

**PERCEIVED ORGANIZATIONAL STRESSORS AND BURNOUT  
AMONG TEACHERS OF SELECTED SECONDARY  
GIRLS SCHOOLS IN KINTA DISTRICT, PERAK**

A Thesis Submitted to **the** Graduate School of Universiti Utara Malaysia  
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Master of Science in Management

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## ABSTRAK

### Hubungan Penekan Organisasi dengan Burnout bagi Guru-Guru di Sekolah Menengah Perempuan di Daerah Kinta, Perak

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Tujuan utama kajian ini ialah menyiasat hubungan di antara burnout guru dengan empat penekan organisasi: konflik peranan, kekaburan peranan, bebanan peranan, dan kekurangan sokongan pentabiran. Sampel yang digunakan ialah guru-guru terlatih yang berpengalaman mengajar sekurang-kurangnya satu tahun, dan sedang berkhidmat di sekolah menengah perempuan di daerah Kinta, Perak. Sebanyak 472 soal selidik telah diedarkan kepada responden, tetapi hanya 395 soal selidik yang boleh digunakan dipulangkan kepada penyelidik.

Hasil utama dari kajian ini menunjukkan bahawa burnout guru adalah berhubung secara signifikan dengan penekan-penekanan organisasi tersebut, dengan konflik peranan muncul sebagai penghubung yang paling kuat. Penekan-penekanan organisasi secara berasingan didapati dengan signifikannya menerangkan varian (kelainan) dalam burnout. Ini memperlihatkan bahawa konflik peranan, kekaburan peranan, bebanan peranan, dan kekurangan sokongan pentadbiran boleh meramal burnout guru secara signifikan.

Apabila empat penekan organisasi itu dianalisis dengan regresi linear secara berperingkat, hanya konflik peranan, kekaburnan peranan dan bebanan peranan

didapati menerangkan dengan signifikan **varian** dalam burnout. Ketiga-tiga pembolehubah **ini** didapati menerangkan secara signifikan 50.15% jumlah varian burnout. Pembolehubah kekurangan sokongan pentadbiran kelihatan tidak **lagi** menyumbangkan maklumat yang unik dalam **ramalan** burnout guru.

Penyiasatan yang lanjut menunjukkan pembolehubah demografi mempunyai kesan yang signifikan ke **atas** hubungan antara burnout dengan penekan-penekan organisasi. Apabila pembolehubah demografi: jantina, keturunan dan pengalaman mengajar, dimasukkan terlebih dahulu ke dalam regresi sebagai kawalan, didapati kekurangan sokongan pentadbiran menerangkan secara signifikan varian dalam burnout, selain daripada penekan-penekan peranan. Faktor keturunan responden kelihatan **juga** menjadi faktor yang signifikan dalam **ramalan** burnout guru. Kemasukan **faktor-faktor** demografi, khasnya faktor keturunan, kelihatan dapat mengubah hubungan antara burnout dengan penekan-penekan organisasi. Perkaitan di antara kesan keturunan ke **atas** burnout, dan keturunan dengan kekurangan sokongan pentadbiran tidak dapat diterangkan dalam kajian **ini**.

Inventori Burnout Guru yang digunakan dalam kajian **ini** adalah diubahsuaikan dari Maslach Burnout Inventory. Ia digunakan khususnya untuk meramal burnout guru. Konsistensi dalaman **bagi** Inventori Burnout Guru yang didapati dalam kajian **ini adalah** tinggi (Cronbach alpha = .9067). Apabila inventori **ini** dianalisis untuk **menentukan** pengumpulan faktornya, ia didapati mempunyai struktur tiga **faktor** yang **sama** sebagaimana yang terdapat dalam Maslach Burnout Inventory. Oleh itu, **Inventori** Burnout Guru boleh digunakan untuk mengukur burnout guru **dalam** konteks di Malaysia.

## ABSTRACT

### Perceived Organizational Stressors and Burnout among Teachers of Selected Secondary Girls' District, Perak

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The purpose of this study was to investigate the relationship of educator burnout with four selected organizational stressors: role conflict, role ambiguity, role overload, and lack of administrative support, among secondary school trained teachers with at least one year of instructional experience. The institutions sampled were all-girls schools situated in and near urban Ipoh. Of the 472 questionnaires distributed, 395 usable sets were returned for analysis.

The major result of the study shows that teacher burnout is significantly related to each of the four organizational stressors, with role conflict emerging as the strongest correlate. Individual organizational stressors were also found to significantly explain the variance in burnout. This indicates that role conflict, role ambiguity, role overload, and lack of administrative support can significantly predict burnout among teachers.

The results of the findings revealed that when considered in a **stepwise** multiple regression, only role conflict, role ambiguity, and role overload appear to significantly explain burnout variance, with lack of administrative support appearing to be redundant. The three role-related organizational stressors taken together were

found to explain about 50.15% of burnout variance. Lack of administrative support does not seem to contribute unique information about teacher burnout.

Three demographic variables: gender, ethnicity and teaching tenure were examined as possible moderators for teacher burnout. Investigation indicated that demographic variables have significant moderating effects on the relationship between burnout and the organizational stressors. After controlling for the demographic variables, it was found that lack of administrative support can significantly explain the variance in burnout, in addition to the role-related stressors. At the same time, ethnicity of the respondents was also found to significantly explain the burnout variance. It appears that with the introduction of demographic variables, lack of administrative support provides added information on the prediction of teacher burnout. The moderating effect of ethnicity on burnout, and its relationship to lack of administrative support cannot be explained in the present study.

The Teacher Burnout Inventory, which is a modified version of the Maslach Burnout Inventory especially for measuring educator burnout, was found to have a high internal consistency (Cronbach's alpha = .9067). On factor analyzing, the Teacher Burnout Inventory was found to possess similar three-factor structure as the Maslach Burnout Inventory's. This implies that the Teacher Burnout Inventory appears to be applicable and replicable for studying educator burnout in Malaysia.

*in as much as  
the results of the  
study are limited  
to the secondary  
school teachers of  
Kinta, Perak and  
could not as yet  
be generalized to  
all sec. sch. teachers.*

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# Chapter I

## Introduction

### 1.1 Context of the Problem

***Burnout***, a term originally coined by Freudenberger (1974), is commonly associated with human service professionals such as teachers. It broadly represents a response to the chronic emotional stress of dealing extensively with others in need (Maslach, 1982). To date, there is still no universally accepted definition of burnout.

A distinction has to be made between ***stress*** and burnout. Stress can have both positive and negative effects and in fact, a certain amount of stress is necessary to motivate action (Selye, 1976). In any human contact professions, stress is unavoidable, but burnout is not. Burnout can be regarded as the final step in a progression of unsuccessful attempts to cope with negative stress (Farber, 1984a). The negative stress reactions that precluded teacher burnout include apathy, displaced aggression on the pupils, feeling of exhaustion, frustration due to little sense of achievement, irritability and wanting to leave teaching (Dunham, 1992). Whatever the stress reactions, the victims are inevitably the pupils under their care.

The concern over substantial numbers of stressed and burned-out teachers has grown in recent years. There is mounting evidence that prolonged occupational stress can lead to both mental and physical ill-health, and can significantly vitiate the teacher-pupil relationship and the quality of teaching (Kyriacou, 1987). The Ministry of Education, educationists, and the general public have all expressed their

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