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THE INFLUENCE OF PSYCHOSOCIAL CLIMATE ON PSYCHOSOCIAL SAFETY BEHAVIOR: A STUDY AMONG SECONDARY SCHOOL TEACHERS

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Universiti Utara Malaysia

MASTER OF HUMAN RESOURCE MANAGEMENT

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ABSTRACT

Research on secondary teachers' psychosocial safety behavior is currently still limited. The current study anticipates that the concepts are similar to those of physical safety because there are still few studies pertaining to psychosocial safety behavior. The goal of the current study is to gain a better understanding of secondary teachers' psychosocial safety behaviors in Selangor, Kuala Lumpur, and Putrajaya. A conceptual model was developed in order to understand how these four main constructs: psychosocial safety climate, psychosocial safety knowledge, and psychosocial safety motivation is related in explaining psychosocial safety behavior (psychosocial safety compliance and psychosocial safety participation). A total of 400 sets of questionnaires were distributed to daily secondary teachers in Selangor, Kuala Lumpur, and Putrajaya. The study managed to collect 330 questionnaires via Google Form and used for data analysis (n = 330), representing an 82.5% response rate. Data were analysed using the IBM Statistical Package for the Social Sciences (SPSS) Version 27.0 programme. The results of regression analysis in this study have indicated that there is a positive relationship between the psychosocial safety climate, psychosocial safety knowledge, and psychosocial safety behavior (psychosocial safety compliance and psychosocial safety participation). The relationship between psychosocial safety motivation and psychosocial safety compliance is positively significant. However, psychosocial safety motivation and psychosocial safety participation were not significant, according to the findings in this present study. This study succeeded in identifying the factors that contribute to psychosocial safety behavior among secondary teachers so that interventions can be developed to reduce psychological strain among secondary teachers in Selangor, Kuala Lumpur, and Putrajaya. This study has also contributed to the non-Western context and enriched the existing literature, serving as a guide for other researchers who are interested in psychosocial safety behavior issues and providing references and guidelines. Practically, the study pointed out that strengthening the psychosocial safety climate, psychosocial safety knowledge, and psychosocial safety motivation within an organisation may influence secondary teachers' psychosocial safety behavior. The results of this study will also be helpful to MOE, senior management at the school, the division that handles teacher training such as IPGM, BPG, and IAB, facilitate policy makers, and stakeholders regarding psychosocial safety behavior by increasing teachers' compliance and participation in school-based psychosocial safety.

Keywords: psychosocial safety climate, psychosocial safety knowledge, psychosocial safety motivation, psychosocial safety behavior, psychosocial safety compliance, psychosocial safety participation, self-efficacy, and secondary school teachers

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ABSTRAK

Penyelidikan mengenai tingkah laku keselamatan psikososial guru menengah pada masa ini masih lagi terhad. Kajian ini menjangkakan bahawa konsep tersebut adalah serupa dengan konsep keselamatan fizikal kerana masih terdapat sedikit kajian yang berkaitan dengan tingkah laku keselamatan psikososial. Matlamat kajian ini adalah untuk mendapatkan pemahaman yang lebih baik tentang tingkah laku keselamatan psikososial guru menengah di Selangor, Kuala Lumpur, dan Putrajaya. Model konseptual dibangunkan untuk memahami bagaimana empat konstruk utama iaitu iklim keselamatan psikososial, pengetahuan keselamatan psikososial, dan motivasi keselamatan psikososial dikaitkan dalam menerangkan tingkah laku keselamatan psikososial (pematuhan keselamatan psikososial dan penyertaan keselamatan psikososial). Sebanyak 400 set soal selidik telah diedarkan kepada guru menengah harian di Selangor, Kuala Lumpur, dan Putrajaya. Kajian ini berjaya mengumpul 330 soal selidik melalui Borang Google dan digunakan untuk analisis data (n = 330), mewakili kadar maklum balas 82.5%. Data dianalisis menggunakan program IBM *Statistical Package for the Social Sciences* (*SPSS*) Versi 27.0. Hasil analisis regresi dalam kajian ini telah menunjukkan bahawa terdapat hubungan yang positif antara iklim keselamatan psikososial, pengetahuan keselamatan psikososial, dengan tingkah laku keselamatan psikososial (pematuhan keselamatan psikososial dan penyertaan keselamatan psikososial). Hubungan antara motivasi keselamatan psikososial dan pematuhan keselamatan psikososial adalah signifikan secara positif. Walau bagaimanapun, berdasarkan penemuan dalam kajian ini, motivasi keselamatan psikososial dan penyertaan keselamatan psikososial adalah tidak signifikan. Kajian ini telah berjaya mengenal pasti faktor-faktor yang menyumbang kepada tingkah laku keselamatan psikososial dalam kalangan guru menengah supaya intervensi dapat dibangunkan untuk mengurangkan ketegangan psikologi dalam kalangan guru menengah di Selangor, Kuala Lumpur, dan Putrajaya. Kajian ini juga telah menyumbang kepada konteks bukan barat dan memperkayakan literatur sedia ada, menjadi panduan kepada penyelidik lain yang berminat dalam isu tingkah laku keselamatan psikososial dan menyediakan rujukan dan garis panduan. Secara praktikal, kajian ini menunjukkan bahawa pengukuhan iklim keselamatan psikososial, pengetahuan keselamatan psikososial, dan motivasi keselamatan psikososial dalam organisasi boleh mempengaruhi tingkah laku keselamatan psikososial guru menengah. Hasil kajian ini juga akan membantu KPM, pengurusan kanan di sekolah, bahagian yang mengendalikan latihan guru seperti IPGM, BPG, dan IAB, memudahkan penggubal dasar, dan pihak berkepentingan mengenai tingkah laku keselamatan psikososial dengan meningkatkan pematuhan dan penyertaan guru dalam keselamatan psikososial di sekolah.

Kata kunci: iklim keselamatan psikososial, pengetahuan keselamatan psikososial, motivasi keselamatan psikososial, tingkah laku keselamatan psikososial, pematuhan keselamatan psikososial, penyertaan keselamatan psikososial, efikasi kendiri, dan guru sekolah menengah

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LIST OF ABBREVIATIONS

BPG	Teacher Professionalism Division
BPsK	Psychology and Counselling Division
BPSM	Human Resource Division
CBT	Cognitive Behavioral Theory
EPRD	Educational Policy Planning and Research Division
ESCM	Education Service Commission Malaysia
IAB	Aminuddin Baki Institute (IAB)
i-Guru	TheMa laysianMusl imTe achers'Asso ciation
JD-R model	Job-Demands-Resources Model
IPGM	Malaysian Institute of Teacher Education
M	Means
MES	Malaysian Examinations Syndicate (MES)
MOE	Ministry of Education
PAJSK	Physical activity, sports and co-curricular assessment
PBD	Pentaksiran Bilik Darjah/Classroom assessment
PBS	Pentaksiran Berasaskan Sekolah/School-based Assessments
PdP	Teaching and learning
PP	Pentaksiran Berpusat/Central Assessment
PPsi	Psychometric Assessment
PSB	Psychosocial Safety Behavior
PSC	Psychosocial Safety Climate
PSK	Psychosocial Safety Knowledge
PSM	Psychosocial Safety Motivation
PT3	Form Three Assessment
SD	Standard Deviation
UPSR	Primary School Achievement Test

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The term "psychosocial" refers to the interaction of internal systems that occur in each individual employee, including aspects of emotions, thoughts, and behaviors that are frequently related to and reacted to by the workplace or organisation (Idris, 2017). Each organisation's vision, mission, and image are unique, as are its processes and work systems, and all of these elements interact with one another and relate to form a work organisation factor that directly affects the level of wellbeing for every employee in the organisation. There are many potential risk factors and negative psychosocial effects in the workplace, including but not limited to: work pressure and stress, fatigue, ergonomic factors, discrimination, and favouritism, bullying, work and relationship conflicts, insubordination and task violations, abuse and sexual harassment, and others (Idris, 2017).

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Individual workers' internal psychological characteristics will interact with organisational factors and the work environment to produce an effect known as the "psychosocial effect of work." A positive work environment fosters physical and mental well-being as well as positive work-social relationships, increasing the company's efficiency and productivity. However, in many cases, the psychosocial impact appears in the form of physical and mental distress, negative behavior, and social stigma that ultimately affect individual efficiency, productivity, and achievement (Idris, 2017). This is an issue that needs to be avoided at an early stage before it gets worse.

Because of this, it is important for this study to first understand how Malaysia's education system works. Understanding education policy will be related in a

roundabout way to the amount of work Malaysian teachers have to do and the chance that some of them will have psychological or social problems. The Ministry of Education (MOE) has implemented school-based assessment, also known as "Pentaksiran Berasaskan Sekolah" (PBS), in the current educational framework. PBS is a type of assessment used in schools. Its execution is planned, carried out, evaluated, and reported in accordance with the Malaysian Examinations Syndicate (MES) of Education in the new education system. PBS is a type of assessment used in schools. Its implementation is designed, administered, scored, and reported in accordance with Malaysian Examinations Syndicate (MES) procedures (Raman & Othman, 2017).

PBS is a comprehensive evaluation that assesses a student's mental, emotional, spiritual, and physical aspects. This fits with the national philosophy of education. So, PBS has four (4) components: the central assessment (PP), the assessment of physical activity, sports, and extracurricular activities (PAJSK), the psychometric assessment (PPsi), and the assessment in the classroom (PBD). PBS needs to be done in line with the abolition of the Primary School Achievement Test (UPSR) from 2021 and the abolition of Form Three Assessment (PT3) from 2022. The elimination of UPSR and PT3 also allowed teachers to utilise teaching and learning (PdP) in a more creative and innovative manner to create a more engaging educational environment (New Strait Times, 2022). Classroom-based assessment, also known as "Pentaksiran Bilik Darjah" (PBD), on the other hand, is a continuous assessment that occurs throughout PdP for all subjects. PBD seeks to track students' academic growth while assisting teachers in strengthening their instruction.

The Malaysian Muslim Teachers' Association (i-Guru) revealed that teachers' tasks are now not only imparting knowledge and highlighting the talents of the younger generation but are also burdened with reporting assessments of physical activity,

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sports, and co-curriculum (PAJSK), classroom-based assessment (PBD), compiling B40 student information to get help, and many more. The teachers' workloads are being increased indirectly as a result of the integrated curriculum, particularly when it comes to creating teaching materials and other things.

Not only that, but teachers are also required to do clerical work such as filling out forms, preparing letters and reports, preparing minutes of meetings, and being advisers to associations, games, clubs, and sports. This excessive workload is seen as one of the causes of stress among teachers. Teaching profession that requires them to constantly interact with a large number of students, parents, colleagues, and administrators who each have different problems and demands. This situation is associated with interpersonal relationships. According to Mohd Fauzi et al., 2021, interpersonal relationships are related to the attitude and behavior of other teachers and pressure from principals, education officers, and parents or guardians of students. This means that teachers need to respond quickly and personally to individuals who may have problems that the teacher did not expect.

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The MOE is also working hard to put the agenda of empowering the country's education through education transformation into action. In this effort, the MOE organises a strategy to improve the existing education ecosystem, including the description of the tasks and responsibilities of teachers. A teacher's job is not just to teach in the classroom. Many teachers have to spend extra time outside of the classroom to help students learn their lessons and improve their knowledge or skills (Kongcharoen et al., 2019). The teacher's workload is huge. Therefore, time limitations are a significant cause of stress among teachers because there is a growing desire for work to be completed in a short amount of time (Hadi et al., 2009). In

addition, MOE is also devising strategies and interventions to overcome the problem of learning dropout among school students (New Strait Times, 2022).

So, the main goal of this study is to find out how teachers at their current school deal with psychosocial safety behaviors. This is consistent with the teacher's numerous responsibilities, time constraints, the use of unstable systems, the high demands placed on teachers, and the various factors that can result in psychosocial effects on mental health that influence the teacher's psychosocial safety behaviour. This study's goal is supported by a number of prior studies that have identified cause and effect among teachers, particularly secondary school teachers. Every teacher may experience the health issue known as "teacher stress" because of the enormous societal demands placed on teachers. It has a negative impact on academic quality and student growth and negatively impacts teachers' thoughts, emotions, and physical health. (Kongcharoen et al., 2019).

Due to the sudden change in working methods, teachers experienced an unexpected increase in workload. Some struggle to teach online. Extra preparation work must be done to guide their students online, and it is also hard for students to pay full attention to the class as it is not in a proper face-to-face classroom. Students tend to zone out or get distracted by the gadgets that are used for entertainment. This led to students being unable to do well in their education exams, and this totally disappointed the teachers who put in the effort into their teaching. The feelings of helplessness, isolation, uncertainty, lack of communication, and heavy workload lead teachers to psychological distress (Platania et al., 2022). All these problems that teachers face affect their performance in teaching; they feel stress, have less productivity, and are not motivated to do their job. These problems that affect teachers' physical and mental health have become a main issue in the education industry (Platania et al., 2022).

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According to Spector & Jex (1992), "workload" refers to the quantity of work, measured in terms of pace and volume. In a recent study, Janib *et al.* (2021) described workload as the effort that is spent on a wide range of tasks. Aside from fulfilling official obligations, this can also include, but is not limited to, the pursuit of work-related goals, both directly and in a more indirect manner. As of July 20, 2022, there are still 2,321 teacher vacancies (Ministry of Education, 2022). These unfilled positions can also result in teachers having to bear a heavy workload to ensure activities and programmes at the school run smoothly.

This workload will affect the emotions and motivation of teachers in secondary schools, making them more dedicated to carrying out their essential duties as teachers. Teachers in secondary schools who feel they are under a great deal of stress at work are more likely to wish to quit teaching within the upcoming five years (Thomson, 2020). They also have lower levels of wellbeing and self-efficacy (Thomson, 2020). MOE must consider teachers' mental health so that some are forced to retire early even if they do not have disciplinary problems and only have to retire voluntarily due to stress (Thomson, 2020). A stressful work atmosphere will increase the likelihood of producing subpar work. A teacher will eventually feel they want to quit their job (Kavita & Hassan, 2018). Evidence suggests that recently appointed teachers have the intention to resign because they are most likely experiencing burnout (Antoniou et al., 2013).

Stressed teachers show reactions related to psychology, physiology, and other related aspects. A negative work environment will lead to stress factors and result in unsatisfactory work production. High levels of stress typically result in substandard work, absenteeism from work, and work abandonment. Teachers who experience the most work-related stress may be more susceptible to occupational illnesses like

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depression. A teacher's depression may affect students' educational experiences and negatively affect relationships with co-workers. This recommends that a program for teachers' mental health support should be offered (Kongcharoen et al., 2019).

Secondary school teachers are viewed as being stressed out in the classroom. According to a survey by Kamaruzaman (2007), 4.7% of teachers reported high levels of job stress, 57.2% reported medium levels, and 37.2% reported low levels. Meanwhile, a study by Azizi and Nik (2009) highlights the workload, interpersonal relationships, student discipline issues, and school rules as factors in secondary school stress. The researcher recommended that the management needs to provide basic classroom setups that enable teaching and learning, proper job separation, and consideration for the dynamics between teachers, as well as organise training sessions or work stress management skills among teachers (Kavita & Hassan, 2018).

The main causes of stress among teachers that have been identified are the workload, including the administrative work that needs to be carried out, frequently changing policies, whether at the department or school level, the school environment, and work demands (Zarin et al., 2021). It is noted that workload leads to the prevalence of burnout among teachers in Malaysia. Demerouti et al. (2001) further stated that critical working conditions with uncontrolled job demands can cause employees to no longer have the ability to perform their duties with excellence and will further reduce their motivation.

MOE is in the process of carrying out a study to identify the reasons why teachers do not intend to continue their service until compulsory retirement. The research team is also identifying the dominant factors that cause teachers to choose to retire before they reach the mandatory retirement age. However, based on the application form submitted by the teacher who chose early retirement, among the main

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factors contributing to secondary school teachers' choosing optional retirement are: no longer being interested in teaching; health issues; workload; family issues; and personal problems (Human Resources Department, MOE, 2022).

Therefore, past researchers suggest that a psychosocial safety climate (PSC) is useful in helping employees manage the impact of psychosocial issues. PSC is also a predictor of social health and employee productivity, as well as a key indicator and method of dealing with workplace psychosocial problems (Dollard and Bakker, 2010; Law et al., 2011; Dollard et al., 2012).

The job description, job function, and internal elements, such as attitude and personal values, can all affect a teacher's motivation at work. The bureaucratic organisation's ability to press or motivate teachers may also have an impact on their motivation at work. (Kongcharoen et al., 2019). Teachers should have a workplace that supports their efforts in a variety of ways if they are to be kept in the teaching profession and encouraged to do their work and do it effectively (Braga et al., 2020).

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Based on the current issues discussed above, it can be concluded that MOE has several issues and challenges in its current policy that require further research. Among the issues are the shortage of teachers, the workload of teachers, which has been discussed for a long time but still has not been resolved, teachers starting to choose to retire early, and so on. These things will necessarily add to the teacher's workload—anxiety, sadness, high blood pressure, smoking addiction, insomnia—and, subsequently, result in teachers being in a state of stress, fatigue, lethargy, loss of motivation, and various other psychosocial issues that need to be addressed.

When an employee experiences psychosocial strain, his or her psychosocial safety behavior suffers and deteriorates. In this study, "psychological strain is defined as an outcome of organisational stress, experienced at the individual level" (Bhagat et

al., 2010). All people experience psychological strain, regardless of their national or cultural heritage, and it has a negative impact on work outcomes such as organisational commitment, job involvement, and job satisfaction. Psychosocial issues frequently have negative effects on mastery and self-esteem (decreased life satisfaction), psychological strain, and physical outcomes like hypertension (Bhagat et al., 2010).

Research by Bhagat et al. (2010) found that one of the reasons that employees will face psychological strain is when they are met with ambiguous expectations and are unclear regarding the right way to carry out tasks and implement the trust that has been held accountable. Additionally, they express stress over having too much to do or dealing with competing demands while carrying out their job duties. They experience psychological discomfort or strain when circumstances of uncertainty, disagreement, and excessive workload are brought about by outside forces. According to Bhagat et al. (2010), problem-focused coping is generally more effective at coping with role stress in individualistic contexts.

Being proactive may not always be advantageous to employees, and it may even have negative effects on their psychological health and ability to perform their jobs in some circumstances (Wei et al., 2021). Wei et al. (2021) suggest that leaders are coached and encouraged to give proactive employees the trust, support, and other resources they need to bring about change in the workplace. Organisations and managers should focus on enhancing proactive employees' psychological wellbeing because it is beneficial to their performance outcomes (Wei et al., 2021). A study by Wei et al. (2021) also suggested that organisations can offer training sessions to assist this group of employees in learning how to handle pressure and stress. By doing this, they will have more tools at their disposal to improve their sense of control over their

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working environment, lessen psychological stress, and achieve favourable performance results.

Therefore, it is timely that a study be conducted examining the influence of psychosocial safety climate (PSC), psychosocial safety knowledge (PSK), and psychosocial safety motivation (PSM) on psychosocial safety behavior (PSB) among secondary teachers in Selangor, Kuala Lumpur, and Putrajaya be conducted. This study would provide some practical implications for managing and overcoming the impact of psychosocial issues among secondary school teachers.

1.2 Problem Statement

The MOE is widely regarded as actively working towards the goal of enhancing the standard of education offered throughout the nation. This objective is not limited to the production of high-quality human capital in the foreseeable future; rather, it encompasses a more comprehensive range of goals, including improved academic performance. The MOE is responsible, among other things, for ensuring that the curriculum is suitable for use by ensuring that it is continuously reviewed, monitored, and updated. This ensures that it is always relevant to current needs. In addition, the MOE is currently placing a strong emphasis on efforts to train current teachers and prospective teachers in the art of mastering 21st century skills, particularly with regard to the PdP process. With all the effort, updated goals, and monitoring from the MOE to teachers, especially secondary school teachers, it is believed that it will have a significant impact on the PSB' among teachers to fulfil all responsibilities as efficiently as possible.

Good behaviour is a necessary condition for effective teaching. It is commonly assumed that problems with behaviour are the result of erroneous beliefs, distorted

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thoughts, and emotionally irrational responses to stress that are poorly controlled. The authors Lawrence & Stedman (1984) bring to our attention the fact that this kind of disruptive behaviour is frequently frustrating, annoying, and stressful, and in extreme circumstances, it can lead to teacher health problems. According to Skiba & Peterson (2000), assistance should be provided through the establishment of a supportive climate and training in important social skills (Skiba & Peterson, 2000).

For the sake of clarity, it should be noted as well that the present study refers to psychosocial "climate" as the interaction between the environment, content, and conditions at work with the capacity, needs, culture, and extra-work personal elements of the employee, which can influence the employee's health, satisfaction, and work performance based on his or her perception and experience (International Labour Office, 1986; Fernandes and Maria, 2018). Psychosocial "climate" consists of psychosocial safety climate, psychosocial safety knowledge, and psychosocial safety motivation.

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According to earlier studies, a safe work environment may also make it simpler for employees to deal with the pressures of their professions since it acts as a resource that improves coping skills (Dollard & Bakker, 2010). Work pressure, support from the employer and colleagues, and the psychosocial safety atmosphere are all directly related to lower and higher levels of psychosocial safety behavior (Bronkhorst, 2015). Other researchers discovered that performance pressure was a significant factor influencing workplace safety behavior because, under pressure, people tend to favour productivity over safety (Mullen et al., 2004).

According to Bronkhorst (2015), employment resources are also very favourably related to psychological safety behavior. This study found that psychological safety behavior and co-worker support were most strongly associated.

It is interesting to observe that co-worker support was the factor that had the greatest impact on PSB. Since the majority of studies have examined aspects of job demand and job resources and utilised the JD-R theory to examine the psychosocial and physical aspects of safety behaviour, researchers believe that the scope of this topic has been saturated.

The widely used framework for safety behaviour developed by Griffin & Neal (2000) takes only the physical aspects into account when evaluating both safety compliance and participation. More research should be conducted on workplace variables that influence PSB (Bronkhorst, 2015) to determine the workplace conditions that help employees manage psychosocial risks. In addition, the discovery of a wide variety of PSB-related terminology reveals significant theoretical gaps, with implications for future research that focuses on newly emerging issues (Bodhi et al., 2022). Various theoretical models on safety behavior, such as PSK, PSM, and psychosocial safety skills (Griffin & Neal, 2000), can assist in regulating the relationship between psychosocial "climate" and psychosocial safety behavior (Bronkhorst, 2015).

Bronkhorst (2015) suggested that it is necessary to conduct additional research on the aspects of the workplace that have an impact on PSB in order to determine the conditions under which workers are likely to control or lessen the psychosocial hazard in the workplace. Based on that suggestion, the present study is interested in exploring how an organisation's contribution to creating a positive psychosocial safety climate affects people's motivation and knowledge of their jobs and influences psychosocial safety behaviour among teachers. The existing policies and issues that exist in Malaysia's education sector led to the selection of this variable. PSB was chosen as the antecedent in accordance with the viewpoint of Bronkhorst (2015), who states that

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more research on workplace factors influencing PSB is required to investigate how employees can manage psychosocial risks that are present in the workplace. In other words, PSB was chosen to investigate why some teachers can behave safely under pressure while others behave differently.

In addition, PSK and PSM were also identified as antecedents to PSB because of an individual's confidence in their ability to achieve performance goals (Bandura, 1997). It's believing one can control an individual's actions, driving forces, and social circumstances. Perhaps more information could be gained by comparing the effects of safety climates with different units, teams, and organisations to better understand the meaning of PSB.

The present study expects that, like physical safety behavior, physical safety climate, physical safety knowledge, and physical safety motivation, these will affect employees' priorities and show how important psychosocial safety is at the workplace. In a nutshell, the researcher intends to understand the influence of PSB among teachers at secondary schools. The present research believes that strengthening the PSC, PSK, and PSM within an organisation may influence employees' PSB. Thus, the present study will combine PSC, PSK, and PSM in explaining PSB among teachers in secondary schools in Selangor, Kuala Lumpur, and Putrajaya.

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1.3 Research Objective

The main aim of this study is to understand the determinants of psychosocial safety behavior among secondary teachers under the jurisdictions of Selangor, Kuala Lumpur, and Putrajaya State Education Departments.

The specific objectives are:

1. to examine the relationship between psychosocial safety climate (PSC) and psychosocial safety behavior.
2. to investigate the relationship between psychosocial safety knowledge (PSK) and psychosocial safety behavior.
3. to investigate the relationship between psychosocial safety motivation (PSM) and psychosocial safety behavior.

1.4 Research Question

The research aims to answer the research questions as follows:

1. How is the psychosocial safety climate related to psychosocial safety behavior?
2. When does psychosocial safety knowledge influence psychosocial safety behavior?
3. Why is psychosocial safety motivation influencing psychosocial safety behavior?

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1.5 Scope of the study

The scope of the study focuses on teachers who are employed in daily secondary schools under the jurisdictions of Selangor, Kuala Lumpur, and the Putrajaya State Education Department as respondents. The selection location is in line with the previous finding that the majority of respondents, especially those who were teachers in urban areas, showed signs of severe psychological distress (Ganaprakasam et al., 2021). The teaching profession is one of the most difficult and stressful forms of social service. Teachers are the hope of the country, and various parties place high expectations on our school teachers. Choosing a teaching career means that a person

has to be prepared for the demands of work that are constantly changing with the times (Kavita & Hassan, 2018). Teachers were revered as the greatest givers because they helped students learn and influenced their students' well-being (Kongcharoen et al., 2019).

The present study chooses a secondary school over a primary school based on the findings of several previous studies, which have been consistent from the early era until the latest year and found that secondary school teachers reported higher levels of burnout as compared to primary school teachers. Mo (1991) conducted a survey in Hong Kong and discovered that burnout occurred more frequently in secondary teachers than in primary school teachers. There are also other studies that support the same finding and confirm that teachers who teach older children have a lower level of teaching performance (Antoniou et al., 2013).

Kavita and Hassan (2018) also found that teachers in secondary schools felt more stress than teachers in primary schools. This was true for all stress indicators, including job load, time constraints, workload, student attitude, recognition and support, and a lack of resources. Kongcharoen et al. (2019) also said that, for a variety of reasons, secondary school teachers experience more stress than primary school teachers. It was decided that there was a strong positive link between stress and work motivation in high school teachers. (Kongcharoen et al., 2019). Due to the high level of intellectual competition in education today, secondary school students have to take a lot of tests and assessments. This has increased the responsibilities of secondary school teachers.

Inclusion and exclusion criteria were teachers employed in regular or daily secondary schools under the jurisdictions of Selangor, Kuala Lumpur, and Putrajaya State Education Departments, who are included in the present study as respondents.

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Teachers must be full-time, permanent employees, not contract employees. The participating teachers must also spend at least six (6) months at the chosen school. Inexperienced teachers may be more prone to burnout than their more experienced counterparts because they lack the life experience necessary to deal with people, such as students, parents, and other teachers (Luk et al., 2010). This study does not account for teachers who are on leave.

1.6 Significance of the study

This study intends to increase PSB in an organisation, especially among secondary school teachers employed by MOE. Awareness from management, colleagues, and effective communication skills, as well as participation and involvement practises, safety knowledge, and motivation, can have a positive effect on the employees' psychosocial and safety behavior. Both management and policymakers would be interested in finding a way to increase the PCS among teachers in order to further improve their performance and create a healthy working environment for carrying out their daily tasks with excellence and quality.

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1.6.1 Theoretical significance

In general, studies related to PSB are still limited compared to studies on PSC that have received attention from scholars in Western and Eastern contexts, including Malaysia. The job-demands-resources (JD-R) model is what most studies have used to figure out job conditions (job demand and job resources). As was explained further, the current study also showed that it filled in the gaps left by the previous research.

To start, most studies have focused on the difference between the negative relationship between PSC and job demands and the positive relationship between PSC

and job resources. Because of this, not much is known about how the PSC, PSK, and PSM of an organisation may affect secondary teachers' PSB. Hence, this study was conducted to understand the determinants of PSB among secondary school teachers in Malaysia. Besides that, different antecedents, such as PSC, PSK, and PSM, were used in this study as predictors of PSB so that new viewpoints are added to the literature on PSB. Consequently, other researchers who are interested in this PSB issue may use the study's findings as a reference and a set of guidelines. Moreover, the implementation of PSB into the working conditions of secondary school teachers may provide future researchers with information that will help them have a better knowledge of the mechanisms involved in reducing stress and burnout levels among teachers in secondary school or any workforce within Malaysia. As a result, a deeper understanding of the consequences of behavior acquired through the interactions between the independent factors and the dependent variable is acquired.

Secondly, the study adds to the body of knowledge by investigating how Western conceptions of PSB influence work in an Eastern culture, namely Malaysia. This study makes a significant contribution to information on occupational stress by investigating the relationship of PSC, PSK, and PSM on secondary teachers' PSB.

Thirdly, self-efficacy is defined as people's assessment of their ability to plan and carry out the actions necessary to achieve specific types of results (Bandura, 1986). To put it another way, self-efficacy can be defined as an individual's belief regarding whether or not they will be able to successfully complete a specific task. These beliefs serve as the foundation for motivation, well-being, and personal achievement on an individual level (Peterson et al., 2010; Schunk et al., 2010). Before beginning any effort, teachers may have varying degrees of self-efficacy depending on the attitudes and capabilities they possess, the amount of experience they have, and the social

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support they receive from their surroundings. Teachers who have a higher sense of their own efficacy believe they are capable of completing difficult tasks. As a result, they set higher and better goals for themselves and are typically more diligent and tenacious in their pursuit of those goals (Bouffard-Bouchard et al., 1991; Zimmerman & Bandura, 1994).

As a result, the current study employs self-efficacy theory to better understand the environment in secondary schools. The concept of self-efficacy is one that changes over time. Four experiences can affect it: a) active attainment, where individuals gain first-hand experience of the task; b) vicarious experience, where individuals compare themselves with models (other people with similar qualities); c) verbal persuasion, in which individuals are being persuaded to form a belief about a given task; and d) physiological states, in which states such as fatigue or stress may be considered as limiting a person's psychosocial capability (Zimmerman, 2000).

Research has shown that teaching is one of the most stressful careers out there. Recent shifts, such as the expanded use of IT and a wider range of roles for educators, may be exacerbating the problem (Othman & Sivasubramaniam, 2019). Teachers are shown to experience more stress than people in other professions due to the high stress levels of the workplace (Munir et al., 2014). The teacher's job entails focusing on the large number of students who must be taught, as well as the constant changes in the teaching job and related administrative tasks (Ganaprakasam et al., 2021). A survey of 7,853 educators in Malaysia found that the average work week for teachers there was between 40 and 80 hours (Othman & Sivasubramaniam, 2019). Furthermore, with increasing accountability demands, teachers are becoming more emotionally worn out as a result of the increased intensity of their work (Hargreaves, 1994). As a result of bureaucracies in schools, teachers may become stressed as a result of role overload

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and a lack of autonomy. (Ghani et al., 2014). Teachers may be more vulnerable to stress due to their increased exposure to potentially dangerous conditions in the classroom, as well as the increased demands of their jobs and the frequent need to work overtime (Pau et al., 2022).

Workload has also been found to affect teachers' mental health in a significant way (Samad et al., 2011), with particularly heavy loads increasing the risk of burnout in the form of emotional exhaustion. The personal traits of low self-efficacy and poor leadership were also associated with burnout (Othman & Sivasubramaniam, 2019). Teachers' mental health and well-being are bound to suffer as a result of stress and mental pressure (Pau et al., 2022).

Past studies have also focused on teachers in secondary schools, and the results of these studies show that teachers face psychosocial problems due to a high workload and handle a variety of extracurricular activities, parent interactions, and administrative tasks (Raman & Othman, 2017; Othman & Sivasubramanian, 2019; Hadi et al., 2009). According to Elamparuthi (2020), in recent years, the teaching profession has become more difficult around the world, particularly at the secondary level where students reach adolescence, and as a result, stress among teachers has increased rapidly.

Teachers in secondary schools had high rates of depression, anxiety, and stress. To ensure high-quality education, appropriate measures should be taken to improve the mental health of teachers. (Othman & Sivasubramaniam, 2019). Teaching in higher secondary schools has become extremely challenging because of the variety of issues teachers must deal with when instructing their students, which is contributing to an increase in occupational stress (Elamparuthi, 2020).

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Research by Norashid & Hamzah (2014) stated their view that a teacher who is overworked and fails to finish a task will be yelled at by the boss. They claim that the psychological aspect will be impacted by increasing and prolonged stress. For instance, low self-esteem, being irritable, distracted, and aggressive. As a result, the teacher will lose motivation for their work (Raman & Othman, 2017).

Secondary school teachers from Malaysia made up a larger portion (55%) of those who reported having psychological issues, and they believe they run the risk of suffering from poor mental health and wellbeing (Pau et al., 2022). However, more research is required before effective psychosocial risk management can be implemented in the teaching profession (Wischlitzki et al., 2020).

According to a study by Naing et al. (2009), secondary school teachers are not overly stressed due to their jobs. Further research should be done to identify ways to reduce stress in Malaysian teachers due to factors other than their jobs. Naing et al. (2009) suggest that providing teachers with better information and modifying their training may help them behave better, which may have an effect on the frequency of emotional health issues like stress. It might be possible to improve the regulatory framework within which education staff can find solutions to some of their issues by evaluating certain areas, such as the adoption of new teaching methods, official duty hours, and levels of extracurricular involvement. To enhance the workplace, additional interventions like stress management can be implemented. Since non-job factors were the main source of stress for teachers in their study, interventions pertaining to these factors (such as counselling) should not be overlooked (Naing et al., 2009).

Naing et al. (2009) also recommended that the school needed to establish a peaceful and healthy environment. To do this, it was decided to reduce administrative tasks, implement comprehensive and systematic school policies, and ensure that any

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additional responsibilities were dependent on the teaching abilities of the staff members. In order to solve any issues that are frequently encountered, the school must next establish a positive and cooperative work environment (Raman & Othman, 2017). In order to lessen the stress that most teachers experience, the parties involved should also help and offer encouragement. To solve or lessen this stress issue, all parties' support is necessary (Raman & Othman, 2017).

1.6.2 Practical Significance

This study aims to identify the factors that contribute to PSB among secondary teachers so that interventions can be developed to reduce psychological stress among them. Teachers have an important role in generating good and effective citizens and delivering quality education to future generations. This is because teachers tend to experience pressure when carrying out their responsibilities.

Both school administration and policymakers at the MOE level will be interested in learning about the elements that lead to PSB among secondary teachers in order to maintain healthy psychosocial health and well-being. As a result, this research is also anticipated to provide an overview to the management at the school level and also at the ministry level on how efforts to strengthen the PSC, PSK, and PSM within an organisation can increase employees' safety behavior (Bronkhorst, 2015). Therefore, directly and indirectly, a deep PSB context should result in better performance.

The study's findings are useful to MOE and teachers in their efforts to increase management interventions and commitment to prevent psychosocial problems with immediate action. This action would make teachers feel valued and further increase

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their motivation to carry out their daily tasks. In addition, this study is expected to find out the extent to which the psychological safety climate helps teachers promote PSB.

Management at MOE can use the findings from this study regarding how to increase PSB among secondary school teachers. In addition, MOE management and policymakers can identify the factors reducing teachers' PSB, allowing them to take corrective action and make necessary adjustments in order to preserve the benefits of teachers in Malaysia. Research on PSB among teachers is beneficial to management as well as policymakers by helping them develop excellent job designs and policies for their employees.

From a management perspective, the school management or policy makers at MOE may benefit from the application of PSB in terms of training and counselling to teachers, especially teachers in secondary schools. Providing teachers with training program will assist them in resolving various challenges in their practise and providing them with the necessary and effective tools in their daily jobs (Rotaru, 2013).

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In addition, the aspect of PSB also needs to be given due consideration and attention during the selection and recruitment process to fill teacher vacancies to ensure that the appointed teachers can adapt to the psychological climate in the school and can overcome the problem of optional retirement or early retirement, which will have an impact on MOE.

Finally, this study facilitates school management and MOE policymakers with the awareness to enable them to take corrective measures to reduce psychological strains and increase psychosocial well-being, psychosocial health, knowledge, and motivation among secondary school teachers.

1.7 Definition of Key Terms

1.7.1 Psychosocial climate

Psychosocial climate can be defined as the interaction between the environment, content, and conditions at work with the capacity, needs, culture, and extra-work personal elements of the employee, which can influence the employee's health, satisfaction, and work performance based on his/her perception and experience (International Labour Office, 1986; Fernandes and Maria, 2018).

1.7.2 Psychosocial safety climate (PSC)

PSC refers to "shared perceptions of organisational values and norms that are relevant to the protection of employee psychosocial safety and wellbeing" (Dollard and Bakker, 2010).

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1.7.3 Psychosocial safety knowledge (PSK)

The activities that include gathering, organizing, keeping up with, and distributing information to other process psychosocial safety components are referred to as psychosocial safety knowledge (Vinodkumar & Bhasi, 2010).

1.7.4 Psychosocial safety motivation (PSM)

PSM has been defined as "an individual's willingness to exert effort to enact psychosocial safety behaviors and the value associated with those behaviors" (Neal & Griffin, 2006).

1.7.5 Psychosocial safety behavior (PSB)

PSB can be defined as "the activities that are carried out by employees to maintain their own workplace psychological safety or help to develop an environment that supports psychosocial safety" (Griffin & Neal, 2000).

1.7.6 Psychosocial safety compliance

"Psychosocial safety compliance refers to the activities that teachers must perform in order to maintain psychosocial safety in the classroom and guarantee that teachers conform to the organisation's psychosocial safety regulations and procedures" (Griffin & Neal, 2000).

1.7.7 Psychosocial safety participation

Psychosocial safety participation is the "act of engaging in behaviors that do not directly relate to a person's psychological safety but help to create an environment that supports safety, such as attending psychosocial safety meetings, participating in psychosocial safety activities, collaborating with co-workers, and engaging in psychosocial safety-related issues with the goal of contributing to the development of a safe environment" (Griffin & Neal, 2000).

1.7.8 Psychological strain

"Psychological strain occurs when organisational stress leads to ineffective cognitive functioning or disturbed affective states. The experience of psychological strain consists of nervousness, feelings of anxiety, and depression" (Bhagat et al. 2010).

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1.8 The Organisation of Dissertation

The dissertation is broken into five chapters. The first chapter introduces readers to the study's background, issue statements, research aims, research questions, study's importance, and essential term definitions. It is basic information about the psychosocial elements of teaching, particularly in secondary school.

In Chapter 2, the literature on the study variables is reviewed. In addition, Chapter 2 includes the theoretical underpinnings, research framework, and hypotheses. This chapter summarises and synthesises information from the literature on several aspects of the psychosocial, such as psychosocial safety climate, psychosocial safety knowledge, psychosocial safety motivation, psychosocial strain, and psychosocial well-being, in explaining psychosocial safety behavior among secondary school teachers in Malaysia. Meanwhile, Chapter 3 discusses the research methodology used in this study, and the statistical findings of this study are presented in Chapter 4. Finally, Chapter 5 addresses the study's findings, consequences, limitations, and suggestions for future research.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to present and discuss the supporting studies and literature reviews that investigate the relationships between psychosocial safety climate, psychosocial safety knowledge, psychosocial safety motivation, and psychosocial safety behavior. This chapter examines the literature that led to the creation of the research framework. Previous empirical findings for each antecedent or variable are also investigated. Furthermore, the theory that underpins the research framework is displayed and discussed.

2.2 Psychosocial safety behavior

Bronkhorst (2015) says that "psychosocial safety behavior (PSB) is activities that employees do to keep their own psychological safety at work or to help create an environment that supports psychosocial safety." PSB, on the other hand, refers to the things teachers do in order to preserve their own psychological safety while at work, or what they can do to contribute to the creation of an environment that promotes and supports psychosocial safety. It has been split into two types of behavior, such as psychosocial safety compliance and psychosocial safety participation (Griffin & Neal, 2000; Neal & Griffin, 2006).

Studies have shown that PSB is affected by a number of things. Seo (2005) found that the psychosocial safety environment was the most accurate predictor of risky work behaviors among the factors that led to PSB. A negative sense of workplace psychosocial safety can lead to psychological safety worries, which can lead to unsafe working behaviors (Gyekye & Salminen, 2005). Clarke (2006) discovered that

employees exhibited unfavourable safety views, which were more likely to influence employees' PSB. Glendon & Litherland (2001), on the other hand, revealed no relationship between safety behaviors as a performance indicator and employees' views of workplace safety. Teachers who are under a lot of pressure at work will be less motivated to prioritize psychosocial safety or initiate reporting related to psychological strain (Bronkhorst, 2015). A better understanding of teachers' PSB at school can aid in improving their safety performance (Mullen, 2004).

Therefore, a safe environment will increase the consistency of safety behaviors among teachers who are under psychological or emotional strain. This can happen in the context of the educational system when the administration makes it clear that protecting teachers' mental health is a top priority in institutions where stress at work is inevitable. A common understanding of the organisation's priorities in terms of employee well-being can be achieved when management invests in employees' physical and mental health by, for example, buying enough classroom supplies and holding regular training sessions (Mearns et al., 2010).

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Bronkhorst (2015) also stated that the PSB of co-workers' support had the strongest effect. Bronkhorst (2015) found that a positive association between co-worker support and PSB was more pronounced in the presence of a strong psychosocial safety climate than in the presence of a weak one. Boosting the psychological and social safety of the workplace can have a positive effect on worker safety behavior.

All management team members must share the same perspective on PSB and incorporate it into their organisation's strategic decision-making processes if they are to have a high level of committed psychosocial safety management commitment. The

management's commitment to PSB must be demonstrated and observable activity in both their actions and words (Abdullah & Abdul Aziz, 2020).

Teachers' safety behaviors toward psychosocial safety are the fundamental element that links everything together to produce a safer workplace. Examples of positive PSB among teachers include feeling that it is necessary to maintain psychosocial well-being, believing that psychosocial well-being at work is highly essential, and encouraging people to maintain psychological well-being while simultaneously promoting psychosocial well-being programmes. On the other side, if "unsafe" behavior becomes the standard in the school, it will result in undesired psychosocial difficulties such as stress, depression, and anxiety. The teachers might eventually suffer from both physical and emotional pain. Destruction occurs when management chooses to ignore this problem among secondary teachers.

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2.3 Previous studies on Psychosocial Safety Behavior

Studies related to psychosocial safety behavior are still limited compared to studies related to physical safety behavior. The idea of psychosocial safety behavior was first put forth by Bronkhorst (2015), who defined it as actions taken by employees to maintain psychological safety or a psychologically safe workplace environment. A study among medical professionals was conducted by Bronkhorst (2015). The study's goal is to examine why some workers respond to job demands in a safe manner while others do not. Workers' safety behavior is examined from both a physical and psychosocial perspective. The study has looked at the connections between job requirements and (a) resources, (b) the climate for safety, and (c) safety behaviors.

According to the analysis's findings, job demands like work pressure, and job resources like autonomy and support from co-workers and supervisors are all directly

related to, respectively, lower and higher levels of physical and PSB (Bronkhorst, 2015). The study also found some evidence that the presence of a safe workplace environment strengthens the beneficial effects of job resources, such as co-worker support, on safety behavior. It also attenuates the negative effects of work-family conflict and job insecurity. The study came to the conclusion that, whether physical or psychological safety is the primary concern, improving the work environment's safety culture can influence employees' safety behaviors. According to Bronkhorst (2015), the best intervention target is to avert and enhance unfavourable effects on physical and psychological health and safety.

Research by Yan Zhang (2022) regarding job role demands on PSB explains the functions of safety-related psychological capital in the context of coal mining and PSC in this model based on the job demands-resources (JD-R) theory. The findings show that job role demands that manifest as job obstacles have a negative impact on psychosocial safety behavior. The results lend support to the mechanism by which job demands influence PSB when taking into account the full impact of both personal and professional resources in the context of coal mining from a psychological standpoint. A new approach to management and some interventions are proposed to encourage PSB, particularly in high-risk industries (Yan Zhang, 2022).

Although it has been suggested that psychosocial safety behavior is a key component of ensuring workplace safety, it is still unclear how secondary teachers develop this behavior. When examining an employee's safety behavior, it is important to take into account not only their physical safety behavior but also their more subtle and complex psychosocial safety behavior (Bronkhorst, 2015; Yaris et al., 2020). Therefore, enhancing employee safety-related psychosocial behaviors can significantly lessen workplace psychosocial issues. In Malaysia, however, there is still

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a scarcity of comprehensive research on secondary teachers' psychosocial safety behaviors.

Since the majority of studies have looked at aspects of job demand and job resources and used the JD-R theory to study the psychosocial and physical aspects of safety behavior, researchers believe that this scope has been saturated. As a result, the current study is interested in investigating different aspects by focusing on the "climate" factor and employing self-efficacy theory to better understand the environment in secondary schools. As a result, it is critical to conduct relevant research on teachers' psychosocial safety behaviors, with the current study focusing on daily secondary schools in Selangor, Kuala Lumpur, and Putrajaya.

2.3.1 Psychosocial safety compliance

"Psychosocial safety compliance refers to the activities that teachers must perform in order to maintain psychosocial safety in the classroom". The primary goal of psychosocial safety compliance is to guarantee that teachers conform to the organisation's psychosocial safety regulations and procedures (Griffin & Neal, 2000). The employees must adhere to the established working standards as directed by their management (Neal & Griffin, 2006). Psychosocial safety compliance implies the psychosocial safety behaviour of the employees in ways that improve their personal psychosocial safety and health (Vinodkumar & Bhasi, 2010).

2.3.2 Psychosocial safety participation

"Psychosocial safety participation is the act of engaging in behaviors that do not directly relate to a person's psychological safety but help to create an environment that supports safety", such as attending psychosocial safety meetings, participating in

psychosocial safety activities, collaborating with co-workers, and engaging in psychosocial safety-related issues with the goal of contributing to the development of a safe environment (Griffin & Neal, 2000).

This includes the expressing employees', concern about their psychosocial safety, employee voluntarily and proactively participate in psychosocial safety programmes and activities, helping co-workers with psychosocial safety issues, promoting psychosocial safety programmes such as psychosocial safety month, promoting psychosocial safety policies, and attending psychosocial safety committee meetings (Mullen, et al., 2017).

Organisations rely on psychosocial safety compliance and psychosocial safety participation to avoid psychological strain. When a policy or regulation is followed or not, it has a direct relationship with psychosocial issues (Clarke, 2013). In contrast, when employees participate or do not participate in the organisation, there is an indirect relationship with psychosocial issues (Clarke, 2013).

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2.4 Relationship between Psychosocial Safety Climate and Psychosocial Safety Behavior (Psychosocial Safety Compliance and Psychosocial Safety Participation)

PSC means "shared perceptions of organisational policies, practices, and procedures for the protection of the psychological health and safety of organisational members," especially senior management, which sets these policies, practices, and procedures (Dollard & Bakker, 2010). Psychosocial safety is based on how management values, attitudes, and philosophies are perceived by secondary teachers in relation to their psychological well-being and safety (Hu et al., 2022). Therefore, the frequency of safety behavior among secondary school teachers under psychosocial or psychological

pressure will increase in an environment that prioritizes psychosocial safety (Bronkhorst, 2015).

In the present study, "psychosocial safety climate" refers to the "interaction between the environment, content, and conditions at work with the capacity, needs, culture, and extra-work personal elements of the employee, which can influence the psychological strain, employee's health, satisfaction, and work performance based on his or her perception and experience." (International Labour Office, 1986; Fernandes & Maria, 2018). Usually, psychosocial climate factors that often occur in the workplace are caused by the workplace environment and a combination of human factors that have different backgrounds and personalities.

Therefore, the way in which psychosocial climate factors manifest depends on interpersonal dynamics, the social environment, and, most crucially, the skills and coping abilities of the individual with respect to the underlying causes and solutions to workplace problems. Within the workplace, several positive psychosocial climates have been recognised as possible determinants of PSB among secondary teachers in Malaysia. PSC represents the immediate psychosocial environment that may impact a person's perceptions, attitudes, and behaviors.

PSC attaches meaning to the work context, which affects teachers' perceptions, feelings, and behavior. These influences can help (or, to a lesser extent, hinder) desired individual and team functioning (Dollard & Bakker, 2010). The individual and the organisation where the teacher work, i.e., the school, have a two-way relationship known as organisational identification. In order to obtain the desired behavior from its members, the organisation needs teachers to understand the cues it uses to create the members' organisational identity (Hu et al., 2022). To form their own perceptions, teachers will read, scan and process information delivered by organisational policies

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and procedures. Organisational perceptions and organisational climate may be produced by shared organisational identity and similarities among organisational members (Hu et al., 2022). PSC provides secondary teachers with a psychological environment that influences the way they think, act, and interact with a situation. Without a positive psychosocial environment, teachers will not have the motivation to take preventive measures against psychological strain. In other words, PSC provides motivational conditions that are important to psychosocial processes and can be used to help people change their behavior.

By implementing PSC, an organisation can protect its employees and reduce the negative effects of their work (Dollard and Bakker, 2010). Previous research has discovered that PSC is an important predictor of PSB (Peker et al., 2022). PSC is a unique organisational climate that results primarily from management support and commitment to workplace psychological safety, organisational communication, participation, and health priorities. According to some researchers, PSC is explicitly linked to psychosocial risk factors (Dollard & Karasek, 2010; Yulita et al., 2014).

Bronkhorst (2015) and Neal & Griffin (2006) found that PSC is positively correlated with employee PSB. Yu et al. (2022) argues that the PSC in the workplace has a significant impact on how employees behave in terms of psychosocial safety. PSCs also give employees priority mental health and safety training (Yu et al., 2022). PSCs let employees experience the organisation's spiritual and psychological care. Improved organisational support may motivate PSM and lead to PSB. Despite higher workloads, teachers in institutions with higher PSC have fewer issues with their mental health than their peers in institutions with lower levels of psychosocial safety (Katherine & Anthony, 2016).

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PSC can be measured using four (4) factors developed by Hall et al. (2010): "management priority for psychological health and safety; management commitment to psychological health and safety; communication about psychological health and safety; participation and involvement in relation to psychological health and safety; and group norms and behavior related to psychological health and safety as developed by Fugas et al., (2011)."

Previous studies have emphasised that organisational factors are an important way to improve employee safety behavior (Neal et al., 2000). Leaders are essential components of organisations, and having a good leadership style fosters a great organisational culture (Gracia et al., 2020). Employees can feel the care of the organisation when the leader's pay attention, listen to employee problems, and give priority to the well-being of employees through policy formulation and implementation in the workplace. This is in line with the finding from Cheng et al. (2020) that leadership style and behavior are essential keys to employee safety behavior.

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Psychologically and socially secure employees are more likely to question the status quo and see problems or places that need to be fixed (Hu et al., 2022). This means that senior management should try to build positive and trustworthy relationships with their staff, be consistent in how they act, show a certain degree of consistency between what they say and what they do, communicate with their staff openly, and show that they care about their safety.

Managers in high PSC environments will recognise the critical importance of social, emotional, and practical support in completing tasks in a meaningful way. Senior management plays a role in fostering cooperative relationships between colleagues and superiors. (Dollard et al., 2012). When employees are subjected to

continuous demands without having any control over the time or decisions associated with those demands or without receiving supportive input from others (e.g., help in completing the task at hand), psychological stress may occur (Dollard et al., 2012). In this matter, senior management needs to consider and give priority to psychological health and safety first to avoid the problem of psychological strain in the workplace.

The emotional health of employees is taken into account when measuring organisational commitment, which makes them more focused on their work and employer (Khan et al., 2014). Employee turnover may occur as a result of a lack of commitment (Naser, 2007). Organisational commitment increases in a safe psychosocial environment (Geisler et al., 2019). Teachers will devote more time to school if they feel that the institution has met their psychological needs.

Some academics emphasise the importance of organisational factors in improving employee safety behavior (Neal et al., 2000). The key element for any organisation is its leader, and good leaders foster a great organisational culture (Gracia et al., 2020). According to Cheng et al. (2020), the main predictor of employee safety behavior, is leadership behavior. Employees can sense the organisation's concern for their well-being from the way policies are developed and implemented. This may allow the organisation to receive feedback on its security practices.

The term "psychosocial safety climate" can also refer to management commitment and support to maintain mental health and reduce stress in the workplace. Low levels of PSC are asserted as latent pathogens, or bases, for dangerous working conditions, consistent with the safety climate literature, i.e., psychosocial risk factors (Dollard et al., 2012).

Senior management has an important role in ensuring that everyone conforms to organisational expectations (Schneider & Reichers, 1983), so that individuals at

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various levels of the hierarchy can share common experiences. Individuals need to feel secure and stable about the meaning of their work and see themselves well (Wrzsniewski et al., 2003). Senior management largely determines working conditions (Dollard & Karasek, 2010). Resources for employees' psychological well-being and health are more likely to be provided by employers who place a high value on psychosocial safety (high PSC). Hu et al. (2022) found that PSC has a positive effect on individual resources, which supports the theory from Dollard & Bakker (2010).

It shows that senior management cares about preventing stress and is willing to help, be involved, and be consulted. It also shows management's view on how important employee mental health and safety are (Dollard, 2012). In the same study, the researcher found that PSC will be different between organisations, work units, and teams because management and supervisors have a big impact on how it develops. Managers will use policies, practises, and procedures that affect working conditions to protect and improve the mental health of employees in high-PSC environments.

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According to Hofmann & Morgeson (1999), if top management encourages employees and demonstrates this through its actions, such as by sharing an organisational vision and mission, it will not only help to shape employees' perceptions of the organisation's commitment to psychosocial safety management but will also reflect how much the employees trust the management and how highly they value their psychosocial safety (Aziz et al., 2019).

The shared perception of organisational values and norms that are important for preserving the safety and psychosocial well-being of employees is referred to as the PSC (Dollard & Bakker, 2010). PSC is regarded as a shared characteristic that aids in the integration of individual and team levels in organisational climate (Schneider &

Reichers, 1983). It also refers to the identity of individuals and certain teams of employees, meaning psychosocial security related to the organisation (Hu et al., 2022).

The PSC might make teachers feel secure. A safe workplace can improve relationships within groups, decrease psychosocial distance between individuals, and raise group members' perceptions of trust in one another (Hu et al., 2022). As a result, a higher PSC encourages individuals to contribute to team identity by raising group members' expectations for more desirable group outcomes. High PSC encourages team members to be more motivated to collaborate when producing their work in order to achieve team outcomes and collective goals. This is because openness and unity are more likely to strengthen team-level work resources such as cooperation and learning.

PSC has been empirically shown in several studies to have strong group characteristics, such as strong within-group agreement and between-group variation (Dollard & Bakker, 2010; Law et al., 2011). In the context of psychological safety, encouraging group norms increases engagement in safe psychosocial behaviors (Fugas et al., 2012). According to Cheng et al. (2020), different leadership styles may have different effects on employees. Employee safety behavior depends on empowered leadership, which also validates knowledge sharing. Ye et al. (2020) claim that the perception of managerial commitment can improve psychology and have a positive effect on employees' psychosocial safety-related behaviors.

Psychosocial safety communication is crucial to achieving the psychological health and safety goal because it promotes interaction among employees, stakeholders, processes, systems, and tasks (Brown, 2013). Additionally, the importance of feedback in the communication process is crucial for achieving high psychosocial safety performance levels. This is because employee safety behavior is influenced by recent and current events, such as knowledge of hazards and threats in their job

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(Vredenburgh, 2002). Therefore, organisations that practise communication and feedback demonstrate high-quality relationship exchange with their staff members and encourage them to be more knowledgeable about psychosocial safety, more aware of potential psychological harm, and more aware of the negative effects of engaging in unsafe behavior (Hofmann & Morgeson, 1999).

According to Hofmann and Morgeson (1999), there is an important connection between psychosocial safety communication and the exchange of leader members, as well as the perception of organisational support. According to Vinodkumar & Bhasi's (2010) research, feedback and communication about psychosocial safety issues have a prominent impact on information transfer, employee psychosocial safety motivation, and employee psychosocial safety behavior.

Employee involvement in psychological aspects of health and safety is defined as the readiness to take ownership of creating a safe workplace (Aziz et al., 2019). It may also include voluntary participation in psychosocial safety-related activities like attending psychosocial safety meetings, creating psychosocial safety programmes, making decisions regarding psychological strain, and conducting psychosocial safety audits (Griffin & Neal, 2000). In another word, employee participation and involvement refer to a situation in which a teacher is fully engaged, permitted to pledge psychosocial safety improvement, accountable for their actions, and appreciative of the organisation's psychosocial safety performance.

A strong PSC in the workplace can increase employee engagement with their organisation, while if the workplace has a low PSC, the organisation risks losing manpower or human capital (Idris et al., 2014). The presence of PSC can facilitate efficient resource management and work control in the workplace. Employees perceive an increase in the allocation of these resources and believe that the

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organisation cares about the welfare of teachers, which promotes organisational commitment and work engagement. PSC is a catalyst for motivational pathways that lead to work engagement (Gan et al., 2021).

As a result of working in institutions with high PSC, teachers can increase their involvement and commitment. If the workplace is a safe environment, teachers will work harder and be better prepared to face any challenges and pressures (Karanika-Murray et al., 2017). This is because if senior management at the school creates a workplace with a high PSC, teachers feel protected (Krasniqi et al., 2019). According to their research, management will be more concerned about the needs of employees at work in an environment where PSC is a major concern (Loh et al., 2018). The findings are in line with a study by Edmondson & Lei (2014), who stated that employees are willing to take on difficult interpersonal tasks (sharing, learning, trying something new, etc.) when they feel psychologically safe in an organisation because they believe that doing thus will not put them in danger of shame, embarrassment, or ridicule.

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When management provides adequate job resources to teachers, their commitment to their organisation will increase. When working in a high PSC environment, employees can engage with and commit to the organisation at their full potential (Idris & Dollard, 2011). With the help of job resources, employee work involvement will be clearer, and their motivation potential will increase (Borst et al., 2019). When job resources are sufficient, it will increase the organisational commitment of employees (Bakker & Demerouti, 2007) and can increase teachers' interest in their work and their desire to help each other (Bakker & Demerouti, 2007). A high level of PSC can keep employees from developing mental health issues like depression, anxiety, panic, and antagonism (Potter et al., 2017). It aids in maintaining

a positive attitude in the face of threats and strain. Work engagement rises at the same time.

Vinodkumar & Bhasi (2010) found a direct correlation between an employee's involvement in psychosocial safety and PSB. The factors that were used to measure employee involvement included participation in psychosocial safety committees, identification of psychosocial safety issues, and consultation with employees on safety-related psychosocial issues.

Following a review of numerous articles and journals from previous studies, the present study discovered a pattern that can be applied to the current study. As stated above, previous research has found that PSC is a good predictor of PSB (Peker et al., 2022). PSC provides employees with a psychological environment that influences the way they think, act, and interact with a situation (Hu et al., 2022). By implementing PSC, an organisation can protect its employees and reduce the negative effects of their work (Dollard & Bakker, 2010). Bronkhorst (2015) and Neal & Griffin (2006) found that PSC is positively correlated with employee PSB. Yu et al. (2022) argue that the PSC in the workplace has a significant impact on how employees behave in terms of psychosocial safety. PSCs also give employees priority mental health and safety training (Yu et al., 2022). PSCs let employees experience the organisation's spiritual and psychological care. Despite higher workloads, teachers in institutions with higher PSC have fewer issues with their mental health than their peers in institutions with lower levels of psychosocial safety (Katherine & Anthony, 2016). However, PSC will be different between organisations, work units, and teams because management and supervisors have a big impact on how it develops (Dollard, 2012).

A positive PSC will therefore increase the frequency of PSB among secondary teachers exposed to psychosocial strain (Bronkhorst, 2015). In the teaching profession,

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this could occur when management demonstrates management commitment, practises communication, and provides feedback through its actions. The teacher will then act in accordance with the organisation's perceived priorities by exhibiting PSB. Furthermore, when teachers receive the group norms' support, they will be reminding one another about the rules and regulations, which can improve teacher psychology. This positive psychosocial "climate" at work will allow teachers to interact with the environment, subject matter, and working conditions, and it will have an impact on employee satisfaction, productivity, and health. As a result, teachers will consequently adopt PSB that has been appropriately adjusted. Thus, the following two (2) hypotheses are developed:

H1a: Psychosocial safety climate is positively related to psychosocial safety compliance.

H1b: Psychosocial safety climate is positively related to psychosocial safety participation.

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2.5 Relationship between Psychosocial Safety Knowledge and Psychosocial Safety Behavior (Psychosocial Safety Compliance and Psychosocial Safety Participation)

Knowledge transfer, which includes knowledge acquisition, knowledge exchange, and mutual knowledge seeking, is a social process through which an organisation's most valuable intangible "resource," knowledge, is disseminated among its employees of varying expertise. (Wang & Noe, 2010). All activities that include gathering, organizing, keeping up with, and distributing information to other processes that have psychosocial safety components are included in psychosocial safety knowledge (Vinodkumar & Bhasi, 2010). Psychosocial safety knowledge (PSK) is something that

is always being learned and improved. This is done by interacting with other people who are also learning (Goodbrand et al., 2021). PSK is communicated through narrative, official and informal mentoring relationships, and regular interactions while performing duties.

In their study, Vinodkumar and Bhasi (2010) found that safety management practises like safety training, safety communication, and the enforcement of safety rules and procedures must be designed to cause changes in PSK and that PSK can be predicted by these practices. These practises are expected to increase workers' PSK by contributing to the transfer of information on how to carry out their duties in the healthiest and most secure manner conceivable. PSK was found to be a predictor of safety management training (Vinodkumar & Bhasi, 2010). The highest priority for management should be given to psychosocial safety training that persuades workers of the importance of performing safely. Psychosocial safety training may be created to convey accurate information about various work processes, the harmful effects of mental stress, and the safety precautions that employees should take in the event of psychosocial problems.

Management of safety training is an important thing to do. From this practice, teachers can improve their PSK, PSM, psychosocial safety compliance, and psychosocial safety participation. School management should encourage all their teachers to participate in this activity. While the safety training should include thorough knowledge of the various processes, the associated psychological strain, and the safety precautions to be taken by the employees, school management should give each teacher an opportunity to voice their ideas, to be confident in themselves, and to enjoy the training. It is critical that all safety knowledge, safety motivation, and other useful safety skills be included in their teacher training programs.

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Knowledge exchange, also known as the supply of task information and know-how to help others and work with others to solve problems, generate new ideas, or execute rules or procedures, is a common factor in both of these processes (Wang & Noe, 2010). Safety knowledge exchange is an important social activity to comprehend because it highlights how workplace safety is learned and reflects some of the dynamics of the psychosocial safety climate and the shared understanding of how psychosocial safety behavior is practised in the workplace environment, especially in secondary schools (Zohar & Luria, 2005). Knowledge exchange is also critical for disseminating tacit (unspoken) PSK (Goodbrand et al., 2021). It displays difficult-to-articulate knowledge and can be defined as intuition or a "gut feeling" (Hayes & Maslen, 2015; Holste & Fields, 2010).

Organisational members learn how to ensure that the tasks performed are safe. It is part of building psychosocial security knowledge together about the task or issue at hand (Brown & Duguid, 1991; Lave & Wenger, 1991). People assist one another by understanding the same problems that are in their interest (Pyrko, Dörfler, & Eden, 2017). Goodbrand et al. (2021) observed that safety knowledge is not just learning the steps to perform a task; it needs to be seen with a larger scope that brings benefits to the organisation as well as to individuals.

According to a study done by Vinodkumar & Bhasi in 2010, safety participation and compliance were positively and significantly correlated with PSK. However, there is a stronger correlation between PSK and compliance than there is between psychosocial safety knowledge and participation. Neal, Griffin, & Hart (2000) looked into the connection between employees' safety knowledge and behaviors (i.e., safety compliance and safety participation) in the hospital services sector. The findings show that PSB and PSK are positively correlated.

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These safety management practises help to build up a teacher's knowledge and motivation towards psychosocial safety. When everyone in the work environment practises this safety management skill, it will enhance the effectiveness of the work operation and help to maintain their mental health problems as well. This practise also helps teachers be aware of their own safety compliance in the workplace. It guides them to be alert and boosts their reflexes whenever they are facing any psychological strain that needs them to react fast and correctly. If they are not able to solve it, it might become a big issue, and stress levels will increase. The relationship between teachers and their psychosocial safety practises is bound to ensure that they can safeguard themselves and others when psychosocial issues happen. Those who can participate in this practise will most likely be accepted into a group because of their personality, which others will value and trust as colleagues or group members.

As was formerly stated, PSK is something that is always being learned and improved. Organisational members learn how to ensure that the tasks performed are safe. Vinodkumar & Bhasi (2010) found that safety management practises like safety training, safety communication, and the enforcement of safety rules and procedures must be designed to cause changes in PSK. PSK are expected to increase workers' PSB by contributing to the transfer of information on how to carry out their duties in the healthiest and most secure manner conceivable (Vinodkumar & Bhasi, 2010). As a result, the current study argues that PSK is important in shaping employees' PSB and can be improved by implementing more effective psychosocial safety intervention steps. To reduce the number of cases of psychosocial strain, there must be a stronger level of psychosocial safety knowledge that can motivate secondary teachers to adhere to psychosocial safety compliance and participation. Based on the foregoing, there are two (2) hypotheses:

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H2a: Psychosocial safety knowledge is positively related to psychosocial safety compliance.

H2b: Psychosocial safety knowledge is positively related to psychosocial safety participation.

2.6 Relationship between Psychosocial Safety Motivation and Psychosocial Safety Behavior (Psychosocial Safety Compliance and Psychosocial Safety Participation)

This section discusses the previous study's relationship and influence of psychosocial safety motivation (PSM) on teachers' PSB as well as how individual-level factors interact to predict PSM and PSB. The motivation process is a collection of job resources that aid in the achievement of work objectives (Bronkhorst, 2015). PSM has been defined as "an individual's willingness to exert effort to enact psychosocial safety behaviors and the value associated with those behaviors" (Neal & Griffin, 2006).

Job resource management empowers employees to direct their initiatives to sustain workplace safety and work safely. Employees with a substantial amount of job resources will be inspired to check in on a regular basis to make sure they aren't exceeding their physical and psychosocial limits or to change their work schedule if they feel stressed. According to research, safety motivation smooths the connection between the two components of safety training and safety outcomes. There are many kinds of different personalities: those that can follow the safety rule, those that don't want to be a part of safety-related matters, and some who choose to ignore the safety rule and act recklessly without thinking about the consequences (Bronkhorst, 2015).

Multiple scholars have presented their findings regarding the relationship and influence of safety motivation at the workplace. Motivation theories put a lot of weight

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on the links between people's ideas, values, and goals and the things they do to reach those goals (Eccles & Wigfield, 2002). Nykanen et al. (2019) say that motivation theories explain why people choose to do different activities related to safety and how their beliefs affect their PSB.

Research has shown that workers' safety motivation is a major factor in whether or not they follow safety rules and take part in safety-related activities (Neal & Griffin, 2006). PSB and PSM got along well together (Christian et al., 2009). Motivation has also been found to be a very important research topic in the field of psychosocial safety (e.g., Hedlund et al., 2010; Neal & Griffin, 2006).

Maneechaeye & Potipiroon (2022) claim that organisational safety climates have an important effect on employee motivation and safety behavior. Employees' motivation for safety has a big impact on how safety climate and behavior relate in different work contexts. (Griffin & Neal, 2002). Studies have shown that when a company has a good safety culture, employees are more motivated to work safely and do a better job. This is true for both manufacturing and mining companies (Griffin & Neal, 2002).

According to earlier research, workers' motivation affects how they engage in safety behavior (Nykänen et al., 2019). One of the crucial elements that is strongly related to safety motivation is the safety climate. (Peker et al., 2022). Additionally, PSM drives the connection between the PSC and PSB, such as safety compliance and safety engagement, as supported by multiple studies (Barbaranelli, 2005; Neal & Griffin, 2006; and Vinodkumar & Bhasi, 2010).

Also, once there is trust between the employees and the supervisor, the employees are more open to the supervisor's influence. This makes it easier for the supervisor to get the employees to follow rules and procedures (Peker et al., 2022).

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But if the supervisor's words and actions don't match up, employees won't think the company takes safety seriously and won't be as motivated to stay safe. It might be suggested that supervisory behavior integrity for safety be improved in order to get people to care about safety and act in a safe way (Peker et al., 2022).

Griffin and Neal (2000) looked into how workers in the manufacturing industry thought about safety performance. They did this to learn more about the link between safety motivation and safe actions. The study's findings on safety motivation were put into groups based on the two (2) dimensions of compliance motivation and participation motivation. This study found a strong and positive link between safety compliance and safety motivation, but a negative link between safety motivation and safety participation. In the meantime, there is a strong and positive link between motivation for participation and participation in safety.

Neal, Griffin, and Hart (2000) looked at the link between safety motivation and safety behaviors in the hospital services industry in Australia. The study found that safety compliance and participation were both linked to safety motivation in a positive way. The link between safety motivation and safety compliance was stronger than the link between safety motivation and safety participation.

Vinodkumar & Bhasi (2010) look at how employees in industrial units in Kerala feel about six (6) safety management practises, as well as how they feel about their own safety knowledge, safety motivation, safety compliance, and safety participation in eight major accident hazards. The research found a strong and positive link between motivation and participation in safety. It also showed that there was a stronger link between safety motivation and safety participation than between safety motivation and safety compliance.

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Previous studies have highlighted the importance of organisations promoting safety motivation by ensuring that supervisors' words and actions match or align. There is limited research on the psychological elements that influence safety motivation (Nykänen et al., 2019). Additionally, only a small number of research have examined intervention strategies for boosting psychosocial safety motivation. The present study intends to highlight the importance of psychosocial safety motivation among secondary school teachers as a tool to reduce psychological strain in their workplace.

As previously mentioned, research has shown that workers' safety motivation is a major factor in whether or not they follow safety rules and take part in safety-related activities (Neal & Griffin, 2006). Studies have shown that when a company has a good safety culture, employees are more motivated to work safely and do a better job. (Griffin & Neal, 2002). The study by Neal, Griffin, & Hart (2000) found that safety compliance and participation were both linked to safety motivation in a positive way. The present study intends to highlight the importance of PSM among secondary school teachers as a tool to reduce psychological strain in their workplace. Motivation increases teachers' awareness, interest, and willingness to perform better in terms of psychosocial safety compliance and psychosocial safety participation. As a result of the foregoing, the following hypotheses emerge:

H3a: Psychosocial safety motivation is positively related to psychosocial safety compliance.

H3b: Psychosocial safety motivation is positively related to psychosocial safety participation.

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2.7 Self-Efficacy Theory

According to Bandura (1997), "self-efficacies refer to an individual's confidence in their ability to organize and execute the courses of action required to produce given attainments." Self-efficacy is an important factor to take into account in the teaching profession because it can affect a person's goal setting, effort level, and, when faced with challenges, resilience and perseverance (Bandura, 1997). Self-efficacy is the term for a teacher's "belief in their own abilities to facilitate desired outcomes like learning and engagement or their belief in their own capabilities to take the actions necessary to successfully complete a specific teaching task" (Tschannen Moran et al., 2001).

Self-efficacy levels differ between different areas of activity (Bandura, 1997). Self-efficacy determines whether someone will take action, how much effort they are willing to put forth, and whether they will persevere in the face of setbacks and challenges (Bandura, 1997). A person with high self-efficacy would be prepared to devote more time and effort to achieving goals and persevere even in the event that they might not succeed in meeting their own or the organisation's goals (Buri'c & Macuka, 2018). Self-efficacy strengthens teachers' commitment to ensuring student success and motivates them to exert more effort during the teaching process.

Self-efficacy affects how hard teachers try to change risky behaviors and how persistent they are in pushing through obstacles and setbacks that could sap motivation. A high level of self-efficacy will determine how confident teachers are in their ability to finish a task or accomplish a goal. In contrast, the lower the teacher's level of self-efficacy, the less confident they will be in their capacity to complete a task. In the workplace, self-efficacy can reduce anxiety and improve stress management. Employees who make the decision to take on difficult tasks in the face of difficulty exhibit high levels of self-efficacy (Bandura, 1997). Self-efficacy at work can be

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increased by professional development, role models, and recognition. In the face of difficulties, people with lower levels of self-efficacy might react to psychosocial strain more strongly than people with higher levels of self-efficacy.

In terms of teaching methods, for example, Tschannen-Moran and Woolfolk Hoy (2001) define teacher self-efficacy as the belief that teachers can organise instructional strategies, manage classrooms, and encourage student engagement. Different ways have been found to measure teacher self-efficacy, and student success and growth can also be linked to teacher efficacy. High teacher self-efficacy may lead to more job satisfaction, less stress, and better ways to deal with students who act out (Zakariya, 2020). Self-efficacy has also been linked to a teacher's ability to teach well, including their ability to manage the classroom and make it a positive place to learn (Buric & Kim, 2020).

Woodcock et al. (2022) have identified through their study that there is a difference in the approach used by teachers with high and low self-efficacy. Highly effective teachers implemented strategies to promote psychologically inclusive education that included enjoyment, safety, and engagement (Woodcock et al., 2022). Highly effective teachers concentrate on fostering student success, accessibility, and confidence building. Individual student profiles were taken into account when creating learning objectives, and curriculum changes were made to support particular students. More inclusive education strategies, as reported by more capable teachers, centre on motivating students to self-regulate and monitor their behavior (Woodcock et al., 2022). Low-effective teachers emphasise the importance of classroom safety, respect, and rapport. Teachers with low self-efficacy reported implementing and focusing on behavior management strategies frequently and observing student differences on a regular basis (Woodcock et al., 2022).

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In the study by Cansoy & Parlar (2018), it was found that there is a positive and strong link between teacher self-efficacy and school leadership behaviors. According to Cansoy & Parlar (2018), teachers' self-efficacy rises as school leadership behaviors do, and vice versa. By focusing on shared goals or allowing teachers to be flexible in their classes, they can increase their confidence in their abilities (Tschannen-Moran & Hoy, 2007). Teachers learn from each other's successes at school in a social setting and incorporate them into their own lessons. On the other hand, when they receive encouraging comments from co-workers or students, their efficacy beliefs grow. They also become more resilient to challenges as they become more satisfied with their work (Cansoy & Parlar, 2018).

Nir & Kranot (2006) emphasise the value of satisfying work environments in raising people's levels of job satisfaction as well as the potential influence of transformative leadership on these environments. Leaders who offer more assistance in overcoming challenges raise teachers' work satisfaction and have a strong impact on their self-efficacy (Nir & Kranot, 2006). By allowing teachers to observe one another and facilitating activities to relieve teacher stress, school administrators can also boost teachers' self-efficacy (Ross & Gray, 2006). Additionally, giving teachers feedback makes them more effective (Chester & Beaudin, 1996).

Rewarding actions and verbal persuasion can also raise teachers' self-efficacy (Bandura, 1997). In this regard, effective leadership behaviors displayed by school administrators can be viewed as a factor enhancing teachers' perceptions of their own efficacy. As a result, school administrators who show a personal interest in the teachers who have low self-efficacy and give them opportunities and responsibilities that they can handle can raise their self-efficacy. Strong leadership makes it easier for teachers to work together, and it also helps teachers get past problems (Bandura, 1993). School

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leadership is about getting people to work together to reach shared goals and improve the quality of education at the school (Leithwood & Reihl, 2005). Teachers can work together more effectively if they develop certain organisational and personal traits.

Bandura (1997) says that both self-efficacy and collective efficacy are fuelled by the same things: others' experiences, verbal persuasion, and affective states. The collective efficacy of teachers can therefore be said to increase when practises that support these sources are used. Additionally, teachers can ensure the emergence of social norms necessary for the success of the school. This is so that everyone in the group is impacted by the beliefs and attitudes that emerge with social norms (Coleman, 1985; 1987). With these norms raising the bar, teachers can perform their duties more effectively. Schools can be designed as learning communities to foster strong interpersonal relationships.

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2.8 Research Framework

As the foundation for this study, a few study frameworks (Bronkhorst, 2015; Vinodkumar & Bhasi, 2010) were used in the design of the theoretical framework. The purpose of this study is to understand how secondary teachers in Selangor, Kuala Lumpur, and Putrajaya behave in terms of their attitudes towards a psychosocial safety climate, their knowledge of it, and their motivation to practise it. PSC, PSK, and PSM are the independent variables, while PSB is the dependent variable. Two dimensions of the dependent variable's PSB are psychosocial safety compliance and psychosocial safety participation.

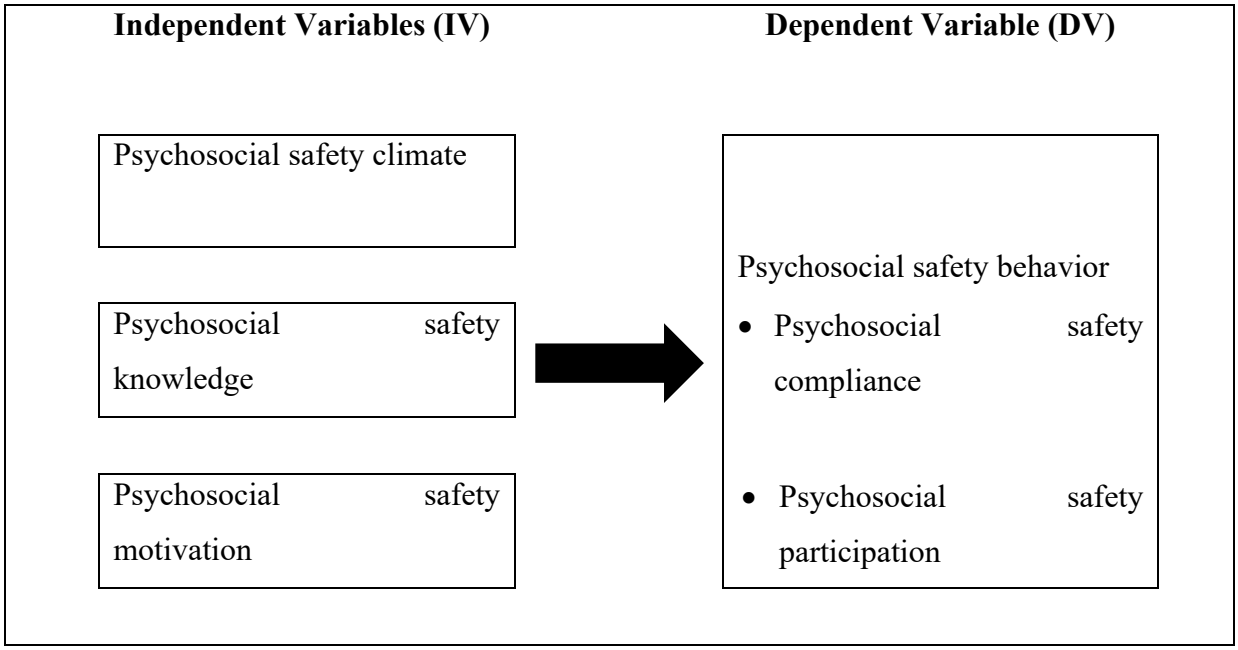

Figure 2.1
Theoretical Framework of the Present Study

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2.9 Summary

According to several different theoretical models on psychosocial safety behavior, ideas like psychosocial safety attitudes and psychosocial safety control, burnout and engagement, or psychosocial safety skills, psychosocial safety knowledge, and psychosocial safety motivation can all help to regulate the connection between the psychosocial safety "climate" and psychosocial safety behavior (Fugas et al., 2012).

More research needs to be done on the workplace factors that affect psychosocial safety behavior to find out how secondary school teachers are likely to control or reduce psychosocial hazards at work (Bronkhorst, 2015). According to the research, there is a strong link between the psychosocial safety climate and employees' knowledge, motivation, and actions when it comes to psychosocial safety. The research or conceptual framework, which will be covered in the following chapter, was created using the literature.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This methodology chapter serves as a foundation for answering the study's research questions. This chapter is divided into four sections. The first section of this chapter discusses the researcher's chosen research design as well as the population and sampling. The second section shows the instruments that were used in this study. Following that, the pilot test of the study and the reliability of the survey instrument were explained in this chapter. The third section goes into greater detail about the data collection method. The discussion of the data analysis process is then illustrated in this chapter, which is followed by a summary of the chapter.

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3.2 Research Design

A research design is a strategy that outlines the techniques and steps to be taken for data collection and analysis. The goal of the design is to make sure that all the data collected is useful for resolving issues (Zikmund, 2003). The main goal of this study is to test hypotheses because doing so enables the researcher to explain the characteristics of particular relationships. The variables and scale measurements will determine how well the hypothesis is tested. This study's goal is to comprehend how the PSC, PSK, and PSM affect secondary teachers' PSB in Selangor, Kuala Lumpur, and Putrajaya.

3.2.1. Type of Study

This research is an explanatory study. Explanatory research is a research method that explores why something occurs when limited information is available. This is a survey

study that uses a quantitative approach and a questionnaire as a research instrument to obtain information from secondary school teachers in Selangor, Kuala Lumpur, and Putrajaya. According to Sauders & Thornhill (2000), the survey method is very suitable because it allows information to be obtained in a more economical way. Most questionnaires are used to measure perceptions, motivations, emotions, and feelings. The selection of the questionnaire instrument in this study was based on its efficiency in collecting data in a short time and its high reliability (Gay & Airasian, 2003). Respondents were requested to provide feedback by marking the appropriate response on a Likert scale for each item based on the questionnaire that was distributed via an online form (Google Form).

3.2.2 Sources of Data

The present study relies heavily on primary data. The primary data will be gathered through a questionnaire. Besides that, all information or data from parties associated with this study, such as the Human Resources Division (BPSM) and Educational Policy Planning and Research Division (EPRD), Ministry of Education (MOE), is useful in completing this study.

3.2.3 Unit of Analysis

Teachers who work in daily secondary schools in Selangor, Kuala Lumpur, and Putrajaya will be the respondents for this study's individual-level unit analysis. Individuals filled out a questionnaire to test their PSC, PSK, and PSM towards PSB (psychosocial safety compliance and psychosocial safety participation). Different individuals have different perceptions with regards to their responses, and this is able to contribute significantly to the output of this study.

3.2.4 Sampling Frame

A study population is a group of individuals, events, or things of interest to the researcher (Sekaran & Bougie, 2010). In this study, the population to be studied consists of teachers who are employed in daily secondary schools under the jurisdictions of Selangor, Kuala Lumpur, and the Putrajaya State Education Department. These subjects were selected for the following reasons: the teaching profession is one of the most difficult and stressful forms of social service, and those who were teachers in urban areas showed signs of severe psychological distress (Ganaprakasam et al., 2021). The sampling frame was not available because MOE wanted to protect the personal data of teachers.

3.2.5 Sample and Sampling Technique

A sample is something concrete that can be measured, calculated accurately, or studied for the behavior of each subject in it (Chua, 2006). The sample is a subset of the study population (Sekaran & Bougie 2010). Kjercie & Morgan (1970) created a table to recommend the appropriate sample size based on the total population, making the number of samples selected more manageable. For the given population of 31,314 people, the recommended sample size is 380 respondents (Kjercie & Morgan, 1970).

The present study takes into consideration a different sampling technique to compare the sample size numbers using G*Power version 3.1. A computer programme called G*Power can carry out highly accurate statistical power analyses in behavioral research (Faul et al., 2007). The recommended sample size for this study using G*Power version 3.1 and considering three (3) predictors (i.e., psychosocial safety climate, psychosocial safety knowledge, and psychosocial safety motivation) indicates that the total sample size is 77 respondents.

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Based on the feedback received from EPRD, getting respondents among teachers is not an easy matter because teachers are busy involved in programs and activities, especially at the end of the year, so the researcher took the approach of distributing questionnaires to 400 samples that will be selected randomly from a population of 31,314 based on the assumption that teachers respond to the online survey at a rate of 90% on average. The benefit of this sampling design is that it makes it easier, more convenient, and less expensive to collect data.

3.3 Measurement (Questionnaire Design)

This section discusses the tools that were used to measure the research variables in this study. Following that, this section also highlights and discusses the components of the questionnaires used in this study. This form for survey questions is broken up into five (5) parts: Section A is about the demographics or backgrounds of the participants. Section B is about the psychological safety climate. Section C is about psychological safety knowledge. Section D is about psychological safety motivation, and Section E is about psychological safety behavior.

(Psychosocial Safety Compliance and Psychosocial Safety Participation). The items in the questionnaire were applied to measure the independent variables: psychosocial safety climate, psychosocial safety knowledge, and psychosocial safety motivation. The dependent variable, which is psychosocial safety behavior, consisted of two components, which were psychosocial safety compliance and psychosocial safety participation. Sections B and E were adapted from Bronkhorst (2015), while Sections C and D were adapted from Vinodkumar & Bhasi (2010). Each dimension has its own set of items that are scored "on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = moderate, 4 = agree, 5 = strongly agree)."

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The questionnaire contained 15 questions to measure psychosocial safety climate; 6 questions to measure psychosocial safety knowledge; and six (6) questions to measure psychosocial safety motivation. For the dependent variable, there are six (6) questions to measure psychosocial safety compliance and 6 questions to measure psychosocial safety participation.

The contents of this questionnaire were discussed with selected academicians. After considering each item in detail, necessary changes were made by replacing some of them. In the question that is in Sections B and E that were adapted from Bronkhorst (2015), there are slight changes in terms of wording. For example: employee changes to teachers; direct supervisor changes to senior management; organisation changes to schools. However, in Sections C and D that were adapted from Vinodkumar & Bhasi (2010), the present study replaced some of the words from "safety knowledge aspect" to "psychosocial safety knowledge aspect" and from "safety motivation aspect" to "psychosocial safety motivation aspect." Table 3.1 shows the changes that were made from the original questionnaire from Vinodkumar & Bhasi (2010).

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Table 3.1
Changes from the original items.

No	Original question	Rewording
	Safety Knowledge	**Psychosocial Safety Knowledge**
1	"I know how to perform my job in a safe manner. "	"I know how to perform my job without psychological strain."
2	"I know how to use safety equipment and standard work procedures. "	"I know how to manage psychological strain at work."
3	"I know how to maintain or improve workplace health and safety. "	"I know how to maintain or improve workplace psychosocial well-being."

Table 3.1 (Continued)

4	"I know how to reduce the risk of accidents and incidents in the workplace. "	"I know how to reduce the risk of psychological strain in the workplace."
5	"I know what are the hazards associated with my jobs and the necessary precautions to be taken while doing my job. "	"I know what are the psychological strains associated with my jobs and the necessary precautions to be taken while doing my job."
6	"I don't know what to do and whom to report if a potential hazard is noticed in my workplace. "	"I don't know what to do and whom to report if a potential psychological strain is noticed in my workplace."
	Safety Motivation	**Psychosocial Safety Motivation**
1	"I feel that it is important to maintain safety at all times."	"I feel that it is important to maintain psychosocial well-being at all times."
2	"I believe that safety at workplace is a very important issue. "	"I believe that psychosocial well-being at workplace is a very important issue."
3	"I feel that it is necessary to put efforts to reduce accidents and incidents at workplace. "	"I feel that it is necessary to put efforts to reduce psychosocial health problems at workplace."
4	"I believe that safety that can be compromised for increasing production. "	"I believe that psychosocial well-being can be compromised for increasing production."
5	"I feel that it is important to encourage others to use safe practices. "	"I feel that it is important to encourage others to maintain psychosocial well-being."
6	"I feel that it is important to promote safety programmes. "	"I feel that it is important to promote psychosocial well-being programmes. "

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To provide a better understanding for the respondent, the questionnaire was created in two languages: English and Malay. The present study appointed two (2) academic translators, namely Risi Writes Consultancy and Zade Writing Service, who were able to ensure that the questions in the English and Malay versions of the instruments matched those in the original instruments (which were written in English). This consultation is used to ensure that the words used in the questionnaire are completely accurate. The explanation of the research instruments is compiled in Table 3.2 below.

Table 3.2
Distribution of Variables

Variables	Section	Number of items	Scales	Sources
Demographic Factor	A	12		Author
Psychosocial safety climate	B	15	"Likert Scale 1-5"	Bronkhorst (2015)
Psychosocial safety knowledge	C	6	"Likert Scale 1-5"	Vinodkumar & Bhasi (2010)
Psychosocial safety motivation	D	6	"Likert Scale 1-5"	Vinodkumar & Bhasi (2010)
Psychosocial safety compliance	E	6	"Likert Scale 1-5"	Bronkhorst (2015)
Psychosocial safety participation	E	6	"Likert Scale 1-5"	Bronkhorst (2015)
Total item		**51**		

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3.3.1 Validation of Instruments (Pilot Test)

A pilot test is necessary to determine the reliability of self-constructed instruments and translated versions of the instrument. The goal of this pilot study is to evaluate and assess the instruments before they are distributed to the full group of participants in the study. According to Sauders et al. (2000), "the purpose of the pilot test is to improve the questionnaire so that respondents will have no trouble responding to the questions and that the data collection process will go smoothly."

The present study included a pilot study, and it involved some process. An invitation was sent via letter and email to the principal of Sekolah Menengah Kebangsaan Kepong Baru, Kuala Lumpur, inviting them to take a web-based (Google Form) survey for the purpose of this study. The researcher attached the questions of the study, which contain: demographic information; psychosocial safety climate; psychosocial safety knowledge; psychosocial safety motivation; and psychosocial safety behavior (psychosocial safety compliance and psychosocial safety participation). These questionnaires were mainly adopted from previous research. An introductory message has also been attached to the email, along with a direct link to the survey's website. The introductory message provided complete information, including the purpose of the study and survey instructions, as well as the researcher's contact information, and finally stated that all information collected would be used for the study's purposes and would be kept confidential, while also informing the respondents that there are no right or wrong answers. The intention was for respondents to be as truthful as possible in their responses to all of the questions (Cooper & Schindler, 2001).

The pilot study was conducted on October 20, 2022. During the pilot study, the participants responded to the questionnaire by completing a web-based survey.

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Researchers discovered that only 35 of the total targeted potential population (126 teachers) completed the survey after the pilot study ended on November 15, 2022. Sekaran & Bougie (2010) stated that reliability values under 0.60 are generally regarded as poor, 0.70 to 0.79 as acceptable, and 0.80 and higher as good. Table 3.3 shows that the alphas were all well above 0.80. The strength of the association finding shows how the independent and dependent variables' ranges are both very good. This result illustrated the reliability and validity of the research tool in assessing the response. The results of the pilot study's reliability test are shown in the table below.

Table 3.3
Pilot Study Reliability Test

Variables	Cronbach's Alpha (Pilot Study)	Total number of items
Independent Variable		
Psychosocial safety climate	0.965	15
Psychosocial safety knowledge	0.843	6
Psychosocial safety motivation	0.894	6
Dependent Variable		
Psychosocial safety compliance	0.874	6
Psychosocial safety participation	0.843	6
Total item		**39**

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3.4 Data Collection and Administration

In conducting this study, there were several procedures that needed to be followed. The first thing had to do was prepare paperwork and list the locations of the study (the involved schools) in detail. Then BPPDP Form 2(A) needed to be completely filled out, signed, and officially stamped by the researcher's supervisor (SV). The researcher then obtained a student confirmation letter from Universiti Utara

Malaysia, Kuala Lumpur. All of these documents, including study instruments, must be submitted, or uploaded into the eRAS 2.0 system MOE. Researchers needed to obtain approval from the EPRD and MOE before a study was conducted.

After receiving approval from EPRD, MOE, the researcher needed to obtain approval from the Selangor, Kuala Lumpur, and Putrajaya State Departments of Education before conducting the pilot test and actual research. The researcher received approval from the EPRD, MOE on October 3, 2022, as well as approval from the State Education Departments Kuala Lumpur on October 17, 2022, Selangor on October 21, 2022, and Putrajaya on November 3, 2022. After receiving approval from the three State Education Departments, the researcher needed to submit an official email or letter to the school principal with a link to the study (Google Form). School principals who agree to participate in this study will extend the links to teachers in their respective schools.

The data collection period ran from November 20, 2022, to December 19, 2022. The 40 secondary school principals received questionnaires in the following order: 20 schools from Selangor, 13 schools from Kuala Lumpur, and 7 schools from Putrajaya. The total number of distributed questionnaires was 400, based on the assumption that the teachers respond to the online survey at a rate of 90% on average. However, the researcher only received 330 complete questionnaires. In other words, the researchers were able to collect approximately 82.5% of the questionnaires that were distributed.

3.5 Data Analysis Techniques

The data from each survey questionnaire collected via Google Form will be downloaded to an Excel sheet for analysis. The researcher analysed the data using the

IBM Statistical Package for the Social Sciences (SPSS) Version 27.0 programme. SPSS is the most widely available and widely used comprehensive statistical computer package for researchers. Every survey questionnaire received from the respondents was checked to see whether participants responded to all the questions or left some blanks. The data was plotted by number and entered into SPSS, where it was summarised, analysed, and interpreted to achieve the research objectives and answer the research questions. There are a few steps involved in data analysis after obtaining the data through questionnaires.

After the data was entered into SPSS, the researcher conducted the preliminary test. This process involved detecting missing data and checking the accuracy of the data input. Then, the data were examined using descriptive analysis (frequency, minimum, maximum, mean, and standard deviation), reliability analysis, a correlation coefficient, and regression linear analysis. The first test is to ensure that the questions are reliable. Cronbach's alpha was used to calculate the reliability coefficients' values. Cronbach's Alpha is a reliability coefficient that indicates how positively correlated the individual items in a set are with one another. (Sekaran & Bougie, 2010). Sekaran & Bougie (2010) stated that reliability values under 0.60 are generally regarded as poor, 0.70 to 0.79 as acceptable, and 0.80 and higher as good. Following that, descriptive data analysis was performed. The goal of descriptive analysis is to compute and interpret data using frequency and descriptive variables. Descriptive analysis is used to examine demographic variables, independent variables, and dependent variables. The mean and standard deviation of the continuous variables were calculated.

Hypotheses testing was done through regression analysis. The researcher used Pearson Correlation Analysis to investigate the general feeling about the independent

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and dependent variables. The Pearson Correlation Coefficient was used in this study to show the direction, strength, and importance of the bivariate relationships between all of the variables. Pearson correlation also provides access to the possibility of multicollinearity relationships between variables. According to Cohen (1983), the strength of correlation measured by R-values of 0.10-0.29 is generally regarded as weak, 0.30 to 0.49 is moderate, and 0.50-1.0 is a strong correlation.

Next, a regression analysis was performed to investigate the relationship between the independent and dependent variables: PSC, PSK, PSM, and PSB (psychosocial safety compliance and psychosocial safety participation). Any t-value greater than or equal to 1.645 but less than 2.33 means the relationship confidence is 95% (the maximum error is 5%), and any t-value greater than 2.33 means the relationship confidence is 99% (the maximum error is 1%).

3.6 Summary

This chapter included the research design, sampling strategy, and procedures used in the study. It also explains the methodology used by the researcher to gather the data, which includes the respondents and the measurement tools or questionnaires that were used, as well as the study's pilot test, reliability, and the questionnaires' Cronbach Alpha value. Also described are the statistical tests that were conducted to evaluate the collected data and test the hypotheses. The process of gathering data is crucial in determining the study's significance. So, researchers can use the SPSS statistical tool to figure out the relationship between independent variables and dependent variables. The results of this study are shown in the next chapter, which is mostly about testing hypotheses.

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CHAPTER FOUR

FINDINGS

4.1 Introduction

This chapter contains an analysis, presentation, and interpretation of the research findings. A computer programme called IBM Statistical Package for the Social Sciences (SPSS) Version 27.0 was used to look at all the data statistically. In the statistical data analysis process, reliability, descriptiveness, correlation, and regression analysis were all looked at. The results are very important for answering the questions that led to this study. The relationship between the independent variable and the dependent variable will be shown by the data analysis.

4.2 Response Rate

Based on the assumption that the teachers respond to the online survey at a rate of 90% on average. This process of grounding out was done on assumption because of the unavailability of this sampling rate. Our primary focus is on ensuring that the data obtained meets the requirements of G-Power 3.1 as well as the target set by Krejcie and Morgan (1970). Based on that assumption, a total of 400 questionnaires were distributed by email to daily secondary school teachers under the jurisdictions of Selangor, Kuala Lumpur, and the Putrajaya State Education Department, and the respondents were given a maximum of two weeks (November 23–December 7, 2022) to complete the questionnaire.

However, only 330 questionnaires were returned and used for data analysis, representing an 82.5% response rate. Data collection is executed in November and December 2022. According to a review conducted through phone calls to the schools

involved, the low response rate is due to respondents being preoccupied with pre-planned programmes and activities, as well as the preparation of exam questions at school. Data from these 330 questionnaires were later coded and analyzed. Table 4.1 summarises the distribution of questionnaires in this study.

Table 4.1
Questionnaire Distribution

Response Rate	
Questionnaire Distributed	400
Returned and Usable	330
Not Returned	70
Usable Response Rate	82.5%

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4.3 Profile of Respondents

Demographic information was analysed using descriptive analysis. This section intends to describe background information according to the respondents to this study. Demographic information such as grade, gender, age, total tenure, current tenure, highest education level, marital status, psychosocial strain experience, psychosocial strain frequency, psychosocial training, psychosocial training frequency, and school location were analysed in this section. The majority of the demographic characteristics of the respondent were measured using nominal data, except for age, total tenure, and current tenure, which were measured using scale data.

A total of 33.9% (112) respondents were in grade DG48, 27.6% in grade DG44, and the rest were in grades DG41 (18.5%), DG52 (9.7%), and DG54 (10.3%). The majority of respondents consisted of 282 women and 48 men. The average age of the respondent is 43–44 years old, working experience is 17–18 years, and current tenure is 8.5 years. In terms of academic qualifications, almost all of the respondents (97.8%)

possessed at least a degree in their area of expertise. Most of the respondents (87.6%) were married, 9.4% were single, and 3% were divorced or widowed.

In terms of psychosocial strain, 72.1% (238) of respondents reported having experienced it, and 55.2% (182) admit to having experienced it at least 1-3 times while working at their current school. However, the majority of the respondents (286) have not attended any training pertaining to managing psychosocial strain, and 78.2% (258) of the respondents have not attended any training regarding psychosocial health. The highest response rate is from secondary schools in Selangor (81.5%), followed by Kuala Lumpur (12.4%) and Putrajaya (6.1%). Table 4.1 summarises the descriptive statistical results of the demographic information.

Table 4.2
Profile of the Respondents

Demographic Factors	**Categories**	**Frequency**	**Percentage (%)**
Grade	Grade DG41	61	18.5
	Grade DG44	91	27.6
	Grade DG48	112	33.9
	Grade DG52	32	9.7
	Grade DG54	34	10.3
Gender	Male	48	14.5
	Female	282	85.5
Age		M = 43.55	SD = 8.776
Total tenure		M = 17.66	SD = 8.731
Current tenure		M = 8.47	SD = 6.626
Academic qualification	Secondary school	7	2.1
	Degree	270	81.8
	Master's Degree	49	14.8
	Doctoral Graduate	4	1.2
Marital status	Married	289	87.6
	Single	31	9.4
	Divorced or widowed	10	3.0

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Table 4.2 (Continued)

Psychosocial experience	Yes	238	72.1
	No	92	27.9
Psychosocial frequency	Not at all	94	28.5
	1-3 times	182	55.2
	4-8 times	31	9.4
	9-15 times	6	1.8
	Over 15 times	17	5.2
Psychosocial training	Yes	44	13.3
	No	286	86.7
Training frequency	Every month	4	1.2
	Once in three months	4	1.2
	Once in six months	10	3.0
	Once a year	54	16.4
	Not at all	258	78.2
Location	Selangor	269	81.5
	Kuala Lumpur	41	12.4
	Putrajaya	20	6.1

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4.4 Reliability Test

Once the data has been collected, the "quality of the data" should be assessed using reliability tests to determine how consistently and steadily the instrument taps the variable. "The reliability coefficient, known as Cronbach's Alpha, measures how well a set of items are positively correlated with one another, and the closer Cronbach's Alpha is to 1, the higher the reliability of internal consistency (Sekaran & Bougie, 2010) ". Sekaran & Bougie (2010) stated that reliability values under 0.60 are generally regarded as poor, 0.70 to 0.79 as acceptable, and 0.80 and higher as good. Table 4.3 shows that the alphas were all well above 0.80.

The researcher also took into account Sekaran & Bougie's (2010) important point that "all negatively worded items in the questionnaire should be reversed before being submitted for reliability tests." After doing the "recode" for item PSK6, Cronbach's Alpha value just increased 0.055. The current study decided to delete 1 item (PSK6) because Cronbach's Alpha value increased by 0.164 from 0.759 to 0.923. For the 32 items listed in Table 4.3 and after 1 item were deleted, the Cronbach's Alpha value ranged between 0.835 and 0.953, which indicated a very good association as ruled by Hair et al., 2016.

The strength of the association finding demonstrates the very good range of the independent and dependent variables. This finding demonstrated the validity and dependability of the research instrument in measuring the response. It appears that this study successfully meets the reliability cut-off points despite many authors adhering to the rule-of-thumb that alpha should reach 0.70 for an instrument to have an acceptable level of self-consistency.

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Table 4.3
Reliability Analysis After Items Deleted

Variables	No. of Final Items	Cronbach's Alpha (α)	Item deleted
Psychosocial safety climate (PSC)	15	0.953	0
Psychosocial safety knowledge (PSK)	5	0.923	1
Psychosocial safety motivation (PSM)	6	0.911	0

Table 4.3 (Continued)

Psychosocial safety behavior (PSB)			
• Psychosocial safety compliance	3	0.857	0
• Psychosocial safety participation	3	0.835	0
Total	**32**		**1**

4.5 Descriptive Analysis for Major Variables

In the present study, descriptive analysis is used to describe the essential characteristics of a given data set. It provides a brief summary of the sample that is representative of the whole sample. The mean and standard deviation values for each variable are explained in this study.

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The 'Likert scale', which has five possible values ranging from "1" (strongly disagree) to "5" (strongly agree), was used to measure each variable in this study. Davies (1971) stated that when the mean score is between 3.68 and 5, the level of the variables is high, when it is between 2.34 and 3.67, it is considered moderate, and when it is between 1 and 2.33, it is low.

As shown in Table 4.4, psychosocial safety motivation has the highest Mean (M) value (M=4.328) and the Standard Deviation (SD) value, (0.576); psychosocial safety knowledge (M=3.8394, SD=0.57042) and dependent variable psychosocial safety compliance (M=3.8323, SD=0.5893). The moderate Mean value is psychosocial safety climate (M=3.4992, SD=0.68031); and the dependent variable is psychosocial safety participation (M=3.397, SD=0.6754).

The descriptive analysis results are shown in Table 4.4, and the majority of respondents agreed with the measurement of thirty-two (32) items, and the SD for all variables measured ranges between 0.57 and 0.68. In summary, the mean score for all variables in the descriptive analysis is greater than 3, indicating that the respondent agrees with all of the items used to describe psychosocial safety behavior (psychosocial safety compliance and psychosocial safety participation).

Table 4.4
Means and Standard Deviation Value of PSC, PSK, PSM and PSB

Variables	Mean (M)	Standard Deviation (SD)
Psychosocial safety climate (PSC)	3.4992	0.68031
Psychosocial safety knowledge (PSK)	3.8394	0.57042
Psychosocial safety motivation (PSM)	4.3283	0.57674
Psychosocial safety behavior (PSB)"		
• Psychosocial safety compliance	3.8323	0.58936
• Psychosocial safety participation	3.3970	0.67547

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4.6 Correlation Analysis

The correlation coefficient works for variables that don't change over time, and a significance level of $p = 0.05$ is the standard in business research (Sekaran & Bougie, 2010). Table 4.5 shows the relationship between PSC, PSK, PSM, and PSB

(psychosocial safety compliance and psychosocial safety participation). The results show that there is a significant positive relationship between all of the independent variables and PSB (psychosocial safety compliance and psychosocial safety participation).

The results show that there is a strong positive link between PSK and PSB as well (psychosocial safety compliance and psychosocial safety participation). This correlation coefficient has a value of 0.695 for psychosocial safety compliance and a value of 0.501 for psychosocial safety participation.

The result shows that there is a moderately positive relationship between psychosocial safety climate and psychosocial safety compliance and a strongly positive relationship between psychosocial safety climate and psychosocial safety participation. The correlation coefficient for psychosocial safety compliance is 0.489, while the value for psychosocial safety participation is 0.517.

In addition, the results demonstrate a moderately positive relationship between psychosocial safety motivation and psychosocial safety compliance and a weak correlation between psychosocial safety motivation and psychosocial safety participation. The correlation coefficient for psychosocial safety compliance is 0.413, whereas the correlation coefficient for psychosocial safety participation is 0.225. The relationship between psychosocial safety climate, psychosocial safety knowledge, psychosocial safety motivation, and psychosocial safety behavior (psychosocial safety compliance and psychosocial safety participation) is statistically significant, with a p-value of 0.001.

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Table 4.5
Pearson Correlation Analysis

		1	2	3	4	5
1	Psychosocial safety climate	1				
2	Psychosocial safety knowledge	0.518**	1			
3	Psychosocial safety motivation	0.149**	0.327**	1		
4	Psychosocial safety compliance	0.489**	0.695**	0.413**	1	
5	Psychosocial safety participation	0.517**	0.501**	0.225**	0.576**	1

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

4.7 Hypothesis Testing

A regression analysis was performed to determine the best set of predictor variables and to what extent PSC, PSK, and PSM describe the teachers' PSB in secondary schools in Selangor, Kuala Lumpur, and Putrajaya. Tables 4.6 and 4.7 show the results of regression analysis for psychosocial safety compliance, whereas Tables 4.8 and 4.9 show the results of regression analysis for psychosocial safety participation among teachers in the organisation. Table 4.10 summarises the findings from the hypothesis testing.

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4.7.1 Hypotheses Testing for Independent Variables and Dependent Variable (Psychosocial Safety Compliance)

According to Table 4.6, all independent variables have a significant prediction on psychosocial safety compliance (R = 0.739). Based on the Model Summary table, the R-squared of 0.546 implies that the three predictor variables explain about 54.6% of the psychosocial safety compliance. This is a quite good and respectable model.

Referring to Table 4.7, the coefficient results show there was a positive relationship between psychosocial safety climate (β = 0.182), psychosocial safety knowledge (β = 0.532), psychosocial safety motivation (β = 0.212), and psychosocial safety compliance were significant (p<0.001) and the t-value was greater than 2.33. Psychosocial safety knowledge has the highest beta coefficient (β=0.532). This means that psychosocial safety knowledge contributes the most to explaining psychosocial safety compliance. These findings supported H1a, H2a, and H3a (there is a positive relationship between psychosocial safety climate, psychosocial safety knowledge, psychosocial safety motivation, and psychosocial safety compliance).

Table 4.6
"Model Summary A"

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.739[a]	0.546	0.542	0.3988

a. Predictors: (Constant), psychosocial safety climate, psychosocial safety knowledge, psychosocial safety motivation

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Table 4.7
"Regression Analysis of psychosocial safety climate (PSC), psychosocial safety knowledge (PSK), and psychosocial safety motivation (PSM) for psychosocial safety compliance"

Model A	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.233	0.199		1.172	0.242
"Psychosocial safety climate"	0.157	0.038	0.182	4.166	0.001
"Psychosocial safety knowledge"	0.550	0.047	0.532	11.652	0.001
"Psychosocial safety motivation"	0.217	0.040	0.212	5.369	0.001

a. Dependent variable: Psychosocial safety compliance

4.7.2 Hypotheses Testing for Independent Variables and Dependent Variable (Psychosocial Safety Participation)

Table 4.8 shows that all of the independent variables have a significant prediction on psychosocial safety participation (R=0.589). Based on the Model Summary table, the R-squared of 0.347 implies that the three predictor variables explain about 34.7% of the psychosocial safety participation, with the remaining 65.3% explained by other variables. This is an accepted model. The coefficient results in Table 4.9 show a positive relationship between two (2) variables, namely, psychosocial safety climate (β=0.353), and psychosocial safety knowledge (β=0.293), with the exception of psychosocial safety motivation (β=0.077). The relationship between psychosocial safety climate, psychosocial safety knowledge, and psychosocial safety participation was significant ($p<0.001$) and the t-value was greater than 2.33. However, the relationship between psychosocial safety motivation and psychosocial safety participation was not significant ($p>0.05$) and the t-value was lower than 1.645. This means that the psychosocial safety climate makes the strongest contribution to explaining psychosocial safety participation. These findings supported H1b and H2b (there is a positive relationship between psychosocial safety climate, psychosocial safety knowledge, and psychosocial safety participation). However, H3b (there is a positive relationship between psychosocial safety motivation and psychosocial safety participation) is not supported and is rejected.

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Table 4.8
"Model Summary B"

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.589[a]	0.347	0.341	0.5485

a. Predictors: (Constant), psychosocial safety climate, psychosocial safety knowledge, psychosocial safety motivation

Table 4.9
"Regression Analysis of psychosocial safety climate (PSC), psychosocial safety knowledge (PSK), psychosocial safety motivation (PSM) for psychosocial safety participation"

Model B	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.449	0.274		1.637	0.103
"Psychosocial safety climate"	0.351	0.052	0.353	6.750	0.001
"Psychosocial safety knowledge"	0.347	0.065	0.293	5.343	0.001
"Psychosocial safety motivation"	0.090	0.055	0.077	1.620	0.106

a. Dependent variable: Psychosocial safety participation

Table 4.10
Hypotheses Results

	Hypotheses	Result
H1a	Psychosocial safety climate is positively related to psychosocial safety compliance.	Supported
H1b	Psychosocial safety climate is positively related to psychosocial safety participation.	Supported
H2a	Psychosocial safety knowledge is positively related to psychosocial safety compliance.	Supported
H2b	Psychosocial safety knowledge is positively related to psychosocial safety participation.	Supported
H3a	Psychosocial safety motivation is positively related to psychosocial safety compliance.	Supported
H3b	Psychosocial safety motivation is positively related to psychosocial safety participation.	Rejected

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4.8 Summary of Findings

One of the most significant parts of the dissertation was presented in this chapter, which also determined whether the variables used in the current study are consistent with those used in earlier studies. In this chapter, all analyses, such as those on reliability, descriptiveness, correlation, and regression, were presented after a description of the respondents' demographic characteristics. Five (5) out of the six (6) hypotheses are supported. Among the variables that are positively supported are: psychosocial safety climate and psychosocial safety knowledge are positively related to psychosocial safety behavior (psychosocial safety compliance and psychosocial safety participation); and psychosocial safety motivation is positively related to psychosocial safety compliance.

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CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The final chapter of the dissertation is divided into five (5) parts. The first part explains the recapitalization of obtained results from the present research, which examines the relationship between PSC, PSK, PSM, and PSB among daily secondary teachers in Selangor, Kuala Lumpur, and Putrajaya. The second section contains discussions of the obtained results. Implications resulting from the outcome on both the theoretical and managerial levels will be highlighted in the following parts. The chapter ends by presenting the limitations of the study, recommendations for future research, and a conclusion.

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5.2 Recapitulation of Major Findings

The previous chapter revealed the results of six (6) hypotheses. Based on the regression analysis in the previous chapter, all three (3) independent variables, namely PSC, PSK, and PSM, are positively significant for psychosocial safety compliance. PSC and PSK are also positively associated with psychosocial safety participation. The present research assumed that PSM is positively related to psychosocial safety participation; however, from the analysis, the relationship between psychosocial safety motivation and psychosocial safety participation is positive but not significantly related. To recap the findings, five (5) out of the six (6) hypotheses are supported.

5.3 Discussion of Findings

The main purpose of this research was to understand the influence of PSC, PSK, and PSM on PSB among secondary teachers. The findings of this research will be discussed in light of the hypotheses that were formed after taking into account theories and prior empirical data.

5.3.1 The Relationship between Psychosocial Safety Climate and Psychosocial Safety Behavior (Psychosocial Safety Compliance and Psychosocial Safety Participation)

In this study, the hypotheses showed that there is a positive relationship between the PSC and PSB (psychosocial safety compliance and psychosocial safety participation) among daily secondary teachers in Selangor, Kuala Lumpur, and Putrajaya. This finding is consistent with the findings of previous research, in which empirical evidence indicates that PSC is the best predictor and plays a role in employee PSB (Bronkhorts, 2015; Seo, 2005). According to Hu et al. (2022), they found that PSC has a positive effect on an individual level, which supports the theory from Dollard & Bakker (2010). According to the findings of this study, PSC have a stronger relationship with psychosocial safety participation than with psychosocial safety compliance. When comparing psychosocial safety participation and psychosocial safety compliance, psychosocial safety participation is more effective in the long-term at decreasing psychological strain through the creation of a better working environment to support psychosocial safety (Curcuruto et al., 2015). This finding is also in line with Jiang et al. (2010), who stated that psychosocial safety participation behaviours can be thought of as behaviours that help to develop a safe and healthy psychosocial working environment, as opposed to safety compliance, which is a

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behaviour that is sanctioned and expected of employees. These behaviours include things like taking part in psychosocial safety events put on by the organisation, assisting other employees with psychosocial safety issues, and attending safety meetings. PSC offers secondary teachers a psychological setting that affects how they perceive, respond to, and engage with situations.

PSC can be measured via "management priority for psychological health and safety; management commitment to psychological health and safety; communication about psychological health and safety; participation and involvement in relation to psychological health and safety; and group norms and behaviors related to psychological health and safety" (Hall et al., 2010; Fugas et al., 2011). Since this study proves that there is a positive relationship between PSC and PSB, it can be concluded that senior management at the school's involvement shows strong support for the prevention of stress among teachers; teachers also act proactively to correct problems or issues that occur at work; positive group norms and behaviors; and reminding each other of rules, laws, and risks related to psychological aspects. In addition, effective communication about psychological safety issues has successfully increased PSC and had a positive effect on teachers' PSB. Teachers are also encouraged to get involved in matters of psychological health and safety, in line with the findings of the study, which prove that PSC have a strong relationship with psychosocial safety participation.

This study supports the findings of a previous study, which discovered a positive correlation between teacher self-efficacy and the actions of school leaders (Cansoy & Parlar, 2018). PSC that emphasises the achievement of shared objectives or provides teachers with greater classroom autonomy can bolster teachers' confidence in their ability to manage heavy workloads (Tschannen-Moran & Hoy, 2007). Teachers benefit from strong leadership because it facilitates their collaboration and

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aids them in coping with the psychological and social pressures they face on the job (Bandura, 1978).

Apart from the literature, the demographic characteristics of the study may also justify the finding of this study. The majority of respondents (55.2%) in this study experienced 1-3 times of psychosocial strain while working in their current school. Only 5.2% of respondents reported experiencing more than 15 instances of psychosocial strain at their current school (see Table 4.2). This finding shows that teachers in Selangor, Kuala Lumpur, and Putrajaya have a good support system and a higher PSC. Despite having heavier workloads, teachers in institutions with higher PSC have fewer mental health problems than their peers in institutions with lower levels of PSC (Katherine & Anthony, 2016). However, PSC will vary between organisations, work units, and teams because senior management of the school plays an important role and has a significant impact on how PSC develops. Through policies, practises, and procedures that have an effect on working conditions, managers will act to safeguard and enhance the psychological wellbeing of employees in high-PSC environments. Ye et al. (2020) claim that the perception of managerial commitment can enhance psychology and have a favourable impact on employees' behaviors related to their psychosocial safety.

To answer research question number one (1), how is PSC related to PSB?, PSC offers secondary teachers a psychological setting that affects how they perceive, respond to, and engage with situations, and PSC cues individuals to put organisational policies, practises, and perceptions into practise in order to safeguard teachers' psychosocial health and wellbeing. The significance of PSC for teachers' psychosocial safety behaviors is highlighted by this study. The PSC likely informs teachers about the significance of psychological safety at work. The findings for PSB show how

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important PSC was in explaining variation in PSB. Perhaps the best way to explain this is this: characteristics of the workplace have a greater influence on teachers' decisions to engage in PSB.

5.3.2 The Relationship between Psychosocial Safety Knowledge and Psychosocial Safety Behavior (Psychosocial Safety Compliance and Psychosocial Safety Participation)

The results of regression analysis in this study have indicated that there is a positive relationship between PSK and PSB (psychosocial safety compliance and psychosocial safety participation). The findings in this current study are consistent with the previous empirical studies conducted by Griffin & Neal (2000), Neal, Griffin & Hart (2000), and Vinodkumar & Bhasi (2010) however it was focusing merely on general safety behavior. It illustrates that PSK at secondary school has been spread formally and informally through an active and continuous process (Goodbrand et al., 2021).

This study found the same concept as the study by Vinodkumar & Bhasi (2010), which showed there is a stronger correlation between PSK and psychosocial safety compliance than there is between PSK and psychosocial safety participation. PSK contributes the most to explaining PSB among all the exploratory variables. With the high PSK in the workplace, daily secondary teachers in Selangor, Kuala Lumpur, and Putrajaya know how to manage and reduce the risk of psychosocial strain at work. In addition, teachers are also able to maintain or improve workplace psychosocial well-being and take necessary precautions while doing their work.

According to Vinodkumar & Bhasi (2010), practises in safety management, which include psychosocial safety training and the application of psychosocial safety rules and procedures, must be planned to produce changes in PSK. These practises

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should help teachers perform their duties in the healthiest and safest way possible and should convince them of the value of working safely. These safety management techniques also aid in expanding a teacher's understanding of psychosocial safety practises because they improve productivity and support those who are struggling with mental health issues. Additionally, this practise makes teachers more conscious of their own workplace psychosocial safety compliance and psychosocial safety participation.

This study's findings are consistent with the self-efficacy theory, which defines self-efficacy as the teacher's capacity to organise the necessary actions to produce the desired outcome. Teachers observing each other's activities (knowledge sharing) can alleviate the burden of having to complete numerous tasks in a limited amount of time (Ross & Gray, 2006). In addition, receiving feedback makes teachers more effective at achieving organisational objectives (Chester & Beaudin, 1996).

Unexpectedly, we discovered in the demographic characteristics that 86.7% of secondary teachers have not attended any training pertaining to managing psychosocial strain, and 78.2% have never attended psychosocial health training (refer to Table 4.2). The plausible explanation is that this shows the pre-service training organised by the Malaysian Institute of Teacher Education (IPGM), in-service training organised by the Teacher Professionalism Division (BPG), and leadership training organised by the Aminuddin Baki Institute (IAB) managed to improve PSK among secondary school teachers even though they did not attend specific courses related to psychosocial strain and psychosocial health training. This is unexpected and a new discovery in this study. The present research is confident that the stated divisions involved in providing training for teachers also take into consideration and provide training indirectly related to the importance of managing psychosocial issues among teachers. Another assumption made is that only counselling teachers attend training pertaining to

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managing psychosocial strain and psychosocial health and share the methods and transfer the knowledge gained with other colleagues (Wang & Noe, 2010).

PSK plays a crucial role in determining employees' PSB, and it can be strengthened by implementing more successful psychosocial safety intervention techniques. Stronger PSK that can encourage secondary teachers to adhere to psychosocial safety compliance and participation is necessary to lower the number of cases of psychosocial strain (Zohar & Luria, 2005). PSK will result in improved secondary school teacher PSB. Therefore, it is abundantly clear that the PSK is crucial for helping teachers recognise the psychosocial risk of their work based on their own experience.

On the other hand, in order to create a safer workplace, it is crucial to impart knowledge about the psychosocial safety component. This knowledge must be transmitted effectively via an appropriate communication platform. Furthermore, Zohar & Luria (2005) discovered that better communication of safety-related psychosocial issues resulted in fewer teachers experiencing psychosocial strain and having an intention to take an optional retirement.

To answer the research question number two (2), PSK influences PSB when everyone in the work environment practises this safety management skill. It will enhance the effectiveness of the work operation and help maintain their mental health problems as well.

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5.3.3 The Relationship between Psychosocial Safety Motivation and Psychosocial Safety Behavior (Psychosocial Safety Compliance and Psychosocial Safety Participation)

In this study, the relationship between PSM and psychosocial safety compliance is positively significant. It is consistent as hypothesized. Previous research has demonstrated that workers' safety motivation plays a significant role in whether they adhere to safety regulations and participate in safety-related activities, and PSM has a favourable relationship with PSB (Neal & Griffin, 2006; Christian et al., 2009; Maneechaeye & Potipiroon, 2022). This finding shows that teachers understand the importance of maintaining psychosocial well-being while carrying out daily tasks. Teachers in day secondary schools in Selangor, Kuala Lumpur, and Putrajaya strive to reduce psychological health problems at work by making it a priority and encouraging others regarding psychosocial well-being. PSM also plays a prominent role in mouldingemployee s'PS B.

The psychosocial "climate" is one of the important factors that is closely related to safety motivation (Peker et al., 2022). According to numerous studies, PSM also facilitates communication between the PSC and PSB in areas like psychosocial safety compliance (Neal & Griffin, 2006; and Vinodkumar & Bhasi, 2010). The direct involvement of management with employees to have conversations and discussions about psychosocial safety and offer advice on psychosocial matters would not only improve and encourage employees' PSB, but it would also strengthen the relationship between the employer and the employees. The direct involvement of management with employees to have conversations and discussions about psychosocial safety and offer advice on psychosocial matters would not only improve and encourage employees' PSB, but it would also strengthen the relationship between the employer and the

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employees. A good relationship between senior management and teachers in the institution would indirectly motivate employees to feel committed to their jobs, which would in turn influence positively their intention to comply with PSB in the school. PSM might make teachers feel secure. A safe workplace can enhance group dynamics, reduce psychosocial distance between people, and increase group members' perceptions of one another's trustworthiness (Hu et al., 2022). A higher PSM encourages individuals and team members to be more motivated to collaborate when producing their work.

Bandura (1997) says that self-efficacy affects how people motivate themselves to do certain things. Level of self-confidence in one's ability to do important safety-related tasks, like bringing up safety concerns or asking for instructions or guidelines at work, so that they can work safely. Studies by Dejoy (1996) & Nykanen et al. (2019) have shown how important it is to take self-efficacy into account when making workplace psychosocial safety interventions. Chen & Chen (2014) found that safety motivation and self-efficacy are related in a good way. Implementing PSM-based programmes should be a strategy for organisations that want to improve workplace safety and create a good safety climate.

The degree of self-efficacy varies between individuals and between activity domains. However, self-efficacy influences how hard teachers try to change risky behaviour and how persistent they are in overcoming barriers and obstacles that can demotivate them from completing their tasks and responsibilities. The lower a teacher's level of self-efficacy, the less confident they are in their ability to accomplish a task. Teachers with lower levels of self-efficacy may react more strongly to psychological stress than those with higher levels of self-efficacy in the face of adversity.

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To answer the research question number three (3), why is PSM influencing PSB?, teachers are more motivated to work safely and do a better job when the school has a good psychosocial culture. Next, PSB influencing PSB due to a good relationship between senior management and teachers in the institution would indirectly motivate employees to feel committed to their jobs, which would in turn influence positively their intention to comply with PSB in the school.

Initially, this study hypothesised that there is a positive relationship between PSM and psychosocial safety participation, in accordance with the concept as found in Griffin & Neal (2002), who conducted a field study in a variety of Australian mining and manufacturing companies and discovered that a positive relationship increases workers' motivation for safety and performance (i.e., safety compliance and safety participation). This result has also been confirmed by Neal & Griffin (2006) in other working environments (Australian hospitals). However, there are many different personality types, including those who can adhere to safety rules, those who avoid participating in psychosocial safety-related activities, and those who choose to disregard psychosocial safety rules and act recklessly without considering the repercussions (Bronkhorst, 2015). Based on the personality differences, this hypothesis was not supported by the findings in this study. Hayes et al. (1998) say that employees may have different ideas about the different parts of psychosocial safety at work, which can affect how they act. This study's findings contradict those of with many other studies that have found that PSM affect, enhance, and later have an influence on PSB demonstration (Griffin & Neal, 2002; Neal & Griffin, 2006).

In the findings of this study, it was found that PSM only has a relationship with psychosocial safety compliance, i.e., teachers are involved in activities that secondary teachers must perform, such as complying with psychosocial safety regulations and

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procedures. Only mandatory activities are carried out by the secondary teacher without taking extra effort to create an environment that supports safety, such as attending psychosocial safety meetings, participating in psychosocial safety activities, collaborating with co-workers, and engaging in psychosocial safety-related issues with the goal of contributing to the development of a safe environment (Griffin & Neal, 2000). Interestingly, the present study found PSM is not related to psychosocial safety participation, which is an extra-role behavior.

This may be due to several factors. Firstly, it may be due to the stigma of the community, which makes people afraid to attend psychosocial meetings or psychosocial training because it will be considered that they have mental problems (The Star, 2022). It's possible that secondary school teachers experience afraid and ashamed as a result of the negative stigma and discrimination associated with mental illness, and they certainly don't want to be labelled as "mentally ill." They may also be concerned about the potentially detrimental effects that such a label could have on their professional career. These psychosocial programs lack involvement if they are made in small groups rather than large groups.

The second assumption is that there is limited awareness among secondary teachers, and they feel that they do not have any psychosocial problems in their current school. Or it is possible that secondary school teachers may acknowledge some mental health concerns, but they may not fully understand the significance of those concerns or may not even realise they have a genuine psychological illness. They might downplay or ignore the problems and say "everyone gets stressed out" or "my problems aren't that bad." (David Susman, 2015).

The above assumption is also in line with Cognitive Behavioral Theory (CBT). "CBT is based on the idea that how a person thinks (cognition), feels (emotion), and

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acts (behavior) all interact together. " In other words, secondary teachers' thoughts determine their feelings and behavior. Therefore, it is what secondary teachers believe about the situations they face, not the situations themselves, that determines how they feel and behave. In this connection, it is possible that secondary teachers feel that their involvement in attending psychosocial safety meetings, participating in psychosocial safety activities, collaborating with co-workers, and engaging in psychosocial safety-related activities does not have an impact on their daily lives or when carrying out their duties at school.

The demographic factors of the respondents could also possibly provide an explanation of the non-significant finding. According to the descriptive statistics analysis for the study, on average, teachers have been serving at the current school for more than eight years (mean = 8.47). Therefore, the respondent is no longer motivated to attend psychosocial safety meetings, participate in psychosocial safety activities, collaborate with co-workers, and engage in psychosocial safety-related issues with the goal of contributing to the development of a safe environment in the current school compared to other clusters of schools or other locations. It might be possible that psychosocial safety meetings and activities organised by the MOE, state education department, or district education office have the same content and delivery method. Therefore, secondary teachers could feel that it is not important to create an environment that supports psychosocial safety because they are comfortable with the same school conditions and environment. They may also be unclear and not understand the consequences of excluding the activity, especially for an extended period of time.

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5.4 Implication

The implications of the outcome on both the theoretical and managerial levels will be highlighted in this section.

5.4.1 Theoretical Implication

The main purpose of this study is to understand PSB among teachers in daily secondary schools in Selangor, Kuala Lumpur, and Putrajaya. It has been determined that teaching is a very stressful occupation (Othman & Sivasubramaniam, 2019), and past studies show that teachers face psychosocial problems due to a high workload and handle a variety of extracurricular activities, parent interactions, and administrative tasks (Raman & Othman, 2017; Othman & Sivasubramanian, 2019; Hadi et al., 2009). The selection of the scope of this study is based on the factors that have been identified by the past researcher, who found that secondary school teachers experienced higher levels of stress across all stress indicators, including workload, job demands, time restraints, student attitudes, limited resources, appreciation, and assistance (Kavita & Hassan, 2018). Therefore, this study was done to measure the reliability of the PSC, PSK, and PSM, which influence PSB (psychosocial safety compliance and psychosocial safety participation) among daily secondary teachers in Selangor, Kuala Lumpur, and Putrajaya. The study pointed out that strengthening the PSC, PSK, and PSM within an organisation may influence secondary teachers' PSB.

As discussed, studies related to PSB are still limited, and most of the studies focus on the Western context. Besides that, the majority of studies have looked at aspects of job demand and job resources and used the JD-R theory to study the psychosocial and physical aspects of safety behavior; researchers believe that this scope has been saturated. As a result, the current study investigated different aspects

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by focusing on the "climate" factor and employing self-efficacy theory to better understand the environment in secondary schools. As a result, this study has contributed to the non-Western context and enriched the existing literature, serving as a guide for other researchers who are interested in PSB issues and providing references and guidelines.

This study also provides insight into practical applications for better understanding self-efficacy and PSB among secondary teachers. Practicing and implementing self-efficacy can help reduce the effects of teacher decline related to stress and burnout. This study also acknowledges that teachers who have high self-efficacy beliefs have high resilience and are able to overcome psychosocial problems that occur in their workplace. Teachers are also encouraged to take precautions to avoid psychosocial strains and maintain workplace psychosocial well-being. By encouraging PSB, teachers' self-efficacy can also be raised (Bandura, 1997).

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5.4.2 Managerial Implication

There are few implications that can be highlighted in this study, and suggestions can be provided to understand and enhance PSB among teachers in daily secondary schools in Selangor, Kuala Lumpur, and Putrajaya. The result shows that PSB is an essential factor in determining the organisation's psychosocial "climate" and psychological safety. Therefore, every school should practise it by designing a safe psychosocial working environment, such as by using the correct regulations and protocols for psychosocial safety and promoting the psychological safety program within the school to ensure the highest level of workplace psychological safety.

Senior management is expected to educate and encourage secondary teachers to follow psychosocial safety rules and take part in psychosocial safety. This can be

done by giving secondary school teachers effective training on psychosocial safety once a month or once every three months. This will help teachers in middle and high schools understand why it's important to follow rules and take part in psychosocial safety issues. On the other hand, MOE, the State Education Department, and the District Education Office should set up a place where employees can talk about the psychosocial safety problems that happened in the school. It is also allowing senior management to take corrective action and make necessary adjustments in order to preserve the benefits of daily secondary teachers.

On the basis of the findings, this study makes several recommendations that highlight the importance of psychosocial "climate" practises in encouraging PSB (psychosocial safety compliance and psychosocial safety participation). Thus, in an attempt to increase psychosocial safety compliance and psychosocial safety participation among secondary teachers, senior management needs to encourage the three (3) variables by ensuring teachers' interaction, perception, experience knowledge, and motivation are in line with the organisation's policies, practices, and procedures. Furthermore, the findings of this study may provide some insights to senior management to assist them in becoming more alert to reducing unwanted psychosocial strain at the school and encouraging teachers to foster self-efficacy.

In practise, the findings of this study can be used to assist policymakers and the MOE division responsible for teacher training, such as BPG, IPGM, IAB, and BPSM, in comprehending the factors and elements that contribute to PSB (psychosocial safety compliance and psychosocial safety participation). Findings from this study can be used to improvise and put effort into the content, conditions, and working environment that influence the teacher's health, satisfaction, and work performance in order to maintain psychosocial health and well-being. The results from

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this study can be used to design a training programme related to psychosocial and psychological issues for the secondary teacher. Providing teachers with training programmes will assist them in resolving various challenges, especially psychosocial issues in their practice, and provide them with the necessary and effective tools in their daily jobs (Rotaru, 2013). Interestingly, Psychology and Counseling Division (BPsK) can incorporate all variables in this study to provide a more comprehensive assessment of the effectiveness of psychosocial safety behavior among secondary school teachers in terms of safety behavior at the workplace.

MOE and Education Service Commission Malaysia (ESCM) need to take into consideration and give attention to aspects of PSB during the selection and recruitment process to fill teacher vacancies to ensure that the appointed teachers can adapt to the psychological climate in the school and can overcome the problem of optional retirement or early retirement, which will have an impact on MOE.

The results of this study also can be used to facilitate policy makers in their efforts to establish good governance in education, which is concerned with how a school system formulates policies, prepares teachers for the classroom, and plans curricula (Khalique, 2010). In order to ensure effective service delivery to all of society while maintaining the psychosocial wellbeing and psychological health of teachers, good governance must be practiced. In the teaching profession, good governance can be established based on the teachers' participation in decision-making, transparency and accountability, resource management, equity, access to knowledge, and other factors that encourage responsibility for the achievement of goals and objectives to avoid psychological strain, which is severe among teachers. With good governance, interventions can be developed to reduce psychological stress among secondary teachers.

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5.5 Limitation

The present study identified several limitations, which could be considered for improvement in future research on the same subject. Firstly, the questionnaire was administered solely online, leaving room for misinterpretation, and misunderstanding on the part of the respondents. Aside from that, this study only included daily secondary teachers in Selangor, Kuala Lumpur, and Putrajaya. Therefore, this study does not describe the state of PSB for all secondary teachers. The unit analysis in this study is at the individual level, as different individuals have different perceptions with regard to their response, which indicates that the outcomes may have been influenced by the psychosocial climate of each individual (secondary school teachers in Selangor, Kuala Lumpur, and Putrajaya), such as the interaction of the work environment, conditions, and content with the individual's capacity, needs, culture, and extracurricular activities (Fernandes and Maria, 2018).

Next, this study does not take into account administrators at the school, department, and ministry levels who are likely to have an impact on this study. As a result, this study does not describe the relationship between school, department, and ministry administrators, who also contribute to and influence PSB among secondary school teachers in terms of administrative support, school environment, and educational policies that contribute to psychosocial issues.

5.6 Suggestions for Future Study

The present study makes a few recommendations to provide useful directions for future research. A variety of research opportunities can be identified from the present study. Firstly, it is suggested that future research be done in areas other than the central zone, with a focus on rural schools, and be carried out in all states in Malaysia. Normally,

teachers in rural schools are typically assigned by the state education department based on the needs of the school rather than any specific criteria (Jamil et al., 2016). The ability of the teacher in the teaching and learning process determines the learning climate (Jamil et al., 2016). As a result, there must be a psychosocial aspect that affects safety behavior among the teachers. Consequently, a refined comparison between rural and urban PSB teachers can be made. a wider geographical area to get a closer finding that reflects the research population.

In addition, it is also recommended that the replicated study be conducted for teachers in high-performance schools. Due to their capacity to maintain a respectful and positive school environment through clear direction, close collaboration, high commitment, a staff improvement programme, and positive external relations, principals and teachers in high-performing schools are recognised for motivating students to achieve academic excellence (Ujil & Andin, 2018). Certainly, in fulfilling this desire, there are various challenges and obstacles that need to be overcome. Hence, the concept of psychosocial safety compliance and psychosocial safety participation among teachers in high-performing schools is worth studying to make a comparison with teachers who work in other school clusters.

This study will also be more comprehensive if it is also carried out for other organisations and fields of work that have a different scope of work to strengthen the validity of the model. Since the unit analysis in this study is at the individual level, it is suggested that future research take into consideration both the individual and organisational levels. Compatibility between individuals and organisations can be achieved when one party can fulfil the needs of the other, when their core values are similar, or when they have complementary skillsets, as reported by Panuwatwanich et al. (2017).

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Next, the findings of the present study found that the relationship between PSM and psychosocial safety participation is positive but not significantly related. Another drawback was the use of self-administered questionnaires, as respondents may have been influenced by deliberate misinformation and disruptions. Therefore, the responses obtained may not reflect what the respondents actually feel about the relationship between PSM and psychosocial safety participation in their work, or they may simply refuse to give an accurate response to the item. The present study believes that knowledge or experience about the relationship between PSM and psychosocial safety participation is still unclear. As a result, it is suggested that future research use qualitative methods to gain a clearer picture, aid in in-depth analysis, and answer questions about the relationship between PSM and psychosocial safety participation more accurately.

In this study, PSC was measured using a unidimensional method. It is suggested that for future research, an independent variable for PSC be used with a multidimensional approach so that the discussion will be clearer based on the five (5) factors that have been developed by Hall et al. (2010) and Fugas et al. (2011). Lastly, additional study is required to shed more light on the issue. Future studies could introduce other antecedents or variables and include moderators or even mediators that might strengthen the relationship between the contextual factors and PSB to support the findings. Finally, for generalisation purposes, future studies might also consider a larger sample size by involving more schools.

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5.7 Conclusion

The findings of this study reveal some intriguing findings regarding PSB by increasing employee compliance and participation in school-based psychosocial safety. Understanding secondary teachers' safety-related psychosocial behaviors is also valuable for senior management to prevent psychosocial strain, maintain psychosocial well-being, and increase psychological health and safety. According to the findings of this study, PSC has a stronger relationship with psychosocial safety participation than with psychosocial safety compliance. PSC provides secondary teachers with a psychological environment that influences how they perceive, respond to, and engage in situations.

PSK influences PSB through practises in psychosocial safety management, such as psychosocial safety training and the application of psychosocial safety rules and procedures, which must be planned to produce changes in PSK. PSK is crucial for helping teachers recognise the psychosocial risk of their work based on their own experience. It is crucial to impart knowledge about the safety component in order to create a safer workplace. PSM influences psychosocial safety compliance among secondary school teachers in Selangor, Kuala Lumpur, and Putrajaya who adhere to psychosocial safety regulations. PSM also plays a prominent role in moulding employees' safety behavior. Discussion about psychosocial safety and advice on psychosocial matters between senior management and secondary teachers would strengthen the relationship as well as encourage teachers' compliance with psychosocial safety. Good relationships and communication would indirectly motivate secondary teachers to feel committed to their jobs and might make teachers feel secure. Overall, this study has successfully answered all the questions related to the purpose of this research.

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Universiti Utara Malaysia

APPENDICES

APPENDIX A: Questionnaire

Date: October 2022

Dear Respondent,

I am a Postgraduate student in University Utara Malaysia and carrying out a survey regarding psychosocial safety behavior, in order to fulfil the degree of Master requirement of University Utara Malaysia. The objective of this research is to understand determinants of psychosocial safety behavior among secondary school teachers.

Attached alongside this letter is a short questionnaire that addresses the element of psychosocial safety behavior in your school alongside your psychosocial safety climate, psychosocial safety knowledge and psychosocial safety motivation as a teacher in the same school. I realize that your time is priceless and very precious; however, your involvement in this survey, which will need only 10 - 15 minutes of your time, will contribute to the success of this study.

There is no right or wrong answer to the statements listed in the questionnaire. Your sincerity and honesty are highly required in answering these questions. Please be rest assured that all your responses will be kept confidential and will be strictly used for the academic research purposes only.

With this I highly appreciate your cooperation and participation in this study and wish to convey my thanks in advance.

If you are interested in this study and its outcome, please contact me via email at adilahmkn29@gmail.com or call me at 017-6066099.

Thank you for your kind attention and cooperation.

Yours sincerely,

Noor Adilah binti Alikutty

Tuan/Puan,

Saya adalah pelajar Sarjana dari Universiti Utara Malaysia yang sedang menjalankan satu kajian mengenai tingkah laku keselamatan psikososial, untuk memenuhi pra-syarat Sarjana dari Universiti Utara Malaysia. Objektif kajian ini adalah untuk memahami penentu tingkah laku keselamatan psikososial di kalangan guru sekolah menengah.

Soal selidik yang disertakan bersama-sama dengan surat ini merangkumi elemen tingkah laku keselamatan psikososial di dalam sekolah anda serta iklim keselamatan psikososial, pengetahuan keselamatan psikososial dan motivasi keselamatan psikososial anda sebagai guru di sekolah yang sama. Saya sedar bahawa masa anda sangat berharga dan bermakna; walau bagaimanapun, penglibatan anda selama 10-15 minit bagi menjawab soal selidik ini akan menyumbang kepada kejayaan kajian ini.

Tiada jawapan yang betul atau salah bagi penyataan dalam soal selidik ini. Keikhlasan dan kejujuran anda diperlukan dalam menjawab soalan ini. Untuk makluman, semua maklum balas anda akan dirahsiakan dan hanya akan digunakan bagi tujuan penyelidikan akademik sahaja.

Dengan ini saya sangat menghargai kerjasama dan penglibatan anda dalam kajian ini dan saya dahului dengan ucapan terima kasih.

Jika anda berminat dengan kajian ini dan dapatannya, sila hubungi saya melalui e-mel adilahmkn29@gmail.com atau menghubungi saya di talian 017-6066099.

Terima kasih atas perhatian dan kerjasama anda.

Yang Benar;

Noor Adilah binti Alikutty

Universiti Utara Malaysia

SECTION A : DEMOGRAPHIC INFORMATION

BAHAGIAN A : MAKLUMAT DEMOGRAFI

Please fill in blank and tick (√) the appropriate boxes that corresponds to your answer to each of the questions below.
Sila isikan tempat kosong dan tandakan (√) pada kotak yang sesuai yang sepadan dengan jawapan anda pada setiap soalan di bawah.

1. Grade/*Gred*:

- ☐ JUSA/ *JUSA*
- ☐ Grade DG54/ *Gred DG54*
- ☐ Grade DG52/ *Gred DG52*
- ☐ Grade DG48/ *Gred DG48*
- ☐ Grade DG44/ *Gred DG44*
- ☐ Grade DG41/ *Gred DG41*

2. Gender/*Jantina* :

- ☐ Male/*Lelaki*
- ☐ Female/*Perempuan*

3. Age/*Umur* : _____ years/*tahun*

4. How long have you been working?/*Sudah berapa lama anda bekerja?* : _____ years/*tahun*

5. How long have you been working with the present school?/*Sudah berapa lama anda bekerja dengan sekolah terkini?* : _____ years/*tahun*

6. Highest educational level/*Tahap pendidikan tertinggi*:

- ☐ Secondary school/*Sekolah menengah*
- ☐ Certificate/*Sijil*
- ☐ Diploma/*Diploma*
- ☐ Degree/*Sarjana muda*
- ☐ Master's Degree/*Ijazah Sarjana*
- ☐ Doctoral Graduate/*Ijazah Kedoktoran*
- ☐ Others/*Lain-lain*_____

7. Marital status/*Status perkahwinan*:

- ☐ Married/*Berkahwin*
- ☐ Single/*Bujang*
- ☐ Divorced or Widowed/*Bercerai atau Janda/Duda*

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Definition/*Definisi*:

1. **Psychological strain** occurs when organisational stress leads to ineffective cognitive functioning or disturbed affective states. The experience of psychological strain consists of nervousness, feelings of anxiety, and depression. / ***Ketegangan psikologi*** *berlaku apabila tekanan organisasi membawa kepada fungsi kognitif yang tidak berkesan atau keadaan afektif yang terganggu. Pengalaman ketegangan psikologi terdiri daripada kegelisahan, kebimbangan, dan kemurungan*.

8. Have you ever had any psychosocial strain since you started working in this school/*Adakah anda pernah mengalami ketegangan psikososial sejak anda mula bekerja di sekolah ini?*

☐ Yes/*Ya*
☐ No/*Tidak*

9. If yes, how many times have you had psychosocial strain while working in this school? /*Jika ya, berapa kalikah anda pernah mengalami ketegangan psikososial semenjak bekerja di sekolah ini*?

☐ 1-3 times/*1-3 kali*
☐ 4-8 times/*4-8 kali*
☐ 9-15 times/*9-15 kali*
☐ Over 15 times/*Lebih dari 15 kali*

10. Have you attended any training pertaining to managing psychosocial strain? /*Pernahkah anda menghadiri sebarang latihan berkaitan pengurusan ketegangan psikososial?*

☐ Yes/*Ya*
☐ No/*Tidak*

Universiti Utara Malaysia

11. How often do you have to attend psychosocial health training? /*Berapa kerapkah ada perlu menghadiri latihan kesihatan psikososial?*

☐ Every month/*Setiap bulan*
☐ Once in three months/*Sekali setiap tiga bulan*
☐ Once in six months/*Sekali setiap enam bulan*
☐ Once a year/*Sekali setahun*
☐ Not at all/*Tidak pernah*

12. School location/*Lokasi sekolah*

☐ Selangor
☐ W.P. Kuala Lumpur
☐ W.P. Putrajaya
☐ Others/ Lain-lain

SECTION B : PSYCHOSOCIAL SAFETY CLIMATE

BAHAGIAN B : IKLIM KESELAMATAN PSIKOSOSIAL

Considering only your perception, please tick (√) on the most appropriate answer to you based on the scale below: *Dengan hanya mengambil kira pandangan anda, tandakan (√) pada jawapan yang paling tepat untuk anda berpandukan kepada skala jawapan di bawah:*

1	2	3	4	5
Strongly Disagree *Sangat Tidak Setuju*	Disagree *Tidak Setuju*	Moderate *Sederhana*	Agree *Setuju*	Strongly Agree *Sangat Setuju*

Definition/*Definisi*:

1. **Psychosocial safety climate** refers to shared perceptions of organisational values and norms that are relevant to the protection of employee psychosocial safety and wellbeing. / ***Iklim keselamatan psikososial*** *merujuk kepada persepsi yang dikongsi bersama tentang nilai dan norma organisasi yang berkaitan dengan perlindungan keselamatan dan kesejahteraan psikososial pekerja.*

	Question/*Soalan*	**Answer/*Jawapan***				
1	The psychological well-being of teachers is a priority for school management. / *Kesejahteraan psikologi guru adalah keutamaan pihak pengurusan sekolah.*	1	2	3	4	5
2	Senior management of the school considers teachers' psychological health to be as important as their productivity. / *Pengurusan kanan sekolah menganggap kesihatan psikologi guru sama pentingnya dengan produktiviti mereka.*	1	2	3	4	5
3	Senior management of the school shows support for stress prevention through involvement and commitment. / *Pengurusan kanan sekolah menunjukkan sokongan untuk pencegahan tekanan melalui penglibatan dan komitmen.*	1	2	3	4	5
4	In my school, senior management acts quickly to correct problems/issues that affect teachers' psychological health. / *Di sekolah saya, pengurusan kanan bertindak cepat untuk membetulkan masalah/isu yang menjejaskan kesihatan psikologi guru.*	1	2	3	4	5
5	My senior management clearly considers the psychological health of teachers to be of great importance. / *Pengurusan kanan saya secara jelas menganggap kesihatan psikologi guru sebagai sesuatu yang sangat penting.*	1	2	3	4	5
6	My senior management acts decisively when any concern about a teacher's psychological health status is raised. / *Pengurusan kanan saya bertindak tegas apabila sebarang kerisauan mengenai status kesihatan psikologi seseorang guru dibangkitkan.*	1	2	3	4	5
7	In my school, we discuss psychological safety risks and incident prevention. / *Di sekolah saya, kami membincangkan risiko keselamatan psikologi dan pencegahan insiden.*	1	2	3	4	5

Universiti Utara Malaysia

8	In my school, we care about peers' psychological safety awareness. / *Di sekolah saya, kami mengambil berat tentang kesedaran keselamatan psikologi rakan sebaya.*	1	2	3	4	5
9	In my school, we remind each other of the rules and regulations regarding psychological safety. / *Di sekolah saya, kami mengingatkan satu sama lain tentang peraturan dan undang-undang berkenaan keselamatan psikologi.*	1	2	3	4	5
10	There is good communication in my school about psychological safety issues which affect me. / *Terdapat komunikasi yang baik di sekolah saya tentang isu keselamatan psikologi yang memberi kesan kepada saya.*	1	2	3	4	5
11	Information about workplace psychological well-being is always brought to my attention in my school. / *Maklumat tentang kesejahteraan psikologi di tempat kerja sentiasa dibawa ke perhatian saya di sekolah saya.*	1	2	3	4	5
12	My complaints, remarks, and contributions to resolving psychological health concerns in the school are listened to. / *Aduan, teguran, dan sumbangan saya untuk menyelesaikan masalah kesihatan psikologi di sekolah didengari.*	1	2	3	4	5
13	Participation and consultation in psychological health and safety occurs with teachers and senior management of the school. / *Penyertaan dan perundingan dalam kesihatan dan keselamatan psikologi berlaku di kalangan guru dan pengurusan kanan sekolah.*	1	2	3	4	5
14	Teachers are encouraged to become involved in psychological safety and health matters. / *Guru-guru digalakkan melibatkan diri dalam hal kesihatan dan keselamatan psikologi.*	1	2	3	4	5
15	In my school, the prevention of stress involves all levels of the administration. / *Di sekolah saya, pencegahan tekanan melibatkan semua peringkat pentadbiran.*	1	2	3	4	5

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SECTION C : PSYCHOSOCIAL SAFETY KNOWLEDGE

BAHAGIAN C : PENGETAHUAN KESELAMATAN PSIKOSOSIAL

Considering only your perception, please tick (√) on the most appropriate answer to you based on the scale below: *Dengan hanya mengambil kira pandangan anda, tandakan (√) pada jawapan yang paling tepat untuk anda berpandukan kepada skala jawapan di bawah:*

Definition/*Definisi*:

1. **Psychosocial safety knowledge** refers to the activities of gathering, organising, keeping up with, and sharing information with other process psychosocial safety components. /***Pengetahuan keselamatan psikososial*** *merujuk kepada aktiviti mengumpul, menyusun, mengikuti dan berkongsi maklumat dengan proses yang berkaitan dengan komponen keselamatan psikososial yang lain.*

	Question/*Soalan*	**Answer/*Jawapan***				
1	I know how to perform my job without psychological strain. / *Saya tahu bagaimana untuk melaksanakan tugas saya tanpa ketegangan psikologi.*	1	2	3	4	5
2	I know how to manage psychological strain at work. / *Saya tahu bagaimana hendak menguruskan ketegangan psikologi di tempat kerja.*	1	2	3	4	5
3	I know how to maintain or improve workplace psychosocial well-being. / *Saya tahu bagaimana hendak mengekalkan atau mempertingkatkan kesejahteraan psikososial di tempat kerja.*	1	2	3	4	5
4	I know how to reduce the risk of psychological strain in the workplace. / *Saya tahu bagaimana untuk mengurangkan risiko ketegangan psikologi di tempat kerja.*	1	2	3	4	5
5	I know what psychological strains are associated with my job and the necessary precautions to be taken while doing my job. / *Saya tahu ketegangan-ketegangan psikologi yang berkaitan dengan pekerjaan saya serta langkah berjaga-jaga yang perlu diambil semasa melakukan kerja saya.*	1	2	3	4	5
6	I don't know what to do and whom to report to if a potential psychological strain is noticed in my workplace. / *Saya tidak tahu apa yang perlu dilakukan dan kepada siapa perlu dilaporkan jika potensi ketegangan psikologi diperhatikan di tempat kerja saya.*	1	2	3	4	5

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SECTION D : PSYCHOSOCIAL SAFETY MOTIVATION

BAHAGIAN D : MOTIVASI KESELAMATAN PSIKOSOSIAL

Definition/*Definisi*:

1. **Psychosocial safety motivation** has been defined as an individual's willingness to exert effort to enact psychosocial safety behaviors and the value associated with those behaviors. /***Motivasi keselamatan psikososial*** *telah ditakrifkan sebagai kesanggupan individu untuk mengerahkan usaha untuk menggubal tingkah laku keselamatan psikososial dan nilai yang dikaitkan dengan tingkah laku tersebut.*

	Question/*Soalan*	**Answer/*Jawapan***				
1	I feel that it is important to maintain psychosocial well-being at all times. / *Saya berasa bahawa adalah penting untuk mengekalkan kesejahteraan psikososial pada setiap masa*.	1	2	3	4	5
2	I believe that psychosocial well-being at workplace is a very important issue. / *Saya percaya bahawa kesejahteraan psikososial di tempat kerja adalah isu yang sangat penting*.	1	2	3	4	5
3	I feel that it is necessary to put in efforts to reduce psychosocial health problems at the workplace. / *Saya berasa bahawa adalah perlu untuk melakukan usaha untuk mengurangkan masalah kesihatan psikososial di tempat kerja*.	1	2	3	4	5
4	I believe that psychosocial well-being can be compromised for increasing production. / *Saya percaya bahawa kesejahteraan psikososial boleh terjejas demi meningkatkan pengeluaran*.	1	2	3	4	5
5	I feel that it is important to encourage others to maintain psychological well-being. / *Saya berasa bahawa adalah penting untuk menggalakkan orang lain untuk mengekalkan kesejahteraan psikologi.*	1	2	3	4	5
6	I feel that it is important to promote psychosocial well-being programmes. / *Saya berasa bahawa adalah penting untuk mempromosikan program kesejahteraan psikososial.*	1	2	3	4	5

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SECTION E : PSYCHOSOCIAL SAFETY BEHAVIOUR

BAHAGIAN E : TINGKAH LAKU KESELAMATAN PSIKOSOSIAL

Definition/*Definisi*:

1. **Psychosocial safety behavior** can be defined as the activities that are carried out by employees to maintain their own workplace psychological safety or help to develop an environment that supports psychosocial safety. /***Tingkah laku keselamatan psikososial*** *boleh ditakrifkan sebagai aktiviti yang dijalankan oleh pekerja untuk mengekalkan keselamatan psikologi tempat kerja mereka sendiri atau membantu membangunkan persekitaran yang menyokong keselamatan psikososial.*

	Question/*Soalan*	**Answer/*Jawapan***				
1	I use measures to prevent or minimise psychological strain in my job. / *Saya menggunakan langkah-langkah untuk mencegah atau mengurangkan ketegangan psikologi dalam pekerjaan saya.*	1	2	3	4	5
2	I use the correct regulations and protocols for psychological safety when carrying out my job. / *Saya menggunakan peraturan dan protokol yang betul untuk keselamatan psikologi semasa menjalankan tugas saya.*	1	2	3	4	5
3	I ensure the highest levels of psychological safety when I carry out my job. / *Saya memastikan tahap keselamatan psikologi yang paling tinggi apabila saya melaksanakan kerja saya*.	1	2	3	4	5
4	I promote the psychological safety programme within the school. / *Saya mempromosikan program keselamatan psikologi di sekolah.*	1	2	3	4	5
5	I put in extra effort to improve the psychological safety of the workplace. / *Saya memberikan usaha tambahan untuk meningkatkan keselamatan psikologi di tempat kerja.*	1	2	3	4	5
6	I voluntarily carry out tasks or activities that help to improve workplace psychological safety. / *Saya secara sukarela menjalankan tugas atau aktiviti yang membantu untuk meningkatkan keselamatan psikologi di tempat kerja.*	1	2	3	4	5

Thank you very much for your kind cooperation. / *Terima kasih di atas kerjasama yang diberikan.*

APPENDIX B: Approval letter from MOE

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

TEL : 0388846591
FAKS : 0388846579

Ruj. Kami : KPM.600-3/2/3-eras(13650)
Tarikh : 3 Oktober 2022

NOOR ADILAH BINTI ALIKUTTY
NO. KP : 810902055348

NO.10, JALAN P14C 2/5, PRESINT 14
PUTRAJAYA 62250 PUTRAJAYA
WILAYAH PERSEKUTUAN PUTRAJAYA

Tuan,

KELULUSAN BERSYARAT UNTUK MENJALANKAN KAJIAN :
UNDERSTANDING THE INFLUENCE OF PSYCHOSOCIAL SAFETY CLIMATE, PSYCHOSOCIAL SAFETY MOTIVATION AND PSYCHOSOCIAL SAFETY KNOWLEDGE ON PSYCHOSOCIAL SAFETY BEHAVIOR AMONG SECONDARY TEACHERS IN MALAYSIA

Perkara di atas adalah dirujuk.

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

" PENGUTIPAN DATA TERMASUK SECARA DALAM TALIAN (CONTOH: GOOGLE FORM) PERLU MENDAPATKAN KEBENARAN PENGARAH BAHAGIAN PENGURUSAN SEKOLAH BERASRAMA PENUH, PENGARAH BAHAGIAN PENDIDIKAN DAN LATIHAN TEKNIKAL VOKASIONAL, PENGARAH BAHAGIAN PENDIDIKAN ISLAM, PENGARAH BAHAGIAN SUKAN, KOKURIKULUM DAN KESENIAN, SETIAUSAHA BAHAGIAN PENGURUSAN SUMBER MANUSIA, SETIAUSAHA BAHAGIAN PSIKOLOGI DAN KAUNSELING. PENGARAH JPN DAN PERTIMBANGAN PENTADBIR SEKOLAH. "

Universiti Utara Malaysia

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

4. Surat kelulusan ini sah digunakan bermula dari **5 Oktober 2022** hingga **7 April 2023**

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

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

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

salinan kepada:-

JABATAN PENDIDIKAN JOHOR
JABATAN PENDIDIKAN KEDAH
JABATAN PENDIDIKAN KELANTAN

JABATAN PENDIDIKAN MELAKA
JABATAN PENDIDIKAN NEGERI SEMBILAN
JABATAN PENDIDIKAN PAHANG
JABATAN PENDIDIKAN PULAU PINANG
JABATAN PENDIDIKAN PERAK
JABATAN PENDIDIKAN PERLIS
JABATAN PENDIDIKAN SELANGOR
JABATAN PENDIDIKAN TERENGGANU
JABATAN PENDIDIKAN SABAH
JABATAN PENDIDIKAN SARAWAK
JABATAN PENDIDIKAN WILAYAH PERSEKUTUAN KUALA LUMPUR
JABATAN PENDIDIKAN WILAYAH PERSEKUTUAN LABUAN
JABATAN PENDIDIKAN WILAYAH PERSEKUTUAN PUTRAJAYA

* SURAT INI DIJANA OLEH KOMPUTER DAN TIADA TANDATANGAN DIPERLUKAN *

Universiti Utara Malaysia

APPENDIX C: Approval letter from the Selangor State Education Department

KEMENTERIAN PENDIDIKAN MALAYSIA
Jabatan Pendidikan Negeri Selangor
Jalan Jambu Bol 4/3E, Seksyen 4
40604 Shah Alam, Selangor

Tel : 03-5518 6500
Faks : 03-5510 2133
Laman Web : *jpnselangor.moe.gov.my*

Rujukan Kami: JPNS.SPD 600-1/1/2 JLD. 24 (74)
Tarikh: 21 Oktober 2022

NOOR ADILAH BINTI ALIKUTTY
NO. 10, JALAN P14C 2/5
PRESINT 14
62250 PUTRAJAYA
WILAYAH PERSEKUTUAN PUTRAJAYA

Tuan,

KELULUSAN BERSYARAT UNTUK MENJALANKAN KAJIAN : *UNDERSTANDING THE INFLUENCE OF PSYCHOSOCIAL SAFETY CLIMATE, PSYCHOSOCIAL SAFETY MOTIVATION AND PSYCHOSOCIAL SAFETY KNOWLEDGE ON PSYCHOSOCIAL SAFETY BEHAVIOR AMONG SECONDARY TEACHERS IN MALAYSIA*

Dengan segala hormatnya perkara di atas dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti tersebut di atas telah diluluskan dengan syarat:

"PENGUTIPAN DATA TERMASUK SECARA DALAM TALIAN (CONTOH: GOOGLE FORM) PERLU MENDAPATKAN KEBENARAN PENGARAH BAHAGIAN PENGURUSAN SEKOLAH BERASRAMA PENUH, PENGARAH BAHAGIAN PENDIDIKAN DAN LATIHAN TEKNIKAL VOKASIONAL, PENGARAH BAHAGIAN PENDIDIKAN ISLAM, PENGARAH BAHAGIAN SUKAN, KOKURIKULUM DAN KESENIAN, SETIAUSAHA BAHAGIAN PENGURUSAN SUMBER MANUSIA, SETIAUSAHA BAHAGIAN PSIKOLOGI DAN KAUNSELING DAN PERTIMBANGAN PENTADBIR SEKOLAH."

3. Pihak tuan diingatkan agar mendapat persetujuan daripada Pengetua/Guru Besar supaya beliau dapat bekerjasama dan seterusnya memastikan bahawa penyelidikan dijalankan hanya bertujuan seperti yang dimohon. Kajian/Penyelidikan yang dijalankan juga tidak mengganggu perjalanan sekolah serta tiada sebarang unsur paksaan.

4. Surat kelulusan ini sah digunakan bermula dari **5 Oktober 2022 hingga 7 April 2023**.

5. Tuan juga diminta menghantar senaskah hasil kajian ke Sektor Perancangan dan Pengurusan PPD, Jabatan Pendidikan Selangor sebaik selesai penyelidikan/kajian.

Kerjasama dan perhatian tuan amat dihargai dan didahului dengan ucapan terima kasih.

Sekian.

"WAWASAN KEMAKMURAN BERSAMA 2030"

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

(NOR FARIDAH BINTI A. BAKAR, K.M.N.)
Timbalan Pengarah
Sektor Perancangan dan Pengurusan PPD
b.p. Pengarah Pendidikan
Jabatan Pendidikan Negeri Selangor

APPENDIX D: Approval letter from the Kuala Lumpur State Education Department

KEMENTERIAN PENDIDIKAN MALAYSIA
Jabatan Pendidikan Wilayah Persekutuan Kuala Lumpur
Persiaran Tuanku Syed Sirajuddin
50604 Kuala Lumpur

Tel : 03 6204 6000
Fax : 03 6204 6801
Portal : jpwpkl.moe.gov.my

Ruj. Tuan : -
Ruj.Kami : JPWPKL.600-9/1/5 Jld.7(90)
Tarikh : 17 Oktober 2022

Noor Adilah binti Alikutty
No. 10, Jalan P14C 2/5, Presint 14
62250
WILAYAH PERSEKUTUAN PUTRAJAYA

Tuan,

KEBENARAN UNTUK MENJALANKAN KAJIAN :
UNDERSTANDING THE INFLUENCE OF PSYCHOSOCIAL SAFETY CLIMATE, PSYCHOSOCIAL SAFETY MOTIVATION AND PSYCHOSOCIAL SAFETY KNOWLEDGE ON PHYCHOSOCIAL SAFETY BEHAVIOR AMONG SECONDARY TEACHERS IN MALAYSIA

Dengan segala hormatnya perkara di atas dirujuk dan e-mel tuan serta surat dari Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia KPM.600-3/2/3-eras(13650) bertarikh 3 Oktober 2022 adalah berkaitan.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian bertajuk ***"UNDERSTANDING THE INFLUENCE OF PSYCHOSOCIAL SAFETY CLIMATE, PSYCHOSOCIAL SAFETY MOTIVATION AND PSYCHOSOCIAL SAFETY KNOWLEDGE ON PHYCHOSOCIAL SAFETY BEHAVIOR AMONG SECONDARY TEACHERS IN MALAYSIA"*** diluluskan dan tuan adalah tertakluk kepada syarat-syarat berikut:

2.1 Kelulusan ini adalah tertakluk kepada kandungan dalam cadangan penyelidikan yang telah diluluskan oleh Kementerian Pendidikan Malaysia;
2.2 Sila kemukakan surat kebenaran ini ketika berurusan dengan pihak pengurusan di Sektor/Pejabat Pendidikan Daerah atau Pengetua/Guru Besar di sekolah berkenaan;
2.3 Kebenaran ini bergantung kepada pertimbangan pihak pentadbir sekolah berkenaan;
2.4 Kelulusan ini hanya untuk sekolah-sekolah di bawah pentadbiran Jabatan Pendidikan Wilayah Persekutuan Kuala Lumpur sahaja;
2.5 Maklumat penyelidik dimasukkan dalam instrumen kajian;
2.6 Tuan hendaklah mengemukakan senaskhah hasil kajian kepada jabatan ini sebaik sahaja ia siap sepenuhnya;
2.7 Penyelidik perlu mendapatkan kebenaran bertulis daripada ibu bapa/penjaga murid yang terlibat dalam kajian ini;
2.8 Rakaman video terhadap aktiviti pengajaran dan pembelajaran murid di dalam bilik darjah **tidak dibenarkan;** dan
2.9 Maklumat peribadi serta data murid adalah sulit dan tidak boleh dikeluarkan tanpa kelulusan jabatan ini.

../2-

Universiti Utara Malaysia

JPWPKL.600-9/1/5 Jld.7(90)

3. Kebenaran ini adalah untuk tujuan dipohon sahaja dan sah digunakan bermula dari **5 Oktober 2022** hingga **7 April 2023.**

4. Bagi mengelakkan penularan COVID-19, tuan dinasihatkan agar mengedar dan mengumpul maklum balas borang kaji selidik melalui **pos atau e-mel.** Bagi kaedah kualitatif seperti **temubual** dan **pemerhatian**, hanya **penyelidik yang telah mendapat vaksin lengkap dan berstatus 'Risiko Rendah' dibenarkan masuk ke dalam kawasan sekolah.** Tuan juga hendaklah sentiasa mematuhi *Standard Operating Procedure* (SOP) yang ditetapkan oleh Kementerian Kesihatan Malaysia (KKM) serta Majlis Keselamatan Negara (MKN) sepanjang masa ketika menjalankan kajian tersebut.

Sekian, terima kasih.

"WAWASAN KEMAKMURAN BERSAMA 2030"

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

(DR. HAJAH ZALINA BINTI MOHD TAHIR, *AMN*)
Timbalan Pengarah Pendidikan
Sektor Perancangan dan Pengurusan PPD
b.p Pengarah Pendidikan
Jabatan Pendidikan Wilayah Persekutuan Kuala Lumpur

s.k.
1. Timbalan Pengarah Pendidikan,
Sektor Pengurusan Sekolah,
Jabatan Pendidikan Wilayah Persekutuan Kuala Lumpur.

2. Pegawai Pendidikan Daerah,
Pejabat Pendidikan Daerah Bangsar/Pudu, Kuala Lumpur.

3. Pegawai Pendidikan Daerah,
Pejabat Pendidikan Daerah Sentul, Kuala Lumpur.

4. Pegawai Pendidikan Daerah,
Pejabat Pendidikan Daerah Keramat, Kuala Lumpur.

5. Pengetua,
Sekolah Menengah Harian, Kuala Lumpur.

Norfarizan Ibrahimi/Fail Permohonan Menjalankan Kajian

Universiti Utara Malaysia

APPENDIX E: Approval letter from the Putrajaya State Education Department

JABATAN PENDIDIKAN WILAYAH PERSEKUTUAN PUTRAJAYA
Kementerian Pendidikan Malaysia
Aras 7, Lobi 2, Blok E2, Kompleks E
Pusat Pentadbiran Kerajaan Persekutuan
62604 Putrajaya

Tel : 03-88890000
Faks : 03-88903085/3087
Laman Web : http://jpwpp.moe.gov.my

Rujukan Kami : JPWPP.100-2/2/1 Jld.10 (83)
Tarikh : 3 November 2022

NOOR ADILAH BINTI ALIKUTTY
NO. KP.: 810902055348

NO. 10, JALAN P14C 2/5, PRESINT 14,
62250 PUTRAJAYA,
WILAYAH PERSEKUTUAN PUTRAJAYA.

Tuan/Puan,

KELULUSAN BERSYARAT UNTUK MENJALANKAN KAJIAN: UNDERSTANDING THE INFLUENCE OF PSYCHOSOCIAL SAFETY CLIMATE, PSYCHOSOCIAL SAFETY MOTIVATION AND PSYCHOSOCIAL SAFETY KNOWLEDGE ON PSYCHOSOCIAL SAFETY BEHAVIOR AMONG SECONDARY TEACHERS IN MALAYSIA

Dengan hormatnya merujuk kepada perkara di atas.

2. Sukacita dimaklumkan bahawa pihak **jabatan tiada halangan** atas permohonan pihak tuan/puan untuk melaksanakan kajian di Sekolah-sekolah Menengah Kebangsaan Wilayah Persekutuan Putrajaya seperti di **LAMPIRAN 1**.

3. Untuk makluman tuan/puan, memandangkan kita berada di fasa Endemik COVID-19, tuan/puan **dibenarkan** melaksanakan kajian **secara bersemuka** namun tuan/puan perlu mematuhi *Standard Operating Procedure* (SOP) COVID-19 yang ditetapkan oleh Kementerian Kesihatan Malaysia dan Majlis Keselamatan Negara yang sedang berkuat kuasa, pihak JPWPP akan menarik balik kelulusan yang diberikan. Tuan/Puan digalakkan menggunakan medium yang sesuai untuk berurusan dengan pihak sekolah.

4. Sehubungan dengan itu, tuan/puan boleh menghubungi Guru Besar/Pengetua sekolah berkenaan untuk urusan kajian tersebut. Kelulusan ini hanya untuk tujuan yang dipohon dan sah digunakan dari **5 Oktober 2022** hingga **7 April 2023.**

Sekian, terima kasih.

"WAWASAN KEMAKMURAN BERSAMA 2030"
"BERKHIDMAT UNTUK NEGARA"
"HEBATKAN PUTRAJAYA"

Saya yang menjalankan amanah,

(DR. HAJI ROSLAN BIN HUSSIN)
Timbalan Pengarah Perancangan
Jabatan Pendidikan Wilayah Persekutuan Putrajaya

Universiti Utara Malaysia