H. et al. (2018).

For pupil misbehaviour, analysis reveals that the most significant cause of stress is pupils' reluctance to follow instruction, followed by pupils' impolite behaviour, and handling problematic pupils such as autism and attention deficit hyperactive disorder who are refuse to follow instruction and unable to sit still is very challenging and stressful. The present study reveals that responsibility for pupils to be successful in examination and able to behave like normal student were the main workload that contributed to teacher stress. This followed by administrative work, attending workshop, stock and inventory, and too much work in one time. The least significant workload was attending courses, seminars, and workshops to improve teaching skills and knowledge. (Todd H. et al. (2018).

Billingsley, Israel, and Smith (2011) indicated that teacher stress (especially for new teachers) is specific to particular work environments and educational initiatives. Special educators have unique challenges that involve attending to multiple policies at the federal, state, district and school levels. Based on the literature reviews, it shows that there are several factors that cause the stress among teachers. Some of them includes the workloads or tasks given, time constraint, students attitude, interpersonal relationship among teachers, parents and the higher ups, and the low appreciation

towards the teachers. Teacher is important assets of our country and they need to be given full support especially in overcoming stress. This is because stress can give impacts in fulfilling the teachers' commitments and responsibilities at school.



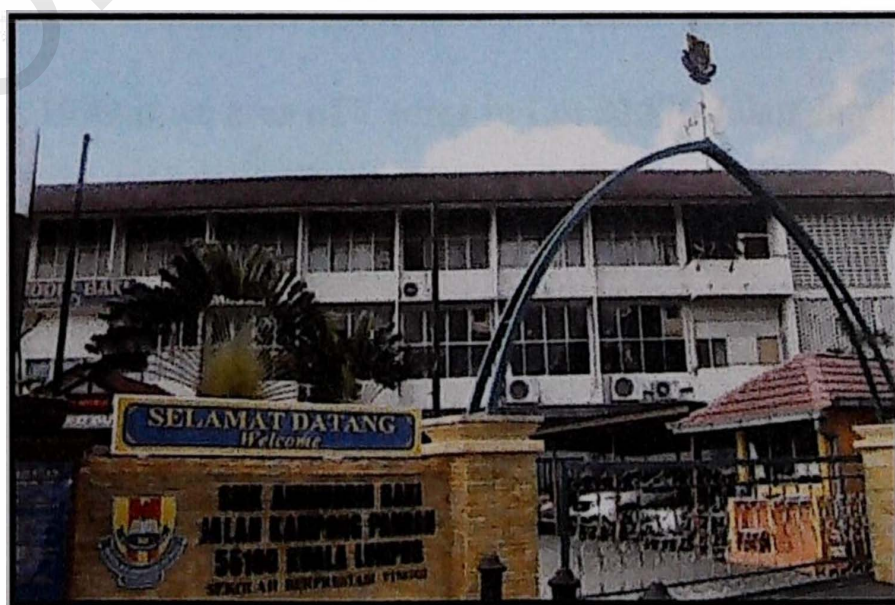
CHAPTER 3

METHODOLOGY

3.1 Study Design and Location

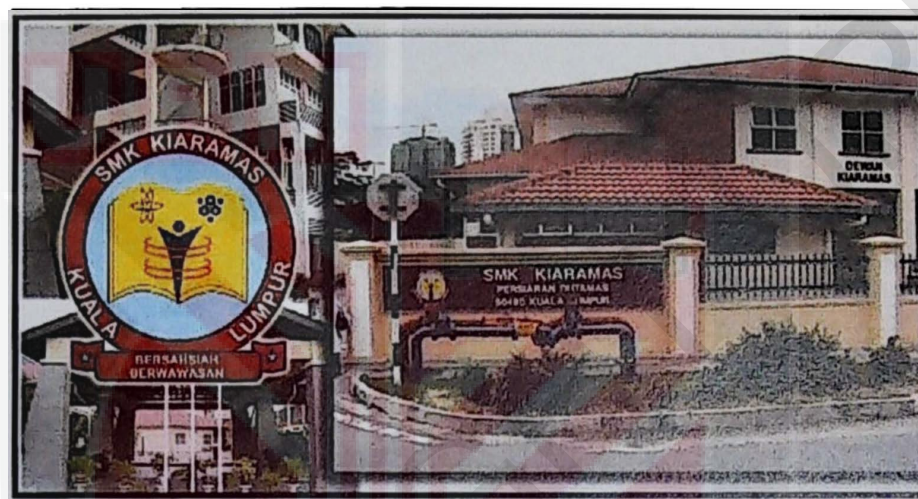
This study was a cross-sectional study, conducted at Sekolah Menengah Kebangsaan Aminuddin Baki, Sekolah Menengah Kebangsaan Kiaramas, and Sekolah Menengah Kebangsaan Cheras, Kuala Lumpur.

SMK Aminuddin Baki is a high performance school (SBT), located along Jalan Kampung Pandan, Kuala Lumpur. This is the only non-boarding school which is classified as SBT in Kuala Lumpur. Established in the year 1958, currently with 825 students from Form 1 to Form 5 who pursue their secondary education here. The number of teachers in this school is 77. This school is also known by its abbreviation, SABKL.



**Figure 3.1: Sekolah Menengah Kebangsaan Aminuddin Baki, Kampung Pandan,
Kuala Lumpur**

SMK Kiaramas, which is a normal Sekolah Menengah Kebangsaan same as other common secondary schools. This school is located at Persiaran Dutamas, Segambut Jaya and was established in January 2004. The number of students in this school is currently 746 while the number of teachers is 64. There are 23 mainstream classes and 5 for special education.



**Figure 3.2: Sekolah Menengah Kebangsaan Kiaramas, Persiaran Dutamas
Kuala Lumpur**

Next location is Sekolah Menengah Kebangsaan Danau Kota (SMKDK) which was established in the year 1999 in an area of 7 acres in Lot 21570 Jalan Genting Klang, Kuala Lumpur together with SK Danau Kota. At that time, SMKDK was estimated to be fully operated on year 2003. The number of teachers in this school is 126, while the students is 1355 from lower and upper form.



Figure 3.3: Sekolah Menengah Kebangsaan Danau Kota, Setapak Kuala Lumpur

3.2 Study Sampling

Sampling Population

The sampling population was among the secondary school teachers of three schools in Kuala Lumpur.

Sampling unit

The sampling unit was school teachers from SMK Aminuddin Baki, SMK Danau Kota and SMK Kiaramas.

Sampling method

The selection of school was initially conducted via random sampling by listing all secondary schools in Kuala Lumpur and divided according to category between high performance school and usual secondary school. One school was selected from high performance school (SBT) while another two schools by using fishbowl technique, hence the population had equal opportunities of being chosen. This method was achieved by giving a number to each school in the sampling population and then used random numbers to select the required sample. Next, purposive sampling was used to select the respondents. The criteria for the selection included male and female teachers from all ages, Malaysian and teaching experience of more than 12 months. While the exclusive criteria were the respondents that on leave for more than three months and teachers who took unrecorded leave. Sample size was calculated using formula by Lemeshow, Klar, & Lawanga (1990). Based on the formula, a total of 244 respondents should participated in this study.

Sample size calculation

Formula,

$$n = \frac{Z^2 (p) (1 - p)}{d^2}$$

Where,

n : Sample size

Z : Standard error associated with confidence intervals

p : Prevalence of occupational stress

d : desired precision

Lemeshow, Klar, & Lawanga (1990)

$$n = \frac{(1.96)^2 \times (0.175) (0.0.825)}{(0.05)^2}$$

$$= 221.85 + 22.185 \text{ (10\% of 221.85)}$$

$$= 244$$

- Prevalence of occupational stress among teachers in a secondary school is 17.5%
(Mokhtar A., 2000)
- Minimum estimation sample size is 222 respondents
- 10% is added from total sample size to avoid incomplete data

Exclusion and inclusive criteria

1) Inclusive criteria

- Male and female teachers
- Teachers from all ages
- Malaysian
- Teaching experience of more than 12 months

2) Exclusion criteria

- On leave for more than three months
- Take unrecorded leave

Study Instrumentation

Questionnaires

The materials of this study is questionnaire that has been adapted from previous studies by Mohamad A.R., Woo S.F., (2008) and is translated in Bahasa Melayu version. A set of questionnaire is given to get the information or data that is needed to answer the research question. The questionnaire consists of four sections that must be answered which are section A, B, C and D.

A: Sociodemographic background

Part A consists of question on the socio-demographic of the respondents such as age, gender, race and household income. The respondents need to tick (/) in the box provided.

B: Information on the work of respondents

Part B consists of questions related to the workplace and the working experience of the secondary school teachers. This is to identify the working duration, working experience and the monthly income salary of the teachers.

C: Factors of occupational stress

Part C is the questions on factors that lead to occupational stress among secondary school teachers. There are 15 questions and respondents need to circle on the likert-scale of 1 to 4. This is from the “Teachers Stress Inventory” used by Boyle, Borg, Falzon and Baglioni and is modified by Mokhtar (1998) to determine the factors lead to occupational stress among teachers.

D: Psychosocial Health

The questions are to identify psychosocial health of the teachers. It is construct by using likert scale between 1 (never) to 4 (always) and respondents need to circle their answers. There are also 15 questions for this part.

Table 3.1: Items of questionnaire

Factors of occupational stress	Number of items
Students attitude	1, 7, 10
Task responsibility	2, 4, 8
Time constraint	9, 13, 15
Appreciation	6, 11, 14
Interpersonal relationship	3, 5, 12
Total question:	20

Table 3.2: The questions from part C is as follows:

Statement	Short term	Score
No stress	N (Never)	1
Mild stress	R (Rarely)	2
Moderate stress	S (Sometimes)	3
High stress	A (always)	4

- **Pre-test**

Pilot test is done to determine the reliability of the questions before the study is held. Moreover, this test is beneficial to identify the problems that might occur during the process of completing the questionnaires. The reliability is determined using Cronbach's Alpha from SPSS for internal consistency. Based on the result of the test, the alpha index is 0.82. According to Mohd Najib (1999), questionnaires with Cronbach alpha more than 0.7 is considered reliable and can be used for research.

Study variables

1) Independent variables

The independent variable for this study are sociodemographic, psychosocial and work characterization factor.

- Task responsibility
- Student attitude
- Interpersonal relationship
- Time constraint
- Appreciation

2) Dependent variable

- Prevalence of occupational stress among secondary school teachers

Data Collection Procedure

- **Location**

Location for this study was in the state of Kuala Lumpur, which is specifically at SMK Aminuddin Baki at Kampung Pandan, SMK Kiaramas Segambut and SMK Danau Kota Setapak, Wilayah Persekutuan Kuala Lumpur.

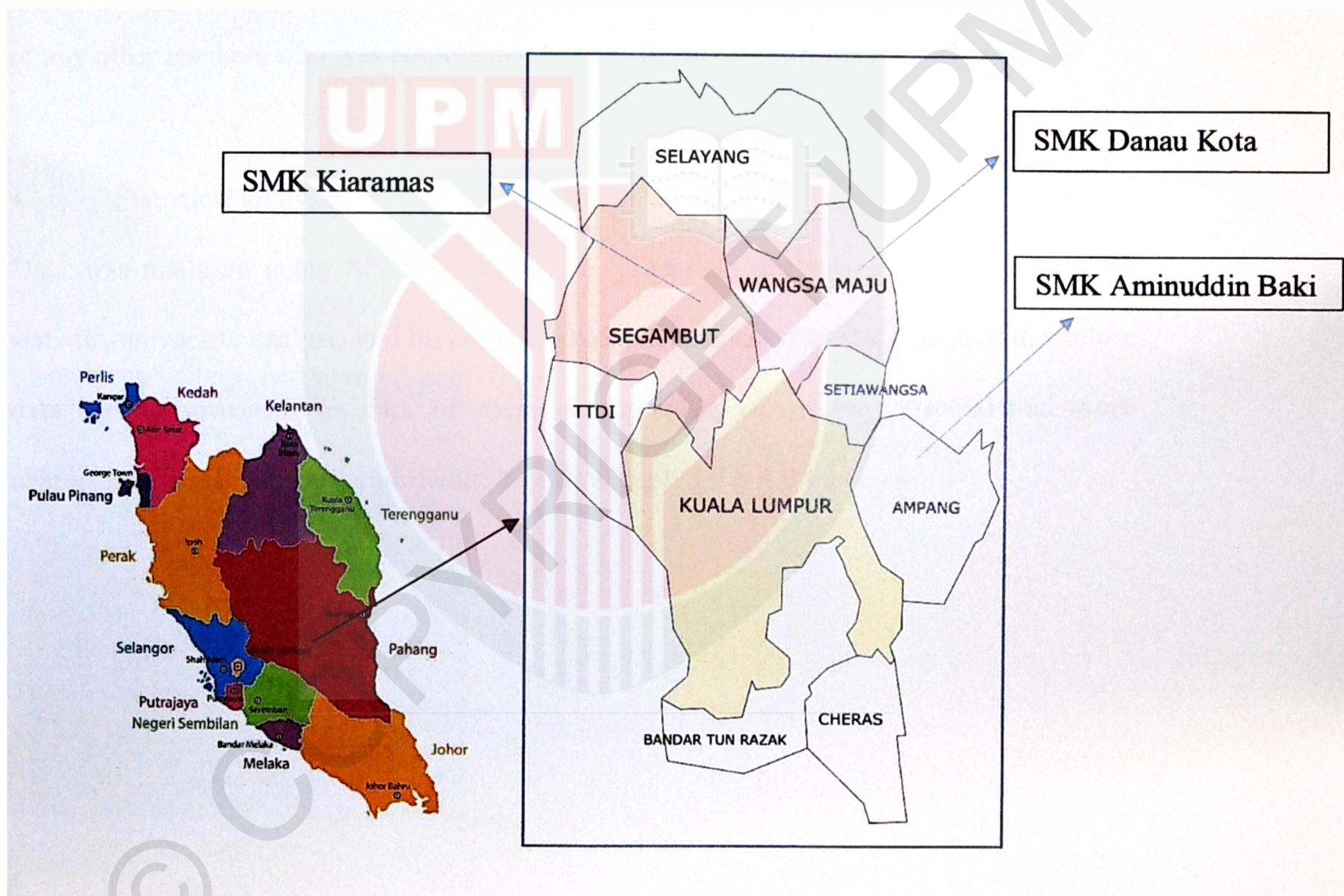


Figure 3.4: Study location

Source: Google image. Map of Selangor and Kuala Lumpur, Malaysia

- **Questionnaires**

The questionnaire was given to respondents during school hours. The teachers were given detailed explanation on the purpose of the research and were ensured on the secrecy of the answers as this was only for the purpose of education. The time take to complete answer all questions was approximately 30 minutes. However not all teachers can be reached within a day so after a couple of days, the questionnaire were collected from the assistant principal or any other teachers who was responsible to keep the questionnaires properly safe.

- **Statistical analysis**

Data was analysed using SPSS version 22.0. The data analysis used was descriptive statistic, univariate analysis and bivariate analysis. Descriptive statistic was used to explore data and summarized the data of socio demographic factor, psychosocial and work characterisation factor. The significant level is accepted if $p < 0.05$.

3.3 Sampling Procedure

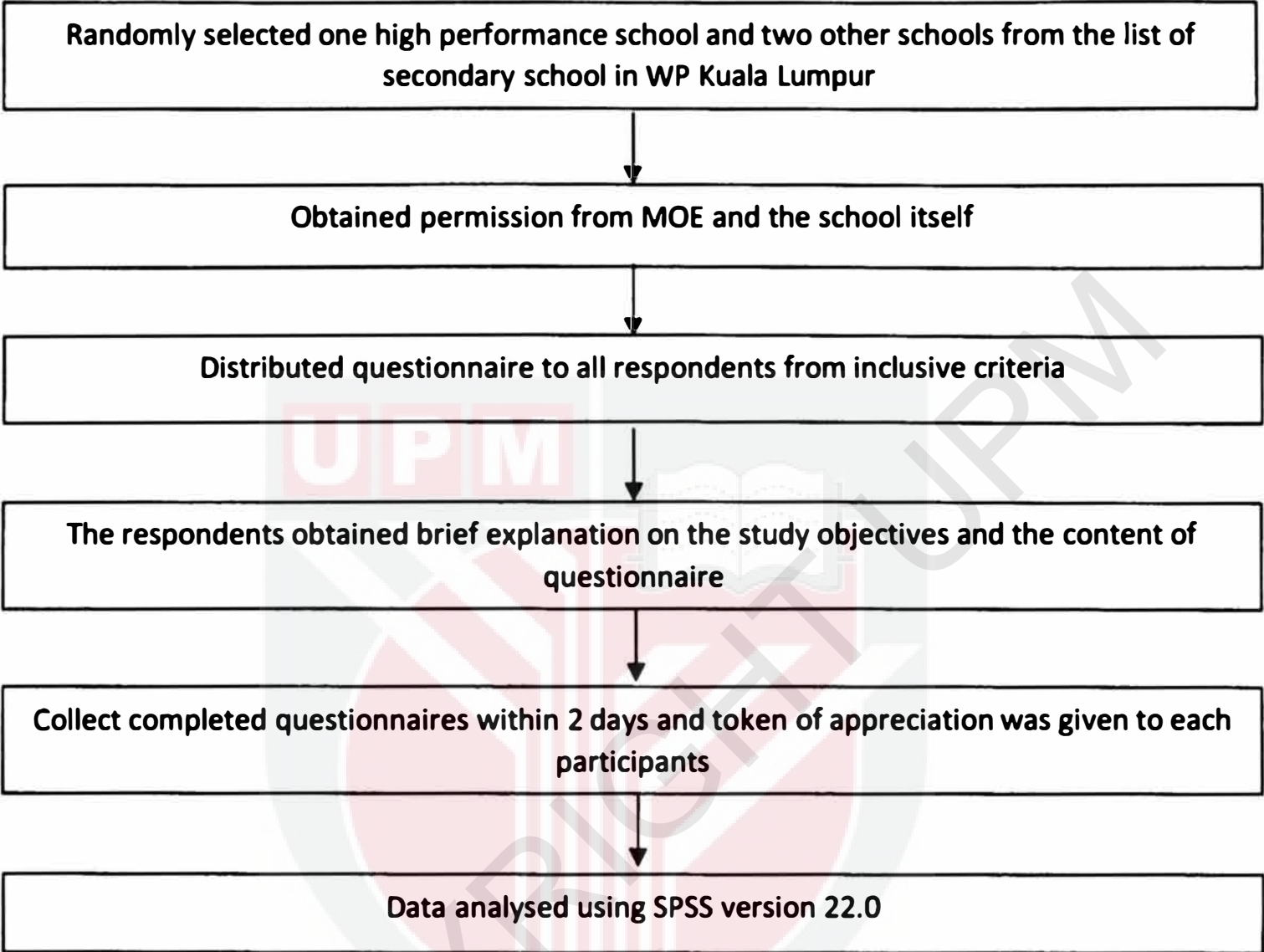


Figure 2.3: Summary of the data collection procedure.

3.4 Data Analysis

Data analysis was done using Statistical Package for Social Sciences (SPSS) Version 22.0.

The predicted data analyses that used were descriptive statistics, univariate analysis and bivariate analysis.

Table 3.3: Objectives and data analysis.

Objective	Data analysis
To identify the prevalence of occupational stress among respondents.	Descriptive analysis
To identify the relationship between task responsible and the prevalence of stress among secondary school teachers.	Chi-square
To identify the relationship between time constrain and the prevalence of occupational stress among secondary school teachers.	Chi-square
To identify the relationship between student attitude and the prevalence of stress among secondary school teachers.	Chi-square
To compare between the prevalence of stress among secondary school teachers in <i>Sekolah Berprestasi Tinggi</i> (SBT) and normal secondary school.	Descriptive analysis

3.5 Quality Control

The questionnaire used in the study was modified from the questionnaire that has been validated from previous study (Sharmimi, 2014). A pre-test was conducted before conducting the real test to obtain the Cronbach alpha. The study population involved in the pre-test was the population (10% from the study sample size) that had similar characteristics to the study participants. This was to ensure the validity and reliability of data obtained from the study. Based on the result of the test, the alpha index is 0.82. According to Mohd Najib (1999), questionnaires with Cronbach alpha more than 0.7 was considered reliable and can be used for research.

3.6 Ethical Consideration

1) Permission to conduct research

Permission was obtained from the Ministry of Education Malaysia (MOE) by online Educational Research Application System version 2.0 (Eras 2.0) for the approval of conducting the research among secondary school teachers at the selected schools in Kuala Lumpur.

2) Ethical approval

The research was conducted when the approval from UPM Ethic Committee and KPM was obtained. The respondents were informed that all information given was confidential and had been given permission. The serial number of ethical approval was JKEUPM-2018-39

3) Confidential information

All personal information given by respondents were confidential and an agreement were obtained after respondents were explained about the research objectives. This research was conduct on voluntary basis where all respondents were given briefings on the study and were asked to give their written permission using an agreement consent form.



CHAPTER 4

RESULTS

4.1 Sociodemographic of respondents

Information on the sociodemographic of respondents have been obtained from the secondary school teachers of three schools which are SMK Aminuddin Baki, SMK Kiaramas and SMK Danau Kota. The information gathered were the teachers' gender, age, race, and total house income. The outcomes of the sociodemographic respondents was shown in Table 4.1 below.

Table 4.1: Socio-demographic characteristics of respondents. (N = 161)

Socio-demographic profile	N	%
Gender		
Male	54	33.5
Female	107	66.5
Age		
20-29	28	17.4
30-39	54	33.5
40-49	60	37.3
>50	19	11.8
Race		
Malay	126	78.3
Chinese	28	17.4

Indian	5	3.2
Others	2	1.2
Total house income (RM)		
1500-3000	18	11.2
3000-4500	37	23.0
4500-6000	73	45.3
6000-7500	33	20.5

Majority of the respondents (67.1%) were female while (32.9%) were male. As shown in Table 2, majority of the respondents were Malays (78.3%), followed by Chinese 17.4%, Indian 3.2% and the rest was others, with 1.2%. The total house income of the teachers was mostly between RM4500 to RM6000 with 45.3%. The lowest house income was between RM1500 to RM3000, with only 11.2%.

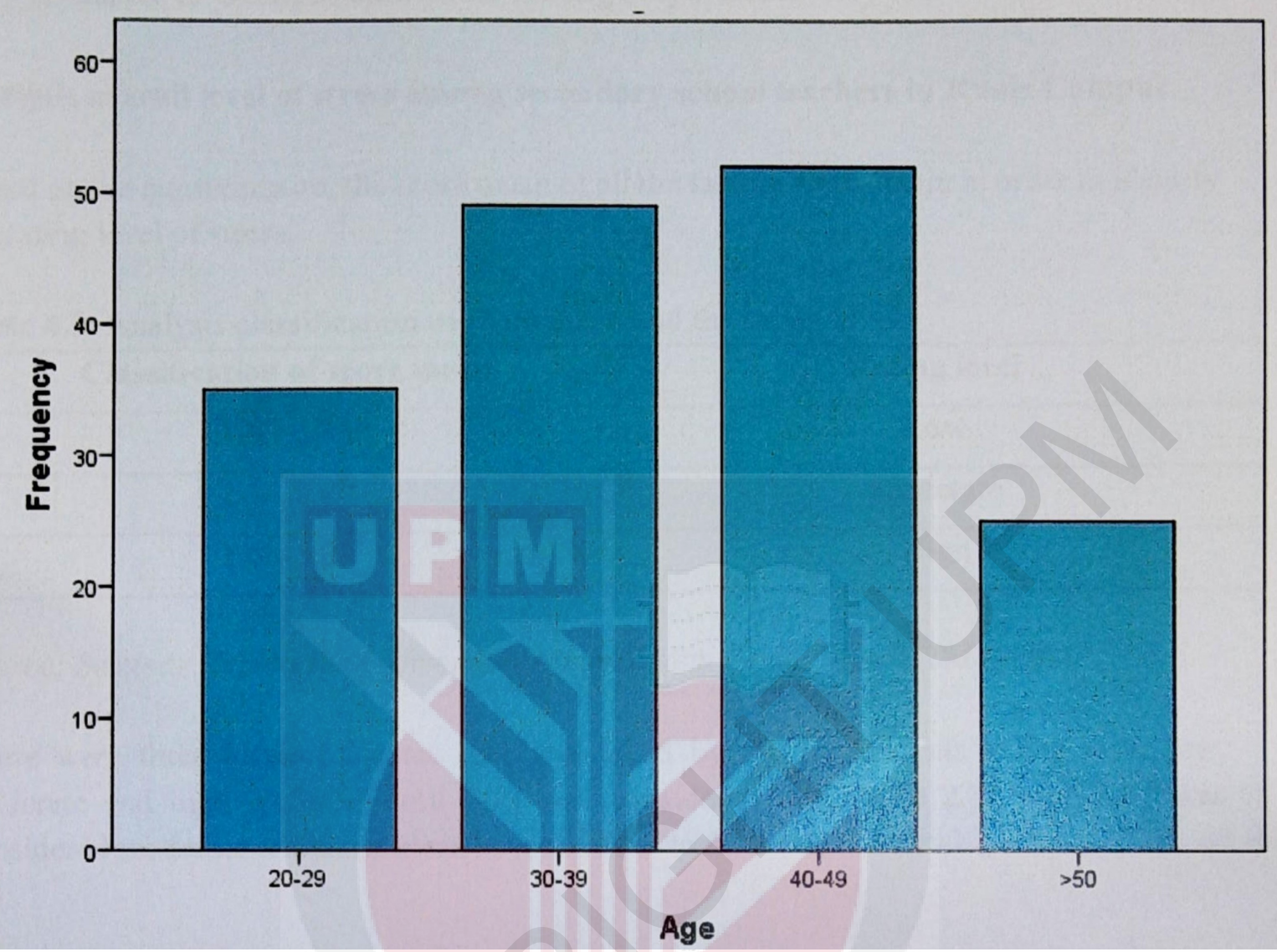


Figure 4.1: The frequency of teachers' age in all the selected secondary schools.

Table 4.2: Normality test for socio-demographic of respondents.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Age	.223	161	.000	.877	161	.000
Gender	.401	161	.000	.641	161	.000
Race	.464	161	.000	.523	161	.000
Household income	.480	161	.000	.421	161	.000

a. Lilliefors Significance Correction

The normality test shows that the significant difference was below p-value 0.05, hence the data was significantly deviate from a normal distribution.

4.2 Prevalence of Occupational stress among respondents

Analysis overall level of stress among secondary school teachers in Kuala Lumpur

Based on the questionnaire, the score mean of all the factors were obtain in order to identify the rating level of stress.

Table 4.3: Analysis classification of score mean and the rating level.

Classification of score mean	Rating level
1.00-2.33	Low
2.34-3.67	Moderate
3.68-5.00	High

Source: Seminar Kebangsaan Memperkasakan Sistem Pendidikan, UTM (2003)

There were three levels of stress that was faced by the respondents which were low, moderate and high. Score 1 until 2.33 was considered low, score 2.34 until 3.67 was considered moderate while the mean score of 3.68 to 5.00 was rated as high.

Table 4.4: Data on the prevalence of occupational stress.

Prevalence of occupational stress			
	Observed N	Expected N	Residual
Stress	65	80.5	-15.5
No stress	96	80.5	15.5
Total	161		

The overall prevalence of stress among secondary school teachers was 40.4 %. Out of the 161 respondents, 65(40.4%) had stress while 59.6% of the teachers had no stress. Among the stress respondents, 58.5% had low stress, while 41.5% had moderate stress. Moreover, no severe stress was reported among the teachers from the three schools.

4.3 The relationship between all factors with the prevalence of occupational stress among secondary school teachers.

Table 4.5: The mean score of factors contribute to occupational stress

<i>Factor</i>	<i>Question No.</i>	<i>Mean</i>	<i>Average Mean</i>
<i>Student attitude</i>	1	2.79	2.8
	7	2.77	
	10	2.84	
<i>Task responsibility</i>	2	3.00	2.44
	4	2.14	
	8	2.19	
<i>Time constraints</i>	9	2.63	2.68
	13	2.67	
	15	2.75	
<i>Appreciation</i>	6	2.34	2.48
	11	2.53	
	14	2.57	
<i>Interpersonal relationship</i>	3	2.77	2.58
	5	2.3	
	12	2.66	

Based on the table above, it shows that the student attitude gave the highest average mean compared to other factors, which caused occupational stress among the secondary school teachers.

4.3.1 The relationship between task responsibility and the prevalence of occupational stress among secondary school teachers.

Table 4.6: Chi-Square Tests between task responsibility and prevalence of occupational stress among secondary school teachers

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.202 ^a	3	.000
Likelihood Ratio	22.359	3	.000
Linear-by-Linear Association	13.825	1	.000
N of Valid Cases	161		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.48.

There was a significant relationship between the task responsibility and the prevalence of stress among the secondary school teachers. The alternative hypothesis was accepted.

4.3.2 The relationship between students' attitude and the prevalence of occupational stress among secondary school teachers.

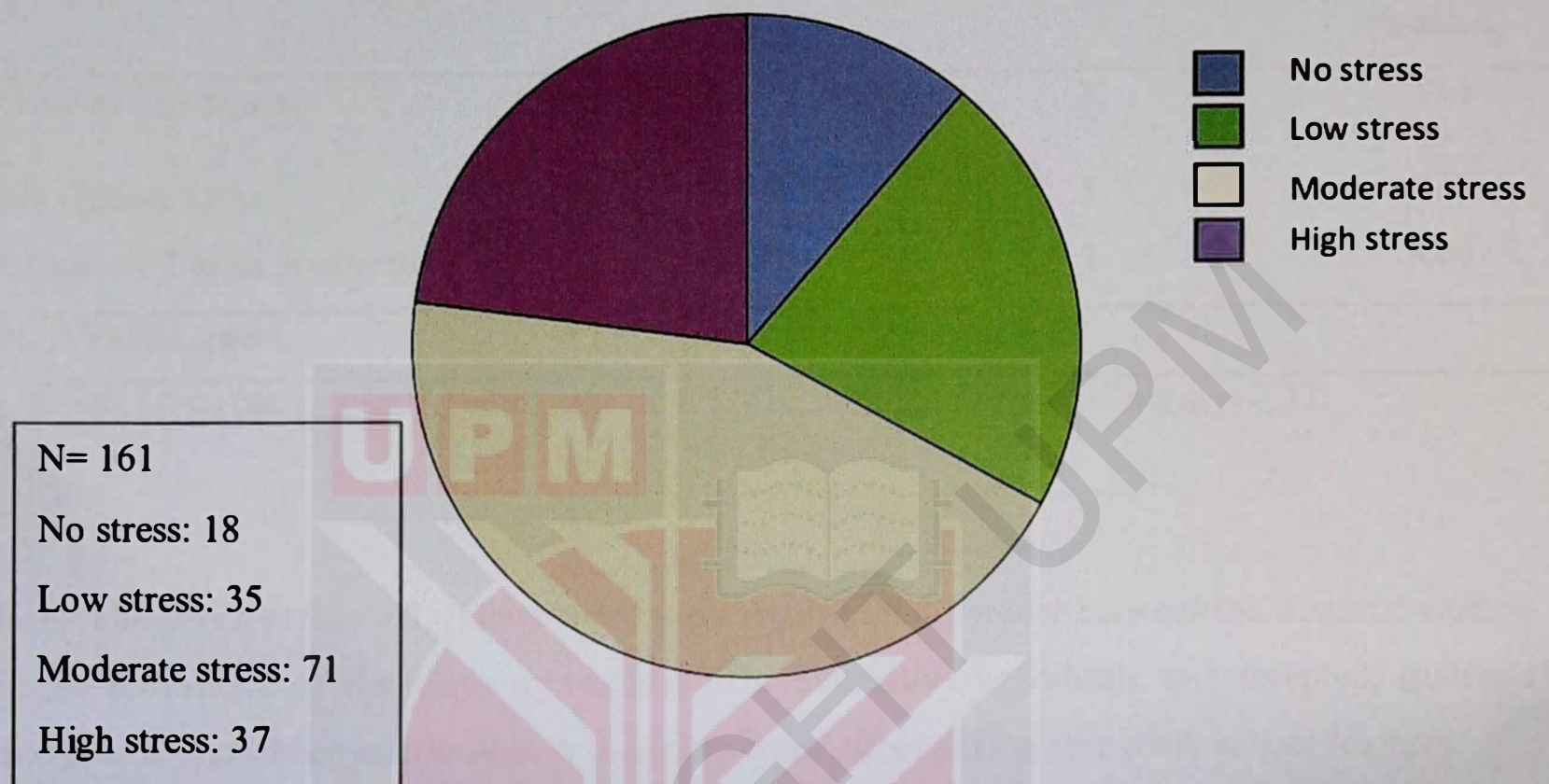


Figure 4.2: Pie chart on the factor of students' attitude and the prevalence of stress.

Table 4.7: Chi-Square Tests between students' attitude and the prevalence of occupational stress among secondary school teachers

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.539 ^a	3	.036
Likelihood Ratio	8.874	3	.031
Linear-by-Linear Association	7.463	1	.006
N of Valid Cases	161		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.27.

The p-value was less than 0.05, hence there was a significant difference between the students' attitude and the prevalence of stress among teachers. The alternative hypothesis was accepted, student's attitude have significant relationship with occupational stress among secondary school teachers.

4.3.3 The relationship between time constrain and the prevalence of stress among secondary school teachers.

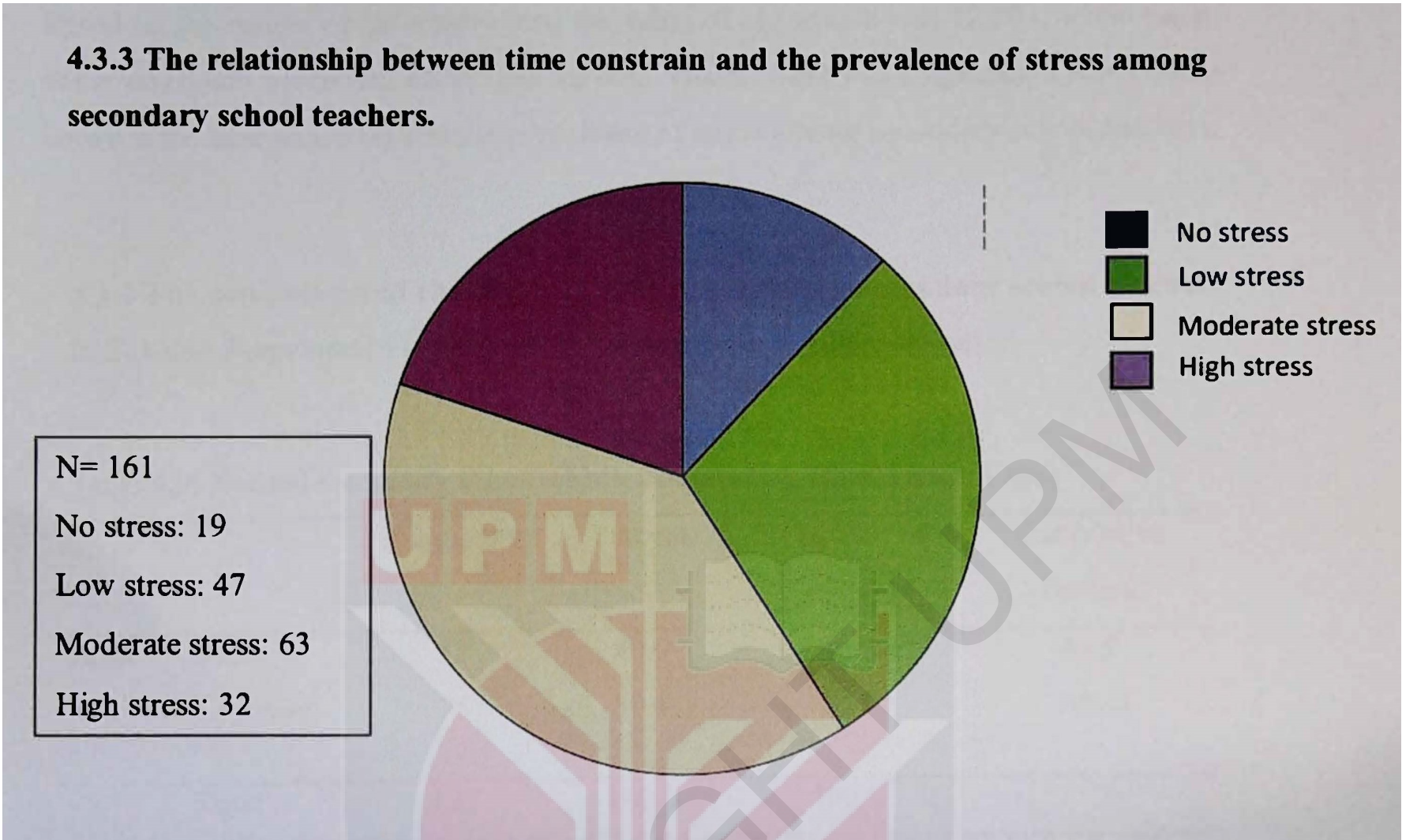


Figure 4.3: Pie chart on the factor of time constrain and the prevalence of stress

Table 4.8: Chi-Square Tests between time constrain and the prevalence of stress among secondary school teachers.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.501 ^a	3	.006
Likelihood Ratio	13.853	3	.003
Linear-by-Linear Association	10.158	1	.001
N of Valid Cases	161		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.67.

Based on the results of chi-square test, the value of chi-square was 12.501, while the p-value was 0.006 which was lesser than the 0.05. Hence, there was a significant relationship between the time constrain and the prevalence of stress among secondary school teachers.

4.3.4 The comparison of the prevalence of stress among secondary school teachers in Sekolah Berprestasi Tinggi (SBT) and normal secondary school.

Table 4.9: Normal secondary school (SMK Kiaramas & SMK Danau Kota)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	stress	52	40.9	40.9	40.9
	no stress	75	59.1	59.1	100.0
Total		127	100.0	100.0	

Table 4.9.1: Sekolah Berprestasi Tinggi (SMK Aminuddin Baki)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	stress	13	10.2	38.2	38.2
	no stress	21	16.5	61.8	100.0
Total		34	100.0	100.0	

According to the table above, the percentage of the prevalence of stress among the teachers in normal secondary school is 40.9%, which was higher compare to the teachers in SBT with 38% of the total school teachers.

CHAPTER 5

DISCUSSION

5.1 Prevalence of occupational stress among secondary school teachers in Kuala Lumpur

The overall results show that the level of occupational stress among secondary school teachers are still at moderate level with 58.5% had low stress, while 41.5% had moderate stress and no severe stress was reported among the teachers from the three schools. This shows that most of the teachers are satisfied with their occupation and are willing to do their best in this profession. This outcome is similar with the previous study by Mohamad Abdillah Royo & Woo Sew Fun (2017) which shows that the results of stress level among Primary Chinese School Teachers in Kuala Lumpur were categorized under the level of moderate stress due to their daily teaching routine.

Overall, the first objective is achieved which is to identify the prevalence of stress among secondary school teachers in Kuala Lumpur. The mean score of the factors are at the same level which is 2.34 – 3.67 (moderate). This means that all the factors are equally dominant in contributing towards occupational stress. Among the factors of occupational stress stated, students' attitude shows the highest average mean, with the value of 2.8, followed by time constrain, 2.68 and interpersonal relationship with mean score of 2.58.

5.2 The relationship between task responsibility and the prevalence of occupational stress among secondary school teachers.

There is a significant difference between task responsibility and the prevalence of occupational stress among secondary school teachers. The tasks responsibilities are also the workloads given which can be cause of stress. In a study by Nurul Izzah et al. (2010), teachers experience extra workloads have low level of mental health. Norashid and Hamzah (2014) in their research states that teacher workloads, uncompleted tasks, and being scolded by the upper sector will cause an individual to undergo stress. The task responsibility can be divided into two which is academic and non-academic tasks. Tasks related with academic for examples teaching in class, giving homework and handle the examination. According to this study, most teacher also experience stress during marking the student examination papers. This is because the marking need to be done within limited period of time, and sometimes the teachers are stress if their students could not answer the questions well. Some school has high number of students in one classroom, that need to be handled by a teacher. Therefore, it is impossible or quite challenging for the teacher to give full attention to each of their students in class.

5.3 The relationship between students' attitude and the prevalence of occupational stress among secondary school teachers.

The students' attitude is the most common factors that affects the stress level among school teachers. The discipline issues in school such as skip classes, bullying, and disrespect towards teachers can indeed cause occupational stress among secondary school teachers. In this new era, and the new generations, teachers need to adapt well with the students' behavior which is quite challenging. The social media also have given huge impact among the new generations nowadays. This result is similar with previous studies. In the journal by Nurul Izzah et al. (2010), students' attitude is the main factor that contribute towards stress among teachers. Moreover, research by Ooi Chew Hong and Aziah Ismail (2015) also states that student discipline as the main factor that cause teachers' stress at school.

There are many social problem occurs among students at school such as skip school, bully, vandalism, smoking and many more. Thus, we can see that teenagers or students now are exposed to low morals levels. Different school has different cases that relates with students' attitude. Disrespectful behaviour of students towards teachers and the act of being impolite such as making noise, boast, do not complete task given and get out from the class without the teacher's permission also cause emotional stress among teachers. These attitude is the reason that certain subject gets low achievement thus also give stress among teachers at school.

5.4 The relationship between time constrain and the prevalence of stress among secondary school teachers.

According to the result, time constrain has significant relationship with prevalence of occupational stress. Teachers have many responsibilities and tasks that need to be done, however their time is limited. Based on the result, there is a significant relationship between time constrain and the prevalence of occupational stress among secondary school teacher. This is because, teachers need to follow the teaching timeline and at the same time collect the school fees, update the student attendance, prepare the questions for exam papers and many more. Moreover, implementation of the Pentaksiran Berasaskan Sekolah (PBS) is also carried out during the year together with PT3 and the teacher uses a long time in PBS as well as getting involved in a variety of other tasks. The commitment of teachers to the schools is affected by this problem even in a small scope. Some studies show that it's increasing the burden on teachers from time to time and they just have a little time to implement it (Azizi; Jamaludin and Mazeni, 2010 and Klassen and Chiu, 2010). Therefore, this cause the time constrain among teachers and thus relate well with the prevalence of occupational stress.

5.5 The comparison of the prevalence of stress among secondary school teachers in Sekolah Berprestasi Tinggi (SBT) and normal secondary school.

The results show that the percentage of the prevalence of stress among the teachers in normal secondary school is 40.9%, which is higher compare to the teachers in SBT with 38% of the total school teachers. This may be due to the number of students in the schools. According to the data from Ministry of Education Malaysia, the number of students in SMK Danau Kota is high compared to the number of students in SMK Aminuddin Baki. This may affect the stress level of the teachers as they need to handle more students. According to the latest study by Farah A.R. (2019), high number of students can also cause stress as the teachers have limited time to complete their work and systematically. Moreover, there might be bias due to the location of the study. During data collection, it was identified that SMK Danau Kota is very closed with a construction of tall buildings. The constructions release high level of noises which is more than 85 dB, thus disturb the teaching and learning process at the school. There might also be dust deposited in the classrooms which can cause health effects towards the lung function. However, there is not much difference between the two type of school with only 2.9% of gap. Thus, the result may not be very significant due to several bias occurs.

5.6 Conclusion

The study shows that the secondary school teachers in Kuala Lumpur has moderate level of prevalence of occupational stress, with the mean score between 2.34 to 3.67. Contributing factors towards all job related stress should be suitably handled and given serious consideration. This research also concludes that high stress is due to several factors such as students' attitude, time constrain and task responsibility. Some students did not finish the task given and some also disrespect towards teachers. This contributes towards stress at workplace. Moreover, time constrain also related with occupational stress among teachers as teachers were burdened with high workloads that need to be finished within short period of time. As the task responsibility of teachers is high, the prevalence of stress among secondary school is also high. Furthermore, the prevalence of stress in normal secondary school is higher by 2.9% compared to Sekolah Berprestasi Tinggi (SBT) school in Kuala Lumpur.

5.7 Study limitation

- a) The study carried out was a cross sectional study design which can only study the prevalence of the study outcome.
- b) The sample population should be 244. However, only 161 respondents were obtained from the total of three schools. Not all teachers are available within certain period of time and it is difficult to gather all teacher at once in order to complete the questionnaire.
- c) This study focused only on secondary school with students from both gender, but overlooked on the school with students from only one gender, either male or female.
- d) Time constrain to conduct this study.

5.2 Recommendation

Even though the result of the prevalence of occupational stress among teachers are at moderate level, the school management and the Ministry of Education Malaysia should not take for granted and must give attention and keep the efforts of reducing the factors that affects stress. Teachers' will develop and sustain high level of performance if they pleased with their job. Below are also some of the recommendations;

- a) Ministry of Education and head teachers should concern of this matter and probably may afford the initial point for a wider dialog of how teachers may be better supported.
- b) Give certificates or reward for students with best attitude and perform in all aspects, in order to encourage them.
- c) Restructured the task of teachers related with clerical work such as record, filing, documentation, finance management, data collection and many more. The guarantee has been given by the ministry but the teachers are still burden until now on April 2019.
- d) Provide counselling and therapy to help uncover, identify and successfully address the teachers with stress problems.
- e) Provide reward and incentive to the secondary school teachers who shows excellent performance in teaching. The previous study shows that reward and incentive can reduce the work absenteeism among workers.

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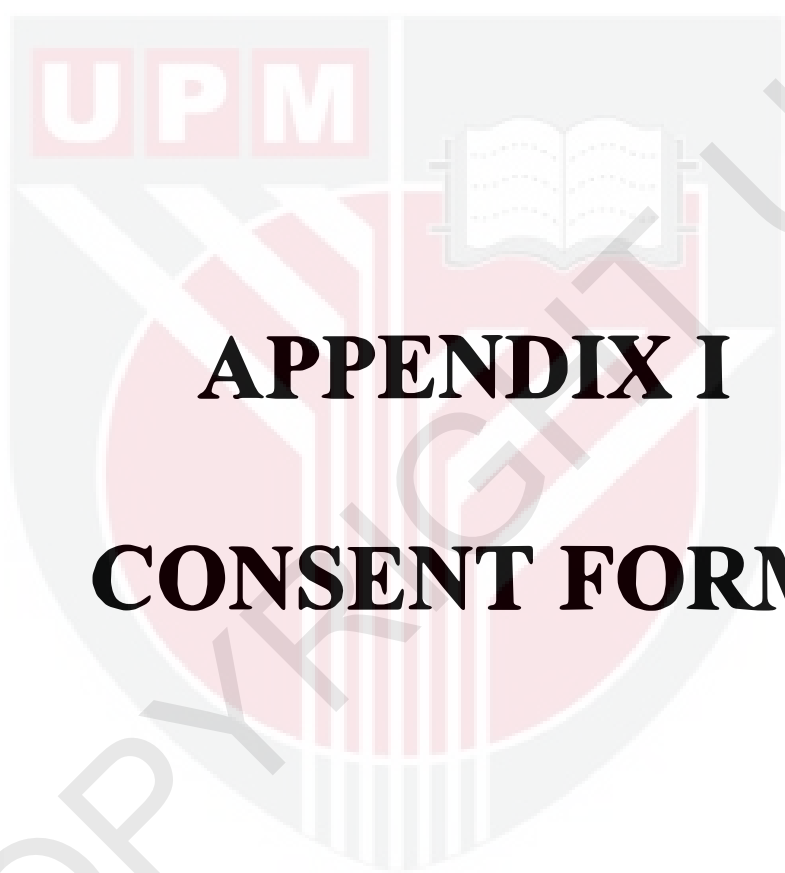
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APPENDIX I

CONSENT FORM

UPM



**JAWATANKUASA ETIKA UNIVERSITI UNTUK
PENYELIDIKAN MELIBATKAN MANUSIA (JKEUPM)
UNIVERSITI PUTRA MALAYSIA, 43400 UPM SERDANG,
SELANGOR, MALAYSIA**

FORM

2.4:

RESPONDENT'S INFORMATION SHEET AND INFORMED CONSENT FORM

Please read the following information carefully and do not hesitate to discuss any questions you may have with the researcher.

1. STUDY TITLE : OCCUPATIONAL STRESS AMONG TEACHERS OF SECONDARY SCHOOL IN KUALA LUMPUR

2. INTRODUCTION:

Teachers are required to equipped themselves with various quality, knowledge and skills so that they can become ascetic model that should have ideal mannerism, become a role model to students, never make a mistake, and also manage to give an effective teaching. This stereotype and severe expectation in teachers is a source of teachers' stress. At the school level, the increase in stress is reflected in a growing annual average of days of teacher absences and a rise in the number of early retirements. Therefore, this study is conducted to identify the factors associated with occupational among secondary school teachers.

3. WHAT WILL YOU HAVE TO DO?

You will have to complete two sets of questionnaires related to this study.

4. WHO SHOULD NOT PARTICIPATE IN THE STUDY?

The new teachers who has working experience less than one year.

5. WHAT WILL BE THE BENEFITS OF THE STUDY:

(a) TO YOU AS THE SUBJECT?

This study will help the subject to identify the level of stress that you've faced as a teacher

(b) TO THE INVESTIGATOR?

This study will help the investigator to identify the factors related with occupational stress and come out with recommendations to the authorised person

6. WHAT ARE THE POSSIBLE RISKS?

There are no possible risk for this study.

7. WILL THE INFORMATION THAT YOU PROVIDE AND YOUR IDENTITY REMAIN CONFIDENTIAL?
Yes indeed, the information provided and your identity will remain confidential.

8. WHO SHOULD YOU CONTACT IF YOU HAVE ADDITIONAL QUESTIONS DURING THE COURSE OF THE RESEARCH?

Please contact Najiha Ismail at 017-9818126

Please initial here if you have read and understood the contents of this page_____

9. CONSENT

I Identity Card No.
address.....
.....hereby voluntarily agree to take part in the research stated
above *(clinical /drug trial/video recording/ focus group/interview-based/ questionnaire-based).

I have been informed about the nature of the research in terms of methodology, possible adverse effects and complications (as written in the Respondent's Information Sheet). I understand that I have the right to withdraw from this research at any time without giving any reason whatsoever. I also understand that this study is confidential and all information provided with regard to my identity will remain private and confidential.

I* wish / do not wish to know the results related to my participation in the research

I agree/do not agree that the images/photos/video recordings/voice recordings related to me be used in any form of publication or presentation (if applicable)

* delete where necessary

Signature Signature
(Respondent) (Witness)

Date :..... Name :.....
I/C No. :.....

I confirm that I have explained to the respondent the nature and purpose of the above-mentioned research.

Date Signature
(Researcher)

APPENDIX II
QUESTIONNAIRE

Date/Tarikh:

ID No:



QUESTIONNAIRE/BORANG KAJI SELIDIK

NO.	RESEARCH TITLE/TAJUK KAJIAN	RESEARCHER NAME/NAMA PENGKAJI
1	OCCUPATIONAL STRESS AMONG SECONDARY SCHOOL TEACHERS IN KUALA LUMPUR	SITI NAJIHA BINTI ISMAIL

Instructions/Arahan

This questionnaire contains 4 sections:
Borang kaji selidik ini mengandungi 5 bahagian:

- 1. Section A: Socio-demographic background
Bahagian A: Latar belakang sosio-demografik
- 2. Section B: Information on the work of respondents
Bahagian B: Maklumat berkenaan pekerjaan responden
- 3. Section C: Factors of occupational stress
Bahagian C: Faktor tekanan kerja
- 4. Section D: Mental health of the respondents
Bahagian D: Kesihatan Mental

Please be informed that you have been chosen as the study respondent. Kindly answer all the and follow the given instructions. All data obtained from this questionnaire will only be used for study purpose. Thank you for your cooperation/ Dimaklumkan bahawa anda telah dipilih sebagai responden bagi kajian ini. Sila jawab semua soalan dan ikut arahan yang telah ditetapkan. Semua data yang diperolehi hanya akan digunakan bagi pembelajaran sahaja. Terima kasih atas kerjasama anda.

BAHAGIAN A (LATAR BELAKANG SOSIO-DEMOGRAFIK)

Dalam bahagian ini anda dikehendaki memberi maklumat tentang latar belakang anda. Tanda/isikan maklumat tentang diri anda pada ruang yang disediakan.

1. Nama :

2. Tarikh lahir:

3. Umur : tahun

4. Jantina : ☐ Lelaki ☐ Perempuan

5. Bangsa : Melayu ☐
Cina ☐
India ☐
Lain-lain ☐

6. Adakah anda menghidapi sebarang penyakit?

Ya ☐ Tidak ☐

Jika ya, nyatakan penyakit anda:

7 Berapakah pendapatan isi rumah anda?

RM 500 – RM1000 ☐

RM 1001 – RM2000 ☐

RM 2001 – RM 3000 ☐

➤ RM 4000 ☐

BAHAGIAN B (MAKLUMAT PEKERJAAN RESPONDEN)

1. Berapa lamakah anda sudah berkhidmat sebagai guru?

.....Tahun Bulan

2 Pengalaman mengajardi sekolah ini: tahun

3. Jumlah pendapatan sebulan : RM.....

4. Berapa lama anda bekerja dalam sehari? : jam

5. Pernahkah anda bekerja lebih daripada masa tersebut?

Ya ☐ Tidak ☐

6. Adakah anda mempunyai kerja sampingan?

Ya ☐ Tidak ☐

7. Berapalamakah tempoh anda bekerja dalam masa sehari?

8 jam ☐
9 jam ☐
10 jam ☐
11 jam ☐
12 jam ☐

8. Pernahkah anda bekerja lebih daripada masatersebut?

Ya ☐ Tidak ☐

9. Berapakah jumlah cuti yang diperuntukkan dalam tempoh setahun?

..... hari

10. Daripada jumlah cuti yang diperuntukkan, berapa lamakah anda tidak hadir bekerja?

..... Hari

BAHAGIAN C (FAKTOR TEKANAN KERJA)

Sila bulatkan jawapan anda berdasarkan skala 1 hingga 5.

Skala 1 untuk tiada tekanan

Skala 2 untuk tekanan rendah

Skala 3 untuk tekanan sederhana

Skala 4 untuk tekanan tinggi

1.

Mengendalikan pelajar yang mempunyai masalah disiplin.

1

2

3

4
2.

Mengajar kelas yang mempunyai pelajar terlalu ramai.

1

2

3

4
3.

Menerima arahan yang kurang jelas daripada pihak atasan seperti pengetua sekolah dan Pegawai Pendidikan Daerah/Negeri.

1

2

3

4
4.

Memeriksa tugas dan kertas jawapan pelajar.

1

2

3

4
5.

Sikap dan tingkah laku rakan setugas yang tidak menyenangkan.

1

2

3

4
6.

Keadaan bilik guru yang tidak selesa.

1

2

3

4
7.

Tingkah laku pelajar kurang sopan dan biadap

1

2

3

4
8.

Peluang kenaikan pangkat yang terhad dalam profesion perguruan.

1

2

3

4
9.

Masa rehat yang singkat.

1

2

3

4
10.

Pelajar yang tidak siap kan tugas.

1

2

3

4

11. Kerja-kerja tidak dihargai oleh pihak atasan seperti pengetua sekolah dan Pegawai Pendidikan Daerah/Negeri.

1 2 3 4

12. Kurang mendapat kerjasama ibu bapa.

1 2 3 4

13. Kurang masa untuk beri tumpuan kepada pelajar secara individu.

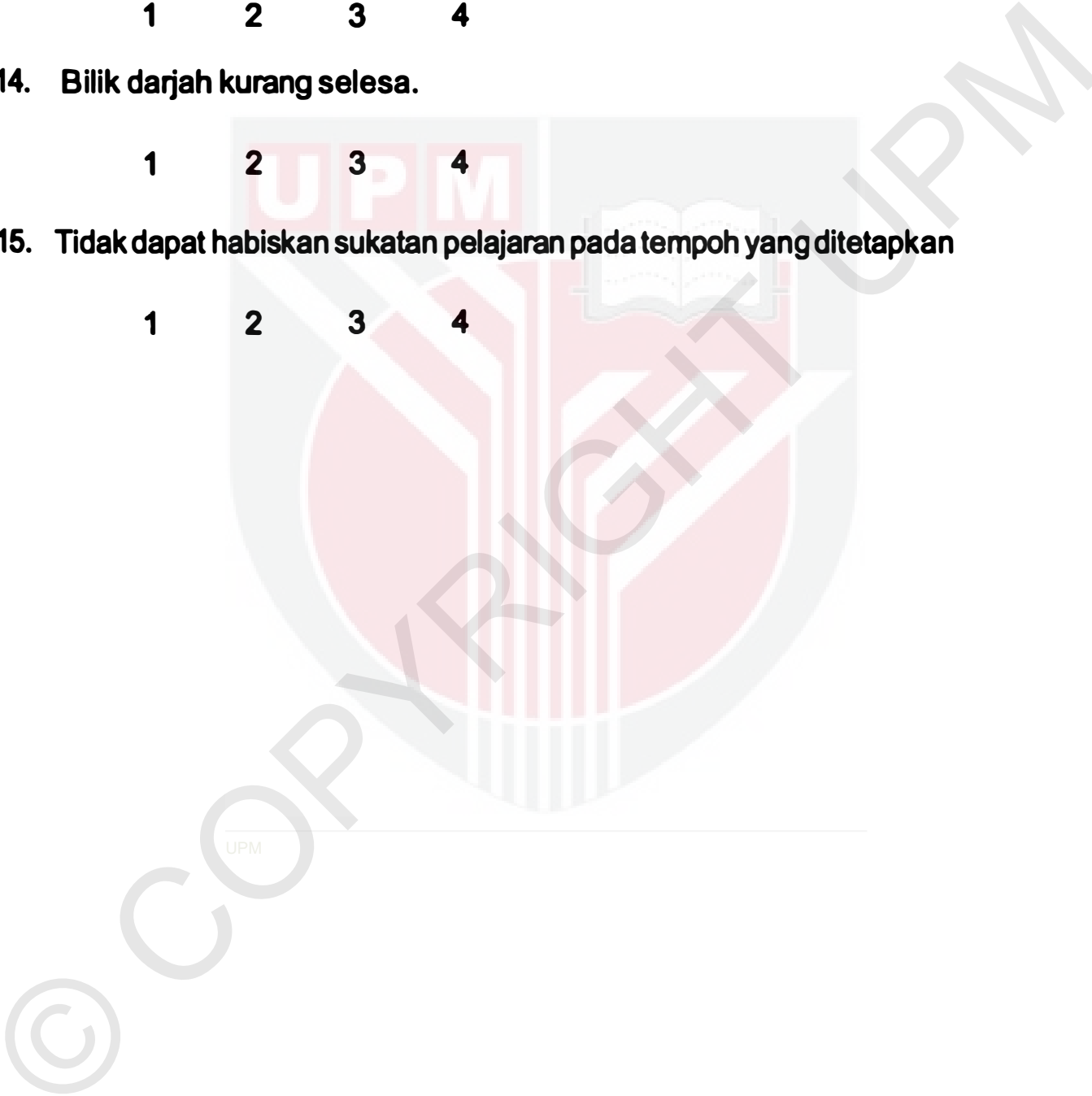
1 2 3 4

14. Bilik darjah kurang selesa.

1 2 3 4

15. Tidak dapat habiskan sukatan pelajaran pada tempoh yang ditetapkan

1 2 3 4



BAHAGIAN D: KESIHATAN PSIKOSOSIAL

Sila bulatkan jawapan anda berdasarkan skala 1 hingga 4

Skala 1 untuk tidak pernah

Skala 2 untuk jarang

Skala 3 untuk kadang-kadang

Skala 4 untuk sering/kerap

1. Saya merasa tertekan (stress) setiap hari bekerja.

1 2 3 4

2. Saya berpuas hati terhadap pekerjaan saya.

1 2 3 4

3. Saya merasa takut tanpa sebab

1 2 3 4

4. Saya merasa sedih dan tidak bersemangat

1 2 3 4

5. Saya sering berasa gemetar, berdebar-debar

1 2 3 4

6. Saya risau menghadapi situasi yang mana saya panik dan melakukan perkara bukan-bukan

1 2 3 4

7. Saya mendapati diri saya sukar untuk tenang apabila stress

1 2 3 4

8. Tiada apa yang ingin saya dapatkan dalam kehidupan ini

1 2 3 4

9. Saya merasakan bahawa hidup ini tiada erti

1 2 3 4

10. Saya merasakan diri ini tidak berguna

1 2 3 4

11. Saya mengambil ubat penenang apabila mengalami tekanan/stress.

1 2 3 4

12. Saya mudah mengadu atau bercerita masalah kepada orang lain.

1 2 3 4

13. Orang sekeliling prihatin terhadap diri saya.

1 2 3 4

14. Orang sekeliling tidak memahami saya.

1 2 3 4

15. Saya selesa melakukan kerja secara sendiri tanpa perlu bantuan orang lain.

1 2 3 4

-Terima kasih atas kerjasama anda-

UPM

APPENDIX III

APPROVAL LETTER

UPM



KEMENTERIAN PENDIDIKAN MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN ARAS 1-4, BLOK E8
KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN 62604 PUTRAJAYA

Ruj. Kami : KPM.600-3/2/3-eras(2990)
Tarikh : 29 Januari 2019

SITI NAJIHA BINTI ISMAIL
NO. KP : 960607065088

42, JALAN 1/4, TAMAN KEMBANG
SARI FASA 2A SERI KEMBANGAN
43300 SRI KEMBANGAN
SELANGOR

Tuan,

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

Perkara di atas adalah dirujuk.

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

" OCCUPATONAL STRESS AMONG SECONDARY SCHOOL TEACHERS IN KUALA LUMPUR "

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

4. Surat kelulusan ini sah digunakan bermula dari **1 Februari 2018** hingga **31 Mac 2018** .

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

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

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

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