STRESS FACTORS OF TEACHERS FROM SECONDARY SCHOOL IN IPOH

BY

NICHOLAS VINODH A/L ANTHONYSAMY

Thesis to be submitted to
Othman Yeop Abdullah Graduate School of Business,
University Utara Malaysia,
In Fulfilment of the Requirement for the
Degree of Master of Science (Management)
Othman Yeop Abdullah
Graduate School of Business
Universiti Utara Malaysia

PERAKUAN KERJA KERTAS PROJEK
(Certification of Project Paper)

Saya, mengaku bertanda tangan, membentukkan bahawa
(I, the undersigned, certify that)
NICHOLAS VINODH A/L ANTHONYSAMY (S10950)

Caten untuk ijazah Sarjana
(Candidate for the degree of) MASTER OF SCIENCE (MANAGEMENT)

Telah mengemukakan kertas projek yang bertajuk
(has presented his/her project paper of the following title)

STRESS FACTORS OF TEACHERS FROM SECONDARY SCHOOL IN IPOH

Seperti yang tercatat di muka surat tajuk dan kuli kertas projek
(as it appears on the title page and front cover of the project paper)

Bahawa kertas projek tersebut boleh diterima dari segi bentuk serta kandungan dan maliput bidang itu dengan
(remove project paper: acceptable in the form and content and that a satisfactory knowledge of the field is covered by
the project paper).

Nama Penyelidik :
Dr. Jasmani Binti Mohd Yunus
(Name of Supervisor)

Tanggal
15 MAC 2015
(Data)

Tandatangan
UNIVERSITI UTARA MALAYSIA

KULAI, JUNAI

UNIVERSITI UTARA MALAYSIA

S10950
PERMISSION TO USE

This dissertation is presented in a partial fulfilment for the requirements and completion of postgraduate degree in University Utara Malaysia and hereby I agree that the Library of the University of Utara Malaysia can fully utilise and made available for references and inspections. I further agree that an intention to copy whole or partially or parts or contexts are permissible in the absence of my supervisor(s) or Dean from the faculty of Othman Yeop Abdullah Graduate school of Business and in the University that I have enrolled. Any type of copying or publication of the dissertation context wholly or partially for financial gain shall not be permitted without my written permission. It is also to be made to understood that due recognition shall be given to me and UUM in any scholarly from the use of any material that was derived from this dissertation.

Request for permission to copy or to make use of the material in this dissertation in any manner should be made to:

Dean of Othman Yeop Abdullah Graduate School of Business
University Utara Malaysia
06010 UUM Sintok
Kedah Darul Aman
Abstract

The purpose of this study is to identify the relationship of the independent variables such as work hour, work load, financial problems, and family conflicts and work location on the stress that the teachers of secondary school in Ipoh experienced. The sampling size that was employed for this study was 120 teachers’ from schools namely SMK Anderson, SMK S.T Michael, SMK Buntong and SMK Methodist ACS in the district of Ipoh. The data was collected through the distribution of questionnaires to the teachers. A pilot test was done to 30 teachers around Ipoh. The findings of the research were derived with the use of statistical tool SPSS version 22. The findings of the research showed that there were significant relationship between financial problem, family conflicts and the stress level experienced by teachers of the secondary school in Ipoh. The research also indicates that the variables have significant impact on the teachers stress. The regression analysis showed that there is no significant impact between job stressors and stress.

Key words: Stress, Work load, Work hour, Financial problem, Family conflicts and work location.
Abstrak


Kata Kunci : Stress, Beban Kerja, Masa Kerja, Masalah Kewangan, Masalah Keluarga dan Lokasi Kerja.
ACKNOWLEDGEMENT

First of all, I would like to thank my respectable supervisor Dr. Jasmani Binti Mohd Yunus, Lecturer of University Utara Malaysia for her endless guidance and support in completing my research. Her guidance, patience and care are mostly appreciated, without her guidance it would be impossible for me complete the research smoothly.

Besides that, I would like to thank and express my deepest appreciation to my beloved parents who have supported me all this while, so that I could complete my studies and to become who I intended to become in the future. The have fed me with the words of encouragements and they have also supported me financially. They have also poured their blessings on me and have prayed for me all the while.

Furthermore, I would like to express my gratitude to my friends and colleagues for supporting me and sharing their knowledge with me. Their caring and supporting attitude have motivated me in completing my research.

Finally I would like to thank all who have directly and indirectly helped me in completing my research. This includes, the management staffs of UUMKL who have supported me and guided on the matters of administrative processes and also the photo copy shop owners whose shop located nearby UUMKL who have helped me in times of difficulties.

Thank you.
## TABLE OF CONTENTS

CERTIFICATION OF THESIS WORK ........................................ ii

PERMISSION TO USE ......................................................... iii

ABSTRACT ........................................................................ iv

ABSTRAK ........................................................................... v

ACKNOWLEDGEMENT .......................................................... vi

TABLE OF CONTENTS .......................................................... vii

LIST OF TABLES ................................................................ x

LIST OF FIGURES ................................................................ xi

LIST OF ABBREVIATION/NOTATIONS/ GLOSSARY OF TERMS .................... xii

1.0 CHAPTER 1: INTRODUCTION

1.1 Background of the Study .................................................. 1

1.2 Problem Statement .......................................................... 2

1.3 Research Questions .......................................................... 7

1.4 Research Objectives ......................................................... 8

1.5 Significance of Research .................................................... 9

1.6 Scope and Limitations of Study ........................................... 9

1.7 Organization of Thesis ...................................................... 10
2.0 CHAPTER 2: LITERATURE

2.1 Introduction 11

2.2 Stress 11

2.3 Workload 20

2.4 Work Hours 21

2.5 Location Factor 22

2.6 Family Conflict 22

2.7 Financial Factors 23

2.8 Summary of Chapter 2 29

3.0 CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction 30

3.2 Research Framework 31

3.3 Hypothesis 32

3.4 Research Design 32

3.5 Operational Definition and Instrumentation 33

3.6 Measurement of Variables 36

3.7 Data Collection 41

3.8 Sampling 42

3.9 Data Collection Procedure 42
3.10 Techniques of Data Analysis 43
3.11 Summary of chapter 3 47

4.0 CHAPTER 4: RESULTS AND DISCUSSION

4.1 Introduction 48
4.2 Descriptive Analysis 49
4.3 Correlation Analysis 60
4.4 Linear Regression Analysis 62
4.5 Summary on the Result of Hypothesis Testing 64
4.6 Summary 66

5.0 CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction 67
5.2 Assessment of the Research Objectives 67
5.3 Theoretical and Practical Implication 71
5.4 Suggestion for future research 71
5.5 Summary 72

6.0 REFERENCES 75

7.0 APPENDIX 80
LIST OF TABLES

1. Table : 3.1 Scales and value for perceive stress questionnaire 37
2. Table : 3.2 Show the type of positions that the items on the Likert scale represents. 38
3. Tables: 3.3 Classifying items to the type of feeling for stress items and the items that were constructed to measure the causes of stress according to the five factors that was identified. 39
4. Table: 3.4 Pilot test result 45
5. Table 3.5: Guildford’s Rule of Thumb, Guilford (1973)’s Correlation Pearson table 46
6. Table 3.6: Result of Skewness and Kurtosis for each variable. 48
7. Table 4.1: Background of Respondents 50
8. Table 4.2: Frequency Cross-Tabulation of Grade and Respondents’ Background 52
9. Table 4.3: Descriptive Analysis on Perceived Stress Elements 54
10. Table 4.4: Descriptive Analysis on Task Time Elements 55
11. Table 4.5: Descriptive Analysis on Job Load Elements 56
12. Table 4.6: Descriptive Analysis on Family Elements 57
13. Table 4.7: Descriptive Analysis on Financial Elements 59
14. Table 4.8: Descriptive Analysis on Location Elements 59
15. Table 4.9: Correlations Analysis On Individual Stressors 60
16. Table 4.10 : Linear Regressions 62
17. Table 4.11 : Coefficient Analysis 63
18. Table 4.12: Correlations Analysis On Total Stressors 65
List of Figures

Figure 1: Model of Work Stress 25
Figure 2: Research Framework 31
LIST OF ABBREVIATIONS/NOTATIONS/GLOSSARY OF TERMS

1. **MOE**: Ministry of Education
2. **SMK**: Sekolah Menengah Kebangsaan
3. **NUTP**: National Union of The Teaching Profession
4. **CUEPACS**: Congress of Unions of Employees in the Public and Civil Services
5. **SPSS**: Statistical package for social science
CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

It is evident that there is a great necessity for education in today’s world. In a challenging and in a dominating world today, education has become the key to open up the “door of economic and technologic development”, it is because knowledge plays a major role for the development of a country. The Minister of welfare, women and Family development Datuk Fatimah Abdullah says various efforts is done to ensure that countries education state continues to develop so that it can compete at the global stage. (Nov 2, 2012).

Teachers are the providers of knowledge, who educate, foster and nurture students to become someone in their life and also to create a knowledgeable person. The learning process takes place in a school that will help to facilitate the learning process and school is the workplace of the teachers.

According to Malaysian Educational statistic (2014).Ministry of Education Malaysia there are 2394 secondary schools in Malaysia and from the 246 secondary schools are from the state of Perak in the year 2014. A number of 40 secondary schools are from the district of Ipoh. The Education Ministry also reports the number of Secondary students in Malaysia in the year 2014 is 2,220,679 and 181,747 Secondary school teachers. In general the statistic shows that the number of students
The contents of the thesis is for internal user only
REFERENCE


Abdul Said Ambotang & Muhamad Hisyam Mohd Hashim (2011), The Relation of Work Environment and Stress in Classroom Management among Preschool Teachers, Universiti Malaysia Sabah & Universiti Tun Hussein Onn Malaysia


Alan H.S. Chan, K. Chen, & Elaine Y.L. Chong (Sept 18, 2009.) Work Stress of Teachers from Primary and Secondary Schools in Hong Kong, ISSN 2249-3093 Volume 1, Number 2 pp.151-160.

Azizi Hj. Yahaya & Nik Diana Hartika binti Nik Husain (May 2011), Stress Level and Its Influencing Factors Among Secondary School Teachers In Johor, Melaka, Negeri Sembilan and Selangor. Faculty of Education University Technology Malaysia Skudai Johor.


Figen Eres(Gazi University, Ankara Turkey)& Tatjana Atanasoska(University of St. Kliment Ohridski, Macedonia)(June 2011) *Occupational Stress of Teachers : A Comparative Study Between Turkey and Macedonia*, *International Journal of Humanities and Social Science, Vol.1, No.7[Special Issue-June 2011]*


L.Putter(October 2003) *Stress factors among teachers in schools of industry.* (Potchefstroom University for Christian Higher education)
Makasa J.W (February, 2013) *Perceived Levels of Occupational Stress among Basic School Teachers: A Case Study of Selected Lusaka Urban Schools*, University of Zambia, and Lusaka.


Medical Education Department of School of Medical Sciences.


*Occupational Stress n Factsheet (June 2006).*

*(Preliminary Report Malaysia Education Blueprint, 2013-2025).*

Philip J. Dewe, Michael P. O’ Driscoll and Cary L. Cooper *Theories of Psychological Stress at Work*. Retrieved April 13, 2014 from

http://www.springer.com/cda/content/document/cda_downloaddocument/9781461448389c1.pdf?SGWID=0-0-45-1365818-p174541309.


Surinder Kaur (2011). *Comparative Study of Occupation Stress among Teachers of Private and Govt. Schools in Relation to their Age, Gender and Teaching*


