

**JOB STRESS AMONG SECONDARY SCHOOL TEACHER: A STUDY IN DISTRICT
OF PERAK TENGAH, PERAK DARUL RIDZUAN.**

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UNIVERSITI UTARA MALAYSIA

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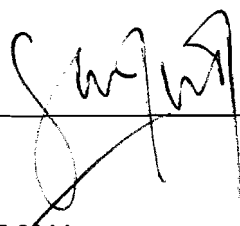
**JOB STRESS AMONG SECONDARY SCHOOL TEACHER: A STUDY IN
THE DISTRICT PERAK TENGAH, PERAK DARUL RIDZUAN**

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Abstract

This study examines factors that influence job stress among secondary school teachers in the district of Perak Tengah, Perak Darul Ridzuan. In this cross-sectional study, three independent variables namely colleagues, student misbehavior and workload were tested against job stress. 147 respondents from five schools participated in this study. The research objectives were answered using correlation and regression analysis. The results are also presented using descriptive statistics. The study shows that workload was positively related to the feeling of stress among teachers. However, no relationship was found between colleagues and job stress, and between student misbehavior and job stress. Suggestions are made for further research on ways to reduce stress among secondary school teachers.

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CHAPTER 1

INTRODUCTION

1.1 Background of Study

In the 1970's, teaching is considered as a noble, and seldom reported as a stressful profession. However, in the recent years, teaching profession has been considered as one of the most stressful profession (Ravichandran & Rajendran, 2007). It was reported that two out of five teachers in the United Kingdom experienced stress, compared to one in five workers from other occupations (Abdul Hadi, Naing, Daud, Nordin & Sulong, 2009). In other study, Atan (1998) found that 39.7% of the respondents were moderately stressful and 3% was extremely stressful. Ghazali (2007) found that 38.7% of teacher in Malaysia have low job satisfaction.

So, what causes teachers to be so stressful? There are various reasons why teachers are becoming more stressful with their teaching profession. Teachers nowadays have to face with so many different demands, either from the school management or from the parents and society. At the same time, teachers are required to improve themselves in terms of creativity, innovations and critical thinking in order to cope with the advancement in the science and technology. Teachers will be criticized if they fail to provide knowledge and services to society. The increasing behavioral problems such as bullying, gangsterism, vandalism, and the dissatisfaction among students have also made teaching task even more difficult.

The issue of stress among teachers should be given a serious attention. 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. Stress can also cause

teachers to suffer from mental and physical illness, which is the leading cause of premature retirement among teachers.

1.2 Problem Statement

In the literature, causes of stress have been attributed to various factors such as the working environment, school facilities, school rules, valuation system of teacher's promotion, student behavior, relationship with colleagues, time constraints, the use of information technology, teaching experience, lesson plan preparation, administrative procedure and resource management (Abdul Manaf, 2009; Boyle, Borg, Fazlon & Baglioni, 1995; Chan, 1998; Hanizah, 2003; Ismail, 1998; Joseph, 2000; Lim, 2000; Mokhtar, 1998; Nordin, 1997). Though the amount of research on teacher stress has increased steadily in many countries, the social, cultural, economic and educational differences between countries have made applying for such findings from one country to another may not seem relevant. Similarly, several studies have also been initiated in Malaysia to address the causes of stress among teachers, but the finding is not representative. This is because the studies have been conducted with different variable, at different school setting in different states. Therefore, the present study is conducted to further investigate factors (specifically student factors, the school working environment and the job itself) that may influence job stress among secondary school teachers in Perak as there are few studies done in that state.

1.3 Research Questions

Based on problems discussed above, the central question of this study would be "*what causes teaching profession so stressful?*" Specifically,

1. Do stress among teachers related with the colleague at school?

2. Do stress among teachers related with student misbehaviors?
3. Do stress among teachers related with teachers' workload?
4. Which one of these factors has the strongest relationship with job stress?

1.4 Research Objectives

Generally, this study aims to examine factors that influence job stress among secondary school teachers. Therefore, to answer the research questions posted above, the following research objectives were formulated:

1. To investigate the relationship between colleague and job stress;
2. To examine the relationship between students' misbehavior and job stress;
3. To examine the relationship between workload and job stress; and
4. To determine which of the three factors (colleague, students' misbehavior and workload) have the strongest relationship with job stress.

1.5 Significant of Study

The main aim of the study is to identify factors that influence job stress among secondary school teacher. The finding may help the education department and also the school management in finding ways of reducing stress among school teachers so that they can perform better, reduce the absenteeism, and to increase teacher's health. Findings may also help school administration to reduce level of job stress that teacher are currently facing to enable perform very well. Secondly, from the study, there will have new finding which is generate with theories in the theoretical framework.

1.6 Scope of Study

The main focus of this study is to examine factors that influence job stress among secondary school teachers. Specifically, I aim to identify which factor is the strongest influence on teacher's job stress. The study, which was a cross-sectional, involved a survey of 150 teachers from five secondary schools in the district of Perak Tengah.

1.7 Organization of Chapters

This is the first of five chapters in this project paper. Chapter 2 reviews the literature on job stress, explaining their definition and factors that influence job stress.

Chapter 3 describes the research method for the study. The chapter reports the research design and procedure, the selection of respondents, sample types and size, the development of the questionnaire for the research, the survey process and data collection procedure. Chapter 3 ends with a brief description of the strategies and procedures that were used to analyze data collected from the survey.

Chapter 4 reports the results for the study. There are reports of the descriptive statistical analysis, bivariate correlation analysis, and regression analysis. The results are summarized in a number of tables to facilitate interpretation.

Chapter 5, the final chapter, discusses the interpretation of the research findings for the study. The findings are compared to those found in the past research reviewed in Chapter 2. New findings are also discussed. Chapter 5 concludes with a discussion on limitations of the study, the implications for both researchers and practitioners and suggestions for future research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter discusses issues related to job stress as presented and discussed in the management literatures. The chapter begins by describing the meaning job stress. Then, the chapter reviews findings from past studies on the factors that influence the job stress among teachers.

2.2 Definition of Job Stress

Work stress remains a significant concern for many organizations, affecting both the individuals and organizations (Jennings, 2008). For individual, regardless of whether the stress is perceived positively or negatively, its effects may eventually contribute to illness. While for the organization, work stress may contribute to absenteeism, turnover, job satisfaction and organizational commitment.

Generally, stress can be defined as a situation which will force a person to deviate from normal functioning due to the change in his/her psychological and/or physiological condition, such that the person is forced to deviate from normal functioning (Beehr & Newman, 1978). Similarly, Greenberg and Magnate (2000) defined stress as a kind of emotional level that is relatively complex, physiology reaction and thinking that mutually related have led to external demand. Occupational stress is the experience of negative feelings, such as worry, frustration, strain and anxiety, attributed to work-related factors (Kyriacou, 2001). Lath (2010) further described occupational stress as the physical and emotional response that occurs when workers

perceive an imbalance between their work demands and their capability and resource to meet these demands. Teacher stress on the other hand, is defined as experiences in teachers of unpleasant, negative emotions, such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work as teachers (Kyriacou, 2001).

2.3 Stress Level

According to Robbin (2010) stress level can be measured along physiological, psychological and behavioral symptoms. Similarly, Walt (1987) also argued that stress level can be exhibited through physical, emotional, thinking and behavioral distress signal.

- a. Physical. It is dryness of mouth or throat from tension, general fatigue or heaviness, slow recovery from stressful event, trembling, prodding of health from tension, headache, chest pain, neck pain, upset stomach, loss of appetite, frequent need to urinate and increase appetite.
- b. Emotional. It was a depress feeling, emotional ups and down, strong urge to run away and to hurt someone, feeling of being emotionally unstable, feeling of joylessness, feeling of being emotionally unstable, feeling of sadness, fear of future, fear of failing, fear that other out to get me, difficulty of sleeping, more impatient than usual, struggling to get up to face another day, feeling that things are out of control and hopelessness.
- c. Thinking. It was fuzzy, foggy thinking, forgetfulness, mental block, difficulty to organize thought, inability to concentrate, bizarre, disjointed thought, inward preoccupation interfering with listening and nightmare.
- d. Behavior. It was irritability, compulsive, spur of the moment actions, talking faster than usual, easily started, shattering or stumbling in speech, grinding teeth, difficulty sitting still, verbal attack on someone, difficulty staying with one activity very long, significant

interpersonal conflict, short tempered, withdrawn, crying spells and lashing out at something.

2.4 Causes of Stress among School Teacher

In the literature, stress among teachers are often associated to student, the teachers themselves, the school working environment, interpersonal relationship and administrative procedure and service condition (Okebukola & Jedge, 1989; Borg et al., 1991). Therefore, in the following sections, discussions will focus on the three main causes of stress among teachers, namely student misbehavior, teachers' workload and relationship with colleague.

2.4.1 Student Misbehavior

Today, discipline problems are on the rise and teachers face discipline difficulties dealing with a large number of students with different needs and interests. Bruce and Cacioppe (1989) argued that problem of the classroom discipline was a major factor why many teachers are resigning from the profession. This is also agreed by Lath (2010). He believed that teacher face high amount of stress during teaching and handling student. He further believed that reasons for high disciplinary problems among students are due to students' different background.

2.4.2 Teacher's Workload

Teacher's burden is not a new issue. There is an extensive literature on teacher's work, with many of them pointing to the demands made upon teachers, suggesting these demands are increasing. Lieberman (1988) for example has described teaching situation as requiring more work, more students and less time, and as being more instrumental, less expressive, less effective, less satisfying and less professional than in the past. In addition, Fun (2008) argued that even though educators are tied to specific tasks of his profession, they are often burdened

with tasks that need to be accomplished within limited time. Teacher needs time to reflect on their work, plan lesson, develop skills and knowledge, and interact with colleagues (Bubb & Earley, 2004).

For most writers, the increasing workload among teachers is believed to be related to changes in education. Watkins (1994) for example, argued that the changes in education were made to make education more closely to industry. The implication of this on the curriculum is that there is a move towards teaching competencies rather than providing general education (Soucek, 1994). For teachers, this move has meant a massive shift in the nature of their work. This shift has been conceptualized as a process of intensification. The concept was originally posited by Larson (1980), but was developed by Apple (1984) and Hargreaves (1994). According to Hargreaves (1994, p. 108), intensification of teachers' work means "the bureaucratically driven escalation of pressures, expectations and controls concerning what teachers do and how much they should do within the teaching day." The characteristic features of intensification as explained by Hargreaves (1994, pp.118-120) include:

- a. a lack of time, with no time for relaxation and not time to update skills;
- b. the creation of chronic and persistent overload;
- c. the replacement of time spent caring for students with time meeting administrative demands;
- d. the enforced diversification of expertise; and
- e. the production of packaged curricula and packaged pedagogy.

In conclusion, Muhammad (2003) believed that if teacher do not have enough time to strengthen social relationship with local community, family members, friends, club members and

neighbors, they will bring outside problems to school to be resolved. This will influence their commitment on their teaching job in school.

2.4.3 Colleague

Colleagues play an important role in order to establish social support that can prevent people from getting stress. According to Tuettenmann & Punch (1992), colleagues refer to collegial support, level of spirit, support and friendliness among teacher school. Various writers have suggested that increasing social supports available to teachers may be a useful strategy for preventing teacher burnout. House (1981) for example argued that individuals who have supportive social relationships are able to rely on others to aid them in dealing with stressful situations. As a result, stress does not have negative effects on their physical and psychological health. Walt (1987) argued that people established work support through the relationship with family members, friends, and co-workers to get better mental and physical states.

On the other hand, Adam (1980) defined poor relationship as low trust, low support and interest in listening to deal with problem in the organization. He believed that having a good relationship in the organization is the key of improving organizational health.

2.5 Past findings on Job Stress among School Teacher

In the literature, many writers have suggested that teaching is a stressful occupation and that teacher stress is an increasing problem (Antoniou, Polychroni & Vlachakis, 2006; Chaplain, 1995, 2008; Guthrie, 2006; Kyriacou, 200; Manthei and Gilmore, 1996; Munt, 2004; Otto, 1986). The causes of stress among school teachers have been widely discussed and have been attributed to various factors. In one study, Lim (1990) found that 1/3 of 380 teachers under study in Singapore experiencing high level of stress due to student behavior, time constraint and conflict of role, with time constraint is the main cause of high level of stress. Kyriacou (2001)

reports that the main sources of teacher stress stem from teaching students who lack motivation; maintaining discipline in the classroom; confronting general time pressures and workload demands; being exposed to a large amount of change; being evaluated by others; having difficult or challenging relationships with colleagues, administration, or management; and being exposed to generally poor working conditions. However, Kyriacou (2001) warns that these sources of stress may be unique to individual teacher, and will depend on the precise complex interaction between his or her personality, values, skills, and circumstances. Moreover, the coping mechanism, personality traits, or the environment can interactively influence the degree to which stressful situations are being perceived, and influence the teachers' emotional and cognitive well-being.

In terms of demographic factors that may influence the level of job stress felt by teachers, few authors have suggested four variables that have significant interactions with job stress, and they are gender, age, experience in the job and position (Antoniou et al., 2006; Lau et al., 2005; Laughlin, 1984; Manthei & Gilmore, 1996; McCarthy et al., 2009; McCormick, 1997). Female teachers were reported to experience more stress than their male colleagues. Additional responsibility at home may contribute for the difference. Youngest group of teachers were reported experience greater stress from student behavior issues than their older colleagues. Older group of teachers (aged over 40 years) reported higher level of stress from curriculum demands than their younger colleagues

In other study, Boyle, Borg, Fazlon and Baglioni (1995) found that the five main factors of job stress among teachers include student misbehavior, time constraints, professional recognition, appreciation, personnel relationship and workload. Joseph (2000) in his study found that factors that contributed to stress among teachers include student disciplinary problem, their

parents, organization and lesson plan preparation. Other studies (Brown & Ralph, 1998; Evans, 1992) have shown that a source of stress in teaching was that teachers were not included in decision-making of their schools.

Several studies conducted in Malaysia also found similar findings. For example, Md Sharif (1991) has found that student factor, workload, working environment and time constraint contributed to teacher' stress. She also found that student factors such as students' attitude, interest, disciplinary problems, and unsatisfied homework by student contributed the most to stress among teachers understudy. Teachers' stress was also found related to limited teaching tools as compared to the number of student.

In other study, Abdullah (1999) found that factors such as working environment, workload, promotion, relationship with other colleague and student misbehavior have contributed to stress among secondary school teacher, with student behavior such as disrespectful, undisciplined, and did not want to study be the main contributor.

On the other hand, Sunbul (2003) found that school management especially the administrator was the main cause of stress among teachers. The failure to play good role in school has result with unmotivated teachers that decrease the quality of education.

CHAPTER 3

METHOD

3.1 Introduction

This chapter describes the research method for the study. In this chapter, the research design, the sources of data, the population frame, the sample and sampling techniques, the measurement, the collection and administration of data and the technique of data analysis are presented.

3.2 Research Framework

The research framework for this study is shown in Figure 3.1. In this study, there are three independent variables, namely colleagues, student misbehavior and workload, which are tested against job stress (the dependent variable).

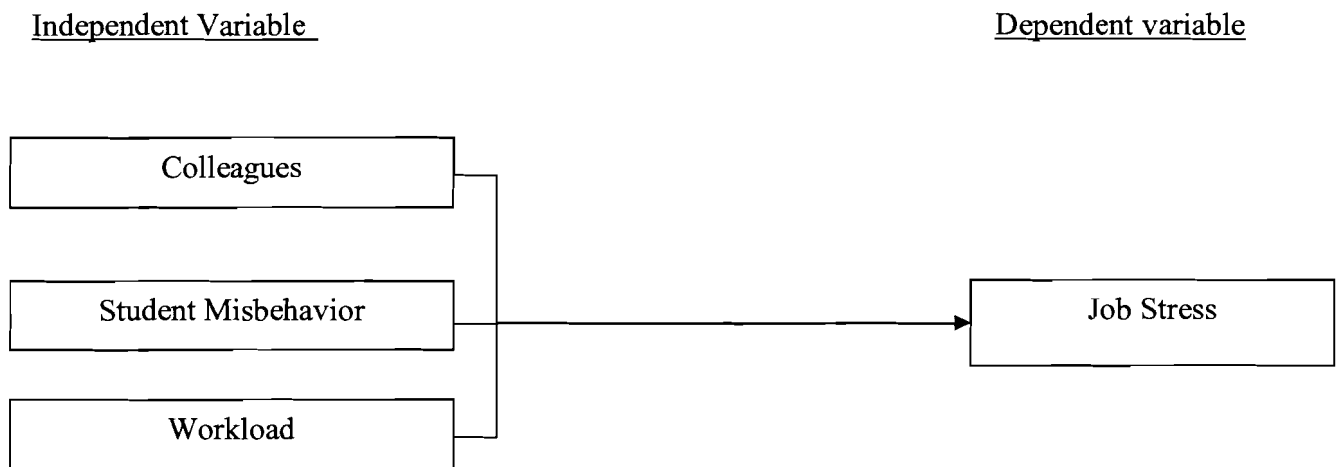


Figure 3.1. Research framework

3.3 Research Design

Quantitative research design was used to examine the relationship between colleagues, student misbehavior and workload and job stress. The study was cross-sectional. The study was conducted in the natural environment of the organization where the researcher interference is minimal.

3.4 Operational Definition and Measurement

Table 3.1 shows the operational definition of the variable and their measurement. All items in this study were adapted from Gmelch (1982), Walt (1987), Tuettenmann and Punch (1992), Dobson (1982), and Borg and Riding (1993). In this study, each of the adapted question asked how strongly the respondents agreed or disagreed with the statement given on a five-point scale whereby 1 = strongly disagree, and 5 = strongly agree.

Table 3.1
Operational definition and measurement

| Variables (dependent and independent) | Operational definition | Items | Authors |
|--|---|---|-------------------------------|
| Job stress | Referring to the physiological, psychological, and symptoms | <ol style="list-style-type: none">1. I always feel exhausted after a day's work2. I always experience a neck pain3. I always have a headache4. I always have a stomach upset5. I always have a slow recovery from a stressful event6. I always experience backache7. I always experience emotional ups and downs8. Lately, I always become more impatient than usual9. I always feel very tense being a teacher10. I always have to struggle to get up to 'face another day' | Gmelch (1982) and Walt (1987) |

| | | | |
|---------------------|---|--|---|
| | | <ul style="list-style-type: none"> 11. I always feel bothered when plans are dependent upon the action of others 12. I always become more short tempered than usual 13. I always easily startled 14. I always talk faster than usual at the work place 15. I always have difficulty in sitting still 16. I always have difficulty staying with one activity very long 17. I always have difficulty sleeping through the night 18. I always absent from work to release tension | |
| Colleagues | Referring to collegial support and friendliness among teachers at school | <ul style="list-style-type: none"> 1. My colleagues always give me support/ help to get work done 2. I like working with my colleagues. 3. I normally socialize with my colleagues during my free time. 4. I always share my problem with my colleagues. 5. I enjoy working in a group | Gmelch (1982), Walt (1987) and Tuettenmann & Punch (1992) |
| Student misbehavior | Referring student disciplinary problem or act of student which violets school regulations | <ul style="list-style-type: none"> 1. Nowadays student are difficult to control 2. I get tired of controlling my students 3. Students misbehavior really bothers me 4. I feel frustrated with my student behavior 5. Student misbehavior prevents me from performing my best. | Gmelch (1982), Walt (1987) and Dobson (1982) |
| Workload | Referring to the amount of responsibilities handled by teacher | <ul style="list-style-type: none"> 1. I find my work interfere with my leisure hours. 2. There is constant pressure to work every minute with little opportunity to relax. 3. I get depressed when I consider all the task that need my attention. 4. I find difficulty in finding enough time to relax. | Gmelch (1982), Walt (1987) and Borg & Riding (1993) |

| | | | |
|--|--|--|--|
| | | 5. I feel that I have too much responsibility. | |
|--|--|--|--|

3.5 Data Collection

3.5.1 Population and Sampling

The sampling frame for this study includes all teachers who teach in the secondary school in the district of Perak Tengah. The total number of school located in the district of Perak Tengah is 15. However, due to reason of difficult access to locations and time constraints, only five secondary schools were chosen. Currently, there are around 282 teachers in these 5 secondary schools. Using simple random sampling, out of 282 teachers, only 150 teachers were chosen as a respondent for this study.

Table 3.2

List of school involved

| Num | Schools involved | Survey distributed |
|------------|--|---------------------------|
| 1 | SMK Sultan Muhammad Shah, Parit, Perak. | 30 |
| 2 | SMK Dato' Abdul Rahman Yaakub, Bota, Perak. | 30 |
| 3 | SMK Lambor Kiri, Lambor Kiri, Perak. | 30 |
| 4 | SMK Seri Iskandar, Seri Iskandar, Perak | 30 |
| 5 | SMK Sultan Muzaffar Shah, Lambor Kanan, Perak. | 30 |

3.6 Survey Materials

The questionnaire was prepared in English. The six page questionnaire consisted of 5 sections. Section 1 asked about teachers' workload. There are 5 items in this section. Section 2

which consists of 5 items asked about teachers' collegial support. In section 3 of the questionnaire, there were 5 items on student misbehavior. Section 4 asked about job stress which consists of 18 items. The final section of the questionnaire, Section 5, sought the demographic characteristics of the participating staff and their respective organization.

3.7 Data Collection Procedure

The data collection was conducted from 29 April until 4 May 2011. The process begins by obtaining permission from the respective school to conduct the study and to identify targeted group of respondents. A representative from each school was assigned to help researcher in distributing and collecting the questionnaires.

3.8 Technique of Data Analysis

Out of the 150 questionnaires distributed, 147 were returned and are potentially available for analysis. To answer the study objectives, an analysis was conducted using descriptive statistics and the relationship of independent and dependent variables were tested using correlation analysis. Regression analysis was also conducted to test the ability of the three factors to predict the level of job stress. The analysis was conducted using SPSS Program Version 15 for Windows.

3.9 Conclusion

In this chapter, the method and the analysis strategy for the study have been described, including the research framework, the sample of the study, and the selection of respondents, the development of questionnaire, the research materials and the survey procedure. This chapter also briefly explains the adoption of correlation analysis, regression analysis and descriptive statistics. The results of these tests are reported in the next chapter, Chapter 4.

CHAPTER 4

FINDINGS

4.1 Introduction

Chapter 4 reports results of the study. The chapter begins by reporting the demographic characteristics of the respondents. It then presents the bivariate relationship between the research variables. The chapter concludes with the regression analysis.

4.2 Demographic Characteristic of Participants

Detailed descriptive statistics of the participants' demographic characteristics are presented in Table 4.1. It is noted that 51.7% of the 147 participants in this survey were female. The average age of respondents was 42.26 years old. Malays constitute 95.2% of the survey participants, followed by Malaysian Chinese (3.4%), and Malaysian Indians (1.4%). The majority (77.6%) of participants in this survey had a first degree. On average, the participants had been in their present position for 15.53 years.

Table 4.1**Demographic characteristics of the participants**

| Description | Frequency | % | Mean | Std. Dev | Median | Min | Max |
|--------------------------------------|------------------|----------|-------------|-----------------|---------------|------------|------------|
| Gender | | | | | | | |
| Male | 71 | 48.30 | | | | | |
| Female | 76 | 51.70 | | | | | |
| Total | 147 | 100.00 | | | | | |
| Age | | | | | | | |
| Total response | 147 | 100.00 | 42.26 | 7.95 | 45 | 23 | 57 |
| Ethnicity | | | | | | | |
| Chinese | 5 | 3.4 | | | | | |
| Malay | 140 | 95.2 | | | | | |
| India | 2 | 1.4 | | | | | |
| Total | 147 | 100.00 | | | | | |
| Academic Qualification | | | | | | | |
| SPM | 0 | 0.00 | | | | | |
| STPM | 0 | 0.00 | | | | | |
| Certificate | 0 | 0.00 | | | | | |
| Diploma | 21 | 14.3 | | | | | |
| First Degree | 114 | 77.6 | | | | | |
| Master | 12 | 8.2 | | | | | |
| PhD | 0 | 0.00 | | | | | |
| Total | 147 | 100.00 | | | | | |
| No of yrs in present position | | | | | | | |
| Total response | 147 | 100.00 | 15.53 | 7.50 | 17 | 1 | 30 |

4.3 Correlation Analysis

Table 4.2 presents the means, standard deviations and Pearson correlations of variables for the 147 participants. The internal consistency reliabilities (Cronbach's alpha) of the research measures are reported in parenthesis along the diagonal of the correlation tables. As shown in Table 4.2, the Cronbach's alpha for workload was .84, for colleagues was .86 and for student misbehavior was .90. For the dependent variable, job stress, the Cronbach's alpha was .85. Nunnally and Bernstein (2004) have mention that coefficient alpha of .70 was good. It means that reliability levels were satisfactory and exceeded the conventional acceptance level of coefficient which is 0.70.

Table 4.2
Descriptive statistics, scale reliabilities, and correlations of variables

| Variables | N | Mean | S.D. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|-------------------------------|-----|-------|------|-------|-------|-------|--------|-------|-------|-------|-------|-------|
| 1. Gender | 147 | 1.52 | .50 | | | | | | | | | |
| 2. Age | 147 | 41.95 | 8.50 | -.18* | | | | | | | | |
| 3. Ethnic origin | 147 | 1.98 | .22 | -.09 | .11 | | | | | | | |
| 4. Education | 147 | 3.94 | .47 | -.01 | -.09 | -.08 | | | | | | |
| 5. Tenure in present position | 147 | 15.53 | 7.50 | -.15 | .79** | .05 | -.23** | | | | | |
| 6. Colleagues | 147 | 2.35 | .71 | -.07 | .19* | .18* | -.19* | .37** | (.86) | | | |
| 7. Student misbehavior | 147 | 2.29 | .79 | .02 | .20* | .03 | -.25** | .27** | .40** | (.90) | | |
| 8. Workload | 147 | 2.51 | .74 | .00 | .01 | .03 | -.33** | .11 | .35** | .58** | (.84) | |
| 9. Job stress | 147 | 2.93 | .43 | .10 | .05 | .24** | .10 | -.00 | .02 | .03 | .24** | (.85) |

Note: Coefficient alpha reliability estimates are in parentheses on the diagonal of the correlation table

*Correlation is significant at $p < 0.05$ and **Correlation is significant at $p < 0.01$

4.3.1 Colleagues and Job Stress

Colleague in school was not significantly correlated with job stress.

4.3.2 Student Misbehavior and Job Stress

Table 4.2 also revealed no significant relationships between student misbehavior and job stress.

4.3.3 Workload and Job Stress

Workload was significantly positively correlated with job stress ($r = .24$, $p < .01$). This suggests that participants with higher workload have higher feeling of stress.

4.4 Regression Analysis

Multiple regression was used to assess the ability of three control measures (colleague, student misbehavior and workload) to predict level of job stress. Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, multicollinearity and homoscedasticity. The result shows in Table 4.3 indicates that 7.6% of the variance in job stress had been significantly explained by the three factors. In the model, only one measure was statistically significant, with workload recording a higher beta value ($\beta = .342$, $p < 0.01$). This shows that workload makes the strongest contribution to the job stress.

Table 4.3
Regression Analysis

| | Beta | Sig. |
|---------------------|-----------------|---------------|
| Colleague | -.044 | .617 |
| Student misbehavior | -.149 | .148 |
| Workload | .342 | .001** |
| ** $p < .01$ | | |
| $r^2 = .076$ | Nilai F = 3.929 | Sig. F = .010 |

4.5 Conclusion

This chapter described the demographic characteristics of the 147 participants and the results of correlation and regression analyses. The results indicated that workload factor have significant positive relationship with job stress. Among these three factors, workload factor makes the strongest contribution to explain the job stress. These research findings are discussed in the next chapter, Chapter 5.

CHAPTER 5

DISCUSSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the findings of the study in light of the literature reviewed in Chapter 2, and the objectives developed in Chapter 1. This study provides identification of factors that related to job stress. The findings, as presented in Chapter 4, are discussed in the section below. The chapter ends with limitations of the study and recommendation for future research.

5.2 Colleague and Job Stress

Unlike in previous studies (Adam, 1980; House, 1981; Tuettenmann & Punch, 1992), results from this study suggest that relationship with colleague in school was not related to teachers' stress. One reason for this may be because the working environment at the school understudy is very supportive. In other words, there was genuine mutuality in the sense that the teachers were mutually dependent on each other in dealing with difficulties in their work and lives. Also, all teachers may recognize the importance of trusting relationship and human and professional support from colleague. Though in other schools, individuals may become socially isolated from their colleagues and positive social relationship; the school understudy may regard collaboration among teachers a compulsory in order to aid school planning and decision making and to create harmony in the workplace.

5.3 Student Misbehavior and Job Stress

In present study, student misbehavior was not related to job stress among teachers. This finding is inconsistent with past study (Bruce and Casiope, 1989). One possible explanation for this may be due to the type of school understudy. Good schools normally have fewer students with bad behavior. Though there are students with bad behavior in the school understudy, and the teachers need to deal with the various forms of students' discipline problem, the problems may be not so severe that can lead to stress among the teachers.

5.4 Workload and Job Stress

Results from the present study showed that stress among the secondary school teacher was associated with the workload. This finding is in accordance to previous studies (Firestone & Panel, 1993; Kyriacou, 1989, 2001; Nelson & Burke, 2000). This finding is not surprising as teachers are currently being pressured to accomplished so many tasks during the school days with less time was available to them. Teachers nowadays need to carry out so many roles in school such as being a clerk, counselor, nurse, parent, and imparter of knowledge. Teachers also need to deal with so many demands either from the school management or from inconsiderate parents. The large number of students in a classroom, packed timetable, co-curriculum activities, meetings, in house training, extra classes and the unnecessary amounted paperwork, have all contributed to teachers' stress. Teachers are not only experienced more work or more diverse work.

5.5 Factor with the Strongest Contribution to Job Stress

The present study showed that workload was the strongest contribution to stress among secondary school teachers. This finding is not surprising as teachers' work demand has been increasing. Teachers are required to work more, do clerical tasks, prepare for teaching materials,

and attend courses or educational workshops. Changes in the new curriculum also have put more pressure on the teacher. They are not just required to be good in giving knowledge; they also have to educate students in the area of physical, emotion, intellects and attitudes.

Since the finding of this study indicates workload as the main contribution of stress among secondary school teacher, the school management has to find ways of reducing teachers' workload. According to previous findings, high level of stress often associate with poor work performance, absenteeism, aggressive behavior, works abandon, reduced job satisfaction and job commitment (De Nobile & McCormick, 2007; Glazer & Kruse, 2008; Jepson & Forrest, 2006; Kyriacou, 2006). Therefore, it would not be surprising to see teachers could no longer continue to act on the basis of the professional ideology in which they trained if they are continue to burden with heavy workload. If these problems are not given serious attention by the school management and the Ministry of Education, teachers may experience burnout and leave the profession after only a few years of service. These outcomes can be quite costly to schools and school systems in terms of financial outlays, as well as disrupting student learning through reduced performance, absence and turnover. Thus, to overcome the workload problem among teachers, the school management could consider few options such as reducing the number of students per class, ensure fair workload distribution, provide with more school clerks, and ensure enough replacement teachers to relieve teachers on maternity leave.

5.6 Limitations and Direction for Future Research

There are limitations in the design of this study that might influence the interpretations and generalizations of these findings. These issues are discussed next.

The study is limited by the number of variables tested. The study only tested three factors (e.g., colleagues, student misbehavior and workload) on job stress among teachers. There could

be other factors such as school setting, support from school management, school facilities and career opportunities that could affect stress among teachers. Apart from that, future research should also examine non-job related factors such as family problems and personality that may influence teachers' stress.

Another limitation of this study is that the data provided is from one type of school. The study was carried out on only secondary school located in the district of Perak Tengah. Thus, the findings cannot be generalized to other types of school. In future research, it would be desirable to have samples from various types of schools (e.g., fully residential school, primary or elementary school, technical school, cluster school, Islamic religious school, hut school, vision school, smart school, private school, and MRSM) where the different school setting and work demand may have different influence on job stress among teachers.

In summary, while there are some limitations associated with the approach used here and given the exploratory nature of the study, the results of this research provide useful findings that should be of interest to both researchers and practitioners.

5.7 Conclusion

The current chapter has discussed results of the study in light of the literature and limitations. The aim of this study was to examine factors that influence job stress among teachers. The results indicate that workload was related to and has the strongest influence on teachers' stress. Since the study was conducted at one type of school, which is secondary school, and was located in the district of Perak Tengah only, the findings must be interpreted with cautious and cannot be generalized to represent other type of schools in other locations. It is hoped that through the examination of the factors that influence job stress among school

teachers, a more complete understanding of the kind of effort needed to reduce stress among teachers will be achieved

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APPENDICES

APPENDIX A

SAMPLE OF THE SURVEY MATERIALS

This appendix contains copy of the survey materials provided to respondents, namely the cover letter and the questionnaire.



A STUDY ON JOB STRESS

Dear Participant,

Thank you for agreeing to participate in this research.

I would appreciate it very much if you could answer the questions carefully as the information you provide will influence the accuracy and the success of this research. It will take no longer than 30 minutes to complete the questionnaire. All answers will be treated with strict confidence and will be used for the purpose of the study only.

If you have any questions regarding this research, you may address them to me at the contact details below.

Thank you for your cooperation and the time taken in answering this questionnaire.

Yours sincerely,

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Section 1: Using the following scale, please tick (✓) the given box that represents your most appropriate answer.

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1 | I find my work interfere with my leisure hours. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 2 | There is constant pressure to work every minute with little opportunity to relax. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 3 | I get depressed when I consider all the task that need my attention. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 4 | I find difficulty in finding enough time to relax. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 5 | I feel that I have too much responsibility. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

Section 2: Using the following scale, please tick (✓) the given box that represents your most appropriate answer.

| | | Strongly Disagree | | | Strongly Agree |
|---|--|------------------------------|----------------------------|----------------------------|---|
| 1 | My colleagues always give me support/ help to get work done | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 2 | I like working with my colleagues. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 3 | I normally socialize with my colleagues during my free time. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 4 | I always share my problem with my colleagues. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 5 | I enjoy working in a group | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |

Section 3: Using the following scale, please tick (✓) the given box that represents your most appropriate answer.

| | | Strongly Disagree | | | Strongly Agree |
|---|--|------------------------------|----------------------------|----------------------------|---|
| 1 | Nowadays student are difficult to control. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 2 | I get tired of controlling my students. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 3 | Students misbehavior really bothers me | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 4 | I feel frustrated with my student behavior. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 5 | Student misbehavior prevents me from performing my best. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |

Section 4: Using the following scale, please tick (v) the given box that represents your most appropriate answer.

| | | Strongly Disagree | | | Strongly Agree |
|----|--|------------------------------|----------------------------|----------------------------|---|
| 1 | I always feel exhausted after a day's work. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 2 | I always experience a neck pain. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 3 | I always have a headache. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 4 | I always have a stomach upset. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 5 | I always have a slow recovery from a stressful event | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 6 | I always experience backache. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 7 | I always experience emotional ups and downs. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 8 | Lately, I always become more impatient than usual. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 9 | I always feel very tense being a teacher. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 10 | I always have to struggle to get up to 'face another day' | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 11 | I always feel bothered when plans are dependent upon the action of others. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 12 | I always become more short tempered than usual. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 13 | I always easily startled. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 14 | I always talk faster than usual at the work place. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 15 | I always have difficulty in sitting still. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 16 | I always have difficulty staying with one activity very long. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 17 | I always have difficulty sleeping through the night. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 18 | I always absent from work to release tension. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> 5 <input type="checkbox"/> |

Section 5: Please tick (✓) the given box or fill in the blank that represent your answer

| | |
|---|---|
| 1 | I am: <input type="checkbox"/> Male <input type="checkbox"/> Female |
| 2 | My age is _____ years |
| 3 | My ethnic origin is: <input type="checkbox"/> Chinese <input type="checkbox"/> Malay <input type="checkbox"/> Indian |
| 4 | My highest education level: <input type="checkbox"/> SPM <input type="checkbox"/> STPM <input type="checkbox"/> Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> First Degree <input type="checkbox"/> Master <input type="checkbox"/> PhD |
| 5 | Number of years in present position: _____ |

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY

APPENDIX B

SPSS OUTPUT

GET

FILE='F:\faiz\spssdata.sav'.

FREQUENCIES VARIABLES=Gender Age Ethnic Education Position

/STATISTICS=STDDEV MINIMUM MAXIMUM MEAN MEDIAN

/ORDER=ANALYSIS.

Frequencies

[DataSet1] F:\faiz\spssdata.sav

Statistics

| | | I am | Age | My ethnic is | My highest education level | Number of years in present position |
|---|----------------|------|-------|--------------|----------------------------|-------------------------------------|
| N | Valid | 147 | 147 | 147 | 147 | 147 |
| | Missing | 0 | 0 | 0 | 0 | 0 |
| | Mean | 1.52 | 42.26 | 1.98 | 3.94 | 15.53 |
| | Median | 2.00 | 45.00 | 2.00 | 4.00 | 17.00 |
| | Std. Deviation | .501 | 7.954 | .218 | .471 | 7.495 |
| | Minimum | 1 | 23 | 1 | 3 | 1 |
| | Maximum | 2 | 57 | 3 | 5 | 30 |

Frequency Table

I am

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | Male | 71 | 48.3 | 48.3 | 48.3 |
| | Female | 76 | 51.7 | 51.7 | 100.0 |
| | Total | 147 | 100.0 | 100.0 | |

Age

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----|-----------|---------|---------------|--------------------|
| Valid | 23 | 1 | .7 | .7 | .7 |
| | 25 | 2 | 1.4 | 1.4 | 2.0 |
| | 26 | 1 | .7 | .7 | 2.7 |
| | 27 | 2 | 1.4 | 1.4 | 4.1 |
| | 28 | 2 | 1.4 | 1.4 | 5.4 |
| | 29 | 3 | 2.0 | 2.0 | 7.5 |
| | 30 | 5 | 3.4 | 3.4 | 10.9 |
| | 31 | 3 | 2.0 | 2.0 | 12.9 |
| | 32 | 4 | 2.7 | 2.7 | 15.6 |
| | 33 | 2 | 1.4 | 1.4 | 17.0 |

Age

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----|-----------|---------|---------------|--------------------|
| Valid | 34 | 5 | 3.4 | 3.4 | 20.4 |
| | 35 | 3 | 2.0 | 2.0 | 22.4 |
| | 36 | 4 | 2.7 | 2.7 | 25.2 |
| | 37 | 4 | 2.7 | 2.7 | 27.9 |
| | 38 | 7 | 4.8 | 4.8 | 32.7 |
| | 39 | 7 | 4.8 | 4.8 | 37.4 |
| | 40 | 4 | 2.7 | 2.7 | 40.1 |
| | 41 | 4 | 2.7 | 2.7 | 42.9 |
| | 42 | 7 | 4.8 | 4.8 | 47.6 |
| | 43 | 3 | 2.0 | 2.0 | 49.7 |
| | 45 | 10 | 6.8 | 6.8 | 56.5 |
| | 46 | 3 | 2.0 | 2.0 | 58.5 |
| | 47 | 5 | 3.4 | 3.4 | 61.9 |
| | 48 | 15 | 10.2 | 10.2 | 72.1 |
| | 49 | 9 | 6.1 | 6.1 | 78.2 |
| | 50 | 17 | 11.6 | 11.6 | 89.8 |
| | 51 | 7 | 4.8 | 4.8 | 94.6 |
| | 52 | 1 | .7 | .7 | 95.2 |
| | 53 | 2 | 1.4 | 1.4 | 96.6 |
| | 54 | 2 | 1.4 | 1.4 | 98.0 |
| | 55 | 1 | .7 | .7 | 98.6 |
| | 57 | 2 | 1.4 | 1.4 | 100.0 |
| Total | | 147 | 100.0 | 100.0 | |

My ethnic is

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------|-----------|---------|---------------|--------------------|
| Valid | Chinese | 5 | 3.4 | 3.4 | 3.4 |
| | Malay | 140 | 95.2 | 95.2 | 98.6 |
| | Indian | 2 | 1.4 | 1.4 | 100.0 |
| Total | | 147 | 100.0 | 100.0 | |

My highest education level

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | Diploma | 21 | 14.3 | 14.3 | 14.3 |
| | First Degree | 114 | 77.6 | 77.6 | 91.8 |
| | Master | 12 | 8.2 | 8.2 | 100.0 |
| Total | | 147 | 100.0 | 100.0 | |

Number of years in present position

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 1 | 4 | 2.7 | 2.7 | 2.7 |
| | 2 | 5 | 3.4 | 3.4 | 6.1 |
| | 3 | 5 | 3.4 | 3.4 | 9.5 |
| | 4 | 5 | 3.4 | 3.4 | 12.9 |
| | 5 | 2 | 1.4 | 1.4 | 14.3 |
| | 6 | 1 | .7 | .7 | 15.0 |
| | 7 | 4 | 2.7 | 2.7 | 17.7 |
| | 8 | 2 | 1.4 | 1.4 | 19.0 |
| | 9 | 4 | 2.7 | 2.7 | 21.8 |
| | 10 | 6 | 4.1 | 4.1 | 25.9 |
| | 11 | 3 | 2.0 | 2.0 | 27.9 |
| | 12 | 8 | 5.4 | 5.4 | 33.3 |
| | 13 | 4 | 2.7 | 2.7 | 36.1 |
| | 14 | 7 | 4.8 | 4.8 | 40.8 |
| | 15 | 6 | 4.1 | 4.1 | 44.9 |
| | 16 | 7 | 4.8 | 4.8 | 49.7 |
| | 17 | 15 | 10.2 | 10.2 | 59.9 |
| | 18 | 6 | 4.1 | 4.1 | 63.9 |
| | 19 | 4 | 2.7 | 2.7 | 66.7 |
| | 20 | 10 | 6.8 | 6.8 | 73.5 |
| | 21 | 4 | 2.7 | 2.7 | 76.2 |
| | 22 | 3 | 2.0 | 2.0 | 78.2 |
| | 23 | 5 | 3.4 | 3.4 | 81.6 |
| | 24 | 8 | 5.4 | 5.4 | 87.1 |
| | 25 | 11 | 7.5 | 7.5 | 94.6 |
| | 26 | 2 | 1.4 | 1.4 | 95.9 |
| | 28 | 3 | 2.0 | 2.0 | 98.0 |
| | 30 | 3 | 2.0 | 2.0 | 100.0 |
| | Total | 147 | 100.0 | 100.0 | |

GET

FILE='F:\faiz\spssdata.sav'.

RELIABILITY

/VARIABLES=WL1 WL2 WL3 WL4 WL5

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE SCALE CORR

/SUMMARY=TOTAL CORR.

Reliability

[DataSet1] F:\faiz\spssdata.sav

Scale: ALL VARIABLES

Case Processing Summary

| | | N | % |
|-------|-----------------------|-----|-------|
| Cases | Valid | 147 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 147 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .840 | .841 | 5 |

Item Statistics

| | Mean | Std. Deviation | N |
|---|------|----------------|-----|
| I find my work interfere with my leisure hours | 2.50 | 1.100 | 147 |
| There is constant pressure to work every minutes with little opportunity to relax | 2.59 | .874 | 147 |
| I get depressed when I consider all the task that need my attention | 2.49 | .879 | 147 |
| I find difficulty in finding enough time to relax | 2.67 | .959 | 147 |
| I feel I have too much responsibility | 2.27 | .933 | 147 |

Inter-Item Correlation Matrix

| | I find my work interfere with my leisure hours | There is constant pressure to work every minutes with little opportunity to relax | I get depressed when I consider all the task that need my attention |
|---|--|---|---|
| I find my work interfere with my leisure hours | 1.000 | .600 | .494 |
| There is constant pressure to work every minutes with little opportunity to relax | .600 | 1.000 | .476 |
| I get depressed when I consider all the task that need my attention | .494 | .476 | 1.000 |
| I find difficulty in finding enough time to relax | .494 | .518 | .427 |
| I feel I have too much responsibility | .640 | .482 | .530 |

Inter-Item Correlation Matrix

| | I find difficulty in finding enough time to relax | I feel I have too much responsibility |
|---|---|---------------------------------------|
| I find my work interfere with my leisure hours | .494 | .640 |
| There is constant pressure to work every minutes with little opportunity to relax | .518 | .482 |
| I get depressed when I consider all the task that need my attention | .427 | .530 |
| I find difficulty in finding enough time to relax | 1.000 | .475 |
| I feel I have too much responsibility | .475 | 1.000 |

Summary Item Statistics

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance |
|-------------------------|------|---------|---------|-------|-------------------|----------|
| Inter-Item Correlations | .513 | .427 | .640 | .213 | 1.499 | .004 |

Summary Item Statistics

| | N of Items |
|-------------------------|------------|
| Inter-Item Correlations | 5 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation |
|---|----------------------------|--------------------------------|----------------------------------|
| I find my work interfere with my leisure hours | 10.03 | 8.150 | .711 |
| There is constant pressure to work every minutes with little opportunity to relax | 9.94 | 9.524 | .656 |
| I get depressed when I consider all the task that need my attention | 10.04 | 9.779 | .596 |
| I find difficulty in finding enough time to relax | 9.86 | 9.425 | .591 |
| I feel I have too much responsibility | 10.26 | 9.138 | .677 |

Item-Total Statistics

| | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|---|------------------------------|----------------------------------|
| I find my work interfere with my leisure hours | .535 | .789 |
| There is constant pressure to work every minutes with little opportunity to relax | .448 | .805 |
| I get depressed when I consider all the task that need my attention | .365 | .820 |
| I find difficulty in finding enough time to relax | .358 | .822 |
| I feel I have too much responsibility | .486 | .798 |

Scale Statistics

| Mean | Variance | Std. Deviation | N of Items |
|-------|----------|----------------|------------|
| 12.53 | 13.826 | 3.718 | 5 |

RELIABILITY

```

/VARIABLES=CL1 CL2 CL3 CL4 CL5
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE CORR
/SUMMARY=TOTAL CORR.

```

Reliability

[DataSet1] F:\faiz\spssdata.sav

Scale: ALL VARIABLES

Case Processing Summary

| | | N | % |
|-------|-----------------------|-----|-------|
| Cases | Valid | 147 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 147 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .861 | .866 | 5 |

Item Statistics

| | Mean | Std. Deviation | N |
|--|------|----------------|-----|
| My colleagues always give me support / help to get work done | 2.48 | .771 | 147 |
| I like working with my colleagues | 2.27 | .799 | 147 |
| I normally socialize with my colleagues during my free time | 2.47 | 1.081 | 147 |
| I always share my problem with my colleagues | 2.38 | .855 | 147 |
| I enjoy working in a group | 2.15 | .894 | 147 |

Inter-Item Correlation Matrix

| | My colleagues always give me support / help to get work done | I like working with my colleagues | I normally socialize with my colleagues during my free time |
|--|--|-----------------------------------|---|
| My colleagues always give me support / help to get work done | 1.000 | .709 | .639 |
| I like working with my colleagues | .709 | 1.000 | .629 |
| I normally socialize with my colleagues during my free time | .639 | .629 | 1.000 |
| I always share my problem with my colleagues | .447 | .509 | .576 |
| I enjoy working in a group | .481 | .576 | .480 |

Inter-Item Correlation Matrix

| | I always share my problem with my colleagues | I enjoy working in a group |
|--|--|----------------------------|
| My colleagues always give me support / help to get work done | .447 | .481 |
| I like working with my colleagues | .509 | .576 |
| I normally socialize with my colleagues during my free time | .576 | .480 |
| I always share my problem with my colleagues | 1.000 | .597 |
| I enjoy working in a group | .597 | 1.000 |

Summary Item Statistics

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance |
|-------------------------|------|---------|---------|-------|-------------------|----------|
| Inter-Item Correlations | .564 | .447 | .709 | .262 | 1.587 | .007 |

Summary Item Statistics

| | N of Items |
|-------------------------|------------|
| Inter-Item Correlations | 5 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation |
|--|----------------------------|--------------------------------|----------------------------------|
| My colleagues always give me support / help to get work done | 9.27 | 8.843 | .695 |
| I like working with my colleagues | 9.48 | 8.512 | .746 |
| I normally socialize with my colleagues during my free time | 9.29 | 7.315 | .708 |
| I always share my problem with my colleagues | 9.37 | 8.633 | .649 |
| I enjoy working in a group | 9.61 | 8.501 | .638 |

Item-Total Statistics

| | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|--|------------------------------|----------------------------------|
| My colleagues always give me support / help to get work done | .566 | .830 |
| I like working with my colleagues | .603 | .818 |
| I normally socialize with my colleagues during my free time | .538 | .830 |
| I always share my problem with my colleagues | .468 | .839 |
| I enjoy working in a group | .459 | .842 |

Scale Statistics

| Mean | Variance | Std. Deviation | N of Items |
|-------|----------|----------------|------------|
| 11.76 | 12.625 | 3.553 | 5 |

RELIABILITY

```

/VARIABLES=SMB1 SMB2 SMB3 SMB4 SMB5
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE CORR
/SUMMARY=TOTAL CORR.

```

Reliability

[DataSet1] F:\faiz\spssdata.sav

Scale: ALL VARIABLES

Case Processing Summary

| | N | % |
|-----------------------|-----|-------|
| Cases Valid | 147 | 100.0 |
| Excluded ^a | 0 | .0 |
| Total | 147 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Item Statistics

| | Mean | Std. Deviation | N |
|---|------|----------------|-----|
| Nowadays student are difficult to control | 2.22 | .957 | 147 |
| I get tired of controlling my student | 2.25 | .935 | 147 |

Item Statistics

| | Mean | Std. Deviation | N |
|---|------|----------------|-----|
| Student misbehavior really bothers me | 2.21 | .945 | 147 |
| I feel frustrated with my student behavior | 2.43 | .936 | 147 |
| Student misbehavior prevents me from performing my best | 2.31 | .874 | 147 |

Inter-Item Correlation Matrix

| | Nowadays student are difficult to control | I get tired of controlling my student | Student misbehavior really bothers me |
|---|---|---------------------------------------|---------------------------------------|
| Nowadays student are difficult to control | 1.000 | .779 | .599 |
| I get tired of controlling my student | .779 | 1.000 | .699 |
| Student misbehavior really bothers me | .599 | .699 | 1.000 |
| I feel frustrated with my student behavior | .603 | .666 | .648 |
| Student misbehavior prevents me from performing my best | .571 | .707 | .690 |

Inter-Item Correlation Matrix

| | I feel frustrated with my student behavior | Student misbehavior prevents me from performing my best |
|---|--|---|
| Nowadays student are difficult to control | .603 | .571 |
| I get tired of controlling my student | .666 | .707 |
| Student misbehavior really bothers me | .648 | .690 |
| I feel frustrated with my student behavior | 1.000 | .605 |
| Student misbehavior prevents me from performing my best | .605 | 1.000 |

Summary Item Statistics

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance |
|-------------------------|------|---------|---------|-------|-------------------|----------|
| Inter-Item Correlations | .657 | .571 | .779 | .208 | 1.365 | .004 |

Summary Item Statistics

| | N of Items |
|-------------------------|------------|
| Inter-Item Correlations | 5 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation |
|---|----------------------------|--------------------------------|----------------------------------|
| Nowadays student are difficult to control | 9.20 | 10.246 | .737 |
| I get tired of controlling my student | 9.18 | 9.845 | .844 |
| Student misbehavior really bothers me | 9.22 | 10.171 | .764 |
| I feel frustrated with my student behavior | 9.00 | 10.411 | .725 |
| Student misbehavior prevents me from performing my best | 9.12 | 10.665 | .743 |

Item-Total Statistics

| | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|---|------------------------------|----------------------------------|
| Nowadays student are difficult to control | .621 | .890 |
| I get tired of controlling my student | .737 | .866 |
| Student misbehavior really bothers me | .600 | .884 |
| I feel frustrated with my student behavior | .529 | .892 |
| Student misbehavior prevents me from performing my best | .584 | .888 |

Scale Statistics

| Mean | Variance | Std. Deviation | N of Items |
|-------|----------|----------------|------------|
| 11.43 | 15.671 | 3.959 | 5 |

RELIABILITY

```

/VARIABLES=JS1 JS2 JS3 JS4 JS5 JS6 JS7 JS8 JS9 JS10 JS11 JS12 JS13 JS14 JS1
5 JS16 JS17 JS18
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE CORR
/SUMMARY=TOTAL CORR.

```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

| | | N | % |
|-------|-----------------------|-----|-------|
| Cases | Valid | 147 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 147 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .854 | .856 | 18 |

Item Statistics

| | Mean | Std. Deviation | N |
|---|------|----------------|-----|
| I always feel exhausted after a day's work | 2.63 | .829 | 147 |
| I always experience a neck pain | 2.88 | .888 | 147 |
| I always have a headache | 2.94 | .908 | 147 |
| I always have a stomach upset | 2.99 | .840 | 147 |
| I always have a slow recovery from a stressful event | 3.05 | .788 | 147 |
| I always experience backache | 3.00 | .958 | 147 |
| I always experience emotional ups and down | 2.77 | .803 | 147 |
| Lately, I always become more impatient than usual | 2.75 | .748 | 147 |
| I always feel very tense being a teacher | 2.82 | .740 | 147 |
| I always have to struggle to get up to 'face another day' | 2.76 | .725 | 147 |
| I always feel bothered when plans are dependent upon the action of others | 2.82 | .627 | 147 |
| I always become more short tempered than usual | 2.95 | .747 | 147 |

Item Statistics

| | Mean | Std. Deviation | N |
|--|------|----------------|-----|
| I always easily startled | 2.72 | .660 | 147 |
| I always talk faster than usual at the work place | 2.89 | .713 | 147 |
| I always have difficulty in sitting still | 2.90 | .728 | 147 |
| I always have difficulty staying with one activity very long | 3.03 | .753 | 147 |
| I always have difficulty sleeping through the night | 3.25 | .792 | 147 |
| I always absent from work to release tension | 3.54 | 1.148 | 147 |

Inter-Item Correlation Matrix

| | I always feel exhausted after a day's work | I always experience a neck pain | I always have a headache | I always have a stomach upset |
|---|--|---------------------------------|--------------------------|-------------------------------|
| I always feel exhausted after a day's work | 1.000 | .322 | .315 | -.082 |
| I always experience a neck pain | .322 | 1.000 | .654 | .192 |
| I always have a headache | .315 | .654 | 1.000 | .332 |
| I always have a stomach upset | -.082 | .192 | .332 | 1.000 |
| I always have a slow recovery from a stressful event | .206 | .488 | .530 | .259 |
| I always experience backache | .241 | .628 | .535 | .136 |
| I always experience emotional ups and down | .239 | .183 | .149 | -.084 |
| Lately, I always become more impatient than usual | .156 | .348 | .290 | .052 |
| I always feel very tense being a teacher | .055 | .228 | .340 | .417 |
| I always have to struggle to get up to 'face another day' | .113 | .372 | .259 | .087 |
| I always feel bothered when plans are dependent upon the action of others | .412 | .431 | .306 | -.119 |
| I always become more short tempered than usual | .276 | .310 | .278 | .196 |
| I always easily startled | .183 | .260 | .280 | .281 |

Inter-Item Correlation Matrix

| | I always have a slow recovery from a stressful event | I always experience backache | I always experience emotional ups and down | Lately, I always become more impatient than usual |
|--|---|------------------------------------|---|---|
| I always feel exhausted after a day's work | .206 | .241 | .239 | .156 |
| I always experience a neck pain | .488 | .628 | .183 | .348 |
| I always have a headache | .530 | .535 | .149 | .290 |
| I always have a stomach upset | .259 | .136 | -.084 | .052 |
| I always have a slow recovery from a stressful event | 1.000 | .590 | .266 | .404 |
| I always experience backache | .590 | 1.000 | .258 | .468 |
| I always experience emotional ups and down | .266 | .258 | 1.000 | .438 |
| Lately, I always become more impatient than usual | .404 | .468 | .438 | 1.000 |
| I always feel very tense being a teacher | .426 | .444 | .377 | .435 |
| I always have to struggle to get up to 'face another day' | .224 | .395 | .505 | .306 |
| I always feel bothered when plans are dependent upon the action of others | .350 | .422 | .354 | .299 |
| I always become more short tempered than usual | .109 | .220 | .127 | .122 |
| I always easily startled | .276 | .184 | .356 | .231 |

Inter-Item Correlation Matrix

| | I always feel very tense being a teacher | I always have to struggle to get up to 'face another day' | I always feel bothered when plans are dependent upon the action of others | I always become more short tempered than usual |
|--|---|--|--|--|
| I always feel exhausted after a day's work | .055 | .113 | .412 | .276 |
| I always experience a neck pain | .228 | .372 | .431 | .310 |
| I always have a headache | .340 | .259 | .306 | .278 |
| I always have a stomach upset | .417 | .087 | -.119 | .196 |
| I always have a slow recovery from a stressful event | .426 | .224 | .350 | .109 |
| I always experience backache | .444 | .395 | .422 | .220 |
| I always experience emotional ups and down | .377 | .505 | .354 | .127 |
| Lately, I always become more impatient than usual | .435 | .306 | .299 | .122 |
| I always feel very tense being a teacher | 1.000 | .454 | .239 | .130 |
| I always have to struggle to get up to 'face another day' | .454 | 1.000 | .404 | .102 |
| I always feel bothered when plans are dependent upon the action of others | .239 | .404 | 1.000 | .272 |
| I always become more short tempered than usual | .130 | .102 | .272 | 1.000 |
| I always easily startled | .399 | .333 | .161 | .288 |

Inter-Item Correlation Matrix

| | I always easily startled | I always talk faster than usual at the work place | I always have difficulty in sitting still | I always have difficulty staying with one activity very long |
|--|-----------------------------|--|---|--|
| I always feel exhausted after a day's work | .183 | .220 | .231 | .240 |
| I always experience a neck pain | .260 | .261 | .437 | .344 |
| I always have a headache | .280 | .159 | .332 | .323 |
| I always have a stomach upset | .281 | .147 | .122 | .141 |
| I always have a slow recovery from a stressful event | .276 | .180 | .259 | .367 |
| I always experience backache | .184 | .130 | .471 | .484 |
| I always experience emotional ups and down | .356 | -.044 | -.041 | .104 |
| Lately, I always become more impatient than usual | .231 | -.103 | .191 | .173 |
| I always feel very tense being a teacher | .399 | .066 | .003 | .171 |
| I always have to struggle to get up to 'face another day' | .333 | .109 | .044 | .078 |
| I always feel bothered when plans are dependent upon the action of others | .161 | .217 | .230 | .288 |
| I always become more short tempered than usual | .288 | .451 | .304 | .271 |
| I always easily startled | 1.000 | .212 | -.017 | .047 |

Inter-Item Correlation Matrix

| | I always have difficulty slepping through the night | I always absent from work to release tension |
|---|---|--|
| I always feel exhausted after a day's work | -.116 | -.008 |
| I always experience a neck pain | .266 | .069 |
| I always have a headache | .240 | .196 |
| I always have a stomach upset | .188 | .153 |
| I always have a slow reccovery from a stressful event | .397 | .274 |
| I always experience backache | .451 | .318 |
| I always experience emotional ups and down | .254 | .048 |
| Lately, I always become more impatient than usual | .327 | .073 |
| I always feel very tense being a teacher | .383 | .207 |
| I always have to struggle to get up to 'face another day' | .308 | -.049 |
| I always feel bothered when plans are dependent upon the action of others | .338 | .135 |
| I always become more short tempered than usual | .150 | .218 |
| I always easily startled | .174 | -.006 |

Inter-Item Correlation Matrix

| | I always feel exhausted after a day's work | I always experience a neck pain | I always have a headache | I always have a stomach upset |
|--|--|---------------------------------|--------------------------|-------------------------------|
| I always talk faster than usual at the work place | .220 | .261 | .159 | .147 |
| I always have difficulty in sitting still | .231 | .437 | .332 | .122 |
| I always have difficulty staying with one activity very long | .240 | .344 | .323 | .141 |
| I always have difficulty slepping through the night | -.116 | .266 | .240 | .188 |
| I always absent from work to release tension | -.008 | .069 | .196 | .153 |

Inter-Item Correlation Matrix

| | I always have a slow recovery from a stressful event | I always experience backache | I always experience emotional ups and down | Lately, I always become more impatient than usual |
|--|--|------------------------------|--|---|
| I always talk faster than usual at the work place | .180 | .130 | -.044 | -.103 |
| I always have difficulty in sitting still | .259 | .471 | -.041 | .191 |
| I always have difficulty staying with one activity very long | .367 | .484 | .104 | .173 |
| I always have difficulty sleeping through the night | .397 | .451 | .254 | .327 |
| I always absent from work to release tension | .274 | .318 | .048 | .073 |

Inter-Item Correlation Matrix

| | I always feel very tense being a teacher | I always have to struggle to get up to 'face another day' | I always feel bothered when plans are dependent upon the action of others | I always become more short tempered than usual |
|--|--|---|---|--|
| I always talk faster than usual at the work place | .066 | .109 | .217 | .451 |
| I always have difficulty in sitting still | .003 | .044 | .230 | .304 |
| I always have difficulty staying with one activity very long | .171 | .078 | .288 | .271 |
| I always have difficulty sleeping through the night | .383 | .308 | .338 | .150 |
| I always absent from work to release tension | .207 | -.049 | .135 | .218 |

Inter-Item Correlation Matrix

| | I always easily startled | I always talk faster than usual at the work place | I always have difficulty in sitting still | I always have difficulty staying with one activity very long |
|--|--------------------------|---|---|--|
| I always talk faster than usual at the work place | .212 | 1.000 | .295 | .211 |
| I always have difficulty in sitting still | -.017 | .295 | 1.000 | .443 |
| I always have difficulty staying with one activity very long | .047 | .211 | .443 | 1.000 |
| I always have difficulty slepping through the night | .174 | .097 | .211 | .468 |
| I always absent from work to release tension | -.006 | .064 | .288 | .517 |

Inter-Item Correlation Matrix

| | I always have difficulty slepping through the night | I always absent from work to release tension |
|--|---|--|
| I always talk faster than usual at the work place | .097 | .064 |
| I always have difficulty in sitting still | .211 | .288 |
| I always have difficulty staying with one activity very long | .468 | .517 |
| I always have difficulty slepping through the night | 1.000 | .421 |
| I always absent from work to release tension | .421 | 1.000 |

Summary Item Statistics

| | Mean | Minimum | Maximum | Range | Maximum / Minimum | Variance |
|-------------------------|------|---------|---------|-------|-------------------|----------|
| Inter-Item Correlations | .249 | -.119 | .654 | .773 | -5.478 | .024 |

Summary Item Statistics

| | N of Items |
|-------------------------|------------|
| Inter-Item Correlations | 18 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation |
|--|----------------------------|--------------------------------|----------------------------------|
| I always feel exhausted after a day's work | 50.07 | 56.132 | .309 |

Item-Total Statistics

| | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|--|------------------------------|----------------------------------|
| I always feel exhausted after a day's work | .412 | .853 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation |
|---|----------------------------|--------------------------------|----------------------------------|
| I always experience a neck pain | 49.81 | 51.744 | .637 |
| I always have a headache | 49.76 | 51.803 | .615 |
| I always have a stomach upset | 49.70 | 56.663 | .261 |
| I always have a slow recovery from a stressful event | 49.65 | 52.847 | .628 |
| I always experience backache | 49.69 | 50.036 | .717 |
| I always experience emotional ups and down | 49.93 | 55.714 | .359 |
| Lately, I always become more impatient than usual | 49.95 | 55.052 | .455 |
| I always feel very tense being a teacher | 49.88 | 54.410 | .523 |
| I always have to struggle to get up to 'face another day' | 49.93 | 55.557 | .424 |
| I always feel bothered when plans are dependent upon the action of others | 49.87 | 55.469 | .514 |
| I always become more short tempered than usual | 49.75 | 55.532 | .411 |
| I always easily startled | 49.97 | 56.424 | .384 |
| I always talk faster than usual at the work place | 49.80 | 57.159 | .278 |
| I always have difficulty in sitting still | 49.80 | 55.492 | .428 |
| I always have difficulty staying with one activity very long | 49.66 | 54.199 | .532 |
| I always have difficulty sleeping through the night | 49.44 | 54.152 | .505 |
| I always absent from work to release tension | 49.15 | 54.032 | .315 |

Item-Total Statistics

| | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|---|------------------------------------|--|
| I always experience a neck pain | .637 | .837 |
| I always have a headache | .551 | .838 |
| I always have a stomach upset | .422 | .855 |
| I always have a slow recovery from a stressful event | .531 | .838 |
| I always experience backache | .670 | .832 |
| I always experience emotional ups and down | .473 | .850 |
| Lately, I always become more impatient than usual | .439 | .846 |
| I always feel very tense being a teacher | .567 | .844 |
| I always have to struggle to get up to 'face another day' | .497 | .848 |
| I always feel bothered when plans are dependent upon the action of others | .467 | .845 |
| I always become more short tempered than usual | .390 | .848 |
| I always easily startled | .350 | .849 |
| I always talk faster than usual at the work place | .366 | .853 |
| I always have difficulty in sitting still | .436 | .847 |
| I always have difficulty staying with one activity very long | .499 | .843 |
| I always have difficulty sleeping through the night | .501 | .844 |
| I always absent from work to release tension | .421 | .857 |

Scale Statistics

| Mean | Variance | Std. Deviation | N of Items |
|-------|----------|----------------|------------|
| 52.69 | 60.666 | 7.789 | 18 |

CORRELATIONS

```

/VARIABLES=Gender Age Ethnic Education Position Colleague Smissbbehavior workld JobStress
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.

```

Correlations

[DataSet1] F:\faiz\spssdata.sav

Descriptive Statistics

| | Mean | Std. Deviation | N |
|-------------------------------------|-------|----------------|-----|
| I am | 1.52 | .501 | 147 |
| Age | 42.26 | 7.954 | 147 |
| My ethnic is | 1.98 | .218 | 147 |
| My highest education level | 3.94 | .471 | 147 |
| Number of years in present position | 15.53 | 7.495 | 147 |
| Colleague | 2.35 | .711 | 147 |
| Smissbbehavior | 2.29 | .792 | 147 |
| workld | 2.51 | .744 | 147 |
| JobStress | 2.93 | .433 | 147 |

Correlations

| | | | | My highest education level | Number of years in present position | Colleague |
|------|---------------------|---|-------|----------------------------|-------------------------------------|-----------|
| I am | Pearson Correlation | 1 | -.157 | -.091 | -.010 | -.154 |

Correlations

| | | Smisbbehavior | workld | JobStress |
|------|---------------------|---------------|--------|-----------|
| I am | Pearson Correlation | .022 | .002 | .099 |

Correlations

| | | I am | Age | My ethnic is | My highest education level | Number of years in present position | Colleague |
|-------------------------------------|---------------------|-------|--------|--------------|----------------------------|-------------------------------------|-----------|
| I am | Sig. (2-tailed) | | .057 | .274 | .904 | .063 | .395 |
| | N | 147 | 147 | 147 | 147 | 147 | 147 |
| | | | | | | | |
| Age | Pearson Correlation | -.157 | 1 | .126 | -.089 | .878** | .253** |
| | Sig. (2-tailed) | .057 | | .130 | .284 | .000 | .002 |
| | N | 147 | 147 | 147 | 147 | 147 | 147 |
| My ethnic is | Pearson Correlation | -.091 | .126 | 1 | -.079 | .049 | .179* |
| | Sig. (2-tailed) | .274 | .130 | | .342 | .559 | .030 |
| | N | 147 | 147 | 147 | 147 | 147 | 147 |
| My highest education level | Pearson Correlation | -.010 | -.089 | -.079 | 1 | -.233** | -.189* |
| | Sig. (2-tailed) | .904 | .284 | .342 | | .005 | .022 |
| | N | 147 | 147 | 147 | 147 | 147 | 147 |
| Number of years in present position | Pearson Correlation | -.154 | .878** | .049 | -.233** | 1 | .366** |
| | Sig. (2-tailed) | .063 | .000 | .559 | .005 | | .000 |
| | N | 147 | 147 | 147 | 147 | 147 | 147 |
| Colleague | Pearson Correlation | -.071 | .253** | .179* | -.189* | .366** | 1 |
| | Sig. (2-tailed) | .395 | .002 | .030 | .022 | .000 | |
| | N | 147 | 147 | 147 | 147 | 147 | 147 |
| Smisshavior | Pearson Correlation | .022 | .263** | .034 | -.254** | .267** | .396** |
| | Sig. (2-tailed) | .790 | .001 | .683 | .002 | .001 | .000 |
| | N | 147 | 147 | 147 | 147 | 147 | 147 |
| workld | Pearson Correlation | .002 | .033 | .030 | -.329** | .111 | .347** |
| | Sig. (2-tailed) | .976 | .693 | .715 | .000 | .181 | .000 |

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

* . Correlation is significant at the 0.05 level (2-tailed).

Correlations

| | | Smisshavior | workld | JobStress |
|-------------------------------------|---------------------|-------------|---------|-----------|
| I am | Sig. (2-tailed) | .790 | .976 | .234 |
| | N | 147 | 147 | 147 |
| | | | | |
| Age | Pearson Correlation | .263** | .033 | .086 |
| | Sig. (2-tailed) | .001 | .693 | .299 |
| | N | 147 | 147 | 147 |
| My ethnic is | Pearson Correlation | .034 | .030 | .242** |
| | Sig. (2-tailed) | .683 | .715 | .003 |
| | N | 147 | 147 | 147 |
| My highest education level | Pearson Correlation | -.254** | -.329** | .099 |
| | Sig. (2-tailed) | .002 | .000 | .231 |
| | N | 147 | 147 | 147 |
| Number of years in present position | Pearson Correlation | .267** | .111 | -.005 |
| | Sig. (2-tailed) | .001 | .181 | .949 |
| | N | 147 | 147 | 147 |
| Colleague | Pearson Correlation | .396** | .347** | .015 |
| | Sig. (2-tailed) | .000 | .000 | .854 |
| | N | 147 | 147 | 147 |
| Smisshavior | Pearson Correlation | 1 | .584** | .033 |
| | Sig. (2-tailed) | | .000 | .690 |
| | N | 147 | 147 | 147 |
| workld | Pearson Correlation | .584** | 1 | .239** |
| | Sig. (2-tailed) | .000 | | .004 |

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

Correlations

| | I am | Age | My ethnic is | My highest education level | Number of years in present position | Colleague |
|-----------|------|------|--------------|----------------------------|-------------------------------------|-----------|
| workId | 147 | 147 | 147 | 147 | 147 | 147 |
| JobStress | .099 | .086 | .242** | .099 | -.005 | .015 |
| | .234 | .299 | .003 | .231 | .949 | .854 |
| N | 147 | 147 | 147 | 147 | 147 | 147 |

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

Correlations

| | Smisbehavior | workId | JobStress |
|-----------|--------------|--------|-----------|
| workId | 147 | 147 | 147 |
| JobStress | .033 | .239** | 1 |
| | .690 | .004 | |
| N | 147 | 147 | 147 |

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

REGRESSION

```

/DESCRIPTIVES MEAN STDDEV CORR SIG N
/MISSING PAIRWISE
/STATISTICS COEFF OUTS CI(95) R ANOVA COLLIN TOL ZPP
/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT JobStress
/METHOD=ENTER workld Colleague Smissbbehavior
/SCATTERPLOT=(*ZRESID ,*ZPRED)
/RESIDUALS NORM(ZRESID)
/CASEWISE PLOT(ZRESID) OUTLIERS(3)
/SAVE MAHAL COOK.

```

Regression

[DataSet1] F:\faiz\spssdata.sav

Descriptive Statistics

| | Mean | Std. Deviation | N |
|----------------|--------|----------------|-----|
| JobStress | 2.9274 | .43271 | 147 |
| workld | 2.5061 | .74367 | 147 |
| Colleague | 2.3510 | .71062 | 147 |
| Smissbbehavior | 2.2857 | .79174 | 147 |

Correlations

| | | JobStress | workld | Colleague | Smissbbehavior |
|---------------------|----------------|-----------|--------|-----------|----------------|
| Pearson Correlation | JobStress | 1.000 | .239 | .015 | .033 |
| | workld | .239 | 1.000 | .347 | .584 |
| | Colleague | .015 | .347 | 1.000 | .396 |
| | Smissbbehavior | .033 | .584 | .396 | 1.000 |

Correlations

| | | JobStress | workld | Colleague | Smissbbehavior |
|-----------------|----------------|-----------|--------|-----------|----------------|
| Sig. (1-tailed) | JobStress | . | .002 | .427 | .345 |
| | workld | .002 | . | .000 | .000 |
| | Colleague | .427 | .000 | . | .000 |
| | Smissbbehavior | .345 | .000 | .000 | . |
| N | JobStress | 147 | 147 | 147 | 147 |
| | workld | 147 | 147 | 147 | 147 |
| | Colleague | 147 | 147 | 147 | 147 |
| | Smissbbehavior | 147 | 147 | 147 | 147 |

Variables Entered/Removed

| Model | Variables Entered | Variables Removed | Method |
|-------|---|-------------------|--------|
| 1 | Smissbbehavior , Colleague, workld ^a | . | Enter |

a. All requested variables entered.

Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .276 ^a | .076 | .057 | .42025 |

a. Predictors: (Constant), Smissbbehavior, Colleague, workld

b. Dependent Variable: JobStress

ANOVA^b

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|-------|-------------------|
| 1 | Regression | 2.082 | 3 | .694 | 3.929 | .010 ^a |

a. Predictors: (Constant), Smissbbehavior, Colleague, workld

b. Dependent Variable: JobStress

ANOVA^a

| Model | | Sum of Squares | df | Mean Square |
|-------|----------|----------------|-----|-------------|
| 1 | Residual | 25.255 | 143 | .177 |
| | Total | 27.337 | 146 | |

b. Dependent Variable: JobStress

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | | 95.0% Confidence Interval for B | |
|-------|----------------|-----------------------------|------------|---------------------------|--------|------|---------------------------------|-------------|
| | | B | Std. Error | Beta | t | Sig. | Lower Bound | Upper Bound |
| 1 | (Constant) | 2.679 | .147 | | 18.218 | .000 | 2.388 | 2.969 |
| | workld | .199 | .058 | .342 | 3.408 | .001 | .084 | .314 |
| | Colleague | -.027 | .054 | -.044 | -.501 | .617 | -.134 | .080 |
| | Smissbbehavior | -.081 | .056 | -.149 | -1.454 | .148 | -.192 | .029 |

a. Dependent Variable: JobStress

Coefficients^a

| Model | | Correlations | | | Collinearity Statistics | |
|-------|----------------|--------------|---------|-------|-------------------------|-------|
| | | Zero-order | Partial | Part | Tolerance | VIF |
| 1 | workld | .239 | .274 | .274 | .643 | 1.556 |
| | Colleague | .015 | -.042 | -.040 | .823 | 1.216 |
| | Smissbbehavior | .033 | -.121 | -.117 | .616 | 1.623 |

a. Dependent Variable: JobStress

Collinearity Diagnostics^a

| Model | Dimension | | | Variance Proportions | | | |
|-------|-----------|------------|-----------------|----------------------|--------|-----------|--------------|
| | | Eigenvalue | Condition Index | (Constant) | workld | Colleague | Smisbehavior |
| 1 | 1 | 3.856 | 1.000 | .00 | .00 | .00 | .00 |
| | 2 | .065 | 7.712 | .10 | .09 | .40 | .40 |
| | 3 | .046 | 9.164 | .40 | .19 | .45 | .28 |
| | 4 | .034 | 10.706 | .49 | .71 | .15 | .32 |

a. Dependent Variable: JobStress

Casewise Diagnostics^a

| Case Number | Std. Residual | JobStress | Predicted Value | Residual |
|-------------|---------------|-----------|-----------------|----------|
| 94 | 3.763 | 4.67 | 3.0853 | 1.58133 |
| 131 | -3.604 | 1.22 | 2.7367 | -1.51446 |

a. Dependent Variable: JobStress

Residuals Statistics^a

| | Minimum | Maximum | Mean | Std. Deviation | N |
|-----------------------------------|----------|---------|--------|----------------|-----|
| Predicted Value | 2.6969 | 3.2501 | 2.9274 | .11941 | 147 |
| Std. Predicted Value | -1.930 | 2.702 | .000 | 1.000 | 147 |
| Standard Error of Predicted Value | .038 | .156 | .067 | .019 | 147 |
| Adjusted Predicted Value | 2.6703 | 3.3067 | 2.9257 | .12118 | 147 |
| Residual | -1.51446 | 1.58133 | .00000 | .41591 | 147 |
| Std. Residual | -3.604 | 3.763 | .000 | .990 | 147 |
| Stud. Residual | -3.678 | 4.051 | .002 | 1.011 | 147 |
| Deleted Residual | -1.57776 | 1.83259 | .00169 | .43447 | 147 |
| Stud. Deleted Residual | -3.852 | 4.290 | .003 | 1.025 | 147 |
| Mahal. Distance | .170 | 19.025 | 2.980 | 2.551 | 147 |

a. Dependent Variable: JobStress

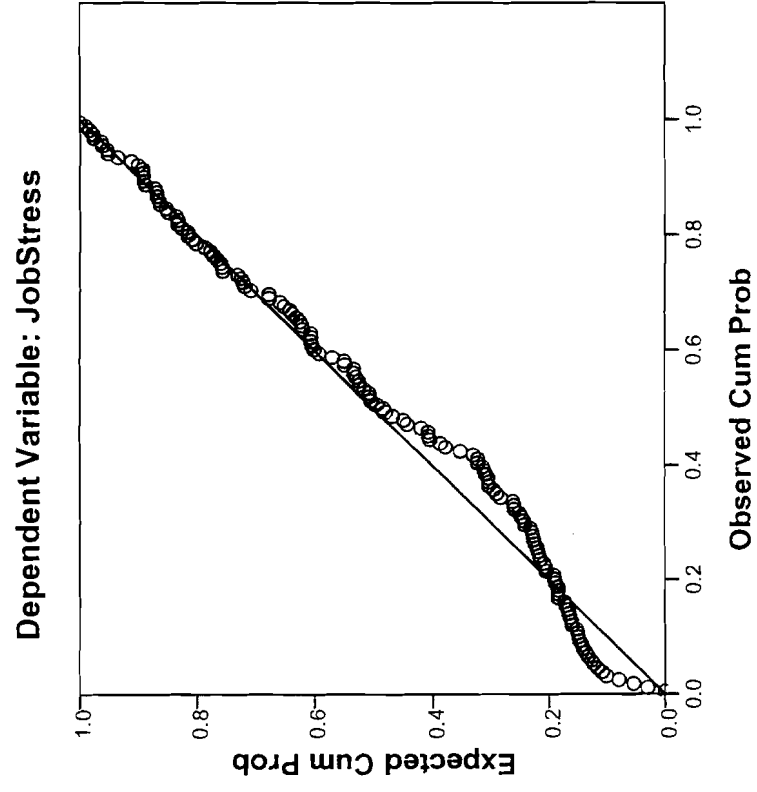
Residuals Statistics^a

| | Minimum | Maximum | Mean | Std. Deviation | N |
|-------------------------|---------|---------|------|----------------|-----|
| Cook's Distance | .000 | .652 | .012 | .055 | 147 |
| Centered Leverage Value | .001 | .130 | .020 | .017 | 147 |

a. Dependent Variable: JobStress

Charts

Normal P-P Plot of Regression Standardized
Residual



Scatterplot

Dependent Variable: JobStress

