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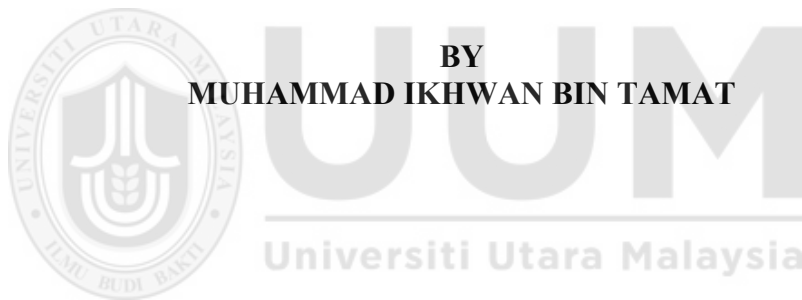
**ROLE STRESSORS, WORKLOAD AND JOB STRESS AMONG
TEACHERS IN PUTRAJAYA, MALAYSIA**



MUHAMMAD IKHWAN BIN TAMAT

**MASTER OF HUMAN RESOURCE MANAGEMENT
UNIVERSITI UTARA MALAYSIA
MAC 2023**

**ROLE STRESSORS, WORKLOAD AND JOB STRESS AMONG
TEACHERS IN PUTRAJAYA, MALAYSIA**



**BY
MUHAMMAD IKHWAN BIN TAMAT**

**Thesis Submitted to
School of Business Management
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in Partial Fulfilment of the Requirement for Master of Human Resource
Management**



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Abstract

Teaching profession often associated with high complexities and demands in comparison with other profession. There have been a few studies that have indicated that teachers work longer hours than many other professions, which can lead to stress. It is believed that one of the many contributing factors to the problem is work-life balance, role clarity, the role of the administrator, and inadequate resources. The purpose of this study is to explore whether there is a correlation between role stressors (role conflict, role ambiguity, role overload) and job stress among public school teachers in Malaysia. Furthermore, the study also examined the teachers' working hours and its effects on job stress. This study was conducted with the participation of 320 academic teachers from primary and secondary schools in Putrajaya. The findings of the study indicate that role ambiguity, role conflict, and role overload are all associated with significant relationships with job stress. Role ambiguity is the most predominant stressor, with a strong positive relationship, followed by role overload, which has a moderately positive relationship. Despite this, there were negative correlations between role conflict and job stress, which emphasizes the need for a more detailed review to be made. On the contrary, the working hours of teachers are found to be insignificant and, consequently, have been omitted from this study. From the findings, there are two main suggestions recommended: (i) develop a work-distribution framework as a supplementing document to the existing MySG documents, and (ii) conduct time and motion analysis from the activities listed in MySG to identify teachers' capacity and headcount, work redundancy and ultimately to improve overall efficiency of process workflow at school. Discussion, implications, and recommendation for future studies have also been covered at the end of this research paper.

Keywords: *role ambiguity, role conflict, role overload, job stress, stress-hours*

Abstrak

Profesion perguruan sering dikaitkan dengan kerumitan dan tuntutan yang tinggi berbanding dengan profesion lain. Terdapat beberapa kajian yang menunjukkan bahawa guru bekerja lebih lama daripada banyak profesion lain, yang boleh menyebabkan tekanan. Adalah dipercayai bahawa salah satu daripada banyak faktor yang menyumbang kepada masalah ini ialah keseimbangan hidup-kerjaya, kejelasan peranan, peranan pentadbir, dan sumber yang tidak mencukupi. Tujuan kajian ini adalah untuk meneroka sama ada terdapat perkaitan antara tekanan peranan (konflik peranan, kekaburan peranan, bebanan peranan) dengan tekanan kerja dalam kalangan guru sekolah awam di Malaysia. Selain itu, kajian ini juga mengkaji waktu bekerja guru dan kesannya terhadap tekanan kerja. Kajian ini dijalankan dengan penyertaan seramai 320 orang guru akademik dari sekolah rendah dan menengah di Putrajaya. Dapatan kajian menunjukkan bahawa kekaburan peranan, konflik peranan, dan bebanan peranan semuanya dikaitkan dengan hubungan yang signifikan dengan tekanan kerja. Kekaburan peranan adalah tekanan yang paling dominan, dengan hubungan positif yang kuat, diikuti dengan bebanan peranan, yang mempunyai hubungan positif sederhana. Walaupun begitu, terdapat korelasi negatif antara konflik peranan dan tekanan kerja, yang menekankan keperluan untuk semakin yang lebih terperinci dibuat. Sebaliknya, waktu bekerja guru didapati tidak ketara dan akibatnya, telah diketepikan daripada kajian ini. Daripada penemuan tersebut, terdapat dua cadangan utama yang disyorkan: (i) membangunkan rangka kerja pengagihan tugas sebagai dokumen tambahan kepada dokumen MySG sedia ada, dan (ii) menjalankan analisis masa dan gerakan daripada aktiviti yang disenaraikan dalam MySG untuk mengenal pasti kapasiti dan keperluan sebenar guru di sekolah, lebihan kerja dan akhirnya untuk meningkatkan kecekapan keseluruhan aliran proses kerja di sekolah. Perbincangan, implikasi dan cadangan untuk kajian akan datang juga telah dibincangkan di akhir kertas penyelidikan ini.

Kata kunci: *kekaburan peranan, konflik peranan, bebanan peranan, tekanan kerja, tekanan-jam*

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وَبِاللّٰهِ التَّوْفِيقُ وَالْهُدَايَةُ وَالسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللّٰهِ

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List of Abbreviations

ANOVA	Analysis of Variance
ILO	International Labour Organization
JPA	Jabatan Perkhidmatan Awam
JS	Job Stress
KS	Kolmogorov-Smirnov
MOE	Ministry of Education, Malaysia
MySG	Malaysian School Governance
OECD	Organization for Economic Development
PPPM	Pelan Pembangunan Pendidikan Malaysia (2013-2025)
RA	Role Ambiguity
RC	Role Conflict
RO	Role Overload
SW	Shapiro-Wilk
UNESCO	United Nations Educational, Scientific and Cultural Organization
WL	Workload
WSSCO	Work Stress Scale for Correctional Officers

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study was aimed to investigate the level of influence and association of role stressors (role ambiguity, role conflict and role overload) with workload and job stress among public school teachers in Malaysia. This chapter outlines the research background, the problem statement, research objectives and questions, research objectives, the importance of the study, scope, and limitations of the study and how to use key terms that are used in the study. Everything relevant to the subject at hand were justified in as much detail as feasible. This chapter discussed the overall course of this study which guided the study in the right direction so that it accomplishes its stated goals. Thus, the topic under discussion is fundamental to the study, and supported by the work of earlier scholars to provide a more complete explanation.

1.2 Background of the Study

“Education is the most powerful weapon which you can use to change the world” is one of the most rephrase quote in various forms by South African political leader Nelson Mandela in one of his speeches during 1990 before his presidential appointment. A country's progress depends heavily on its educational system. Several international organisations, including UNESCO, the World Bank, and the Organization for Economic Development (OECD), stress the importance of education as a foundation for measuring the global competitiveness index,

particularly in terms of human capital capability. Education is essential to a country's economic growth and national development, and it should be a priority for all citizens. Prosperity of a country depends greatly on the level of education and training of its people in today age of globalisation (MOE, 2013). In general, a country's economic value chain can be improved by increasing the efficiency of its human capital.

Teachers play a vital role in the education system. They are responsible for educating and supporting young people to become future leaders of society. While this job is rewarding, it can also be stressful due to the workload and job demands. Research has shown that job stress amongst teachers is higher than in other professions, with many teachers reporting feeling overwhelmed by the number of tasks they must complete daily (Ouellette et al., 2018; Fathi et al., 2021; Greenier et al., 2021). This can lead to burnout and decreased job satisfaction, which affects teacher performance and ultimately, student achievement (Ghanizadeh & Jahedizadeh, 2015; Zhao et al., 2022).

There have been various reports and research on the excessive and ineffective teacher workload; yet the perspectives of both teachers and the broader public remain varied on this topic. The topic of teacher workload is complex, in which spanning several topics including education reform, role of administrators, teachers' unions, and the practice of teaching itself (Margolis & Nagel, 2006; Valiente et al., 2020; Han & Garcia, 2023). As a profession, teaching is one of the most difficult and time-consuming because of the wide variety of tasks that must be completed (Hung et al., 2007; Keller-Schneider et al., 2018; Troesch & Bauer, 2020)

The community's expectations and demands on school institutions and teachers are becoming more complex, as teachers must be able to provide students from diverse backgrounds with the skills they need to adapt to a dynamic and challenging society and economy. The education landscape in Malaysia is rapidly changing because of increased public and stakeholder expectations to keep up with the rapid evolution of the twenty-first century (OECD, 2015).

The constant shifts in educational policies and methods of delivery have impacted on how well teachers comprehend the shifting nature of their professional responsibilities, which can lead to inconsistencies and a knowledge gap between the differences of teachers' perception of their new roles and the actual roles they play. It is significantly more challenging for instructors to concentrate on their primary responsibility at present than it was in the past since they are required to deal with a greater number and diversity of additional obligations (Margolis & Nagel, 2006). Genuinely, the additional responsibilities and tasks comes requires specific amount of time to be completed in which may overburdened the teachers (either with teaching or non-teaching-related tasks), because of the hidden work that exists (Dibbon, 2004). These experiences are taxing and becoming too stressful and time consuming for many teachers, which lead to extended outside school-hours or even bringing back home (Tancinco, 2016). Conflict and an excessive amount of workload in schools can lead to teacher burnout and stress when the duties and responsibilities of teachers are not clearly defined.

1.3 Problem Statement

The statements and concerns that teachers have an excessive amount of work to do is not a new issue, but it has become a major interest in the subject of public education. The disparity of teachers' workload between teaching and non-teaching is a worldwide issue, not unique to Malaysia. According to the "Education Indicator in Focus" report (OECD, 2015) on the amount of time spent by teachers on teaching and non-teaching activities, on average, based on the findings of a 2012 study that covered 36 countries, it was found that teachers spend half of their work time doing activities that are not related to teaching. However, preparing lessons' plan for classes, assessing student workbooks and activities, and collaborating cooperatively with other educators at the school are all essential components of teaching. Even though the distribution of teaching schedules or class schedules and certain tasks that are only performed during school hours can generally be the only means by which teachers' working hours can be evaluated, this can still provide a helpful overview that can be used as a basis for measuring the total amount of time that teachers spend on their jobs.

The prevalent idea that the tasks and responsibilities of teachers are burdensome is something that is frequently addressed and debated in a variety of forums and platforms, including teacher unions, scholarly publications, and even social media. There are two different points of view and ways of looking at this matter, the first of which is that there is a group of teachers who are unhappy with their tasks and responsibilities and who assert that they are overburdened with responsibilities in the classroom. While others view the tasks and obligations as a commitment that a teacher is entrusted with and is responsible for implementing. Nonetheless, after

school hours, some people have even claimed that teachers do not have a busy schedule and have a lot of free time to engage in activities that are unrelated to the classroom.

The National Union of the Teaching Profession (NUTP), the largest workers' union in Malaysia, that represents teachers, has been outspoken on the topic of teacher stress and mental health for years. According to a latest press release pertaining this matter in an event on 15 December 2022 claiming that teachers' workloads are excessive due to unnecessary duties including clerical labour, which in turn reduces face-to-face contact time between instructors and their students. They also highlighted that that teacher suffered from stress due to factors such as disproportionate workload and inadequate administrative support. They also added that teachers' job stress can have a detrimental effect on students' performance and education quality, thus it's imperative for the government to act quickly to address this issue.

Although plenty of initiatives and appropriate measures have been taken by the government over the past two decades to mitigate the issue, there has been very little impact because of these efforts. The subject has been studied and discussed in a variety of different mediums and forums. Stress among Malaysia's public-school teachers is largely attributable to issues related to teachers' workloads.

The Ministry of Education, Malaysia has conducted a great deal of research and put in a lot of work to improve the teaching profession so that it is seen as the profession of choice. One of the main emphasize is on the issue of administrative

duties amongst teachers. Six (6) key studies and initiatives undertaken by the Ministry in collaboration with independent consultants as shown in Table 1.1.

Table 1.1
List of Key Studies by MOE

No	Key Studies and Initiatives	Year
1.	<i>Laporan Kajian Tugas dan Tanggungjawab Guru oleh Jawatankuasa Menangani Isu dan Tanggungjawab Guru (JMTTG), KPM</i>	2006
2.	<i>Laporan Susulan Kajian Tugas dan Tanggungjawab Guru oleh Jawatankuasa Khas Menangani Isu Beban Tugas Guru (JKKMIBTG), KPM</i>	2010
3.	<i>Program Pemantapan Profesion Guru (PPG)</i>	2010
4.	<i>Deraf Laporan Akhir Kajian Unjuran Keperluan dan Bekalan Guru Serta Dasar Penempatan dan Pertukaran Bagi Guru dan Kumpulan Pelaksana yang disediakan Oleh Unit Perundingan Universiti Malaya (UPUM)</i>	2013
5.	<i>Inisiatif di bawah Strategi Lautan Biru Kebangsaan (NBOS ke-8), KPM</i>	2013
6.	<i>Laporan Eksekutif: Kajian Menangani Isu Tugas dan Tanggungjawab Guru di sekolah-sekolah Pendidikan Malaysia (KPM)</i>	2017

Taking into consideration the studies that were mentioned, the distribution of a teacher's workload in schools between teaching and non-teaching activities cannot be explained in detail to the extent that teachers are able to complete school tasks in accordance with their abilities and capacities.

A further factor that leads to stress is the lack of information available regarding the level of understanding that teachers have regarding the difference between their perceived roles and the roles that are required of them. As a result, up to this very day, the topic continues to be discussed in a variety of contexts, including the print media, social media, and even the House of Parliament, where it has become one of the most often inquired subjects.

There are two major sources of stress for employees working in an organisation: role conflict and role ambiguity. Many employees experience increased anxiety, exhaustion, and dissatisfaction with their jobs as a result. When job expectations are not clearly outlined, role conflict can occur when an employee is expected to juggle duties that are incompatible with one another. In contrast, role ambiguity occurs when individuals' roles and responsibilities in the workplace are not well defined, leading to uncertainty and stress. Both types of stressors in the workplace can have negative consequences on employees' emotional and physical well-being if not addressed. Therefore, in this study, we are focusing on the teachers' taxing workload with work role stressors, which include role conflict, role ambiguity, and role overload, in which are the most prominent triggers of stress in relation to workplace (Conley & You, 2009; Ahmad et al., 2021). According to Traymbak et al., (2022) job stress, discontent, turnover, burnout, and a lack of commitment to and performance for the organisation are all directly attributable to role stressors.

On the other hand, teachers' workload stress often associated with working hours as highlighted in previous studies (Azita, 2012; Hamami 2013; Muniandy & Kutty, 2019). According to MOE's official document, Malaysia Education Blueprint 2013-

2025 (PPPM), a study done by Ministry of Education Malaysia (MOE) and Universiti Pendidikan Sultan Idris (UPSI) in 2011 found that teacher's average working hour at 57 hours/week and up to 77 hours/week. Corresponding to recent study by Kreuzfeld et al. (2022) in Germany, teachers who work more than 45 hours/week are more likely to experience negative impact on their wellbeing. According to OECD, average teaching working hours are between 30.9 to 31.5 for secondary and primary education respectively (OECD, 2014). However, based on recent study by MOE in 2016, along with official press release by the then Minister of Education on 23 October 2017, teachers in Malaysia are working between the stipulated hours set by the International Labour Organization (ILO). Therefore, it is imperative for this study to determine teachers' working hours and assess its effect on job stress.

Therefore, in this study, we investigated the effect that these stressors have, in determining the total amount of stress that comes as a public-school teacher in Malaysia. The impact of role stressors on job stress among teachers and academician have been studied and discussed in numerous publications and citations around the world. Though there might limited resources available in the Malaysian context pertaining this matter as most publications and references are mainly focusing on job satisfaction, job performance and workload among public school teachers in Malaysia, this study intended to retest the theory on role stressors between role ambiguity, role conflict and role overload, along with teachers' working hours in regards to job stress among public school teachers in Malaysia that are be the basis of the research questions and objectives..

1.4 Research Questions

This study attempted to provide answers to some of the more fundamental problems that are outlined below:

1. Does role ambiguity, role conflict, role overload influence job stress among public school teachers in Malaysia?
2. Does workload influence job stress among public school teachers in Malaysia?

1.5 Research Objectives

This study attempts to address these following objectives:

1. To determine the relationship between role ambiguity, role conflict, role overload and teachers' job stress.
2. To assess whether workload influence teachers' job stress.

1.6 Significance of the Study

Even though numerous studies done by academicians, consultants and Ministry of Education on teachers' workload as mentioned before, however, few studies had focused on the issues of role clarity and conflict amongst teachers in relations to workload. The teachers are having real struggle to hold up pace with adjustments in evolving education policies and system making them trapped in a paradigm.

Thus, by exploring the significance of unclear roles or role ambiguity amongst public school teachers in Malaysia, this study would have clear understanding on the underlying issues of roles ambiguity, role conflict and role overload and fill in

the gap that might have not been in the knowledge before. On the other hand, in general context, role clarity allows employees to know exactly what they are responsible for and what is expected of them. Improved organisational effectiveness can be attributed to more precise definitions of roles.

The outcomes of this study would assist MOE in developing and improving its policies with consideration of teachers' wellbeing. This study would also provide insights for future research on the impact of workload which measured by teachers working hours towards job stress in Malaysia which currently in scarcity.

1.7 Scope and limitation of the Study

This study was conducted among teachers at public school in Putrajaya, Malaysia. The population of this study is centred among academic teachers in normal public primary and secondary schools. Teachers with specified roles such as administrator (Principal and Vice Principal) and institutional post (Head of Department/Program, Counsellor, IT and Resource Centre) are being excluded due to the differences in roles and job scope.

However, the scope of the study may have limitation and constraint in generalizing the whole teaching profession in public schools in Malaysia due to logistical and official administrative paperwork in obtaining the consent to conduct the full study. Other than that, the findings of this study may or may not influenced by geographical and locality in nature of the targeted population. The study was completed within five months on a two (2) academic trimester.

1.8 Definition of Key Terms

1.8.1 Teacher

As defined by Cambridge-Dictionary (n.d.), a teacher is someone whose primary occupation is teaching in an educational setting. Teachers in this study are defined as those working in public schools run by the Ministry of Education (MOE), with a grade level anywhere from DG29 to DG54. Typically, there are three (3) types of teachers in a school organizational structure: (1) Teachers with full time duties as administrator, such as *Pengetua* (for secondary school), *Guru Besar* (for primary school), *Guru Penolong Kanan* (as the vice administrator, whom responsible for academics, student affairs, cocurricular activities, and other specific programmes at certain school such as post-secondary, sports and arts), and *Guru Bimbingan/ Kaunselor* (as student counsellor); (2) Teachers with administrative duties and teaching as part of their job description such as *Ketua Bidang/ Guru Kanan Mata Pelajaran/ Guru Panitia* (whom responsible for the academic affairs), *Guru Data* (responsible for school data management), *Guru Perpustakaan dan Media* (responsible for library and source management), *Guru Penyelaras Bestari* (responsible for managing computer labs and school access to the internet); (3) Teachers with full time teaching, such as *Guru Akademik* (involve in face-to-face teaching in classroom for primary, secondary and post-secondary schools), *Guru Prasekolah* (for preschool), *Guru Pendidikan Khas/ Integrasi* (for Special Needs education), *Jurulatih Sukan/ Seni* (whom specifically appointed as coaches for Sports and Arts School).

1.8.2 Public School

According to MOE website, there are four (4) stages of schooling, beginning with pre-school at age 4 to 6, continuing through primary school at ages 7 to 12, middle school from ages 13 to 17, and high school beyond age 17. There are four (4) main types of primary schools in Malaysia: the national primary school (SK), the vernacular schools (SJKC and SJKT), school for the special need (SK Pendidikan Khas), and the government-aided religious school (SABK). Meanwhile, there are seven (7) distinct types of secondary schools: the national secondary school (SMK), the full boarding school (SBP), the Technical and Vocational Education and Training (TVET) schools (Kolej Vokasional and SM Teknik), the specialized school (Seni and Sukan), school for the special need (SM Pendidikan Khas), the vernacular school (SMJK), and the government-aided religious school (SABK). The vast majority of Malaysia's public schools (97.5%) fall under the three categories of primary schools (SK, SJKC/SJKT, SABK) and secondary schools (SMK, SMJK, SABK) which henceforth become the setting for this research.

1.8.3 Job Stress

According to Cambridge-Dictionary (n.d.), stress is defined as extreme anxiety brought on by a trying circumstance or by work-related pressures. Meanwhile, according to the National Institute for Occupational Safety and Health (NIOSH), an employee would likely to experiences job stress when his or her abilities, expertise, and needs are mismatched with those of the job.

1.8.4 Workload

Within the field of psychology, the definition of "workload" is very contentious. However, the simplest definition of "workload" according to Cambridge-Dictionary (n.d.), means the required output in relation to the available time, typically by a designated individual or piece of machinery. Teachers, for instance, frequently express dissatisfaction with their workloads.

1.8.5 Role stressors

1.8.5.1 Role ambiguity

In social psychology, APA Dictionary of Psychology, (n.d.) defined "role ambiguity" as a lack of clarity regarding the duties and responsibilities of those in specific social roles.

1.8.5.2 Role conflict

APA Dictionary of Psychology, (n.d.) refers "role conflict" to the stress or anxiety that arises when an individual's actions in one social role are at odds with those expected of them in another (intra-role conflict) or when they play multiple roles in a group and their expectations for how they should behave are at odds with one another (inter-role conflict).

1.8.5.3 Role overload

According to APA Dictionary of Psychology, (n.d.) a case of role overload occurs when a person takes on more responsibilities than they can manage in a reasonable

amount of time (quantitative overload) or when their knowledge, skills, and abilities are put to the test beyond their limits (qualitative overload). In other words, a situation of role overload occurs when a person is burdened with a slew of duties that exceeds his or her capacity to do.

1.9 The Organisation of the Thesis

There are a total of five (5) chapters in this thesis: CHAPTER ONE through CHAPTER FIVE. The first chapter (CHAPTER ONE) outlines the research background, the problem statement, research objectives and questions, research objectives, the importance of the study, scope, and limitations of the study. This chapter intended to give an overview and outline regarding the purpose and the importance of the study.

CHAPTER TWO includes a review of relevant literature and underpinning theory with regards to role stressors, workload, and job stress in which would support the foundation of this study. CHAPTER THREE outlined the details of the methods that were employed to gather relevant data and conduct necessary analysis for the study. Data collecting tools, methods, protocols, and analysis are all be part of the methodology discussion.

The study's findings, based on an examination of the compiled data, are presented in CHAPTER FOUR. This chapter begin with a presentation of respondent demographics, then move on to discuss research instrument validity, data reliability, data description, data correlation, data analysis using multiple regression and analysis of variance. Results from the preceding analysis were analysed and

interpreted. Finally, CHAPTER FIVE provides discussion of findings, implication of study, recommendations, and conclusion of the study.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses about past literature and research related to role stressors, workload, and job stress in which are segmented by concepts and definitions, the relationship between role stressors, workload and job stress, research gap in understanding the role stressors, workload and job stress among schoolteachers and the hypotheses development for this study. Other sources from government reports and international organization are also included in this chapter to support the basis of discussion.

2.2 Job Stress

The term "stress" is often used to describe a negative effect of a situation or event (Crum et al., 2013; Rudland et al., 2020). Singh et al. (2019) defines job stress as a form of psychological distress that occurs when job-related demands, expectations and pressures become greater than an individual's ability to cope. It is a common source of stress for many individuals, and can lead to decreased job performance, physical and mental health issues, job burnout, and job turnover.

According to Bano and Jha (2012), stress is one of the most significant hazards in academic profession. However, there is a lot of scholarly argument and interpretations on what it means to be stressed at work. According to Yongkang et al. (2014), in general, the term "job stress," which is also known as "occupational

stress," signifies the tension that occurs or often associated to a job or work. As with many other psychological concepts, researchers that examine work stress often employ varying definitions. While some researchers consider job stress to be a stimulus, others consider it to be a response variable. Researchers differ on whether they view workplace stress as a cause or an effect of people's interactions with their environments.

Samad et al. (2010) examined workplace stressors, stress levels, mental health status, and their affecting factors among primary school teachers in the Klang Valley, Malaysia. The Ministry of Education website was used to randomly choose nine Klang Valley primary schools. The study included 272 teachers from the chosen school. A questionnaire determined socio-demographic background, working information, and medical history. Teacher Stress Inventory and General Health Questionnaire were used to assess stressors and levels. 71.7% of instructors had considerable stress and 12.1% had impaired mental health. Gender and workload contributed to school stress, but student misbehaviour was the biggest cause. Women instructors with excessive workloads have poorer mental health than men.

There has been a worldwide rise in the rate of academicians reporting high levels of stress related to their jobs, but the problem is more acute in emerging nations (Noor, 2016). Zhao et al., (2022) conducted research on the connection between stress and burnout in the classroom utilising data from 558 elementary and secondary school teachers. Specifically, the results indicated that workplace stress was significantly predictive, that work-family conflict acted as a mediator, and that self-efficacy

served as a moderator. On the other hand, this second-order effect was more prominent for teachers who believed in their own abilities. These results contribute to the literature on the topic and can help educators strike a better work-life balance and avoid burnout.

Othman and Sivasubramaniam (2019) had conducted a study to examine secondary school teachers in Klang zone, Malaysia, for depression, anxiety, and stress. Psychological distress was measured using the Depression Anxiety Stress Scales (DASS) in 356 teachers from 6 randomly chosen secondary schools. Teachers showed a significant percentage of depressive (43%), anxiety (68.0%), and stress (32.3%) symptoms, with 9.9%, 23.3%, and 7.0% of respondents reporting severe to extremely severe sadness, anxiety, and stress, respectively.

2.3 Workload

According to Wickens & Tsang (2015), essentially, workload is the ratio of the amount of time and energy a person must devote to completing a task in relation to the amount of time and energy that the person really has. If we think of time as a resource in this case, we can see that the workload was excessive because the demand exceeded the supply. It is possible that a task with a high workload requires more resources than are now available, which lead to a decrease in performance on the task. However, according to Cain (2007), workload is a multidimensional term, making it impossible to reach a single conclusion regarding the correct definition.

Nonetheless, there are several facets of this description that need figuring out (besides time). Meanwhile, Janib *et al.* (2021) described workload as efforts that are

spent on a wide range of tasks. Aside from fulfilling official obligations, this can also include but is not restricted to the pursuit of work-related goals, both directly as well as in a more indirect manner.

According to Rajan (2018), the amount of work an employee must do is a major factor in how productive they are and how long they stay with an organisation. If an employee's workload is too low, it may cause them to become lazy and waste time on unproductive pursuits like group politics, which has a negative effect on productivity. However, if the burden is excessive, the employee is more likely to experience burnout, a breakdown, negative emotions, and ultimately choose to leave the company in favour of a less taxing alternative if one is available (employee turnover) (Herminingsih & Kurniasih, 2018).

Workload measuring can be done in a variety of ways. Miller (2001) have generally defined three types of workload measurement. The following are the three subcategories:

- (1) Subjective measurement: Workers' subjective appraisal and reporting of the burden they face while completing a task. Rating scales are commonly used in this form of measurement (rating scale).
- (2) Performance measurement: which is a type of measurement based on the observation of workers' behaviour and activities. One of the common types of performance measurement is based on time (known as time-motion analysis). Using time-based performance assessment, workers with specific qualifications, working in a predetermined work environment, and

performing specific tasks at a predetermined time may be tracked down and measured.

(3) Physiological measurements: Workers' physiological responses to the completion of a task or job can be used to estimate their level of workload. The primary goal of physiological workload measurements is to track the body's physiological responses over time. These changes can be seen in the heart rate, brain activity, respiratory activity, speech measurements, and eye activity.

According to Rajan (2020), employees' well-being, output, and commitment are all significantly impacted by the length of their workdays. Therefore, working hours should be reasonable, meaning that they are neither too long nor too short, to protect employees' wellbeing, boost productivity, and significantly improve their level of contentment on the job. In recent study, Mumenthaler et al. (2021) highlighted that it is common for employees to put in extra hours when they're exposed to heavy workload.

Azita (2012) defined teachers' workload as the amount of time they spend teaching in the classroom, as well as how long it takes them to complete tasks, whether it is done within school hours or after-hours. Meanwhile, according to Houston et al. (2006), based on existing literature, academic workload and work pressure were found to be the two most prominent aspects of job expectations for academicians. Work pressure is defined as the level at which an academic must work swiftly and rigid because of having a great deal to do but not enough time, while academic workload is the sum of all the professional efforts as they put into teaching,

administrative duties, community service, and other academic-related tasks (Pacaol, 2021).

However, according to Kreuzfeld et al. (2022), it has been difficult to objectively quantify teachers' workload as there are substantial weekly and annual fluctuations in work hours. Teachers and non-teachers may have different perspectives on how much responsibility teachers have to their students and the society and how much work they put in to fulfil their responsibilities and obligation. It is a topic of discussion even among teachers who teach different subjects and grades at the same school, as well as between teachers at other schools. It is also difficult to compare teachers' workloads in different countries due to varying class sizes, curriculum structures, school hours, teacher to student ratio, etc.

Work hours, weekly and annual breaks, and holidays are all governed by the International Labour Organization's (ILO) standards on working time. For the most part, the weekly hours worked are less than the 48-hour minimum mandated by ILO conventions, and most countries have legal limits of 48 hours or less. These restrictions are put in place to protect the physical and mental well-being of employees without compromising efforts to increase productivity.

According to OECD (2016), as stipulated by collective agreements or other contractual arrangements, teachers in many countries are legally obligated to work a specific number of hours per week, which include both teaching and non-teaching duties. The amount of time a teacher must spend in the classroom is likewise regulated in some nations. But the allocation of time for each task varies from country to country. To some degree or another, more than half of OECD nations

have clearly specified the required hours that teachers are to be present at school for both teaching and non-teaching duties. Specifically, OECD highlighted the following seven duties and roles for teachers in public schools, as stipulated expressly in regulations and/or policy guidelines as follows:

- (1) Teaching.
- (2) Preparation of individual lessons planning (during or after school hours).
- (3) Student general assessment (marking and correcting).
- (4) General administrative duties (including but not limited to documentation, dossier and other clerical duties which related to the job).
- (5) Engagement with parents or guardians.
- (6) Students' supervision (out of class hours); and
- (7) Collaborative engagement with colleagues (at school or elsewhere).

According to OECD (2014), average working time for teachers for primary education is 31.5 hours/week; lower secondary education is 30.9 hours/week; and upper secondary education/ general programme is also 30.9 hours/week. However, taken from Malaysia Education Blueprint 2013-2025 (PPPM), a study done by Ministry of Education Malaysia (MOE) in 2011 found that teacher's average working hour at 57 hours/week, whilst a survey conducted by Universiti Pendidikan Sultan Idris (UPSI) in 2011 showed that teachers' working hours reached up to 77 hours/week.

Therefore, based on the definition of workload, measurement and working hours above, it goes back to questions on "how much of the capacity of the workers, who are needed in completing a task/job". Referring to Miller's (2001) works on "Workload measures", defining exactly what kind of workload is being studied is the first step. It is not always possible to get the same answer when it comes to workload measurements. In most research, this discrepancy is not explained in terms of one measurement being more accurate than another. The argument for accuracy can be made for any workload metric, even if this is the case in some instances. A more common issue with workload measurement is not the validity of individual measures but rather the type of task that is being assessed.

2.3.1 Relationship between Workload and Job Stress

Hence, it implores bigger question of "How much is too much?" Since workload always related to negative connotations, in a complex working ecosystem such as teachers in school, to defined and conclude teacher's workload either underload or overload may be subjective as comparison for teaching professions are being analysed and under scrutiny from various organizations such as OECD in particular (which published reports on "Education at Glance" annually).

Based on subjective measurement of workload (Miller, 2001), in relation to work stress, Samsinar et al., (2019) analyses on the impact of various role conflict (work-family conflict, workload, and work stress) on the productivity of PT's female employees found that there is still a lack of understanding of the interplay between nurses' workload, job stress, and the support they receive from their co-workers in a hospital context. Meanwhile, Ferguson et. al., (2012) in their study indicate that

workload and student behaviour were significant predictors of depression in teachers. A study by Ayubi et al., (2021) that was undertaken from a sample size of 340 School Teachers in Kuantan, Pahang implies that the only four hypotheses with a positive relationship are those concerning physical health, thought, personality, and heavy workload.

Study by Meidilisa and Lukito, (2020) also identified the relationship between workplace stress and workload and role ambiguity and their impact on performance on the job. Workload impacts burnout, which in turn is mediated by stress on the job (Kusumawati et al., 2021). On the contrary, performance measurement approach which is based on time (known as time-motion analysis) (Miller, 2001), previous study that had been conducted by associating workload with long working hours shown significant influence on job stress (Azita, 2012; Hamami 2013; Muniandy & Kutty, 2019). Working hours that are longer than 45 hours/week based on standard international average (ILO) shown detrimental effect on employee wellbeing (Kreuzfeld et al., 2022).

2.4 Role Stressors

According to scholars in organisational psychology and sociology, roles are critical to the socialisation and well-being of employees in an organization. Identity-based role theory is multi-level and interdisciplinary, and it suggests that one's organisational role has a significant impact on one's sense of self and actions. Understanding the dynamics and processes of role identity is the focus, using a mixture of psychological and sociological views (Sluss et al., 2011). From the classic viewpoint of role theory, which proposes that workers are structured to

perform necessary roles (i.e., interdependent, repeating behaviours) for the organization's survival, identifies role ambiguity, role conflict, and role overload as prominent sources of stress (Rizzo et al., 1970). Meta-analytic studies suggest that role stress in the workplace might have unfavourable effects on workers, making it crucial to understand and address this phenomenon (Stepanek & Paul, 2022).

2.4.1 Role ambiguity

Role ambiguity, as defined by McCormack and Cotter (2013), occurs when an employee is not given clear instructions for doing his or her duties, either because the job description is vague, or the organization's goals are not specified. According to Fisher (2001), role ambiguity happens when a person is unable to properly carry out his or her assigned duties because of a lack of relevant knowledge. Among the details covered are the expected outcomes of work performance, the range of duties and responsibilities, the key activities required to carry out those outcomes, the steps necessary to accomplish those outcomes, the benefits, effects, and consequences of doing or not doing the work, the rewards and punishments associated with satisfactory or unsatisfactory performance, and finally, the chances for advancement. A lack of clarity regarding responsibilities, expected behaviours, and performance measurements associated with the job can all lead to role ambiguity.

A person is said to be experiencing "role ambiguity" when they are unsure about what their expected function is, as well as the requirements and procedures necessary to fulfil that job (Palomino & Frezatti., 2016). Yun et al. (2007) revealed that the failure to effectively fulfil one's job tasks is closely associated to role

ambiguity. Role ambiguity, according to Fisher (2001), occurs when a person is unable to perform their given duties due to a lack of relevant information. More specific details include: the expected outcomes of work performance; range of duties and responsibilities; key activities required to accomplish those outcomes; steps necessary to accomplish those outcomes; rewards and penalties for satisfactory or unsatisfactory performance; and finally, chances for advancement.

2.4.2 Relationship between Role ambiguity and Job Stress

According to Schmidt et al. (2014), depression is linked to role ambiguity and conflict. Meta-analytic calculations corroborate the uniqueness of the role stressors, and the results demonstrate a moderate but substantial positive association. Role ambiguity and role conflict were found to be moderated by similar factors, but they should be treated as separate concepts for the purpose of study in the workplace. Having well-defined responsibilities and goals at work can help keep employees healthy and reduce absence-related costs.

According to research conducted by Idris (2011), role ambiguity is correlated with elevated stress levels on the job. Results like these show that role ambiguity is a stressful condition for workers because it leaves them uncertain about their place in the organisation and their ability to make a positive impact.

On the contrary, if workers have more experience in their roles and a clear understanding on their role expectation, role ambiguity is not a direct cause of role stress (Dwyer & Fox, 2006). Prior research has established a positive correlation between role ambiguity and stress in the workplace.

Role ambiguity and job stress are common in the teaching profession (Jomuad et al., 2021). This is because the teaching profession has multiple roles and responsibilities, which can be difficult to identify and understand (Kapur, 2021). As a result, teachers may experience high levels of stress and role ambiguity in the workplace (Alqarni, 2021). Role ambiguity and job stress often affect teachers' productivity, performance, and well-being. Also, role ambiguity and job stress can result in negative work outcomes, including burnout, low morale, and low job satisfaction.

Role ambiguity has been in spotlight by MOE in recent study in which reflected by unclear role and responsibilities between individual teacher task assignment and overall job responsibilities (MOE, 2016). This approach was taken to re-evaluate the findings from recent study conducted by academicians and MOE from 2006 to 2011 that reflect teachers working hour between 57-77 hours per week. This finding signifies that teacher have uncertainty between their individual tasks and overall responsibilities as a teacher.

Therefore, it establishes a bigger question whether teacher in public school do have clear and concise working instruction and responsibilities, and what is the perceived expectation of their roles that may leads to job stress.

2.4.3 Role conflict

Role conflict happens when a person's expectations and demands for a role do not align with the reality of the situation (Rizzo et al., 1970). According to Hersey et al., (2008), two or more sets of job-related expectations that are incompatible with one

another constitute a role conflict. Workers experience role conflict when their personal values and beliefs run counter to their job responsibilities, when they are asked to do things that they do not see as part of their job, when they are confronted with demands from superiors, subordinates, or others who hold high status in the organisation.

In reference to Pandey (2020), role conflict occurs when two or more key roles are in opposition to one another. Since it is hard to fulfil one function without sacrificing the other, a person who perceives or anticipates the responsibilities of others differently will typically experience role conflict. When a person must choose between two roles that are incompatible, role conflict ensues. When a worker is obliged to perform a job differently from other roles or his character, this is referred to as role conflict and role conflict builds stress. According to Pandey (2020), there are three (3) types of role conflict: Individual and role conflicts are the first sort of role conflict. The second is the conflict between desire and how to portray a character, and the third is a conflict between roles that arises from the multiple prerequisites for simultaneously playing at least two parts.

2.4.4 Relationship between Role conflict and Job Stress

A study by Zhang & Zhu (2007), on 133 Chinese secondary school English teachers in China's education system confirms that work overload, role conflict and role ambiguity being the most common stressors to teachers' stress and at risk of burnout. Role conflict and role ambiguity often being associated with each other that may have direct influences on job stress, particularly job burnout (Kousterios et al., 2004; Papastyliau et al., 2009; Celik, 2013).

Role conflict was found to be a major predictor of occupational stress in a study conducted by Arshad et al. (2020) among 500 bank workers in Pakistan. According to further research by Rangrez et al., (2022), a positive correlation exists between role conflict and job stress.

2.4.5 Role overload

The condition known as role overload occurs when a single person is expected to fulfil many roles at the same time without having sufficient resources to do so. It is possible for it to develop because of excessive demands placed on one's time as well as excessive demands placed on one's mental capacity (Creary & Gordon, 2016).

Meanwhile, according to Haholongan & Kusdinar (2020), when one individual takes on more responsibility than he or she can reasonably handle, that is called role overload. Role overload occurs when multiple people have unrealistic expectations that one person can handle multiple tasks at once. Even while each expectation may be legitimate on its own, when they are combined with new or additional expectations, it may seem as though they require more attention, effort, and resources than the individual currently possesses. Research has shown that taking on too many roles at once might disrupt self-regulation and lower overall performance (Brown et al., 2005).

Role overload has a significant impact on an employee's ability to accomplish their job duties. Role overload triggered psychological strain, which undermined performance (Tang & Vandenberghe, 2021). One of the most common causes of

role overload is overwork. It is stressful when a person's workload surpasses his or her capacity to perform the job. When the demands of the situation are higher than their ability to manage, they will experience job stress.

However, some professions may require having many hats to wear as norm such as teaching profession. Apart from teaching, they were also expected to take part in community service and administrative duties, as well as developing academic and non-academic programs, administer tests, students' consultation, and maintain open lines of communication with students' families (Rouch, 2019). Large numbers of educators, including teachers and principals, leave the profession every year due to burnout (Madigan & Kim, 2021).

Other than that, employees' roles may need to be temporarily extended to make up for a vacant employee's responsibilities, for example, if an employee leaves a company. In other cases, companies may not anticipate the demands of the jobs they create, or the nature of an employee's role may change over time. As a final point, it is feasible for a person to take on too many roles on their own without the proper training. It is possible for an individual to become overburdened with the responsibilities of his or her roles.

2.4.6 Relationship between Role overload and Job Stress

Other research confirms the impact of job stress on role overload. Role overload was linked to increased levels of work-related stress (Yongkang et al., 2014; Wang'eri & Okello, 2014; Karimi et al., 2014; Sutanto & Wiyono, 2017; Arshad et al., 2020; Rangrez et al., 2022). This association was also found to be linked to

employee performance by Malik, et al (2013). Having too many responsibilities causes employees to be less productive. Employees that are overworked and overtired are unable to focus on their tasks, and as a result, their work suffers. Employees who are unable to complete their work in a timely manner may become discouraged, and this in turn may prevent them from meeting their goals. As a result of the increased workload, employees are unable to fulfil their tasks completely.

Huang et al. (2022) examines the mediating effects of burnout on the connection between role overload and health among low-ranking government employees in China. The study found that government workers over the age of 45 are more likely to experience negative health outcomes as a direct result of role overload than government workers under the age of 45. The youngest civil servants, those under the age of 36, are particularly vulnerable to burnout's moderating effects.

Nevertheless, Al-Kahtani et al. (2016) found that inter-role distance and role overload were the most powerful stressors, whereas role ambiguity was the least dominant, using an organisational role stress scale and a demographical information sheet to analyse the data.

2.5 Underpinning theory: Person-Environment theory stress model

One of the first "interactional theories" of work-related psychological distress is the "Person-Environment Fit" theory, which proposes that stress in the workplace results from a mismatch between an employee's strengths and the requirements of their job (French et al., 1974; Caplan, 1987; Edwards et al., 1998). The primary idea behind person-environment fit theory is that one's surroundings have an impact on

one's personality and behaviour. According to the person-environment fit theory, human beings have a fundamental drive to shape and adapt to their circumstances (Van Vianen, 2018). Overall, congruence research can be conducted at the level of specific people, communities, professions, and even entire organisations. Where there is a mismatch between an individual and their surrounding environment, role ambiguity, role conflict, and stress are likely to manifest (Spielberger et al., 2001).

Citing from Yongkang et al. (2014), work-related stress can be classified into two categories which is (1) connected to work duties, whether basic or complex, ranging from repetitive to multi-tasking; (2) associated with role traits, such as role ambiguity, role conflict and role overload. Şenol-Durak et al., (2006) developed Work Stress Scale for Correctional Officers (WSSCO) in which indicated an internal consistency and positive correlation between role ambiguity, role conflict, and role overload with job stress that leads to depression, anxiety, and despair among correctional officers. Meanwhile, Glazer and Beehr (2005) have established an organisational stress model to study the linkages between role stressors (ambiguity, conflict, and overload), anxiety, motivation (affection and continuation), and intent turnover. It was found that three stresses on the job were able to predict anxiety, motivation, and the intention to resign, and it was provisionally asserted that stress is a culture-wide phenomenon that exists in all organisations.

There is numerous research that support the positive correlation between work-related stress, role overload, and conflict (Karimi et al., 2014; Yongkang et al.,

2014; Parvaiz et al., 2015; Sutanto & Wiyono, 2017; Arshad et al., 2020; Rangrez et al., 2022).

Recent study by Nazir et al. (2020) investigates the causes and effects of workplace stress in Indian startups. A total of 473 responses were collected from five Indian start-ups. According to structural equation modelling, job stress is positively influenced by three role stressors and job instability, which in turn leads to an intention leave. Human resource (HR) managers in startups can use the information in this article to reduce employee stress and turnover expectations. On the other hand, study by Pradana (2017) showed that burnout is related to factors such as job ambiguity, conflict, role overload, and personality type. The construction sector in Sri Lanka was studied by Tharindu et al. (2022), who looked at employee intention to leave in connection to job satisfaction, stress, and role stressors. According to the findings, job satisfaction was directly affected by role ambiguity and role conflict, whereas role conflict and work-family conflict were found to be direct predictors of workplace stress. Direct factors that influence whether an employee plans to leave include job satisfaction and job stress.

2.6 Summary of the Chapter

To summarize this chapter, the review of fundamental theory on role stressors (role ambiguity, role conflict and role overload) on job stress shown several findings that indicates significant interrelation that have been replicated in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the approaches that were used in the process of acquiring data and doing analysis that is pertinent to the research. The methodology covers relevant topics such as research design, scope of the study, the sampling method and the sample size, data collection instruments, methods, procedures, and data analysis.

3.2 Research Framework

The research framework that derived from the literature review is the foundation of this study in realizing the research objective. The proposed research framework as depicted in Figure 3.1. Roles Stressors are the Independent Variables comprises of Role Ambiguity (RA), Role Conflict (RC) and Role Overload (RO) that would be focus of the study to determine the impact and relationship with Job Stress.

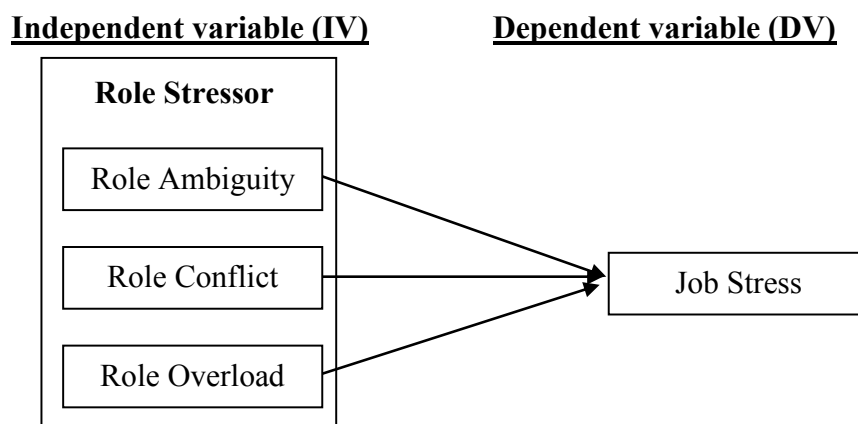


Figure 3.1

Research framework: Relationship between Role Stressors and Job Stress

3.3 Hypotheses Development

The following hypotheses have been put forth in light of the findings of the literature review and the discussion that has preceded it:

3.3.1 Role Ambiguity and Job Stress

Role ambiguity occurs when an individual lacks clarity about his or her role in the organisation and how to perform the duties associated with it (Palomino & Frezatti, 2016). Previous studies have linked job role ambiguity to increased levels of stress on the job (Idris, 2011; Jomuad et al., 2021; Aqarni, 2021).

H₁: Role ambiguity has a positive significant effect on the teacher's job stress in public schools in Putrajaya, Malaysia.

3.3.2 Role Conflict and Job Stress

Role conflict, as defined by Pandey (2020), occurs when two or more crucial roles are at odds with one another. Given the inherent tension between different roles, it's not surprising that people who misunderstand or misperceive the commitments of those around them frequently experience role conflict. Several studies have shown that an employee's contradictory actions as a result of role conflict significantly increase their stress levels on the workplace (Celik, 2013; Arshad et al., 2020; Rangrez et al., 2022).

H₂: Role conflict has a positive significant effect on the teacher's job stress in public schools in Putrajaya, Malaysia.

3.3.3 Role Overload and Job Stress

Role overload, as defined by Haholongan and Kusdinar (2020), occurs when an individual is tasked with more responsibilities than he or she can effectively handle. Multiple researchers have found that having too many responsibilities is a major contributor to stress in the workplace (Arshad et al., 2020; Rangrez et al., 2022; Huang et al., 2022; Tharindu et al., 2022).

H₃: Role overload has a positive significant effect on the teacher's job stress in public schools in Putrajaya, Malaysia.

3.3.4 Roles Stressors and Job Stress

Role stress is indicated to develop when an individual's expectations for their professional role are either ambiguous, in conflict with other anticipated behaviours, or simply too much for them to bear (Stepanek & Paul, 2022). Basically, there are three primary sources of job stress: role ambiguity, role conflict, and role overload. Several studies have shown that role stressors had significant effect on job stress (Pradana, 2017; Nazir et al., 2020; Tharindu et al., 2022).

H₄: Role stressors have significant effect on teacher's job stress in public schools in Putrajaya, Malaysia.

3.4 Research Design

The post-positivist philosophical approach has been utilised as the methodology for this study to ascertain the objectivity of the study by means of empirical evidence

that is founded on accurate observation and measurement that can be independently validated (Hallebone & Priest, 2009). Particularly in the context of social scientific research on human behaviour, post-positivist cast doubt on the validity of this view of absolute truth. While post-positivist shares the positivist's faith in broad generalisations, they recognise the social conditioning of knowledge. Critical realists take the view that the occurrences observed in the social world can only be properly understood in light of the underlying laws and dynamic social structures that gave rise to them.

Therefore, a quantitative method was utilised in this study to test the hypotheses and make prediction of the findings produces by the statistical report with correlation, mean comparison, and statistical significance of findings (Johnson & Christensen, 2008).

3.5 Operational Definition and Measurement of Variables

Based on the research framework, there are two (2) main variables involved in this study which comprises of one (1) Dependent variable (DV) which is Job Stress (JS) and one (1) Independent variables (IV) which is Role Stressor [with three (3) sub-constructs: Role Ambiguity (RA), Role Conflict (RC) and Role Overload (RO)].

3.5.1 Job Stress

The dependent variable in this study is “Job Stress” that reflects when the demands of the job do not match the worker's skills, resources, or needs that can cause harmful physical and emotional reactions. The variable is measure by adopting

“The Work Stress Questionnaire” (WSQ) that was designed as a self-administered questionnaire by Frantz and Holmgren (2019). It assesses work-related stress and covering 4 sub-constructs: *Indistinct organization and conflicts* which assesses the role clarity and conflict in the workplace; *Individual demands and commitment* which assesses the individual capacity at the workplace; *Influence at work* which assesses the individual autonomy at the workplace; and *Work to leisure time interference* which assesses the overall individual wellbeing in term of work-life balance.

3.5.2 Role stressors - *Role Ambiguity* (RA)

Role ambiguity is when there is not enough information about the role, unclear guidelines and rules, clarity about authority, responsibilities, and relationships with others. This variable is measured by adopting the instrument used by Rizzo et al. (1970).

3.5.3 Role Stressor - *Role Conflict* (RC)

Role conflict is how the respondent feels about being forced to do different tasks that do not go together at the same time. This variable is also measured by adopting the instrument used by Rizzo et al. (1970).

3.5.4 Role Stressor - *Role Overload* (RO)

Role overload is when the respondent has too much work to do at any given time. This variable measurement is adapted from the Quantitative Workload Inventory (QWI) instrument by Spector and Jex (1998).

3.6 Instrumentation

The research instrument used to collect data is through a set of self-administered questionnaires distributed online. This instrument includes three (3) main components namely:

Section A: Demographics of Respondents

Section B: Job Stress

Section C: Work Role Stress

3.6.1 Section A: Demographics of Respondents

This section contains the respondent's basic information such as school information, type of position, length of service, type of additional position held, working hours (Teaching hours, non-teaching hours involving preparation before and after class, and non-teaching hours unrelated to class) and length of service. This section contains essential information such as the type of school, location, job position, working hours where this item is the basis for comparative analysis and the relationship with other items in Section B and Section C.

3.6.2 Section B: Job Stress

This section contains items that is related to job stress. Frantz & Holmgren (2019) developed Self-administered Work Stress Questionnaire (WSQ) to detect potential cases of sick leave owing to job stress. The purpose of this research was to examine the validity and trustworthiness of the questionnaire among working men. Over the course of two weeks, 41 male workers filled out the questionnaire twice, and 7 male workers provided feedback on the questions, scale steps, and items' correlation with

their perceptions of stress on the job. When tested on men, the questionnaire's reliability and face validity were found to be adequate, suggesting it can be adapted for use with men as well as women.

The original goal of the Work Stress Questionnaire (WSQ) was to identify women who were at risk for prolonged absences from work due to stress brought on by their jobs (Holmgren et.al., 2009). However, the items that were used in the questions are general containing 21 questions assessing work-related stress and covering 4 subjects: *Indistinct organization and conflicts*; *Individual demands and commitment*; *Influence at work*; and *Work to leisure time interference*. The instrument used in this section is based on the total score using a five-point Likert scale: “*Strongly disagree*”; “*Disagree*”; “*Neither agree nor disagree*”; “*Agree*”; “*Strongly agree*”.

3.6.3 Section C: Role Stressors

The instrument for measuring role stressors involves three (3) main dimensions, namely role overload, role ambiguity and role conflict. These dimensions have been measured through two (2) different instruments with a total of 19 items. The role overload dimension in the context of role stress was adapted from the Quantitative Workload Inventory (QWI) instrument, Spector & Jex (1998). The instrument has five (5) items that touch on aspects of frequency in the preparation of tasks that contribute to stress issues.

For the dimension of role ambiguity and role conflict, the instrument of Rizzo et al. (1970) involves 14 items, which are six (6) items for the dimension of role ambiguity and eight (8) items specific to the dimension of role conflict.

The instrument used in this section is based on the total score using a five-point Likert scale: “*Strongly disagree*”; “*Disagree*”; “*Neither agree nor disagree*”; “*Agree*”; “*Strongly agree*”.

The summary of operational definition, measurement and instrument of the variables are illustrated in Table 3.1

Table 3.1.

Summary of operational definition, measurement, and instrument

Variable	Operational Definition	Item
Job Stress [“The Work Stress Questionnaire” (WSQ), Frantz and Holmgren (2019)]	The demands of the job do not match the worker's skills, resources, or needs that can cause harmful physical and emotional reactions.	1. You have time to complete your task 2. You can decide your work pace 3. Your workload has increased lately 4. The goals and vision for your workplace are clear and understandable 5. You know the tasks and responsibilities included in your job scope 6. You know who can make decisions in your workplace
Indistinct organization and conflicts	The role clarity and conflict in the workplace	7. You are aware of any conflicts that occur in your workplace 8. You involved in conflicts in your workplace 9. Your supervisor takes the initiative to resolve conflicts in your workplace

Table 3.1 (Continued)

Variable	Operational Definition	Item
Influence at work	Autonomy at the workplace	1. You have the possibility to influence decisions at work 2. Supervisors are ready to consider your views. 3. You are often involved in determining the direction of the organization in your workplace
Individual demands and commitment	Individual capacity at the workplace	1. You always place high demands and expectations on yourself at work 2. You think about work after your working-day 3. You find it difficult to set a limit rate for work tasks even though you have many things to do in your daily work schedule 4. You take on more responsibility at work than you should 5. You often work after ordinary working hours to finish your assignments 6. You find it difficult to sleep because your mind is distracted by work
Work to leisure time interference	Individual wellbeing in term of work-life balance.	1. You find it difficult to find time to be with your family because of your work 2. You find it difficult to find time to be with your friends because of your work 3. You find it difficult to find time for recreational activities due to your work
Work to leisure time interference	Individual wellbeing in term of work-life balance.	1. You find it difficult to find time to be with your family because of your work 2. You find it difficult to find time to be with your friends because of your work 3. You find it difficult to find time for recreational activities due to your work

Table 3.1 (Continued)

Variable	Operational Definition	Item
Role Ambiguity (Rizzo, House & Lirtzman, 1970)	There is not enough information about the role, unclear guidelines and rules, clarity about authority, responsibilities, and relationships with others	1. I feel certain about how much authority I have. 2. I have clear, planned objectives for my job. 3. I know that I have divided my time properly. 4. I know what my responsibilities are. 5. I know exactly what is expected of me. 6. I receive clear explanations of what has to be done.
Role Conflict (Rizzo, House & Lirtzman, 1970)	How the respondent feels about being forced to do different tasks that don not go together at the same time	1. I have to do things that should be done differently. 2. I receive an assignment without the manpower to complete it. 3. I have to buck a rule or policy in order to carry out an assignment. 4. I have to work with two or more groups who operate quite differently. 5. I receive incompatible requests from two or more people. 6. I do things that are apt to be accepted by one person and not accepted by others. 7. I work on unnecessary things. 8. I receive an assignment without adequate resources and material to execute it.
Role Overload [Quantitative Workload Inventory (QWI), Spector and Jex (1998)]	The respondent has too much work to do at any given time	1. Able to handle tasks that often require fast solution. 2. Able to handle tasks that often requires hard work. 3. Able to do a lot of things with little time to get things done 4. Able to handle great deal of tasks to be done 5. Able to do more work than you can do well

Table 3.1 (Continued)

Variable	Operational Definition	Item
Workload	The amount of working hours performed as part of the job role and responsibilities within a week	1. Time taken for teaching per week 2. Time taken for teaching related tasks per week 3. Time taken for administrative duties per week

3.7 Pilot study

The questionnaire used to collect data from the population sample had been tested in a pilot study to ensure its validity and reliability. 30 participants were utilised in a pilot study to try out the instruments' questions and rating scales. Those 30 respondents were among teachers serving in other school outside of Putrajaya. Initial pilot test results were unfavourable for Job-related stress items, perhaps because to inconsistencies in the scale from the original WSQ templates.

Then, adjustments had to made to the instrument pertaining Job Stress and using standardize 5- five-point Likert scale: “*Strongly disagree*”; “*Disagree*”; “*Neither agree nor disagree*”; “*Agree*”; “*Strongly agree*”, another test had to be run to retest the modified instrument for reliability.

The final test was conducted on 30 respondents and the reliability analysis summarized in Table 3.2.

Table 3.2
Reliability values (Pilot Study)

Variable	N of Items	Cronbach's Alpha (α)
<i>Dependent Variable (DV)</i>		
i. JS	21	.939
<i>Independent Variable (IV)</i>		
ii. RA	6	.822
iii. RC	8	.889
iv. RO	5	.899
Total IV	19	.856

Internal consistency reliability can be quantified using the Cronbach alpha coefficient. The alpha coefficient can take on values between 0 and 1, with 0.7 indicating a moderate degree of internal consistency. An increased alpha coefficient indicates a more trustworthy test. Consistent results can only be obtained from a test that itself is reliable, which highlights the significance of ensuring that it is (Taber, 2018). Reliability test result from the pilot run shown coefficient number of more than 0.80 which considered very good, according to Sekaran and Bougie (2013).

3.8 Data Collection

Survey questionnaire is chosen as data collection method. Closed-ended questions made up the self-administered survey questionnaire. The distribution of self-administered questionnaire via web-based application enables quick outreach and response time which is less expensive and easy to administer (Sekaran & Bougie, 2013).

Hence, a descriptive survey was selected because it provides an accurate portrayal or account of specific characteristics, such as the beliefs, opinions and thought of a person or group.

3.9 Population and Sampling

In the field of statistics, a population is any complete group regarding which at least some information needs to be determined (Banerjee & Chaudhury, 2010). Then, sample need to be identified from the targeted population.

According to data obtained from MOE as of 2020, there are 16 public primary school and 10 public secondary school in Putrajaya with total of 1,992 academic personnel from School Administrator to Academic Teacher. For this study, the unit of analysis is individual which is teacher in both primary and secondary school. The population frame selected are academic teachers that do not hold administrative position such as school principal or administrator, deputy administrator, and non-academic teachers. The purpose of the population frame made due to the varying nature of jobs that differ from one another which might influence the outcome of this study.

Both academic teachers at primary schools and secondary schools may denotes a different scope of background. However, as intended in this study, the objective is to determine the effect of job stress among academic teachers in public schools that can be classified into two main groups (primary and secondary school) and to identify the affected groups.

Due to time constraints, the process of identifying sample was done based on a multi-stage procedure. The first stage, the entire population was categorized into two segments (strata): primary and secondary schools. The purpose of this is to guarantee that both strata is adequately represented (Taherdoost, 2016).

According to Sekaran (2003), the recommended sample size for the given approximate population size of 1,900 is 320 respondents. Those 320 samples (214 from primary schools and 106 from secondary schools) were then being identified conveniently. Table 3.3 illustrates the number of respondents that representing each primary and secondary schools.

Table 3.3
Sample size by groups

Types of school	Number of teachers	Sample size
Primary	1,250	214
Secondary	617	106
Total	1,867	320

3.10 Data Collection Procedures

This research uses both primary and secondary sources to compile its data set. Primary source data is obtained from survey questionnaire that was distributed via online platform using survey tool application from Google Forms (<https://forms.gle/XADPq6NivAsoURtr9>).

The data collection was conducted within two (2) weeks, distributed through formal channel with the consent from the MOE. With the utilization of online survey tool and mass communication applications such as WhatsApp and Telegram, the sample spread, and outreach may yield quick responses and high percentage rate of return from the respondents due to ease of access and convenience. Formal access to the MOE was essential in ensuring that the questionnaires are distributed in a highly effective manner, maximising the validity and accuracy of the data collected.

Meanwhile, secondary sources were obtained from library research including textbook, published and unpublished academic research, government public repository, internet research and repository that were used in Chapter 2: Literature Review.

3.11 Techniques of Data Analysis

Data collected from the survey questionnaire was processed and analysed using SPSS software. Statistical techniques that are being applied for this study including reliability analysis, descriptive analysis, correlation analysis and regression analysis which includes T-test, two-way factorial ANOVA and Multiple regression to analyse the research questions and hypotheses testing.

Reliability Analysis

It is crucial to do a reliability analysis to determine the instrument's consistency and degree of bias across time and across its many components. To rephrase, the reliability of a measure indicates the degree to which the tool used to measure the notion is consistent and steady throughout time. This is useful for determining the

quality of a measurement (Sekaran, 2003). This statistic measures the correlation between items and can be used to identify if any items have a low correlation with the rest of the survey, indicating that they may need to be removed or revised. The accuracy of the scales was tested using Cronbach's alpha (α) coefficient. The ideal Cronbach's alpha coefficient is over 0.7 (Pallant, 2005; Griethuijsen et al., 2014).

Descriptive Analysis

Descriptive analysis was applied to analyse the background of respondents using means, percentage and frequencies tabulated data. As described in the instrumentation section above, the descriptive analysis helps to identify the most important information, which is type of school, job position and working hours where this item is the basis for comparative analysis and the relationship with other items in Section B and Section C of the questionnaire.

Correlation and Regression Analysis

Pearson correlation (r) was applied to measures how two continuous variables are related in a straight line. It is to determine whether a correlation exists between two variables and, if so, whether it is positive or negative. Indicators of correlation between +1 (strong association) and -1 (weak correlation) are denoted by the values (r) of 1.0 and (r) -1, respectively.

Independent T-test was applied to compare two groups whose means are not dependent on one another (Banda, 2018). In this study, it was used to identify statistically significant difference in the Mean in Job Stress, Work Role stressors and Workload with different backgrounds of respondents (type of school, job position).

Two-way factorial ANOVA was applied to analyse the influence of two or more independent variables (factors) (IV) on a single dependent variable (DV). In addition, it can also analyse the interaction between the IVs. In this study, two-way factorial ANOVA was used in determining the significant influence of teachers in different background towards Job Stress, Work Role stressors and Workload.

Finally, analysis of the relationship between IV and DV was done by using the multiple regression technique. Using independent variables whose values are already known, the goal of a multiple regression analysis is to forecast the value of a single dependent parameter. Multiple regression was applied to analyse the contribution of IV (Role stressors) on DV (Job stress) to test the hypotheses developed prior to this analysis. This analysis was used to measure the effect in predicting DV whether it is significant or not.

3.12 Summary of the Chapter

In summary, this chapter has elaborated the research methodology applied in this study covering the research framework, research design and data analysis method. This study was conducted using the descriptive study design using quantitative data method. Self-administered closed-ended questionnaire was distributed via online to respective population sample determined in the sampling method. The collected data was analysed using reliability analysis, descriptive analysis, correlation analysis and multiple-regression analysis. Results from the analysis are presented in the next chapter.

CHAPTER FOUR

RESULTS

4.1 Introduction

This chapter explained the study's findings and accompanying analysis from the primary data gathered that had been elaborated in the previous chapter. Statistical Package for the Social Sciences (SPSS) for Windows, version 21.0, was used to analyse the responses of the survey's respondents. Frequency analysis was performed to provide descriptive statistics that examine the respondents' demographic information with regards to personal background such as gender, age, academic qualifications and specific information pertaining to work profile such as current job grade, type of position in school, length of services and teaching profiles including number of subjects and classes handled per week, number of teaching time, preparation time and non-teaching task which are also being utilized in assessing its relationship with workload in terms of man-hour with job stress among the teachers in Putrajaya. Correlation and multiple regression analysis was also performed to determine the significance of role stressors (Role Ambiguity, Role Conflict and Role Overload) on job stress among public school teachers in Putrajaya.

4.2 Demographic Profile

The following is a frequency-based breakdown of the respondent demographics from a sample of 320 people. Huge majority of the respondents are comprising of 264 female (82.5%), while 56 respondents (17.5%) are male. 189 respondents

(59.1%) are between 31-40 years old, 61 respondents (19.1%) are between 41 to 50 years old, 37 respondents (11.6%) aged 30 years and below, while 33 respondents (10.3%) are more than 50 years old. The sizable grade group amongst the respondents are DG41 with 146 (45.6%) and DG44 with 107 (33.4%) followed by DG48 with 51 (15.9%). Meanwhile, bulk of respondents acquired bachelor's degree with 284 (88.8%) and master's degree with 36 (11.3%).

In relations to job specific profile, 214 (66.9%) represents primary school, while 106 (33.1%) represents secondary school. Most of the respondents are from regular academic teachers with 166 (51.9%), followed by “*Guru Kanan Mata Pelajaran*” or academic teachers with administrative role with 54 (16.9%), “*Guru Pendidikan Khas Integrasi*” or special education teacher with 49 (15.3%). Majority of 134 (41.9%) respondents have teaching experience between 6-10 years. With regards to number of subjects taught per week, highest group of respondents 83 (25.95) taught 3 subjects per week followed by 78 (24.4%) that taught 2 subjects per week. Meanwhile, huge majority of respondents, 189 (59.1%) taught 5 or more classes per week.

In measuring the working hours, three (3) components in focus are average teaching hours, average preparation (before and after teaching class) and average non-teaching hours (which reflects the administrative tasks or duties performed). Based on the findings, majority of respondents 180 (56.3%) teaches average of 9 to 15 hours per week, with considerable group of average preparation hours between 4 to 8 hours with 115 (35.9%) respondents and 9 to 15 hours with 100 (31.3%) respondents. Similar with average non-teaching hours recorded between 4 to 8

hours with 124 (38.8%) respondents and 9 to 15 hours with 91 (28.4%) respondents. The overall computed working hours, majority of respondents 151 (47.2%) work between 27 to 45 hours per week. While 83 (26.0%) respondents work between 12 to 24 hours per week. The data also shown that 45 (14.0%) of respondents work more than 45 hours per week in comparison with 41 (12.8%) work less than 12 hours per week. The overall descriptive analysis of the demographic profile is tabulated in Table 4.1 below.

Table 4.1
Respondents Demographic Profile

Demographic	Group	Frequency	Percentage (%)
Gender	Male	56	17.5
	Female	264	82.5
Age	30 years and below	37	11.6
	31-40 years old	189	59.1
	41-50 years old	61	19.1
	More than 50 years old	33	10.3
Current grade	DG29	1	0.3
	DG32	1	0.3
	DG41	146	45.6
	DG42	3	0.9
	DG44	107	33.4
	DG48	51	15.9
	DG52	11	3.4
Highest Academic	Master's Degree	36	11.3
	Bachelor's Degree	284	88.8
Type of School	Primary	214	66.9
	Secondary	106	33.1
Position in School	<i>Guru Akademik Biasa</i>	166	51.9
	<i>Guru Data</i>	13	4.1

Table 4.1 (continued)

Demographic	Group	Frequency	Percentage (%)
	<i>Guru Kanan Mata Pelajaran</i>	54	16.9
	<i>Guru Penyelaras Bestari</i>	12	3.8
	<i>Guru Pendidikan Khas Integrasi</i>	49	15.3
	<i>Guru Perpustakaan Media</i>	17	5.3
	<i>Guru Pemulihan</i>	9	2.8
Teaching Experience	5 years or less	38	11.9
	6-10 years	134	41.9
	11-15 years	50	15.6
	16-20 years	44	13.8
	21 years or more	54	16.9
No. of subject taught/ week	0	5	1.6
	1	39	12.2
	2	78	24.4
	3	83	25.9
	4	52	16.3
	≥5	63	19.7
No. of class taught/ week	1	12	3.8
	2	20	6.3
	3	40	12.5
	4	59	18.4
	≥5	189	59.1
Avg. Teaching Hours/ week	Less than 4 hours	33	10.3
	4-8 hours	29	9.1
	9-15 hours	180	56.3
	16-20 hours	36	11.3
	More than 20 hours	42	13.1
Avg. Preparation Hours/ week	Less than 4 hours	53	16.6
	4-8 hours	115	35.9
	9-15 hours	100	31.3
	16-20 hours	33	10.3
	More than 20 hours	19	5.9

Table 4.1 (continued)

Demographic	Group	Frequency	Percentage (%)
Avg. non-teaching Hours/ week	Less than 4 hours	55	17.2
	4-8 hours	124	38.8
	9-15 hours	91	28.4
	16-20 hours	28	8.8
	More than 20 hours	22	6.9
Total Working Hours	Less than 12 hours	41	12.8
	12-24 hours	83	26.0
	27-45 hours	151	47.2
	48-60 hours	32	10.0
	More than 60 hours	13	4.0

Descriptive cross-tabulation analysis was also conducted to identify within the selected demographic profiles (Gender, Age, Grade, Experience) with Total Working Hours and the distribution of working hours within the groups.

Table 4.2 shows that the largest proportion of female respondents (114, or 35.6%) reported working between 27 and 45 hours per week. Of those who reported working more than 45 hours per week, women made up the majority (39, or 12.2%), while men made up the minority (only 6, or 1.9%).

A total of 93 respondents (29.1%) between the ages of 31 and 40 years old said they worked between 27 and 45 hours per week (see Table 4.3). Respondents younger than 40 years old made up the vast majority (33, or 10.3%) of those who reported working more than 45 hours per week, while those older than 40 years old made up the small minority (only 12, or 3.8%).

Table 4.2

Crosstab: Gender-Working Hours

		Gender		Total
		Male	Female	
Working Hours	<12 h	3 0.9%	38 11.9%	41 12.8%
	12-24 h	10 3.1%	73 22.8%	83 25.9%
	27-45 h	37 11.6%	114 35.6%	151 47.2%
	48-60 h	6 1.9%	26 8.1%	32 10.0%
	> 60 h	0 0.0%	13 4.1%	13 4.1%
	Total	56 17.5%	264 82.5%	320 100.0%

Table 4.3

Crosstab: Age-Working Hours

		Age				Total
		≤ 30 y	31-40 y	41-50 y	≥51 y	
Working Hours	<12 h	8 2.5%	24 7.5%	8 2.5%	1 0.3%	41 12.8%
	12-24 h	9 2.8%	42 13.1%	18 5.6%	14 4.4%	83 25.9%
	27-45 h	17 5.3%	93 29.1%	30 9.4%	11 3.4%	151 47.2%
	48-60 h	0 0.0%	22 6.9%	4 1.3%	6 1.9%	32 10.0%
	> 60 h	3 0.9%	8 2.5%	1 0.3%	1 0.3%	13 4.1%
	Total	37 11.6%	189 59.1%	61 19.1%	33 10.3%	320 100.0%

A total of 78 respondents (24.4%) from DG41 (entry-level teacher) said they worked between 27 and 45 hours per week (see Table 4.4). However, respondents that have high seniority (28, or 8.75%) of those who reported working more than 45

hours per week, while those from DG41 made up the small minority (only 17, or 5.3%).

Table 4.4

Crosstab: Grade-Working Hours

		Grade						
		DG29	DG32	DG41	DG42	DG44	DG48	DG52
Working Hours	<12 h	1	0	18	2	15	5	0
		0.3%	0.0%	5.6%	0.6%	4.7%	1.6%	0.0%
	12-24 h	0	1	33	0	25	21	3
		0.0%	0.3%	10.3%	0.0%	7.8%	6.6%	0.9%
	27-45 h	0	0	78	0	48	19	6
		0.0%	0.0%	24.4%	0.0%	15.0%	5.9%	1.9%
	48-60 h	0	0	11	1	14	4	2
		0.0%	0.0%	3.4%	0.3%	4.4%	1.3%	0.6%
	> 60 h	0	0	6	0	5	2	0
		0.0%	0.0%	1.9%	0.0%	1.6%	0.6%	0.0%
Total		1	1	146	3	107	51	11
		0.3%	0.3%	45.6%	0.9%	33.4%	15.9%	3.4%

Finally, in reference to work experience, Table 4.5 shows that the largest proportion of respondents with the years of experience between 6-10 years (67, or 20.9%) reported working between 27 and 45 hours per week. Of those who reported working more than 45 hours per week, respondents with 10 years of experience and below made up the majority (26, or 8.2%), while respondents with the 11 or more years of experience made up the minority (only 19, or 5.9%).

Table 4.5
Crosstab: Experience-Working Hours

		Experience					Total
		≤ 5 y	6-10 y	11-15 y	16-20 y	≥21 y	
Working Hours	<12 h	11 3.4%	16 5.0%	5 1.6%	2 0.6%	7 2.2%	41 12.8%
	12-24 h	9 2.8%	27 8.4%	12 3.8%	16 5.0%	19 5.9%	83 25.9%
	27-45 h	16 5.0%	67 20.9%	25 7.8%	23 7.2%	20 6.3%	151 47.2%
	48-60 h	1 0.3%	15 4.7%	7 2.2%	2 0.6%	7 2.2%	32 10.0%
	> 60 h	1 0.3%	9 2.8%	1 0.3%	1 0.3%	1 0.3%	13 4.1%
	Total	38 11.9%	134 41.9%	50 15.6%	44 13.8%	54 16.9%	320 100.0%

4.3 Descriptive Analysis

4.3.1 Means and Standard Deviation for Dependent and Independent Variables

The descriptive analysis for Job Stress, Role Ambiguity, Role Conflict and Role overload as the dependent and independent variables respectively are computed from a five-point Likert scale for each items accordingly. Means are used to measure the central tendency that provides the general picture of the data observed.

Based on the summary in Table 4.6, Role Ambiguity (RA) shows the highest mean rating, $M=3.83$ with dispersion of $SD=0.477$. In reference to the five-point Likert scale: “*Strongly disagree*” (1.0-1.80); “*Disagree*” (1.81-2.60); “*Neither agree nor disagree*” (2.61-3.40); “*Agree*” (3.41-4.20); “*Strongly agree*” (4.21-5.00) as the measurement, it can be interpreted that on average, the respondent “agree” that they understand their role and responsibilities at school. As for Job Stress (JS), average

respondent “agree” with statements that signifies work related stress within the four (4) subconstruct: Indistinct organization and conflicts; Individual demands and commitment, Influence at work; and Work to leisure time interference (M= 3.49, SD=0.543). Meanwhile, for Role Overload (RO), average respondents “agree” with their ability to complete the tasks and responsibilities they've been given within their capacity (M=3.41, SD=0.735). The lowest mean rating reported is Role Conflict (RC) (M=3.22, SD=0.671) which shown that average respondents “*Neither agree nor disagree*” that they are experiencing conflict at work.

The data are densely clustered around the mean value, as evidenced by the fact that the SDs of all observed variables are less than 1.

Table 4.6
Descriptive Statistics of the Dependent and Independent Variables

	N	Minimum	Maximum	Mean	Std. Deviation
JS	320	2.05	4.52	3.4963	.54341
RA	320	2.50	5.00	3.8266	.47696
RC	320	1.38	5.00	3.2184	.67145
RO	320	1.00	5.00	3.4138	.73450

4.3.2 Normality test

Inferential statistical analysis requires that the data be normally distributed before it can be used to extrapolate sample results to the population at large (Talib, 2015). To put it simply, parametric statistics necessitates a normal distribution of data. Common methods for determining whether a sample is normally distributed are the Kolmogorov-Smirnov (KS) and Shapiro-Wilk (SW) tests (Schmidt & Finan, 2018

in Tsagris & Pandis, 2021). On the other hand, data normality can be checked visually using the graph's skewness and kurtosis values if the KS and SW tests fail to do so (Talib, 2015).

Table 4.7

Test of Normality: KS and SW

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
JS	.092	320	.000	.975	320	.000
RA	.149	320	.000	.970	320	.000
RC	.051	320	.044	.991	320	.047
RO	.116	320	.000	.975	320	.000

a. Lilliefors Significance Correction

Based on the above Table 4.7, the data was first analyse using KS and SW. The result shown that only RC have value of $p > .05$, meanwhile JS, RA dan RC have a value of $p < .05$ which reflects the non-normality of data samples, which rule out the possibility of a true null hypothesis and the assumption that the variable follows a normal distribution.

Though, it understood that due to considerable number of sample ($N=320$), the test might have limitation, as larger sample are more likely to get a statistically significant result (Glen, n.d.). On the other hand, the distributions of different variables can be compared using Histogram and Quartile-Quantile (Q-Q) graphs. With Q-Q graphs, when the data is plotted against a normal distribution, the dots should fall roughly on a straight line. If the trajectory deviates from this straight

line, something is not normal. Based on the observed Q-Q graphs, although scores are more densely concentrated towards the mean (with some minor deviations from normality detected) too few extremely low or high scores seen for the distribution to be strictly normal), it appears that the JS, RA, and RO all follow a bell-shaped distribution that is broadly symmetric and seen for the distribution to be strictly normal. The observed graphs are compiled in Appendix C.

Nonetheless, the skewness and kurtosis normality test were also applied to complement the graph observation method. Kim (2013), states that if the skewness and kurtosis z-scores are both less than 1.96 (assuming a type I error rate of 5 percent), then the data is considered to be normal. In addition, for larger samples, it was suggested that the z-score be increased from 1.96 to 3.29. To calculate the z-score, the statistic value of the skewness and kurtosis are to be divided by their corresponding standard errors (SE)

As a result, in Table 4.8, skewness and kurtosis normality test for RA and RO shown z value of ± 3.29 , which indicates that the data considered to comply with the normality of the data. Due to the huge size of the sample ($n=320$), concerns concerning non-normality are unfounded, as pointed out by Hair et al. (2010). With samples of size 200 or more, the "negative effect of non-normality" diminishes to a negligible degree.

Table 4.8
Test of Normality: Skewness and Kurtosis

	Skewness			Kurtosis		
	Statistic	Std. Error	z	Statistic	Std. Error	z
JS	-.429	.136	3.15	-.404	.272	-1.485
RA	-.102	.136	-.750	.295	.272	1.085
RO	-.353	.136	-2.595	-.037	.272	-.136

4.4 Reliability Analysis

Measuring the internal consistency (reliability) of a five-Likert scale is a crucial step in validating survey instruments. Internal consistency checks the reliability of a survey's individual items, ensuring that responses remain consistent between items within the same section and are not influenced by other sections. Cronbach's alpha is frequently used to assess the reliability of a five-point Likert scale. This statistic measures the correlation between items and can be used to identify if any items have a low correlation with the rest of the survey, indicating that they may need to be removed or revised. The accuracy of the scales was evaluated using Cronbach's alpha coefficient. The ideal Cronbach's alpha coefficient is over 0.7 (Pallant, 2005; Griethuijsen et al., 2014).

Overall, the reliability of this instrument is at a good level with Cronbach's alpha (α) value is 0.716 for overall IV comprises of RA ($\alpha=0.736$), RC ($\alpha=0.802$) and RO ($\alpha=0.853$) along with JS ($\alpha=0.926$) as the DV. It shown that the data is trustworthy since it had a reliability of more than 0.7. There was no evidence of bias in the questions or answers, according to the dependability of the test results. To put it another way, this means that every question on the survey is accurately measuring

its intended construct. Table 4.9 summarized the reliability analysis before and after study.

Table 4.9
Summary of reliability analysis

Variable	N of Items	Cronbach's Alpha (α)	
		Pilot study	Actual study
<u>Dependent Variable (DV)</u>			
i. JS	21	.939	.926
<u>Independent Variable (IV)</u>			
ii. RA	6	.822	.736
iii. RC	8	.889	.802
iv. RO	5	.899	.853
Total IV	19	.856	.716

4.5 Correlation Analysis

Pearson's correlation coefficient (r) was used in the analysis to examine the strength and direction of linear correlations between Role Stressors and Job Stress. The following indices are recommended by Sekaran (2003) for assessing the association between the dependent and independent variables: 0.7 and above indicates a very strong relationship; 0.5 - 0.69 indicates strong relationship; 0.3 - 0.49 indicates moderate relationship; 0.1 - 0.29 indicates low relationship; and 0.01-0.09 indicates a very low relationship. A correlation value of 1.0 implies a perfectly positive association, whereas a value of -1.0 shows a perfectly negative relationship.

The Pearson's correlation analysis as summarized in Table 4.10 indicates mixed relationships (positive and negative) and strengths (strong to moderate) between the variables. From the result, Role Ambiguity (RA) shows strong positive relationship

to Job Stress (JS) ($r=.531, p\leq 0.01$). It denotes that JS will increase if RA is greater. Similarly, Role Overload (RO) shows moderate positive relation to Job Stress (JS) ($r=.446, p\leq 0.01$). It indicates that JS will increase if RO is greater. On the other hand, Role Conflict (RC) shows moderate negative relationship to Job Stress (JS) ($r=-.384, p\leq 0.01$). It signifies that JS will increase if RC is lower. Lastly, Workload (WL) which measured by working hours show insignificant relationship with Job Stress thus rule out the Research Questions 4 and Objective 2 to determine the relationship between job stress and workload.

As the conclusion, it indicates that role stressors do contribute to job stress with role ambiguity having strong significant impact. However, both role conflict and role overload do significantly have slight impact towards job stress due to moderate perception of respondents towards the effect of role conflict and role overload to job stress.

Table 4.10
Correlation Coefficient of Variables

Measure	JS	RA	RC	RO
JS	-			
RA	.531**	-		
RC	-.384**	-.206**	-	
RO	.446**	.498**	-.121*	-
WL	-.002***	-.030***	.108***	.000

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

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

*** not significant

4.6 Multiple Regression Analysis

Multiple regression analysis was conducted to examine Research Objective 1 and to assess the developed hypotheses in this study. The significance of roles stressors (role ambiguity, role conflict and role overload) to job stress can be determined through the extension of bivariate correlations. How well the model fits the data is quantified by the R square statistic.

Referring to Table 4.11, within independent variables that represent role stressors [role ambiguity (RA), role conflict (RC) and role overload (RO)], RA and RO have positive significant relationship with job stress, while RC have negative significant relationship with job stress with R square value of .402 (40.2%).

Significantly affecting JS are both RA and RO, with RA's beta value contributing the most at .356 (35.6%) and RO's beta value contributing the second-most at .235 (23.5%), respectively. While the contribution of other variables in the model is adjusted for, JS is still negatively impacted by a beta value of -.283 (28.3%) by RC.

The following equation can be used to predict workplace stress using the regression model:

$$JS = .405(RA) - .229(RC) + .174(RO) + 21.132$$

The $R^2=.402$ indicates that 40.2% variance in job stress may be explained by the three factors considered (role overload, role ambiguity, and role overload). However, a further 59.8% of job stress fluctuation is not explained by this model and can be accounted for by other factors.

Table 4.11

Multiple Regression Analysis of Role Stressors on Job Stress

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	2.089	.247		8.444	.000
RA	.405	.058	.356	6.988	.000
RC	-.229	.036	-.283	-6.355	.000
RO	.174	.037	.235	4.673	.000

a. Dependent Variable: JS; $R=.634$; $R^2=.402$; $F=70.793$

Table 4.12 below summarises the outcomes of testing hypotheses.

Table 4.12.

Summary of the Hypotheses Testing and Result

No	Hypotheses	Result
H ₁	Role ambiguity has a positive significant effect on the teacher's job stress in public schools in Malaysia	Accepted
H ₂	Role conflict has a positive significant effect on the teacher's job stress in public schools in Malaysia	Rejected
H ₃	Role overload has a positive significant effect on the teacher's job stress in public schools in Malaysia	Accepted
H ₄	Role stressors have significant effect on teacher's job stress in public schools in Malaysia	Accepted

4.7 Summary of the Chapter

In this section, the outcomes of the analyses performed on the data to verify the study's goals were discussed and presented. Descriptive statistics was performed to analysed respondent characteristics, reliability and normality test, correlation, and multiple regression analysis were all performed according to parametric statistic. In a sample of public-school teachers in Putrajaya, the results show that role ambiguity, role conflict, and role overload are all related to increased levels of job stress. There is a statistically significant correlation between all dimensions of role stressors, although only two are favourable and one is negative.



CHAPTER FIVE

DISCUSSIONS AND CONCLUSION

5.1 Introduction

This closing chapter offers the study's discussion and conclusion. Moreover, it provides recommendation to the problem of job stress related to teachers for MOE. Future studies on the topic of role stressors and job-related stress in the educational sector are also part of the recommendations, followed by the study's limitations and implications.

5.2 Discussion

This study was aimed to assess the relationship of role stressors (role ambiguity, role conflict and role overload) on job stress among public school teachers in Malaysia. To recap from Chapter 1, the research objectives aimed to determine the relationship between RA, RC, and RO in relation to the teachers' job stress; and to assess the influence workload on teachers' job stress.

5.2.1 Objective I: To determine the relationship between role ambiguity, role conflict, role overload and teachers' job stress.

Evaluation of the study's objectives and hypotheses has been accomplished through the interpretation of statistical data obtained from Pearson correlation and multiple

regression analysis.

H₁: Role ambiguity has a positive significant effect on the teacher's job stress in public schools in Malaysia.

Pearson's correlation shown that role ambiguity has strong positive relationship to Job Stress ($r=.531$, $p\leq 0.01$). The multiple regression analysis further supports the statistically significant relationship with beta value contributing the most at .356 (35.6%). The finding conforms with previous studies by Idris (2011), Karimi et al. (2014), Jomuad et al. (2021), and Aqarni (2021)

From the analysis, we can infer that an individual's level of job stress would grow proportionally to their exposure to role ambiguity. Study done by MOE (2017) found that role uncertainty was a major factor in teacher stress. Due to the multifaceted nature of the teaching profession, which is influenced by stakeholders' expectations, education policies, and blueprints, many tasks and responsibilities deviate from the traditional teaching role, leading to ambiguity and uncertainty about what teachers should be doing both during and outside of school. As a result, the more unclear a teacher's function is in the classroom, the more likely they are to experience stress on the job. In conclusion, the hypothesis of the present study is accepted.

This finding showed that a significant source of teacher stress was doubts about their roles at school. Due to the complexity of teachers' roles and responsibilities at

school, there is often confusion and doubt about what teachers should be doing both in and out of the classroom. This suggests that teachers are more likely to feel pressure in the workplace when their role is ambiguous. Factors that might lead to role ambiguity among teacher might be because of lack of operational guidelines that are available (or even accessible) at school, and inconsistent practices of administrative instructions and order between schools and school administrator.

H2: Role conflict has a positive significant effect on the teacher's job stress in public schools in Malaysia.

Pearson's correlation shown that role conflict has moderate negative relationship to Job Stress ($r = -.384$, $p \leq 0.01$). The multiple regression analysis further supports the statistically significant relationship with beta value contributing $-.283$ (28.3%). The finding contradicted with majority of previous studies, such as Pradana (2017), Tharindu et al. (2022), Arshad et al. (2020), and Rangrez et al. (2022).

From the results, we may infer that a decrease in role conflict will lead to an increase in job stress. Even though teachers report a moderate level of conflict in their roles, this may be a contributor to their job stress because of the survey's methodology. Considering that 82.5% of the respondents are female teachers, 59.1% are between the ages of 31 and 40, 45.6% are in grade DG41 (entry-level position), and 41.9% have between 6 and 10 years of experience, it is possible that these groups have different levels of perception of role conflict that may alter the

overall finding on this dimension. This demonstrates that they can work with overlapping directives and responsibilities without hesitation.

In reality, the majority of experts agree that high levels of role conflict led to an increase in job stress (Koustelios et al., 2004; Papastylianou et al., 2009; Celik, 2013). Hence, the hypothesis of the present study is being rejected.

The stress caused by a person's inaccurate or inaccurately anticipated expectations of the duties of others is an example of role conflict. It can be classified into three broad categories: conflicts between individuals and their roles, conflicts between desires and personalities, and conflicts between roles that require different sets of skills and experiences. Several notable studies found an adverse effect between role conflict and stress on the job. In contrast, the findings of this study indicate the opposite. This finding may be affected by the fact that female teachers, teachers between the ages of 31 and 40, those in an entry-level post (DG41), and those with 6 to 10 years of teaching experience had exemplified their ability to confidently manage conflicting instructions and roles.

H3: Role overload has a positive significant effect on the teacher's job stress in public schools in Malaysia.

There is a moderate positive relationship between role overload and job stress ($r=.446$, $p\leq 0.01$). The beta value contributed .235 (23.5%) in the multiple regression analysis, further supporting the statistically significant relationship. This result is

consistent with the research done by Al-Kahtani et al. (2016), Arshad et al. (2020), Rangrez et al. (2022), Huang et al. (2022), and Tharindu et al. (2022).

When someone is asked to take on too many responsibilities at once, they risk failing to meet all their obligations. If one's coping skills are inadequate, this can eventually lead to stress on the job. More role overload is associated with elevated levels of stress in the workplace, as shown by the strong positive correlation between the two. Given that 73.3% of respondents are under the age of 40, 45.6% are in grade DG41 (an entry-level position), and 53.8% have taught for 10 years or less, it is likely that these demographic subgroups are more likely to be assigned extra work because of the perceived seniority structure at the school's socio-hierarchical level. The effects of job stress become instantly apparent when they just cannot manage the additional demands placed upon them. In conclusion, the hypothesis of the present study is accepted.

Role overload occurs when one individual is asked to take on too many responsibilities without the proper means to do so. The stress of having one's time and mental resources stretched too thin might both contribute to its onset. This study shown that role overload among teachers had significant impact on their level of job stress. The study found that instructors under the age of 40, those in an entry-level post (DG41), and those with ten years or less of experience in the teaching were the most negatively impacted. Hence, assumptions can be made that this

occurrence might be due to uneven task distribution among teachers by school administrator.

H₄: Role stressors have significant effect on teacher's job stress in public schools in Malaysia.

The role stressors (role ambiguity, role conflict, and role overload) were found to have a significant association with job stress among public school teachers in Putrajaya, as indicated by the $R^2 = .402$ and beta values of RA = .356; RC = -.283; and RO = .235 at $p < 0.01$. Study by Pradana (2017); Nazir et al. (2020) and Tharindu et al. (2022), was replicated in this model, showing that it was consistent with their findings. However, the study by Al-Kahtani et al. (2016) was challenged by this one since role ambiguity was the most significant factor (at 35.6%). Hence, the hypothesis of the present study is also accepted.

From the previous chapter, both descriptive and parametric analyses show that all role stressors are statistically significant with job stress. Job stress is correlated with role ambiguity (as the predominant stressor) and role overload but is inversely correlated with role conflict. Thus, this result concurs with the study's goal in Research Objective I, which hypothesized that role stressors would significantly affect teachers' job stress in Putrajaya's public schools.

5.2.2 Objective II: To assess whether workload influence teachers' job stress.

Several scholars agreed that employee workloads can also be estimated by looking at how many hours per week are spent on specific projects as opposed to how many hours an employee is actually in the office. Generally, workloads are estimated by comparing an employee's available time in the office with the number of hours per week that are spent on given tasks and responsibilities, as discussed by Azita (2012), Hamami (2013), Wickens and Tsang (2015), Muniandy and Kutty (2019), and Kreuzfeld et al. (2022). Scholars agree that if the workload of a task is too great for the current resources, performance may suffer thus leads to job stress. Previous study on teacher's workload also focused on teacher's working hours as the basis for their study (MOE, 2006; MOE 2017; UPSI 2011).

However, no clear statistical evidence was found to support a correlation between stress levels and workload utilising the stress-hours model for mediating effect. According to the descriptive statistics of workload, average working hours that has been reported was between 27 to 45 hours per week (47.2%). Some reported to have work between 12 to 24 hours per week (26.0%). While, in extreme condition, 14.0% have reported to work more than 45 hours per week in comparison with 12.8% that work less than 12 hours per week. Based on these results, we can confidently infer that the average teacher in Malaysia is not working more than the 48 hours per week allowed by the International Labour Organization's (ILO)

conventions and the gazetted Chapter G of the General Order (GO) on civil servants working time.

Yet, there is no compelling evidence linking workload and job stress, as measured by stress-hours, to one another as reported in the correlation analysis. It is reasonable to believe that working hours are not a factor in determining the amount of workplace stress among public school teachers in Putrajaya. Hence, it can be concluded that workload (as measured by stress-hours analysis) is not a factor that influence teachers' job stress. For this reason, we cannot draw any firm conclusions on Research Objective II.

5.3 Implication of the findings

Despite the numerous studies on teachers' workload undertaken by researchers, consultants, and MOE, as stated in a previous chapter, relatively few studies have addressed the concerns of role ambiguity and teacher conflict in relation to workload and job stress. Teachers are finding it difficult to keep up with the norms and practices in education system that are constantly changing.

5.3.1 Theoretical Implication

On theoretical perspective, statistical evidence from this study supported the hypothesis that role stressors are related to job stress. The role-stress model includes factors such as role ambiguity, role conflicts, and role overload. The findings also supported by other notable studies by various researchers. However, role conflict of

the present study found to be contradicted with previous studies which may indicates further exploration on the perspectives of specific groups of teachers as discussed earlier. MOE should consider this model to improve the teacher's wellbeing as part of their ongoing initiatives for education reform.

5.3.2 Practical Implication

No amount of theoretical study would be of any use without some way to put those concepts into practise. According to the results of this research, public school teachers in Malaysia face significant stress on the job due to role ambiguity and role overload. In this subset, role ambiguity played a particularly significant role. As role ambiguity is often associated with a lack of clarity in expected roles, behaviours, and performances. In a broader sense, role clarity ensures that teachers understand their specific responsibilities and the measures of success expected of them at school. Clearer descriptions of responsibilities contribute to greater efficiency within an organisation, and consequently reduce the level of job stress and negative affect that comes with it (such as burnout, intention to leave or early retirement, sick leave, and etcetera). Hence, MOE could consider pre-emptive measures prior to introducing any new policies to ensure that teachers comprehend the policies' goals and objectives, as well as how to execute their new roles.

Role conflict and role ambiguity are often associated with one another as job stress determinants, as supported by numerous studies. In general, both stressors are positively related to job stress. Yet, contradictory evidence was found in this study.

While there are other aspects to examine, including the respondents' general assessment of role conflict throughout data collection, this possibility cannot be ruled out. Its significant association with job stress still indicates a contribution element. Since teachers' roles at school are managed by the school administrator, MOE could consider relevant indicators and measures to regulate and guide the school administrator.

As for role overload, this theory explains the ability and capacity of an individuals in completing task assigned to them. Individual abilities and capacities might be influenced by experience, time, and resources at their disposal. To put this theory in practice, an in-depth study of job design at school can be considered.

5.4 Recommendation

The results of this study were intended to provide the MOE with overview on how to deal with the problem of job stress in the workplace, as described in the first chapter. Further study on role-stressors and other variables should be explored.

5.4.1 Recommendation for MOE

According to newspaper article, Berita Harian (5 March 2022), effective from 29th June 2021, MOE had issued a comprehensive guideline called Malaysian School Governance (MySG), in addressing the issue of lack of role clarity amongst teacher at school [previous study shown the lack of available and accessible guidelines that

contribute to high level of role ambiguity]. The comprehensive two (2) volume guidelines (for Primary and Secondary School) outlined the guiding principle on school administration, expected role and responsibilities of teachers with regards to their job assignments with comprehensive job description and portfolios, process workflow, and expected working hours. Therefore, these documents are highly lauded as they already addressed the major issue of role clarity among teachers with regards to job stress.

Nonetheless, as highlighted by the aforementioned news article (BH, 2022), teachers continue to have difficulty in understanding MySG, particularly with the interpretation of their working hours. In reference to the gazetted Chapter G of the General Order on civil servants working time, there has been confusion among teachers regarding their compulsory working hours per week, as school hours are not considered as office hours and the complexity of school hours by design, types and structure also contributed to this misperception. However, this document had explicitly defined the teachers' working hours, though there are some room for improvement.

After conducting an in-depth observation of MySG, a few issues were discovered that are significantly relevant to the results of this study and appropriate recommendations that might be taken into consideration by MOE. There appears to be a large number of responsibilities and assignments listed as part of a teacher's job at a school, but no documents that explicitly define the number of tasks that each

teacher is required to be assigned to, the amount of time required for each task, or the fact that the school administrator has prerogative over the distribution of these responsibilities and the length of teachers' workdays (which could be inconvenient). The dilemma of role ambiguity may be resolved by this document, but the impact may be smaller than anticipated.

For this reason, this study recommends conducting a thorough job analysis and designing a complete job description to gauge teacher's ability to perform at the required level of the position according to rate-for the job (which is likely vague at the moment). To dismantle the seniority-based social order at school, different pay grades should be accompanied by corresponding levels of accountability. This initiative would provide the likelihood of improvement in role ambiguity, role overload and role conflict.

For instance, a good example of document that could be use as benchmarking is, “*Amanah Tugas Pensyarah*” (ATP) for UiTM that introduced in 2011 to reflect the actual working hours of lecturers. Since there are some similarities in the nature of job between teachers and lecturers, the concept from the document could be replicated in supplementing MySG. The proposed concept drawn from UiTM’s ATP document as illustrated in Figure 5.1.

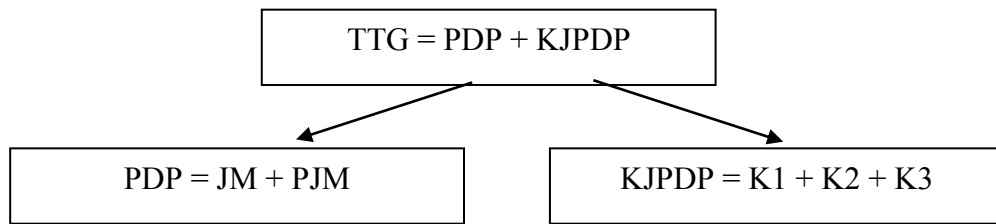


Figure 5.1.

Model Concept of "*Tugas dan Tanggungjawab Guru (TTG) 1.0*"

Where,

- PDP = Teaching and Learning
- KJPDP = Equal hour of Teaching and Learning
- JM = Classroom Teaching
- PJM = Teaching preparation
- K1 = Co-curricular activities
- K2 = Students' consultation, assessment, and evaluation, communication with parents, peer engagement and community service
- K3 = General administrative duties,

Source: *Pekeliling Akademik Universiti Teknologi MARA, Bilangan 5 Tahun 2017*

This replicated concept would reinforce teachers' expectation on their job structure and provides parity on job distribution among them.

Before the concept could be applied, time and motion study should be done in advance to evaluate the activities and tasks in MySG. An in-depth time and motion study is essential for establishing an appropriate ratio of available resources to the amount of work being done and for business-process improvement. MOE can

benefit from a time and motion to assess whether they are over or understaffed, or identifying any overlapping tasks, which can improve their ability to maximise organisational effectiveness. Therefore, this approach would anticipate that problems associated with role overload will be alleviated by this recommendation.

5.4.2 Recommendation for Future Research

Due to complex and large structure of school systems in Malaysia, there are lots of possibilities to explore and extrapolate the effect of role stressors and job stress to get better understanding pertaining to the issue highlighted. For instance, factors that may have influence on role-stress theory such as types of schools, geographical location (such as urban, sub-urban, rural, and remote areas), school sizes (such as teacher-student ratio, big-medium-small categories) and split study between school administrative-academic teachers that may reflects the tasks distribution between workload at school.

As the topic of teacher workload-stress has been addressed for so long, it is important to note that the theoretical methods from cross-sectional study designs can only describe the existing situation. Hence, detailed longitudinal research should be done to quantify the impact and developments or changes in the target population at both the group and individual levels, which can also help to discover other elements or connections between distinct events over time.

5.5 Limitations of the study

Even if the study's objectives have been met, there are still a few caveats worth mentioning. Particularly, the time allotted and the sample size of the population. It is possible that the study environment in Putrajaya does not represent the large population of teachers across each state of Malaysia (approximately at 10,200 schools) due to factors like socio-geographical locations, accessibility to amenities and facilities, school-home distances, and many others. It is preferable to have a wider population sample that can cover numerous elements that may be helpful in forming general assumptions due to the varying degree of probabilities.

However, given the short time frame of this research, a cross-sectional study approach was adopted, which is based solely on observations made at a single time point and so only provides a snapshot of society at that time. It is not possible to draw firm conclusions about the nature of any correlation or significance between variables based solely on the results of cross-sectional studies. On the other hand, longitudinal studies emphasise continuous participation from individuals (interventions may be made while conducting the study). Longitudinal research is useful because it can prove the link between variables. Hence, it would be possible to draw firm conclusions or establish reliable connections between variables based on the findings of longitudinal investigations.

5.6 Conclusion

The two (2) objectives of the study were aimed to explore the effect of role ambiguity, role conflict, role overload and role stressors as a whole to job stress among teachers in public school and to assess whether workload (as in working hours) have influence on teachers' job stress. In a nutshell, the results of this study show that role stressors contribute to job stress among Malaysian public-school teachers to varying degrees. Because of this, the study's first research aim was successfully accomplished. However, Objective II of the study, which aimed to assess if teachers' work hours have influence on their jobs stress, yielded inconclusive results.



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Appendix A

Research Questionnaire



Pusat Pengajian Pengurusan Perniagaan
School of Business Management

UNIVERSITI UTARA MALAYSIA

ROLE STRESSORS AND WORKLOAD: TEACHERS' PREDICAMENT IN MALAYSIA

Assalamualaikum dan salam sejahtera,

Responden yang dihormati,

Kajian ini bertujuan untuk mengetahui tekanan peranan kerja (*role stressors*) dan faktor yang mempengaruhi tekanan kerja (*job stress*) di kalangan guru akademik di sekolah rendah dan menengah di bawah Kementerian Pendidikan Malaysia. Dapatan daripada kajian ini diharapkan dapat memberikan gambaran berkenaan tahap tekanan kerja guru di sekolah. Untuk makluman, kaji selidik ini adalah KHUSUS BAGI GURU AKADEMIK yang tidak memegang jawatan pentadbiran (*Pentadbir dan Penolong Kanan*). Kerjasama daripada anda adalah amat diharapkan untuk menjawab soalan di bawah dengan teliti dan seikhlas hati. Semua maklumat dalam borang kaji selidik ini adalah dirahsiakan dan hanya untuk tujuan kajian ini sahaja.

Kerjasama dan perhatian tuan/puan dalam melengkapkan borang kaji selidik ini adalah amat dihargai dan didahului dengan jutaan terima kasih.

Disediakan oleh:

MUHAMMAD IKHWAN BIN TAMAT (828660)

SARJANA PENGURUSAN SUMBER MANUSIA

PUSAT PENGAJIAN PENGURUSAN PERNIAGAAN

UNIVERSITI UTARA MALAYSIA

Emel: mi_ikhwana_tamat@uumkl.uum.edu / Tel: 019-7774308

Nota: Borang kaji selidik ini mengandungi 55 soalan terbahagi kepada tiga (3) bahagian yang akan mengambil masa kira-kira 10 hingga 15 minit masa berharga anda.

BAHAGIAN A: MAKLUMAT RESPONDEN

ARAHAN: Sila tindakan (/) di petak yang disediakan

MAKLUMAT DIRI ANDA

1. Jantina:

Lelaki ☐ Perempuan ☐

2. Umur:

30 tahun & ke bawah ☐ 31 – 40 tahun ☐ 41 – 50 tahun ☐
51 tahun & ke atas ☐

3. Gred jawatan semasa:

DG54	☐	DG52	☐	DG48	☐	DG44	☐
DG41	☐	DG38	☐	DG34	☐	DG32	☐
DG29	☐						

4. Kelulusan Akademik Tertinggi:

Phd ☐ Sarjana ☐ Sarjana Muda ☐
Diploma ☐

MAKLUMAT KHUSUS

1. Jenis sekolah:

Sekolah Rendah ☐ Sekolah Menengah ☐

2. Jawatan semasa di sekolah:

Guru Kanan Mata Pelajaran	☐	Guru Data	☐
Guru Penyelaras Bestari	☐	Guru Akademik Biasa	☐
Guru Perpustakaan dan Media	☐	Guru Pemulihan	☐
Guru Pendidikan Khas Integrasi	☐	Guru Bimbingan/ Kaunseling	☐

3. Pengalaman Mengajar:

5 tahun & ke bawah		6 – 10 tahun		11 – 15 tahun	
16 - 20 tahun		21 tahun & ke atas			

4. Jumlah Mata pelajaran/ Subjek diajar dalam SEMINGGU:

Contoh: 1) Bahasa Inggeris Tahun 1 + Bahasa Inggeris Tahun 2 = 2 MP; ATAU
 2) Bahasa Inggeris Tahun 1 (Kelas A,B,C,D) = 1 MP; ATAU
 3) Bahasa Inggeris Tahun 1 + Pendidikan Moral Tahun 2 = 2 MP.

0		1		2		3	
4		5		6		7+	

5. Jumlah Kelas Mengajar dalam SEMINGGU:

Contoh: 1) Matematik Tahun 1 (Kelas A,B,C,D) = 4 kelas; ATAU
 2) Matematik, Sains, Pendidikan Moral Tahun 5 (Kelas A) = 3 kelas

0		1		2		3	
4		5		6		7+	

6. Jumlah purata anggaran WAKTU MENGAJAR dalam SEMINGGU:

Kurang 4 jam (< 240 min)		4-8 jam (240-480 min)	
9-15 jam (540-900 min)		16-20 jam (960-1,200 min)	
lebih 20 jam (1,200 min +)			

7. Jumlah purata anggaran WAKTU PERSEDIAAN sebelum/ selepas mengajar dalam SEMINGGU:

Kurang 4 jam (< 240 min)		4-8 jam (240-480 min)	
9-15 jam (540-900 min)		16-20 jam (960-1,200 min)	
lebih 20 jam (1,200 min +)			

8. Jumlah purata anggaran untuk tugas SELAIN MENGAJAR dalam SEMINGGU (jika ada, termasuk tugas yang diarahkan oleh pentadbir sekolah, PPD, JPN, Kementerian atau agensi lain):

Kurang 4 jam (< 240 min)		4-8 jam (240-480 min)	
9-15 jam (540-900 min)		16-20 jam (960-1,200 min)	
lebih 20 jam (1,200 min +)			

BAHAGIAN B: TEKINAN KERJA (*JOB STRESS*)

Bahagian ini mengandungi 21 soalan untuk mengukur tahap tekanan di tempat kerja
ARAHAN: Sila baca setiap kenyataan dengan teliti dan bulatkan jawapan anda yang dirasakan paling tepat menggambarkan pandangan anda terhadap kenyataan yang diberikan.

JS1. Anda mempunyai masa untuk menyelesaikan tugas anda.

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

JS2. Anda mempunyai kemungkinan untuk mempengaruhi keputusan di tempat kerja.

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

JS3. Penelia sedia mempertimbangkan/menerima pandangan anda.

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

JS4. Anda boleh membuat keputusan mengenai kadar kerja anda.

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

JS5. Beban kerja anda meningkat sejak kebelakangan ini.

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

JS6. Matlamat/ visi untuk tempat kerja anda jelas dan difahami.

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

JS7. Anda tahu tugas/tanggungjawab yang termasuk dalam skop kerja anda.

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

JS8. Anda tahu siapa yang boleh membuat keputusan di tempat kerja anda.

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

JS9. Anda sedar tentang sebarang konflik yang berlaku di tempat kerja anda.

Sangat tidak bersetuju

Sangat bersetuju

1	2	3	4	5
---	---	---	---	---

JS10. Anda seringkali terlibat dalam konflik di tempat kerja anda.

Sangat tidak bersetuju

Sangat bersetuju

1	2	3	4	5
---	---	---	---	---

JS11. Penyelia anda mengambil inisiatif untuk menyelesaikan konflik di tempat kerja anda.

Sangat tidak bersetuju

Sangat bersetuju

1	2	3	4	5
---	---	---	---	---

JS12. Anda sentiasa meletakkan tuntutan dan harapan yang tinggi terhadap diri anda di tempat kerja.

Sangat tidak bersetuju

Sangat bersetuju

1	2	3	4	5
---	---	---	---	---

JS13. Anda sering dilibatkan dalam menentukan hala tuju organisasi di tempat kerja anda.

Sangat tidak bersetuju

Sangat bersetuju

1	2	3	4	5
---	---	---	---	---

JS14. Anda sering berfikir tentang kerja selepas habis waktu bekerja setiap hari.

Sangat tidak bersetuju

Sangat bersetuju

1	2	3	4	5
---	---	---	---	---

JS15. Anda merasa sukar untuk menetapkan kadar had tugas kerja walaupun anda mempunyai banyak perkara yang perlu dilakukan dalam jadual kerja harian anda.

Sangat tidak bersetuju

Sangat bersetuju

1	2	3	4	5
---	---	---	---	---

JS16. Anda mengambil lebih banyak tanggungjawab di tempat kerja daripada yang sepatutnya.

Sangat tidak bersetuju

Sangat bersetuju

1	2	3	4	5
---	---	---	---	---

JS17. Anda sering menyiapkan kerja di luar waktu bekerja harian biasa untuk menyelesaikan tugas anda

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

JS18. Anda merasa sukar untuk tidur kerana fikiran anda terganggu dengan kerja

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

JS19. Anda merasa sukar untuk mencari masa untuk berada dengan keluarga disebabkan oleh kerja anda

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

JS20. Anda merasa sukar untuk mencari masa untuk bersama rakan-rakan anda disebabkan oleh kerja anda

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

JS21. Anda merasa sukar untuk mencari masa untuk melakukan aktiviti rekreasi disebabkan oleh kerja anda

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

BAHAGIAN C: PERANAN TEKANAN KERJA (*JOB STRESSORS*)

Bahagian ini mengandungi 19 soalan untuk mengukur peranan tekanan di tempat kerja
ARAHAN: Sila baca setiap kenyataan dengan teliti dan bulatkan jawapan anda yang dirasakan paling tepat menggambarkan pandangan anda terhadap kenyataan yang diberikan.

LEBIHAN PERANAN

RO1. Saya mampu mengendalikan tugas yang kerap memerlukan langkah penyelesaian secara pantas.

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

RO2. Saya mampu mengendalikan tugas yang kerap memerlukan saya untuk bekerja dengan keras.

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

RO3. Saya mampu melaksanakan banyak perkara meskipun mengalami kekangan masa.

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

RO4. Saya mampu mengendalikan tugas yang kerap diberikan dalam kuantiti yang banyak.

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

RO5. Saya mampu melakukan lebih banyak kerja daripada apa yang sepatutnya saya boleh lakukan (dengan baik).

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

KEKABURAN PERANAN

RA1. Saya amat yakin terhadap bidang kuasa yang saya miliki.

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

RA2. Saya mempunyai matlamat tugas yang jelas dan terancang.

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

RA3. Saya tahu bahawa saya telah membahagikan masa saya dengan baik.

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

RA4. Saya tahu tentang tanggungjawab sebenar saya.

Sangat tidak bersetuju					Sangat bersetuju
1	2	3	4	5	

RA5. Saya tahu tentang apa sebenarnya yang diharapkan daripada saya.

Sangat tidak bersetuju

Sangat bersetuju

1	2	3	4	5
---	---	---	---	---

RA6. Saya menerima penerangan yang jelas tentang prosedur tugas yang sepatutnya saya lakukan.

Sangat tidak bersetuju

Sangat bersetuju

1	2	3	4	5
---	---	---	---	---

KONFLIK PERANAN

RC1. Saya perlu melakukan sesuatu tugas dengan cara yang berlainan daripada sepatutnya.

Sangat tidak bersetuju

Sangat bersetuju

1	2	3	4	5
---	---	---	---	---

RC2. Saya diberi tugas tanpa bantuan tenaga kerja yang secukupnya.

Sangat tidak bersetuju

Sangat bersetuju

1	2	3	4	5
---	---	---	---	---

RC3. Saya terpaksa mengetepikan dasar atau peraturan sedia ada semata-mata untuk menyiapkan tugas yang diberikan.

Sangat tidak bersetuju

Sangat bersetuju

1	2	3	4	5
---	---	---	---	---

RC4. Saya perlu bekerja dengan dua kumpulan atau lebih yang mempunyai kehendak dan kaedah kerja yang berbeza.

Sangat tidak bersetuju

Sangat bersetuju

1	2	3	4	5
---	---	---	---	---

RC5. Saya menerima permintaan tugas yang bercanggah daripada dua pihak yang berbeza.

Sangat tidak bersetuju

Sangat bersetuju

1	2	3	4	5
---	---	---	---	---

RC6. Saya melakukan perkara-perkara yang mungkin diterima oleh satu orang dan tidak diterima oleh orang lain.

Sangat tidak bersetuju

Sangat bersetuju

1	2	3	4	5
---	---	---	---	---

RC7. Saya melakukan perkara-perkara yang tidak perlu dalam pekerjaan.

Sangat tidak bersetuju

Sangat bersetuju

1	2	3	4	5
---	---	---	---	---

RC8. Saya menerima tugas tanpa sumber dan bahan yang mencukupi.

Sangat tidak bersetuju

Sangat bersetuju

1	2	3	4	5
---	---	---	---	---

SOAL SELIDIK TAMAT

Saya mengucapkan jutaan terima kasih atas masa dan kerjasama anda untuk melengkapkan borang kaji selidik ini.



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Appendix B

Sample Size Chart

Sample Size for a Given Population Size.(Sekaran, 2003)

N	S	N	S	N	S
30	28	280	162	1500	306
40	36	290	165	1600	310
50	44	300	169	1700	313
60	52	320	175	1800	317
70	59	340	181	1900	320
80	66	360	186	2000	322
90	73	400	196	2200	327
95	76	420	201	2400	331
100	80	440	205	2600	335
110	86	460	210	2800	338
120	92	480	214	3000	341
130	97	500	217	3500	346
140	103	550	226	4500	354
150	108	600	234	5000	357
160	113	650	242	6000	361
170	118	700	248	7000	364
180	123	750	254	8000	367
190	127	800	260	9000	368
200	132	850	265	10000	370
210	136	900	269	15000	375
220	140	950	274	20000	377
230	144	1000	278	30000	379
240	148	1100	285	40000	380
250	152	1200	291	50000	381
260	155	1300	297	75000	382
270	159	1400	302	1000000	384

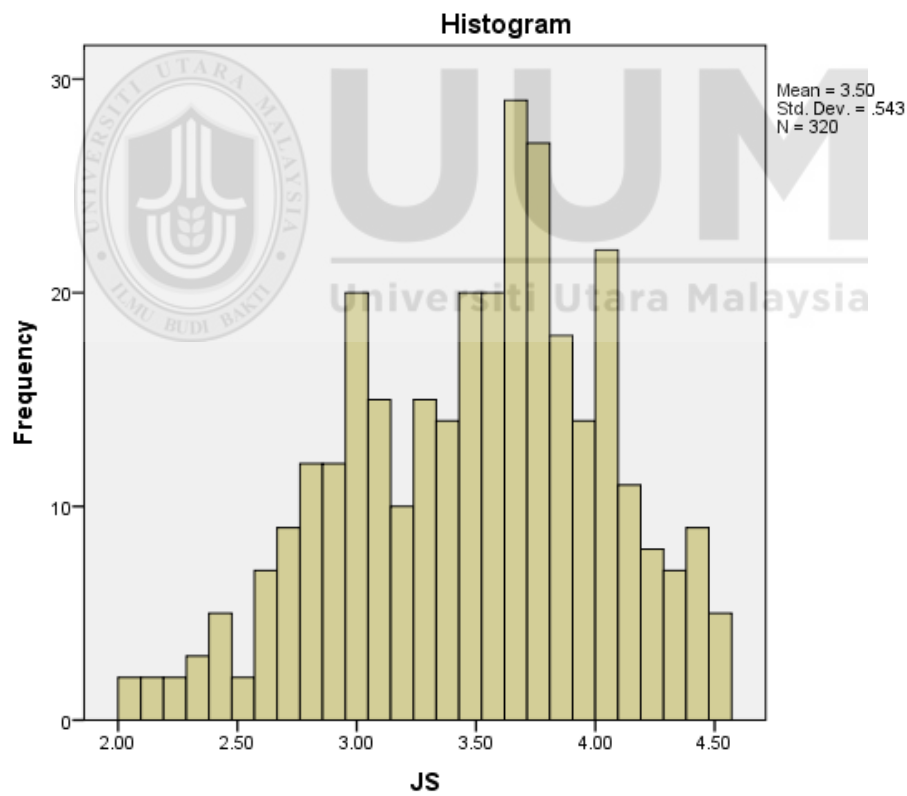
Sekaran. (2003). *Research Methods for Business: a skill building approach*. 4thed. New York: Wiley

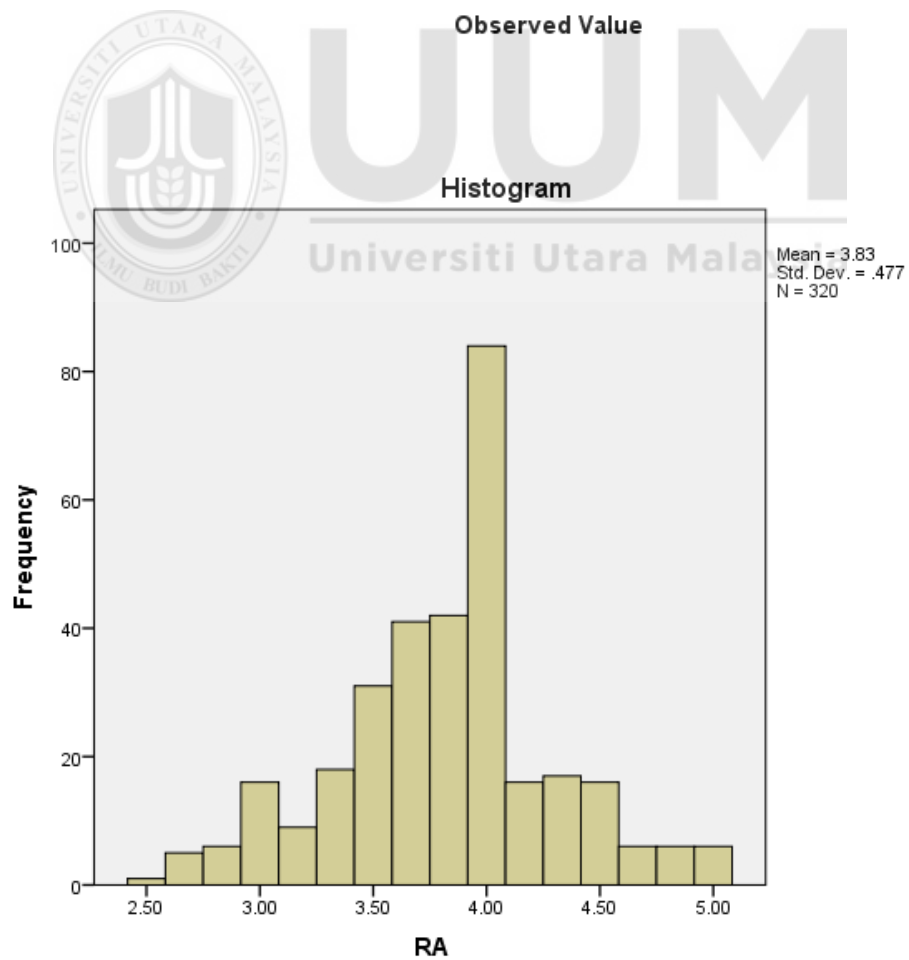
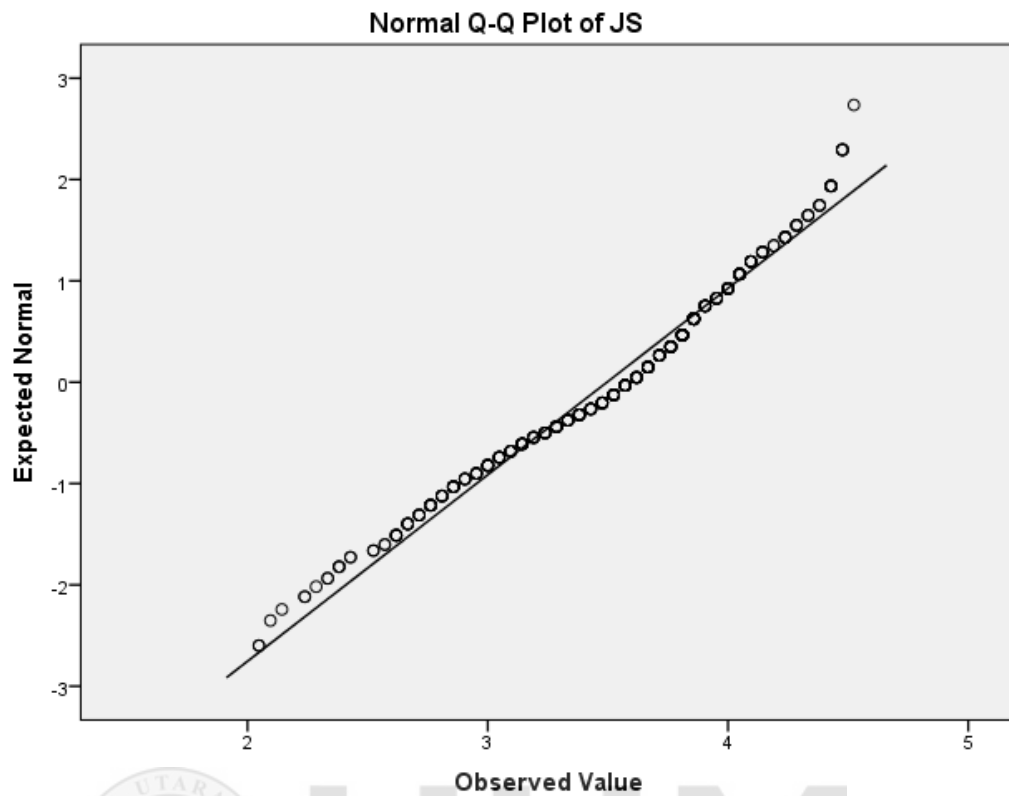
Appendix C

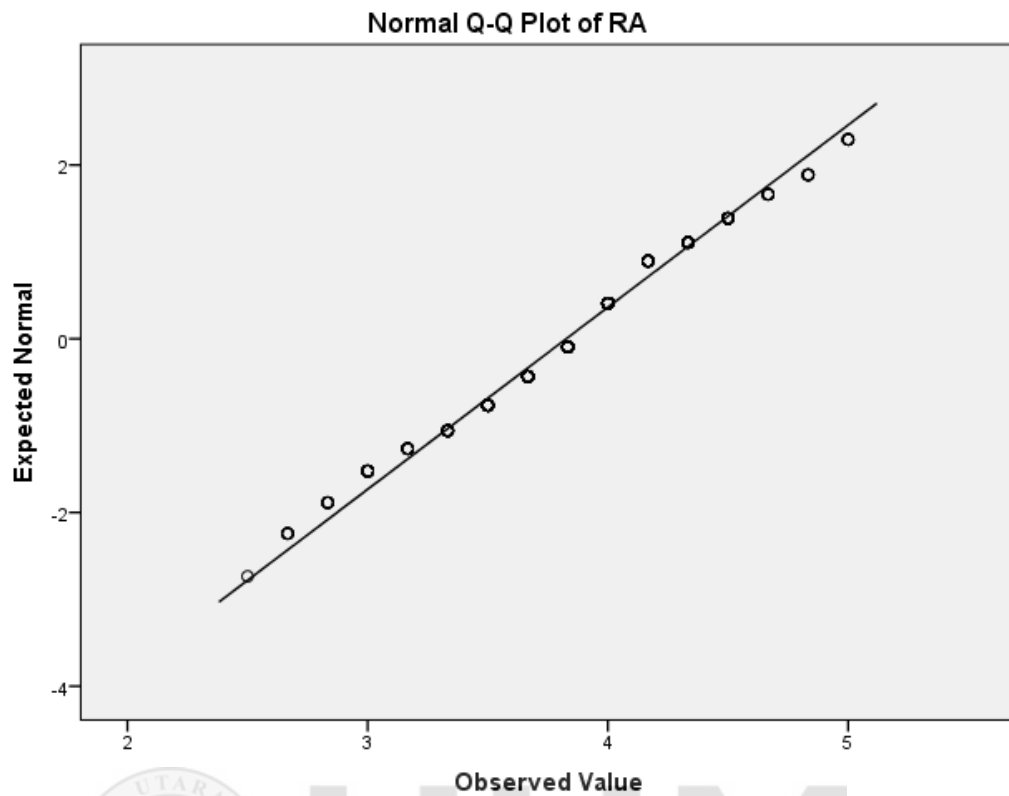
Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
JS	.092	320	.000	.975	320	.000
RA	.149	320	.000	.970	320	.000
RC	.051	320	.044	.991	320	.047
RO	.116	320	.000	.975	320	.000

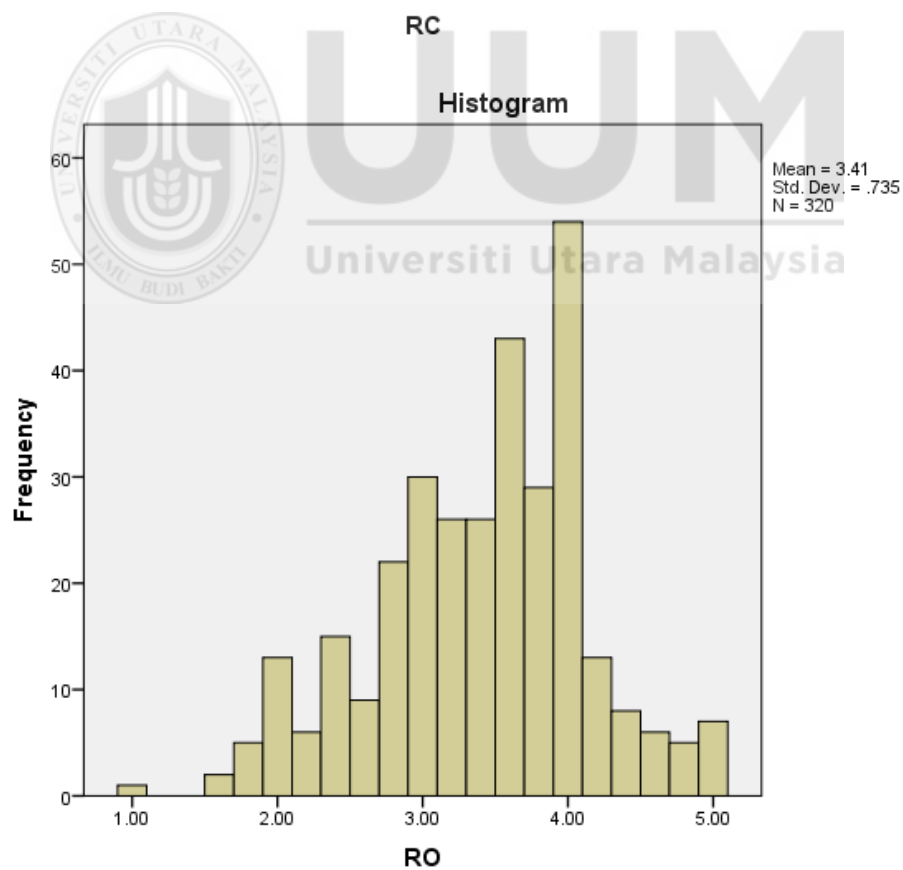
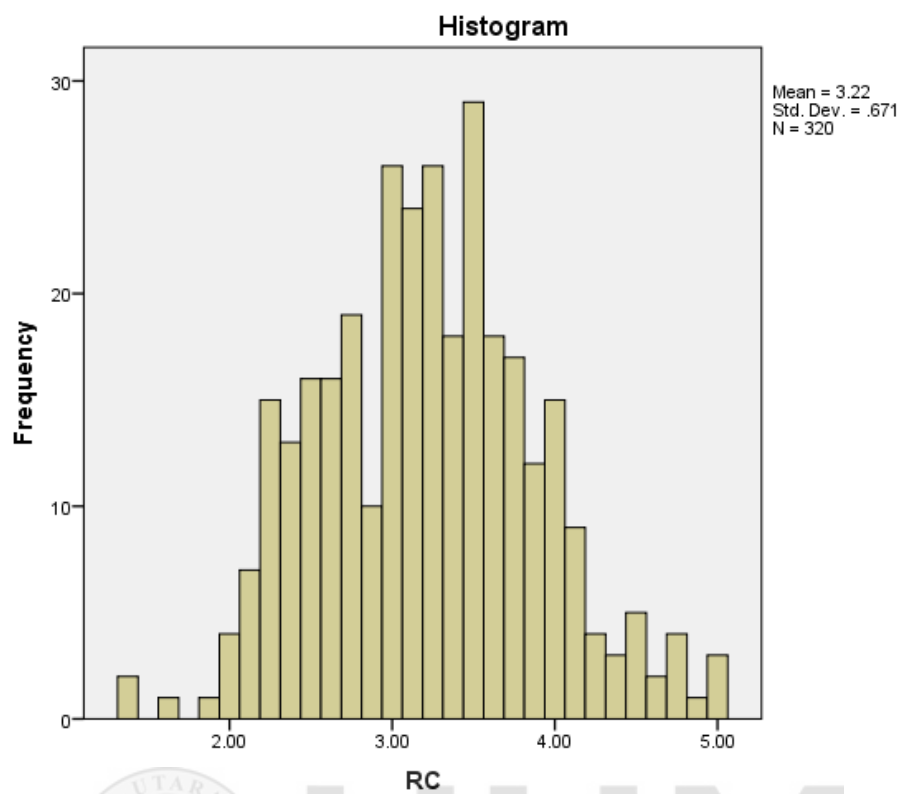
a. Lilliefors Significance Correction

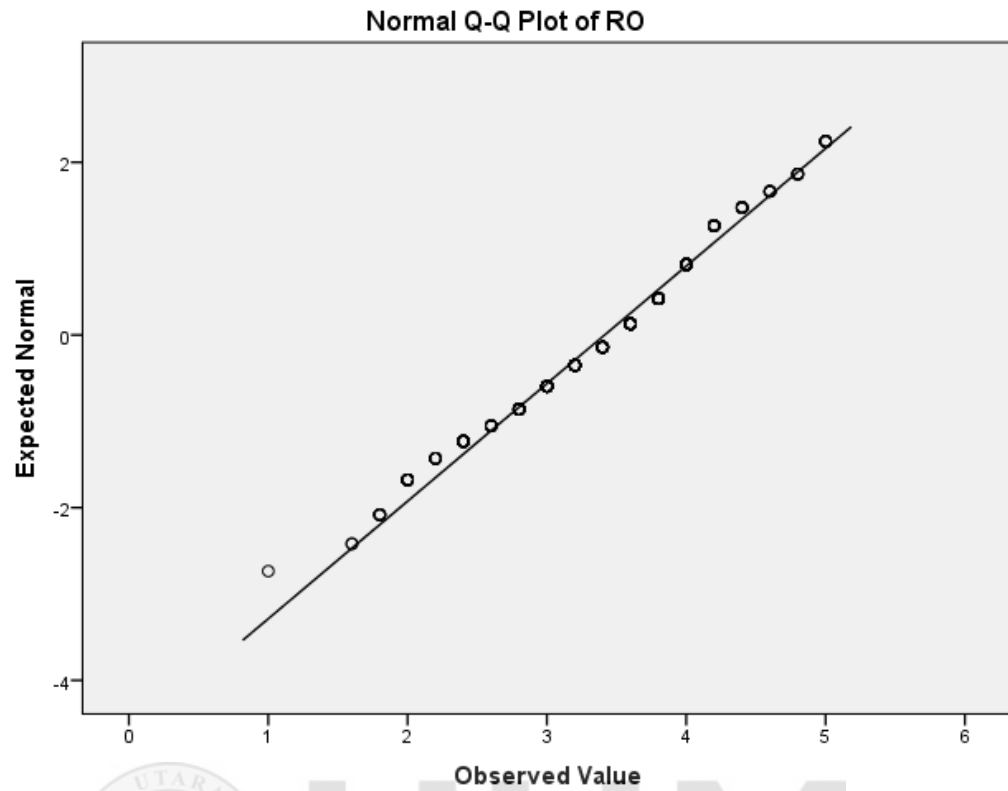






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Appendix D

Analysis Output from SPSS

Pearson's Correlation Coefficient

		Correlations			
		JS	RA	RC	RO
JS	Pearson Correlation	1	.531**	-.384**	.446**
	Sig. (2-tailed)		.000	.000	.000
	N	320	320	320	320
RA	Pearson Correlation	.531**	1	-.206**	.498**
	Sig. (2-tailed)	.000		.000	.000
	N	320	320	320	320
RC	Pearson Correlation	-.384**	-.206**	1	-.121*
	Sig. (2-tailed)	.000	.000		.031
	N	320	320	320	320
RO	Pearson Correlation	.446**	.498**	-.121*	1
	Sig. (2-tailed)	.000	.000	.031	
	N	320	320	320	320

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

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

Multiple Regression Analysis

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.634 ^a	.402	.396	.42223

a. Predictors: (Constant), RO, RC, RA

b. Dependent Variable: JS

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.863	3	12.621	70.793	.000 ^b
	Residual	56.337	316	.178		
	Total	94.200	319			

a. Dependent Variable: JS

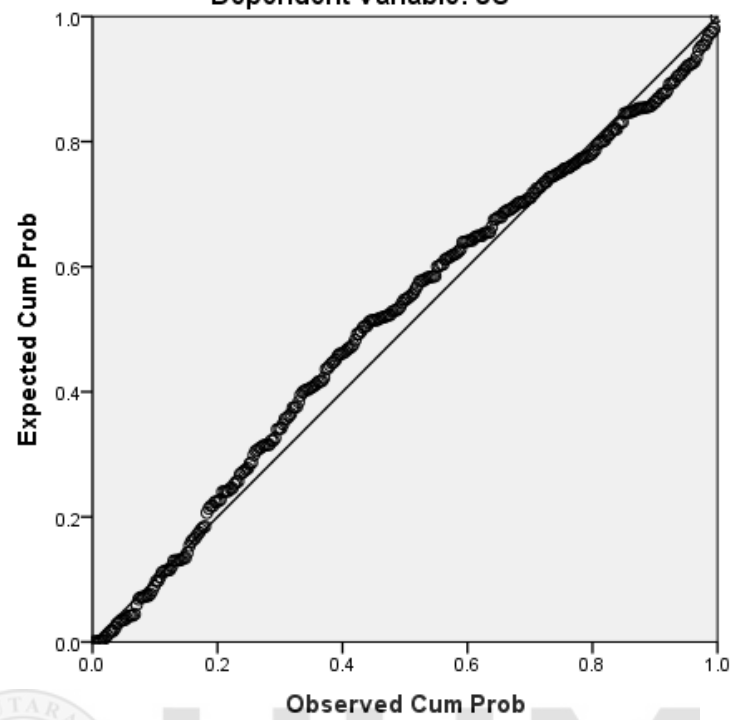
b. Predictors: (Constant), RO, RC, RA

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	2.089	.247		8.444	.000		
RA	.405	.058	.356	6.988	.000	.730	1.370
RC	-.229	.036	-.283	-6.355	.000	.957	1.045
RO	.174	.037	.235	4.673	.000	.751	1.331

a. Dependent Variable: JS

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: JS



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