

**STRESS FACTORS OF TEACHERS FROM SECONDARY SCHOOL IN
IPOH**

BY

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Abstract

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

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

Abstrak

Tujuan kajian ini adalah untuk mengenalpasti hubungan di antara pemboleh ubah seperti waktu kerja, beban tugas, masalah keluarga, masalah kewangan dan lokasi tempat kerja dengan tahap stress yang di alami di kalangan Guru-guru Sekolah Menengah Ipoh. Saiz sample yang telah di pilih untuk kajian ini adalah 120 orang Guru-guru dari SMK Anderson, SMK S.T Michael, SMK Buntong, SMK Methodist dari kawasan Ipoh. Data telah dikumpul melalui pengedaran borang soal selidik kepada Guru-guru Sekolah. Satu ujian pilot telah di jalankan dengan seramai 30 orang guru dari kawasan Ipoh yang dipilih secara rawak. Penganalisan maklumat mentah telah di lakukan dengan penggunaan system perisian statistical Spss versi 22. Dapatan daripada kajian ini menunjukkan bahawa terdapat hubungan diantara masalah keluarga, masalah kewangan dan tahap stress yang dilalui oleh Guru-guru sekolah Menengah di Ipoh. Kajian juga dapati bahawa pemboleh ubah-pemboleh ubah dalam kajian ini mempunyai implikasi ke atas stress Guru.

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

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LIST OF ABBREVIATIONS/NOTATIONS/GLOSSARY OF TERMS

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

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

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

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

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

outnumbered the number of teachers, in which it means that more teachers are needed to educate a large number of students in every school. This phenomenon could lead to teachers stress when teachers are needed to supervise numerous students. The basic roles that these teachers have to play are such as exam paper marking, teaching, setting exam questions, Assessing, evaluating, reporting and recording student progress. The teachers role is also to help the students to get a good academic result and also help them have moral values (Koch, et al. 1982). Teachers are placed in primary and secondary schools to carry out their duties. They are needed to teach at least two subjects by the school management. The classes that are assigned for the teachers to share their knowledge consist of around 20 to 40 students. Teachers are to adhere and act accordance to Sections of the Education Act 1996. The Act underlines rules pertaining registration of teachers, permit to teach and offence and penalties. Part 9 of Education Act 1996, focuses on registration of Teachers as its main topic and further elaborate in chapter 1 and 2 of the Education Act 1996 regarding permit to teach ,registration of teachers and the role of teachers in accordance with the education law of Malaysia.

1.2 Problem Statement

High demands in the education field which is to be fulfilled through various education system reformations creates stressful situations for the teachers and this stressful situations affects the emotion, psychology and physiology of the teachers. (Nobile & McCormick, 2005). The teachers are experiencing stress in their life whether its' because of their family life or work life. Stress is created due to three categories of factors that are known as environmental factor, personnel factor and

organization factor (Jaafar Muhammad, 2003). This stresses does impact the teachers in their teaching profession. Stress that the teachers experience are from the effect of stressors such as workload, work hour, work location which is closely related to the environment of the workplace, where else stress that is created by stressors such as family and financial problems related to personal issues of the teachers.

Teachers stress due to career factors

School is an organization that is often bombarded with the burden of various task and at times the tasks are unplanned but which arise from an unexpected situation.(Abdul Shukor,1986).Work overload describes a perception that one has too much to do (Leiter & Schaufeli 1996).In discussing about workload that the teachers are engaged, Minister of Education Datuk Hishamudin (2005) urges the school administration not to burden the teachers' with jobs that are outside their scope of duty such as administration tasks, collecting money for school donation, solving school drainage problem and etc. because it really burdens them. He addressed the problems that the teachers are facing currently during a function in Kolej Matrukulasi Perak. Task that are not related to teaching such as administration tasks, co-curriculum programmes, meetings and student welfare programmes are burdening the teachers according to Lemaire (2009). Besides that the teacher are also responsible in implementing the co-curriculum outlined for the school, attend courses, do research and other tasks that are necessary and which are assigned to them. (Esah Sulaiman, 2003).

Teachers are spending almost half of the day at the school. They are to do so or because of the workload they have to complete and they are also need to stay back to

supervise the student during co-curriculum activities and also needed to attend meetings after work hour. Complaints have been made by the teachers to NUTP regarding long work hours. Teachers usually leave school at 2.30 pm before the year 2012 and beginning year 2012 teachers are needed to work until 3.00pm by the school head masters but it is only happens occasionally, where most of the time teachers leave the school as late as 6.00pm(Berita Semasa,Oct 11,2013). Sometimes the unfinished work of these teachers is brought to their home to be finished. Ricardo blaug, Amy Kenyon & Rohit lekhi, (February 2007) made a report for the work foundation's principal partners based on the gathered information of the Conference Synopsis', Stress News.Vol.13 No.4, 2001 and has supported that stress exist in different spheres of live where its presence is due to the lack of roles or behaviours that are need for each spheres conflicts that mostly would lead to stress. He added that these conflicts are cause by time based factors such as long working hours and other factors that hinders time to be spent with their family. According to Faridah dan Zubaidah (1999) teacher's profession is a challenging profession that their task is not only to educate the student but also to spend most of their time in solving the school issues such as student's misbehaviour and also clerical works.

Demands for teachers and the supply of teachers for schools that located in urban area or city have to be balanced. This is made by allocating teachers to schools according to the needs and wants of the school management. In this matter there are teachers that were allocated as far as from Semenanjung to Sabah and Sarawak. This is not only the problem, teachers who are married could not get to be located easily to the region that the teachers deserve so that they could stay with their loved ones. The teachers are also posted far for their first appointment of their teaching profession. Some of the teachers are posted to Sabah and Sarawak. There are about

75 teachers who left the job during the time period of 1993 to 1996 with the reason that the work environment is not suitable and they do not want to stay far from their family. (Borneo Post, 1996).

Teachers stress due to personal factors

There are researches carried out on work-family relationships. There are two aspects that were identified which are work-family conflict and family-work conflict and the effects from these aspects known to be spill overs. There are negative and positive spill overs from both aspects in which where there will be spill over either negative or positive from work to family and family to work. (Grzywacz & Marks, 2000; Williams & Alliger, 1994). Whether the spill over is from work to family or from family to work both type of spill overs create tension and stress that can be reflected into each aspects of life(work and family). Howard (2008) summarized the definitions of Greenhaus & Beutell, 1985; Boyar, Maertz, Pearson,& Keough,2003) on conceptualized work-family conflict as a type of inter-role conflict where the issues of family and work are interconnected to each other and creates pressure to an individual and also creates conflict when some set of pressures (family pressure) lowers the ability to cope with other sets of pressure (work issues). Since the teachers are burdened with high workload and long work hours, teachers are to sacrifice their physical and mental health and relationships (in some cases) to fulfil their responsibilities. Naylor (2001).This creates a situation where demands within the family clashing with work responsibilities, the home or work stress is likely to spill over to other spheres of life (Ray and Miller, 1994).A problem in the personal lives

of the teachers can be a potential stressor since they act in a feedback loop between work and the outside environment, Cooper and Marshall (1976).

The interrelationships between the personal life and work life of these teachers can explain that when there are stressful events in the personal lives of these teachers, it can exert negative effects on feelings of well-being at work and consequently lead to a high degree of stress. (Vossel and Froehlich, 1979). Teachers are having stress due to family problems (Pahl and Pahl, 1971), financial difficulties and conflict of company with family demands. (Cooper and Marshall, 1976). Teachers are also having family problems especially regarding their marital life when they are unable to balance their work life and marital life or when their work life Bromet et al. (1988) revealed a positive association between occupational stress and marital stress.

Teachers are also impacted financially, employees from different field as a whole not only considering the teachers only have high financial responsibility to be liable of to pay and one of it would be their debt for education loan which may be thousands of ringgit that the teachers or other employees have to pay back with interest. Teachers who are experiencing conflicts at home and workplace and also the ones who are experiencing financial pressures are exposed to stress (Sukvinder, 2011).

Most people experience financial difficulty at some point in their lives, and many have financial troubles on a consistent basis. Research shows that financial stress is associated with employees' health and sometimes absenteeism. There is limited research on financial stress and work outcome variables, although financial stress could be a more valid measure than income in predicting these work outcome variables (Kim and Garman, 2004). Financial stress is conceptualized as the

subjective perception of one's personal finances. The scales included satisfaction with present financial situation, income adequacy, debt, savings and investment.

1.3 Research Questions

In accordance with the problem statement of this study, the research questions should be as follows:

1.3.1. What is the stress level of the secondary school teachers in Ipoh?

1.3.2 What is the main source of stress perceived by teachers?

1.3.3 What are the relationship between workload and stress among secondary school teachers in Ipoh?

1.3.4. What are the relationship between work hour and stress among secondary school teachers in Ipoh?

1.3.5. What are the relationship between work location and stress among secondary school teachers in Ipoh?

1.3.6. What are the relationship between financial problems and stress among the secondary school teachers in Ipoh?

1.3.7. What is the relationship between family conflict and stress among the secondary school teachers in Ipoh?

1.3.8. Are stress factors and stress associated?

1.3.9. Do stress factors influence stress?

1.4 Research Objectives

In this study and for this study a number of objectives have been established:

1.4.1. To examine the level of stress factors among teachers.

1.4.2. To identify the sources of stress factors among secondary school teachers in Ipoh.

1.4.3. To identify the relationship between stress and work load of the secondary school teachers in Ipoh.

1.4.4. To identify the relationship between stress and work hour of the secondary school teachers in Ipoh.

1.4.5 To identify the relationship between stress and work location of the government school teachers in Ipoh.

1.4.6. To identify relationship between stress and financial problems of the secondary school teachers in Ipoh.

1.4.7. To identify the relationship between stress and family conflicts of the secondary school teachers in Ipoh.

1.4.8. To identify the influence of stress factors on teachers stress.

1.5 Significance of Research

Several target groups have been identified to be benefited from this research. First group is Jabatan Pelajaran Negeri. Research results will give new information and data support to Jabatan Pelajaran Negeri who's responsible to overcome the stress problem among teachers. Next target are universities and schools.

This research is useful for university students as reference in their advanced research on stress among school teachers. Furthermore, school authority will have some useful information from the research to motivate the teacher.

1.6 Scope and limitations of study

This study focuses only in randomly selected schools in Ipoh and the respondents are teachers who are consisted of secondary school teachers. A total of 120 respondents were chosen to be the sample size. It does not involve supporting staff like clerical clerk, office boys and janitors. This study are limited to schools that are located in Ipoh, Perak, therefore the findings are also limited to the primary and secondary schools in Ipoh Perak and does not represent the entire schools and the entire school personnel's in the district of Perak. This is because the level of stress and the level of workloads and duties are different among the teachers, headmasters and other supporting jobs like janitors, office boy and clerical clerks in various schools.

1.7 Organization of Thesis

In this chapter, Introduction about the research itself, such as background of the study, problem statement, research questions, research objectives, significance of research , scope and limitations of study and organization of thesis. Following chapter 1, there is a part called Literature review in chapter 2 that seeks to highlight all the reviews done by the researcher regarding the topic of this thesis.

Chapter 3 describes about the methodologies that will be used to for this research so that a good reasoning could be established on the topic that the researcher have chosen. Meanwhile chapter 4 of this thesis describes the findings of the research done by the researcher that explains the data which was acquired thru the distribution of questionnaires to the respondents in an output form which contains readable numeric data.

The last chapter, chapter 5 is about drawing a conclusion regarding the output of the study and it also to suggest future researches that can be done by other researchers in coming future.

CHAPTER TWO

Literature Review

2.1 Introduction

This chapter contains writing about the discovering and discussions on the concept of stress, the definition of stress and analyses the concept of work pressure and mental health by well-known physiologist, government and non-organizations. This chapter also explains and shows the variation of pressures or stress which was been revealed and studied by former stress researchers. Besides that, the model of stress that had been introduced since century ago is discussed.

2.2 STRESS

Previous studies has been conducted to identify the factors that contribute to stress and actions that can be taken to further improve work performance and create a pleasant work environment. Many previous studies have been performed to identify stress factors and further work or action plan to reduce or cope with stress issues aimed at improving motivation and performance.

Stress have various definitions, stress are defined according to the findings of physiologist, psychologist, yogis and other researchers in their respective fields. “Stress” or pressure is first coined by Han Selye where it all started from his first observation as a medical student on the patients suffering from different diseases

which often exhibited identical signs and symptoms. It was in 1936 he published his seminal work “A Syndrome Produced by Diverse Nocuous Agents” in nature. Han Selye was unaware that stress was used in physics to explain elasticity.

He discovered a syndrome that is known as the non-specific response syndrome and his choice to describe it as “stress” had been a failure. The editor of nature also had suggested to Han Selye to delete the word ‘stress’ in his initial letter in 1936 since it was to be implied to nervous strain and substituted alarm reaction. He would attain a name as the father of “strain” concept but unfortunately he found that he met with a confuse situation when his research need to be translated into foreign languages.

He could not come up with a precise word or a suitable word to convey what he meant, since he was with his theory that describe strain. When Han Selye was called to address at prestigious College de France, the academicians who are responsible for the purity of the French language comes up with a new word and the new word was identified as *le stress* and also known to be as *il stress*, *lo stress*, *der stress* in other European languages.

Stress is a nonspecific response of the body to demands imposed to it (Selye 1974). Work stress can be defined as the output caused by the stressors that was triggered by the relationship between an individual and the environment that he or she is carry out his or her duty. It is more to the work demands that has to be fulfilled and poor environmental conditions. The stress which is related to work demands are such as work overload, high demand in the internal and the external environment of the company, changes in the work procedure and changes in the nature of the job. Whereas poor work environmental conditions talks about poor work environmental

law, poor communication system in the internal and external workplace of a company and unpleasant working environment.

Cooper, et al., 2001 relates this to the type of stress that emerges is the ones from the relationship between a person and the environment that he is in. Stress does not only arise because of these two factors, but a lack in on one's own experience, knowledge and expertise also creates stress. Physiologist often relates stress with the humans mental and the pattern of the stress that could be harmful to a person's health. Physiologist often relates stress with the humans mental and the pattern of the stress that could be harmful to a person's health. Stress is "the non-specified response of the body to any demand for change" (Hans Selye, 1936). According to Orman (1991), stress is "an abstract concept that has no real existence outside of human language." Orman who has wrote a book titled "the 14 day stress cure" says stress is just a word we use to refer about the problems and conflicts that takes place either outside or inside our body.

Stress is a word used to define pressure and people often relate it to their problems. Stress can be mainly referred to physical stress and mental stress experienced by a person. Basically each and every people will experience mental stress as one of the inevitable phenomena in their life. Whereas physical stress is experienced by those who use their physical body extensively when doing their daily life activities ,organizational work activities and other activities that a person do. Steinberg and Ritzmann (1990) define stress as "an under load or overload of matter, energy or information input to, or output from, a living system."

Hatta Sidi and Hatta Shaharom (2002) define stress as a part in the human life since time immemorial unnoticed. Its face changes over time. Stress is not something

foreign to our society. Levine and Ursin (1991) described “stress is a part of an adaptive biological system, where a state is created when a central processor registers an informational discrepancy.” Stress is a psycho-physiological process, which was created through the interaction of an individual with the environment and further creates disturbances in the physiological, psychological and social systems, depending upon individual characteristics and psychological process, Akhlaq, Amjad, Mehmood, Hussan and Malik (2010). Stress is an integral part in everyone’s live. One would experience stress at any moment in their life because life does not guarantee completeness. Stress is not only inevitable but it also turns to be a good thing in times. Without stress in our life we would not be “threatened” to achieve our goals.

Teaching profession is among the professions that are known to be causing more stress compared to the other professions (Hargreaves,1991; Pithers,1995). There are different type of finding, opinions and perceptions on the impact of stress among school teachers. There are some variations on the level of stress experienced by the teachers in the primary and secondary schools. It is because the role of the teacher in the primary schools is different than the role of a teacher in the secondary school. There are many factors that cause stress among teachers that are related to the teaching activities that takes place in the class room and also other school activities which take place. The relationship between the teacher and the student also can create stress to teachers as said by McCormik (1992) who addressed this situation as the third highest factor causing stress to teachers.

Jeyaraj (2013) conducted a study on Occupational Stress among the Teachers of the Higher Secondary Schools in Madurai District, Tamil Nadu. A sample of 305 higher secondary school teachers which comprises of both the headmasters and teachers of

Government schools and aided schools were taken. Research found that the total teacher of the government and aided schools shows that they had been victims of high level of occupational stress.

The teachers of the secondary aided schools are the one which is highest in percentage compared to the secondary government school and are experiencing high level stress. It is found that the total teachers of government aided school (17.70 per cent) express that they had been victims of high level of occupational stress. Among the two groups of higher secondary school teachers, the aided school teachers record (17.70 per cent) which is higher compared to government teachers (15.80 per cent) felt that the occupational stress level is high.

Haastrup and Adenike (2013) from Nigeria did a research about stress among secondary school teachers in Ekiti State, Nigeria. The sample which was put up for the study consisted of 180 teachers which were selected from 90 secondary schools across the three senatorial district of the state. Findings of the study concluded that teachers in the secondary schools in Ekiti State face some stressful work situation. It was also concluded that the stressful situation prevents or affects the teaching effectiveness of the teachers and an effective time management are a good strategy to cope with stress in the workplace.

A research was carried out by Lokanadha and Anuradha(2013) the Professor and Dean of School of Education and HRD, Dravidian University on the topic of “Occupational Stress Of Higher Secondary Teachers Working in Vellore District.” The study was carried out with survey method by selecting 327 teachers as the sample size. The study found that 88 percent teachers of the higher secondary schools are experiencing moderate and high levels of occupational stress.

Stress do effect the teachers in many ways, the possibility of stress and it effect can be shown as bellow

Causes of stress for Teachers

- Students misbehaviour
- School meeting during school holidays
- Changes in curriculum and co-curriculum (new teaching method)
- School as a stressful workplace (Excessive paperwork and administrative duties, poor ventilation, excessive work hours, lack of time, environmental noise)
- Changes in government and school policies

Symptoms of Work Stress

The work stress in the workplace usually told to be a bad stress (distress), but what about the good stress (eustress) in the work place? Too much stress and an ongoing stress would lead to a bad stress which will affect the phycology, physiology, psychosocial and behavioural attitude of a person. Psychological effects and symptoms are for short term and long term depends on the type of stress experiencing by the person. The person could have a fear, constant worry, anxiousness; apathy, inability to concentrate forgetfulness, disaffected, mentally disturbed, having racing thoughts, thinking pessimistic and having poor reasoning for judgment.

Stress associated with psychosocial illness is burnout a physiological syndrome. This illness creates emotional exhaustions, depersonalization, the feeling of lacking in personal achievements and ability to perform. When the stress is experienced for a longer time it creates a burnout condition that is defined to be a chronic stress effects. Burnout is characterized as a feeling of physical, emotional and mental exhaustion that is the result of chronic or long period of stress that is cumulative. It is a negative outcome which derives from a long term- stress, but not all stress leads to burnout (Cunningham 1983).

Maslach and Jackson (1981) cited the most predominant model of burnout that is built on three central constructs that are emotional exhaustion, lack of personal accomplishment and depersonalization. In this model Emotional exhaustion is stated to be the core of job burnout. Emotional exhaustion is the first and the earliest to respond to the excessive work demands that “drain individual’s emotional resources.” The second construct, depersonalization is defined as being the response to emotional exhaustion and as defensive coping strategy. Diminished personal accomplishment as the third and final construct of burnout is believed to be the result of continued depersonalization and being a reason for the decline in one’s feeling of competence and successful achievement. This model was used by Maslach to create Maslach Burnout Inventory (MBI). Maslach Burnout Inventory (MBI) is an inventory that was designed to measure an individual’s experience of burnout on a continuum rather than its mere absence or presence where a high score are on emotional exhaustion and depersonalization, and low scores on personal accomplishment indicate high levels of burnout.

Signs and symptoms of stress in individuals

The feeling and effects of stress that one may have can be identified with following symptoms if a person is suffering from it. The effects of these symptoms can be felt by a person emotionally, mentally by the person himself or herself or others that can notice the changes in their behaviour. If you are suffering from some of the following symptoms it may indicate that you are feeling the effects of stress.

Emotional symptoms

- Feeling of depression
- Disappointment in oneself
- Having Increase emotional reactions - aggressiveness, tearful
- Feeling lonely and withdrawn
- Feel loss of confidence and commitment
- Mood swing (not behavioural)

Mental symptoms

- In a state of confusion and indecision

- Poor concentration
- Poor memory

Changes in behaviour and norms

- Change in eating habit
- Started to consume alcohol or take drugs or started to smoke
- Increased drinking alcohol, smoking drugs in order to “cope” with stress
- A swing in the mood affects one’s behaviour
- Change in sleeping pattern
- Feeling twitchy, nervous behaviour
- Changes in work pattern
- Taking more time off or not showing punctuality in the work place
- Sign of stress in a group or workplace
- Grumbling complaining and showing grievances Dissatisfaction and disputes
within the group
- Increase in staff turnover
- Showing less commitment to the work to be done
- Increased sick leave among the workers
- Having trouble learning new information, skill and task

- Continuously does a job or task without taking a break
- Social withdrawal and isolation
- Feeling unable to perform even the easiest task which was given to them

2.3 Work Load

The amount of work or task that is expected to be done. Work load creates stress when the work becomes overloaded and the worker could not bear it. Work overload is the situation in which people have too much work to do. (Cambridge dictionaries online). It is the thoughts that one would be having in their mind as having too much work to do. (Leiter & Schaufeli 1996). According to Eby et. Al (2000) workload becomes the major work domain predictors of work-family conflict. Dunham (1992), listed work load as one of among five factors that creates work stress.

According to Dunn (2000) in his research on 258 teachers in Pennsylvania and 166 voluntary teachers found that teachers are experiencing stress due to high workload that put them in a situation to bring the uncompleted work to their home and complete it after work hour or on weekends. It identifies teachers have more work to be done and their work load is heavy.

A research done by Mohamad & Sew from the faculty of Education of Universiti Teknologi Malaysia on 50 respondents from 3 schools with the title “The factors that spur work stress among teachers of SJK (C): A research in 3 schools in Wilayah Persekutuan” finds that time constrains and workloads are the major factors that lead to stress among the teachers. In the research done by Kamaruzaman Kamaruddin(2007), found that the work load factor to be in the fifth ranking as stressful and where else in the study done by Boyle et al. (1995) the work load factor

is in the fourth ranking. The study that was carried out by Rozihaya (1998) revealed a significant relationship between stress and workload. The study of Rozihaya (1998) are align with the findings of Siti Rohani (1991), that the work load factor is causing work stress among the school teachers.

2.4 Work Hours

The amount of time which a worker is legally bound to work in a day according to the work contract. Skillern (1990) identified work time factor that causes stress among workers. This problem of teacher was complaint by NUTP (Berita Harian, 2010/04/01) which says teachers are forced to work every Saturday because they are involved in many activities, although there is a circular permits teachers to take leave twice a month on Saturdays.

When it concerns about stress, the employees have a high tendency towards high level of stress (Rose 2003). Lynda J.Y (2005) in her study on High School Teachers' Perceptions of Their Working Environment in Newfoundland: A Grounded Theory Study on Several studies has highlighted teacher concerns about the need to extend the work hour to meet increasing job demands. Dibbon(2004) considered that it was "impossible" for teachers to accomplish all the demands and tasks in the allocated time. Meetings were an additional workload demand, with teachers reporting 2.3 hours per week outside the school day spent in meetings directly related to their job. The study by Gallen et al (1995) found an average 47-hour work week for teachers. Considering all time either at school or performing work-related tasks, even if performed simultaneously with others, yielded an average of approximately ten and a quarter hours per day of work invasiveness(Dragon et al,1999).

2.5 Location factor

The location in which the teachers are dispersed in terms of their work location or living location. An issue was cited from the news picked from the Bernama (Kuala Lumpur 27, October, 2010) news by CUEPACS on its website (29 October 2010) regarding the separation of the married couples from the aspect of location that they live and work. This issue was brought up by some Parliament members of Malaysia who was having an opinion that any action of separation in the working region of the married couples whatever so whether it regards of job promotion or any other measure would not only will raise up their living cost but also may cause other social problems.

2.6 Family Conflict

Family and work are interrelated and both are capable of affecting one another and also capable of affecting the quality of life (Sarantakos, 1996). The major challenges faced by employees are to balance their work and family lives. (National study, Duxbury & Higgins, 2003). Family is an important part of the economic process, and when a person was employed directly the employer receives the employee obligations towards his family (Edgar, 1991; Vanden, 1993; Sarantakos, 1996). Claims relating to family and finances can be a major source of job stress in organization able to make the work more complicated pressure (Lasky, 1995). Facts

have shown that intra- Organizational extra organizational and influence the process of working pressure and it is hard to prevent. Extra organizational are external factors such as family problems and financial problems that would affect the teachers work stress.

NUTP General secretary Lok Yim Peng commented on a case regarding a teacher who had left and forgotten her 5 year old son alone in the MPV for more than 6 hours which at the end the boy died, she said that many teachers are committed to their work and wants to give their full commitment at work which may cause them to sacrifice their commitment for their family which will also affect their wellbeing in return. The case of the boy died due suffocation in the MVP is closely related to the mother of the boy who is a teacher and was having a high pressure or stress on the day of the incident because there would be an audit taking place in her school to excess the performance of the teachers by Education Ministry Officials.

Although some study results show that marital status is not always a determinant and that in some cases those who have happy marriages and get support from their spouses tend to be happy and successful in professional life as well and be less stressed (Barling, 1990), a happy marriage life between a husband and wife is important so that the problems that the teachers face in the marital life's would not be a contributing factor to teachers stress.

2.7 Financial factors

Financial factors may also affect the working pressure, (Mattenson & Ivancevich, 1982) argues that financial difficulties led to the individual looking for extra work, additional work can add family opinion but at the same time with the steal and cause

fatigue individual. Similarly, financial loans like personal loans, buy a car, and buy a home loan is also a source of job stress to an individual or employee.

A research done by Othman & Set Fun from the faculty of Education of Universiti Teknologi Malaysia on “The relationship between stress and work satisfaction of teachers in SJK (C) Daerah Kulai” founds that the teachers having a moderate level of stress that related to their financial problems. Furthermore they reported that although the aspect of financial portrays a moderate level of stress, it is to be found that financial issues to be the highest contributor among the other factors that was exceeded due to the high cost of living where the schools located.

Alfred Champion Ncubel & Thembinkosi Tshabalala (2013) conducted a research on “Factors Contributing To The Causes Of Work Related Stress And Its Impact On Performance Of Teachers In Nyaki District where later they found that most of the teachers having poor pay, work overload, role overload, bad school management and larger class sizes that being the major causes of stress in their work place. Salary received by the teachers becomes the major determinant in determining the teacher’s financial status and when it is insufficient, the teachers involve themselves with other part time job that could support them financially (Kyriacou dan Sutcliffe 1978).

These work stressors work load, work hour, work location, financial problem and family problem/conflict can be related and can be explained through the Model of Work Stress by Palmer and Cooper (2003).

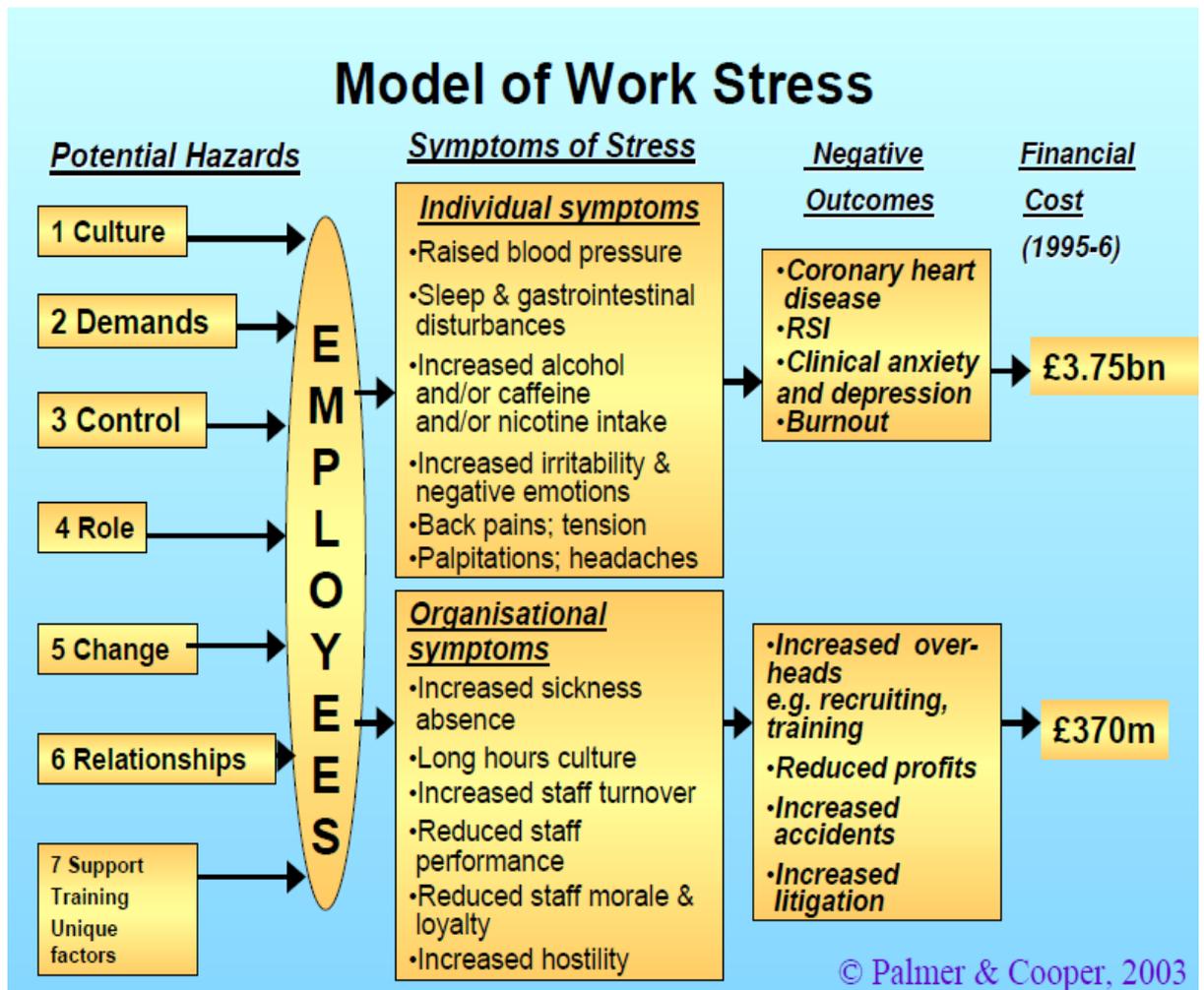


Figure 1
 “A model of work stress”. (Source: Palmer & Cooper (2003))

Health Education Journal 62(2) 2003 133-142). In their earlier findings Palmer & Cooper had identified six factors that causes work related stress which does not include culture as a factor that cause work stress. Later in 2003 this model was revised by Palmer & Cooper and has incorporated culture among the other factors as one of the factor that contribute to work stress. As illustrated in figure 1 these factors known as hazards namely culture, demands, control, role, change, relationships and support, trainings and unique factors cause work stress among employees. Employees who are exposed to this hazard are vulnerable to stress. Some may experience different types of symptoms when experiencing stress. These symptoms can be individual symptoms or organizational symptoms as in figure 1. These

symptoms can affect the individual's wellbeing and the organizational profit and growth.

The potential hazards

1. Culture

Employees experience a stressful situation when they are having difficulties to adapt to a new culture that they were exposed to that are different from the culture that they had practiced. Cultures are different according to a region that the schools administrations are located. The region and culture constitute the type of workload, work hour, work location and salary that they carryout and receive.

2. Demands

The demands where placed on the teachers to fulfil the education needs for the country. The demands could be for teaching services, resources, task and other demands that are necessary to fulfil needs and wants of the school administration and the country. The demands that were placed on the teachers could possibly put them in a stressful situation when they were to face issues such as heavy work load, unrealistic deadline to be met, unrealistic demands to be fulfilled, and complexity in the task and producers in completing the task. The demands could financially burden the teachers when they are not provided the resources to carry out their duties, where the teachers spend their own money to attain the needed resources.

3. Control

The extend of autonomy that a teacher has in carrying out his or her task. It is about the decisions that the employees can take on his or her own accord to make changes or to put up something new when carrying out his or her task. It is the type of control that the teachers can practice in their daily work activities. Generally teachers are unable to control their work load, work hour and work location because it is controlled by the school management and the Ministry of Education. Same goes to the family problems and financial problems that the teachers facing because it is controlled by outside factors such as third person and economic fluctuations.

4. Role

Role refers to the type of responsibility that the employee should hold in carrying out his or her task. An employee's role has to be supported by a clearer job description and job specification. Having a vague job description and a conflicting role in the work place would put the teachers in a stressful situation where it would lead to inefficiency in resources and time management. Teacher's main role is regarding educating the students and does not include roles that they have to play after their office hours for the school activities or the roles that that was given to them that does not related to educational role during school hours. Role of the teachers change when new reformation in the teaching industry are introduced and implemented.

5. Relationships

The relationship that a teachers have with others in their surroundings whether it is in the working environment or family environment. The type of relationship that is emphasised for this study is family relationship that could possibly cause stress to the teachers. When teachers failed to balance their work life and family life, it would create a stressful situation for these teachers. Although when the teachers can balance the work life and family life, it could not be mentioned that the imbalance creates stressful situation. It also could be from the issues of family problem alone that could create stress for the teachers.

6. Change

Change refers to the changes that took place in a work place that could possibly alter the work procedures and job details to some extent that could impact the teachers. Organizations should clearly communicate the changes that has been made to the employees so that the employees are aware and updated time to time of the changes that has been made and thus would help them to hinder stress. A sudden change in the education system would create new procedure, new task and new job scope. It also may consume time, effort, energy and money to the teachers to spend. At the other hand the teachers have to sacrifice their time that they could spend with their family.

7. Support, training and unique factor

The teachers encounter with stressful situation when they are not fully equipped with the knowledge and skills that they are required to possess. Organizations should provide an opportunity for the employees to acquire skills and knowledge that is vital to carry out their jobs so that it would not create any deficiency in their ability. When the teachers don't have the required knowledge and skills to conduct their daily work, it would be a burden for them and have an impact on their work load, work hour and may also have an impact on their family life when they are not able to finish their task in their limited time.

Palmer and Cooper's model of work stress claims that these seven hazards are the causes of stress among employees. Further it claims that the signs of stress can be noticed through individual symptoms and organizational symptoms of stress as in figure 1 that will impact the employee's health and performance and also the organization's profit and growth.

2.8 Summary of Chapter 2

This chapter has presented related theories and previous research on stress.

The theoretical framework, hypothesis and methodology will be elaborated in chapter 3.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains verification on the study design, population and sampling study, research instruments, data collection and data collection method, data analysis, research tools and as well as its validity and trustworthiness. According to Kothari (2004), research methodology is the systematic, theoretical analysis of the procedures applied to a field of study. A study design is what as Kothari (2004) stated it as a plan, a road map and a blueprint strategy of investigation conceived so as to obtain answers to research questions, it is the heart of any study. This chapter describes the methodology used to conduct this research and the purpose of this research is to investigate the relationship of stress and work

3.2 Research Framework

This study was constructed as a survey descriptive to measure the relationship between two variables, namely independent variables and dependent variables. The independent variables are to be known as the cause of perceived stress and that perceived stress and the effects of the perceived stress is known as dependent variables.

Variables

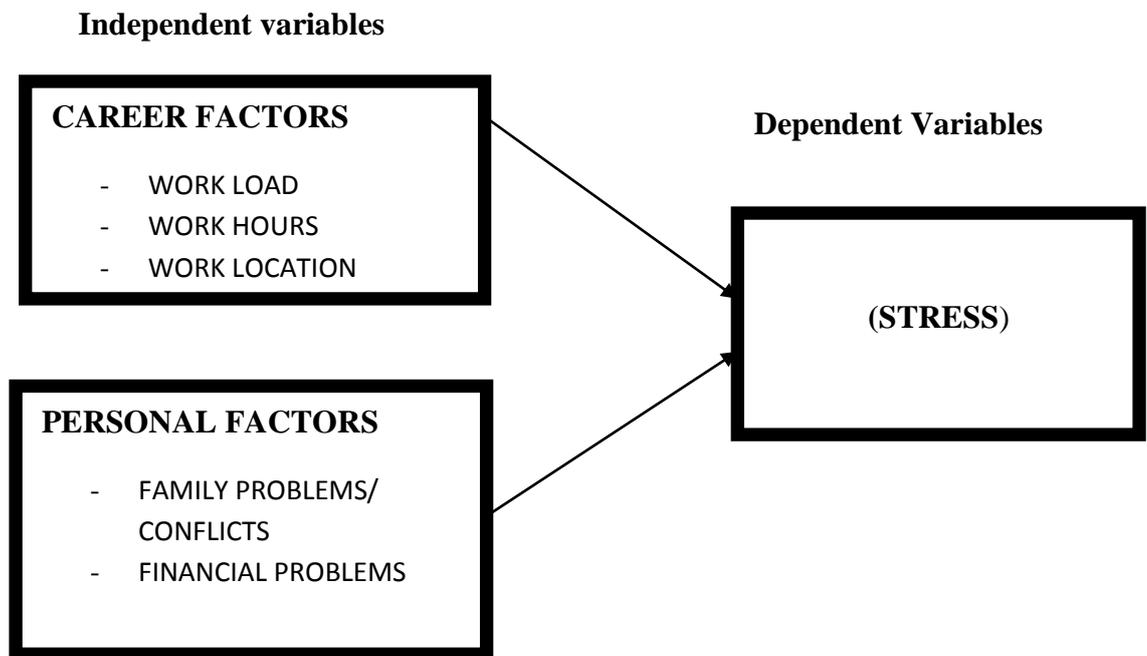


Figure 2
Research framework

3.3 Hypothesis

Several hypotheses have been developed in this study based on the research questions and objectives of the study, the hypotheses are as bellow:

Ho1: There is a significant relationship between workload and stress.

Ho2: There is a significant relationship between work hour and stress.

Ho3: There is a significant relationship between family factor and stress.

Ho4: There is a significant relationship between financial factor and stress.

Ho5: There is a significant relationship between work location factor and stress.

Ho6: Job stressors have a significant relationship with stress.

Ho7: Job stressors have a significant influence on stress.

3.4 Research Design

This study was a survey descriptive to measure the relationship between two variables, namely the relationship of work stress, cause and effect among secondary school teachers in Ipoh, the researcher also identify work stress factors such as work load, work hour, work location, financial problem and family problems.

According to Kerlinger (1973), survey research involves large and small populations by selecting and studying samples of the population to identify relationships between variables - variables. In other words, the survey method is a systematic and objective procedures in gathering information on a subset of a population that is identified with the purpose of using the instrument, in particular to obtain observations that can be

collected (generalize) to the entire population (Samsudin&Mus 2000).In this research using questionnaires to obtain data or information needed to make this research. Izham (2000) the advantages of the use of questionnaires is that respondents may take time to answer the questionnaire received and will provide more information to researchers.

3.5 Operational Definition and Instrumentation

This section describes the concepts, terms and glossary of the studied variables and factors such as work stress, job satisfaction, work load and other related term to this study that are used to explain the relationships between these concepts in more detail. This section describes the concepts of the studied variables such as emotional intelligence, work stress, and job commitment in more detail and it present definitions related to the items in the questionnaire used in this study.

Family conflicts/Problems

Situations where there are disagreements between members of the family regarding the views and beliefs that they hold individually. Having disagreements between the teacher and his or her family member creates tension and stress that could impact the teacher mentally and emotionally.

Financial problems

An issue of financial instability that is experiencing by the individual or the teacher by the means of high debts to pay, insufficient salary or inadequate financial resources that would be impacting their personal and work life and later will create stress for the teachers. Kim and Garman (2004) identified the factors which influence the financial stress as time to handle personal financial matters; worrying about personal finances; money problems; consolidating debts; discussing financial problems; overdue debts ; borrowing from retirement plan; Consulting with a credit counsellor; past due payments ;obtaining a payroll advance and Consulting with a lawyer regarding money problems.

Work Location

Refers to the locations that people live and work. This research talks about the comfort or discomfort ability that the teacher are experience when they are in a specific workplace and living area.

Instrument

Questionnaires were used as an instrument to acquire data for the purpose of this this study. Equipment was used and questionnaires for the purpose of acquiring data. Type of form questionnaire using Likert scale from 1-5. Questionnaire form consists of three parts (refer to Appendix A):

Part A: Demographic and personal information

Part B: Questionnaire on perceive stress

Part C: Questionnaire on work stress factors

Part A, was set to gather information of the respondents background or demographic that consist of 7 items that need to be filled up by the respondents and the 7 items are regarding the age, gender, race, Marital status, education level, length of service and the level of grade that the respondents are in. Part B, contains 10 key questions constructed from the inspiration of the study carried out by Cohen, S., & William, G. (1988). Stress in a probability sample of the United states. In S. Spacapan & S. Oskamp (Eds.), *The social psychology of health: Claremont Symposium on applied social psychology*. Newbury Park, CA: Sage

Part C, contains 40 questions that are sub-divided into 5 factors of work stress factors. These questionnaires were adapted from the studies made by Muhamad Alwi (2010) and Tina Akib (2013).

Stress Questionnaires

The questionnaire was adapted from study carried out by Cohen, S., & William, G. (1988) originally and by other researcher such as Othman (1994).The questionnaire to access the stress level experienced by the respondents contains ten items that seek to measure the level of discomfortness situations by the employees in the workplace.

The items listed in the questionnaires describes five factors that cause stress at work place that cause stress at work the factors that affect human relations issues, comfort issues, the issue of the role and leadership issues. Respondents are required to provide scores using the following scale:

The items in the questionnaire is used with given 5-point scale Likert, so each item will be answered by choosing any point of the 5 scales given for the each items. Every item in this questionnaire has been using the 5-point scale Likert. So, each item will generate Likert scale from:

- 1) (1) Strongly Disagree (SD)
- 2) (2) Disagree (D)
- 3) (3) Relatively Agree (RA)
- 4) (4) Agree (A)
- 5) (5) Strongly Agree (SA)

3.6 Measurement of Variables

Respondents will be asked to answer all the questions given by the researcher. In the questionnaire the factor of time includes the amount of time to be spent in the work place and additional hours that the teachers have to spend when they are obliged to work whether it is after office hours or the hours that they have to spend on weekends. Work load factor refers to the number of task to be accomplished by the teachers in a given time. The task to be finished by the teachers may comprises of marking students exam papers and when they were on assigned on duty as prefect

when students sits for their exams which usually takes place outside their working hours. The work location factor is used to seek the relationship between the location that the teachers are given postings to work and the perceive stress that occur in relation to it. Questionnaires of personal factors that regards of family and financial issues are also been constructed and are made to address the relationship of family and financial problems with the perceived stress among the government school teachers. The family factor which would impact the teachers could be of the marital problem, family feud or loss of a family member.

A set question is also constructed to obtain data on the financial problems or difficulties that the teachers are facing. It composes financial debt that the teachers are having, the sufficiency of salary and financial stability that the teachers are currently. The 5 point Likert scale measurement was used in the questionnaire to obtain data from the respondents are shown as below:

Items	Value
Strongly Disagree (SD)	1
Disagree (D)	2
Relatively Agree (RA)	3
Agree (A)	4
Strongly Agree (SA)	5

Table: 3.1
Scales and value for perceive stress questionnaire

The 5 point Likert scale which was used for this study consist of 5 items that are shown in the table 3.1 as strongly disagree (SD), disagree (D), relatively agree (RA),

agree (A), and strongly agree (SA). The 5 items was assigned with progressive integer values which as how a convention Likert scale would be.

However each value indicates the meaning of the value which it holds. It is designed as symmetrical or “balanced” with equal numbers of positive and negative positions. Generally the Likert scale items measure the level of agreement or disagreement which represented by the items assigned with values. The positive and negative positions in the Likert scale can be known as bellow:

Table 3.2
Type of positions that the items on the Likert scale represents

TYPE OF POSTION					
NEGATIVE POSITION		NEUTRAL		POSITIVE POSITION	
Items	Strongly Disagree(SD)	Disagree (D)	Relatively Agree (RA)	Agree (A)	Strongly Agree (SA)
Value	1	2	3	4	5

There are 3 different positions where in the Likert items are placed. The left position is the negative position where it holds 2 Likert items which have its own values namely Strongly Disagree (with the value of 1) and Disagree (with the value of 2). The middle position is the neutral position with 1 item in it namely Relatively Agree (with the value of 3). The right position is a positive position which holds 2 items known as Agree (with the value of 4) and the other as strongly agree (with the value of 5).The items of the questionnaire are constructed in a way that the teachers probably would express in writing about their willingness and in carrying out their duties and the life hassles that they are experiencing. In addition the items are also

constructed to be negative feeling words or positive feeling words. These types of items are shown in the table below.

Tables: 3.3

Classifying items to the type of feeling for stress items and the items that were constructed to measure the causes of stress according to the five factors that was identified.

Stress items

Type of feeling	Item number	Total
Negative	1,2,3,8,10	5
Positive	4,5,6,7,9	5

Work stress factor: Work Hours items

Type of feeling	Item number	Total
Negative	1,2,3,4	4
Positive	5,6	2

Work stress factor: Work Load items

Type of feeling	Item number	Total
Negative	7,8,9,10,11,12	6
Positive		0

Work stress factors: Family Problems/Conflicts

Type of feeling	Item number	Total
Negative	13,14,15,16,17,18,19	7
Positive		0

Work stress factor: Financial Problems

Type of feeling	Item number	Total
Negative	20,21,22,24	4
Positive	23,25	2

Work stress factor: Work Location

Type of feeling	Item number	Total
Negative	26,27,28,29,31	5
Positive	30	1

Stress scale of Cohen,S., Kamarck, T., and Mermelstein, is a psychological instrument that was widely used in measuring the stress level of individuals that have come across with stressful situations in their life. The questionnaire was constructed to tap out the respondents feeling of unpredictability, uncontrollability, overloaded and uncontrollable in their life past month. The perceived stress scale contains a number of direct question pertaining stress and the possible reactions to it by the respondents and the level of agreeableness to the stated question.

Moreover the questions are in relation to the human's nature that are vulnerable to stress and stressful situations and it is not designed specifically to address a single group.

3.7. Data Collection

Drop and Collect Method

Before the study is to be carried out, the researcher was asked to present an application letter to seek permission from the selected Secondary Government schools. Upon the approval the questionnaires will be given out to the respondents. The researcher will be handing out 30 sets of questionnaires to each of the four government schools and as whole these questionnaires will comprise of 120 sets.

Secondary Data

In an urge to attain fulfilment and wholeness to this study, secondary data was obtained. The method of collection of the secondary data was thru obtaining data which was related to the study from online sources, previous researchers and printed resources like textbooks, newspaper articles and journals.

Measurement Scales

There are a few types of measurement scales that are often used by the researchers. These scales can be known as nominal scale, ordinal scale, interval scale and ratio scale. Measurement scales are used as an instrument in the questionnaire to support the items of a variable so that the role of answer seeking effort from the respondents can be done perfectly from the combination of these two entities. However, for the purpose of this study the measurement scales such as Likert scale, nominal scale and ordinal scale are used.

3.8 Sampling

In this study, the population is known to be the government school teachers in the area of Ipoh and the samples are derived from randomly selected secondary government schools for the purpose of this study. The study population was referring to the targeted group which is the teachers of secondary schools in Ipoh who hold a different grades and position respectively.

Sampling is important in a research process as it is a way to acquire respondents as a sample size which has to be sufficient in order to draw a reasonable conclusion from it. Although considering the time and money to be spend for the research the sampling was organized to be appropriate in quantity, quality and genuine in order to meet the requirement for this study. The place of study is in the area of Ipoh. Schools Ipoh was chosen because it is in an easily accessible location where there is less traffic jam, with an interconnected school along a 12 kilometre radius.

Moreover the schools are having teachers who are diversified in ethnicity, religion, and race and education level. The teachers of the four government schools are having different teaching experiences in terms of period of service and therefore there are teachers who are exposed to past and present work procedures and who are also have gone thru several education and work schemes.

3.9 Data Collection Procedure

The primary data were collected through questionnaires distributed to the respondents. Questionnaires were made to reflect the practical situations and conditions of the respondents life, thus it is the appropriate choice of instrument. Questionnaires are most effective tool in acquiring the raw data from the respondents to be analysed and to draw a conclusion.

3.10 Techniques of Data Analysis

The data were analysed using SPSS (Statistical package For Social Science) version 22.0 for Windows. The obtained data were presented in a way that it can show the demographic and the background view of the teachers and also to determine the level of job stress and its impact on health in relationship to the work hour, work load, work location, family and financial problems. The obtained data's were keyed in, in the SPSS excel sheet. The inputs of the demographic and background data were all analysed by using the frequency, percentage and mean test. The outputs of the data were presented in a table and the output. The data obtained are presented in order to view demographic and occupational profile of the police and also determine the level of job stress and job stress affect health in terms of working hours, workload, family factors and financial factors.

The use of SPSS (statistical package for social science) version 22.0 for windows was chosen because it is the latest version that could be used to analyse the data in an easier way than the other previous versions. It is easy and provides a systematic way to process the data using the specified methods in the software which also helps the researcher to analyse the data according to the objective that the researcher wants to achieve for this study. It provides a reliable output and easy to understand. Part A was analysed through a descriptive analysis method which would help to discuss the related demographic status of the respondents which include sex, race, education level, age, work experience, marital status and grade.

The descriptive analysis method was used Part A , is a descriptive analysis methods such as prevalence, tables and percentages in which they discuss the related demographic such as sex, race, age, marital status, level of education and the work

that uses statistical methods of frequency, percentage and mean items. A 1-5 Likert scale scores will be used in the questionnaire in Part B view job stress factors such as task time, workload, family factors and financial factors and touches on aspects of the individual's level of job satisfaction, environment, feeling sad, feeling frequent or less depressed, depression, anxiety, emotional behaviour and general positive. To analyse the descriptive and inferential statistical data used to test appropriate hypotheses were formed. For the purpose of acceptance and rejection of the null hypothesis of 95% will be applied to achieve results.

Pilot Test

A pilot test was conducted in Smk S.t Michael Ipoh and Smk Buntong prior to the actual study to test the reliability and validity of the application of questionnaire. The pilot test was conducted on 30 school teachers 10 teachers from Smk S.t Michael Ipoh and another 10 teachers from Smk Buntong respectively. The pilot study is to test and to obtain the Crobach Alpa value so that the reliability of the scales can be verified. According to Joseph A. Gliem Rosemary R. Gliem (2003) Cronbach's alpha reliability coefficient value range between 0 and 1.

According to Robert Y. Cavana, Brian L. Delahaye and Uma Sekaran(2001)- Applied Business Research : Qualitative and Quantitative methods (Author Wiley) ,the closer the reliabiltyb coefficient gets to 1.0,the better.

In general, reliabilities of less than 0.60 are considered to be poor, those in the 0.7 range are acceptable, and those over 0.8 are good. It should be noted that a high value for Crobach's Alpha indicates a good internal consistency which will ensure validity and trust worthy result. The alpha value can be improved by having interrelatedness (internal consistency) of the items and unidimensionality or

homogeneity of the items that measure a single trait or construct. Unidimensionality should be considered for the items in the questionnaires so that the items can be considered reliable to measure the intended purpose of this study.

Table 3.4
Pilot Test Result

Variables	Alpha (by original researcher)	Pilot study	Main study
Stress (DV)	0.650	0.655	0.753
Factors of stress (IV)	0.831	0.843	0.887

Above is the table that shows the result of pilot study and main study of this research compared to result of the original researcher. The researcher found that there is no much of a difference of the pilot study that was carried out by the original researcher and the researcher of this study, where the alpha value of the original researcher for the dependent variable stress (DV) is 0.650 and the alpha value for Factors of stress is 0.831 and the alpha values attained by the researcher for this study are 0.6555 for the dependent variable stress (DV) and 0.843 for independent variable, factors of stress (IV). Meanwhile the alpha value for the main study of this study recorded alpha values of 0.753 for the dependent variable stress (DV) and 0.887 for independent variable factors of stress.

The alpha values for the main study of this study were higher than the alpha values that were recorded for the pilot study of this study and the alpha value of the original researcher. The school headmasters and most of the respondents commented that they are having short of time preparing the students for their exams and moreover the exams and school holidays are around the corner. Due to it the researcher had to delete few items from the questionnaire. A subsequent effect that has been notice was an increase in the alpha values of the (IV) and (DV) of the main study which is

supported by the “alpha values that resulted from the interactions of the remaining items in the questionnaire”.

Quantitative Analysis

The obtained data which was obtained from the questionnaires were analysed using SPSS version 22.0 to categorize the level of stress into 3 levels namely low level, medium level and high level. The table below is the mean score of stress factors and mean score of job stress. To interpret the size or degree of correlation relationship either at low medium or high level of the researchers using product "Guildford's Rule of Thumbs" was used as the figure below.

Table 3.5
Guildford's Rule of Thumb, Guilford (1973)'s Correlation Pearson table

Correlation times value(r)	Interpretation
<0.20	A very weak correlation
0.20-0.40	Weak correlation
0.41-0.70	Moderate correlation
0.71-0.90	High correlation
>0.90	A very high correlation

Source: www.medwelljournals.com

Part B is to determine the extent and relationship of work stress factors with effects that are used by respondent. So that data analysed using percentage and frequency distribution to determine the level and relationship.

Descriptive statistics

Descriptive statistics was used to describe data in a quantitative way from the obtained data which was analysed to acquire percentage, frequency and min score of the raw data regarding the backgrounds of the respondents so that it could be well presented in tables and graphs. It is a type of analysis that is helpful to researchers' to study and understand the data well and may find it as useful information when needed. Demographic information such as age, race, marital status and education level are analysed using descriptive statistics.

Inferential Analysis

Pearson Correlation used to examine the relationship between job stress levels as well as the effects of work stress with job satisfaction and commitment to the job. One-way ANOVA analysis is used to identify the different levels of emotional intelligence based on demographic factors. In addition to the Pearson correlation is used to examine the relationship between emotional intelligence and the military commitment to work, and work stress with work commitments.

3.11 Summary of chapter 3

This chapter has explained the quantitative method used by the researcher in conducting the study. The next chapter will discuss the findings of quantitative analysis by using techniques such as descriptive analysis and inferential statistics.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

In this chapter the output of the analysed data which has been collected from the distribution of questionnaires is discussed. The chapter is divided into two main parts which is to be classified as the (1) descriptive analysis on all variables and (2) the inferential analysis specifically the correlation analysis of the independent variables of this study.

Normality Test

In order to test the data is normally distributed or not. Usually normality test is carried out for a data set that is below 300. The data set for this study is 120, so it is highly recommended that the normality test is carried out. Apart from it, the other ways to identify normality is through stem and leaf plot, normal Q-Q plot, box plot and histogram. The value of acceptance for the normality test is decided by the skewness and Kurtosis value. The table 3.6 below shows the skewness and kurtosis value.

Table 3.6
Result of skewness and kurtosis for each variable

Variable	Range		Conclusion
	Skewness	Kurtosis	
Work load (IV)	-1.291	-0.710	Normally Distributed
Work hour (IV)	0.102	-0.661	Normally Distributed
Work location (IV)	-0.272	0.478	Normally Distributed
Family Problems/conflict (IV)	0.089	-0.782	Normally Distributed
Financial problems (IV)	0.003	-1.342	Normally Distributed
Stress (DV)	0.320	-0.586	Normally Distributed

4.2 Descriptive Analysis

Describes the data that was collected from the questionnaires that was distributed to respondents. Analyses the data to acquire the mode, frequency and percentages to draw a general appreciation of the data collected. Prior to the descriptive analysis on each of the elements in each construct namely independent variable and dependent variable; the study will begin by analyzing the respondents' background that represents the sample of this study.

Background of the Respondents

Table 4.1 below shows the output obtained from frequency and percentage analysis using the SPSS version 22.0. More than half of the respondents are female teachers. This is may be due to more female applicants than the male applicants who have enrolled for teaching profession in Malaysia.

Table 4.1
Background of Respondents

Item	Frequency	Percentages
Gender:		
- Male	54	45
- Female	66	55
Total	120	100
Race :		
- Malay	49	40.8
- Chinese	34	28.3
- Indian	32	26.7
- Others	5	4.2
Total	120	100
Age :		
- 20-30	32	26.7
- 31-40	40	33.3
- 41-50	34	28.3
- > 50	14	11.7
Total	120	100
Marital Status :		
- Single	41	34.2
- Married	79	65.8
- Widow/widower	0	0
Total	120	100
Period of Service:		
- ≤ 5 years	34	28.3
- 6-10 years	21	17.5
- 11-15 years	27	22.5
- 16-20 years	2	1.7
- > 20	36	30.0
Total	120	100
Education		
- Phd Degree	0	0
- Master's Degree	30	25.0
- Bachelor Degree	88	73.3
- Diploma/Stpm/Hsc	2	1.7
Total	120	100
Grade		
- DG 54	4	3.3
- DG 52	15	12.5
- DG 48	20	16.7
- DG 44	40	33.3
- DG 41	40	33.3
- DG 32	1	0.8
- DG 29	0	0
Total	120	120

The subsequent trait refers to the race of the respondents where more than one third of the respondents are Malays followed by Chinese. The Indian respondent are the second least in numbers and meanwhile the respondent in the categories of “others” which are the most least. Others under the category of Race in the second row of the

table above refers to the small minority races in Peninsular Malaysia such as Punjabi, Siamese Orang Asli and the other minority races who came from east Malaysia such as Iban, and Kadazan. Respondents whose age range between thirty one to forty years old are the ones whom are high in numbers and this followed by respondents who are in the age group of forty one to fifty.

The distribution of age indicates the majorities of teachers are in their quarterly age and believed to be the ones who have settle down in Ipoh. About a little bit more than a dozen of Teacher are in their 50's and getting closer to the age of retirement of a regular Government servant. More than two third of the respondents are married and nearly to one third are still single. A little less than two third of the respondents are married and one third of the respondents are single. The distribution of respondents in the term of period of service shows a great number of respondents have more than twenty years of work experience in teaching. This is because there are more senior respondents whose age are forty and above.

The question regarding the level of education that the respondent possesses, a Bachelor degree certificate is the most held by respondents, followed by a Master's Degree certificate. It can be noticed that there are no PhD holders among the respondents. It may be because it is time consuming and receive no recognition for carrier advancement. It is also to be noticed that there are a very small number of respondents about 1.7 % who holds a Diploma or Stpm certificate. This is may be due to the amendment of Government policy in setting the minimum requirement for employment in teaching profession in the secondary school with a Bachelor Degree. Although there is minimum requirement of a Bachelor Degree to be hold, to be recruited as a secondary schools teacher, there are also rules that permit a primary school teacher to work in secondary schools.

In terms of teachers posting grade, most teachers hold DG 41 and DG44 grade and the percentage for these two grades records 33.3% for each respectively.

Table 4.2

Frequency Cross-Tabulation of Grade and Respondents' Background

Items	DG54	DG 52	DG 48	DG44	DG41	DG32	DG29	Total
Gender:								
- Male	2	6	12	19	14	1	0	54
- Female	2	9	8	21	26	0	0	66
Total	4	15	20	40	40	1	0	120
Race:								
- Malays	1	7	5	20	16	0	0	49
- Chinese	2	3	5	14	10	0	0	32
- Indian	1	5	10	5	10	1	0	34
- Others	0	0	0	1	4	0	0	5
Total	4	15	20	40	40	1	0	120
Age:								
- 20-30	0	0	0	0	32	0	0	32
- 31-40	0	0	1	30	8	1	0	40
- 41-50	0	5	19	10	0	0	0	34
- >50	4	10	0	0	0	0	0	14
Total	4	15	20	40	40	1	0	120
Marital Status:								
- Single	0	2	1	15	21	2	0	41
- Married	4	10	17	28	19	1	0	79
- Widow/ Widower	0	0	0	0	0	0	0	0
Total	4	15	20	40	40	1	0	120
Period of Service								
- ≤ 5 years	0	0	0	0	34	0	0	34
- 6-10 years	0	0	1	14	5	1	0	21
- 11-15 years	0	0	0	26	1	0	0	27
- 16-20 years	0	0	2	0	0	0	0	2
- > 20	4	15	17	0	0	0	0	36
Total	4	15	20	40	40	1	0	120
Education:								
- PhD	0	0	0	0	0	0	0	0
- Master's Degree	2	3	6	13	6	0	0	30
- Bachelor Degree	2	12	14	27	33	0	0	88
- Diploma/ Stpm/ Hsc	0	0	0	0	1	1	0	2
Total	4	15	20	40	40	1	0	120

Table 4.2 above illustrates output of a cross-tabulation analysis which is carried out between the grade of the respondents with other independent variables to further explore the background of the respondents in terms of which background of respondents holds what position or grade. Further it could be elaborate as an analysis

on which group of people holds what position or grade. Group of people refers to the type of categories of sex, race, and education, period of experience, age and marital status of the respondents.

The table shows that most teachers that are between 40-60 years of age are in a work grade that is higher than DG 48. This is because the norm or requirements for job promotion are determined by the number of years of service and experience in government work schemes. The table also shows that more than a half of the respondents are married. The output indicates that there are none of the respondents possess a PhD certificate although they are in a grade of DG 48 and above who mostly consist of school headmasters and senior assistant teachers. The relationship between period of service and the Grade of the respondents indicates that respondents with years of services more than 15 years are in a higher grade position which is grade DG 48 and above.

The number of respondent in terms of gender in every level of Grade indicates that the female respondents occupies a little bit more of the positions (grades) compared to the male respondents except for the grade DG 32 and DG 48 and recorded equal number of respondents for the grade of DG 54. The output also indicates that 1/3 of the respondents are in grade DG 41 and another 1/3 of the respondents are in grade DG 44 respectively.

Descriptive Analysis of the Dependent Variable

A descriptive analysis has been carried out on the raw data's that was derived from the respondents and it is shown in Table 4.3. The construct of stress variable consist of ten questions. Respondents marked the range between 'disagree', 'relatively agree' and agree for all the constructs except for the construct of background of the

respondents which relatively agree or a state of indifference can be concluded as somewhat agree.

Table 4.3
Descriptive Analysis on Perceived Stress Elements

NO	SUBJECT	SD	D	RA	A	SA	Total 100 %
1	I am often upset because of something that happened unexpectedly.	4.1	41.4	29.0	21.5	4.0	100
2	I often felt that I am unable to control the important things in my life.	4.0	34.2	30.3	31.5	0	100
3	I often felt nervous and “stressed”	11.2	30.3	30.3	25.5	2.7	100
4	I often dealt successfully with irritating life hassles	6.8	16.9	48.9	27.4	0	100
5	I often effectively cope with important changes that occur in my life	3.2	24.5	58.3	14.0	0	100
6	I often felt confident about my ability to handle my personal problems	5.8	17.9	49.9	26.4	0	100
7	I often felt that things are going on my ways	4.6	22.0	57.2	16.2	0	100
8	I often found that I could not cope with all the things that I had to do	4.6	31.1	54.3	8.0	2.0	100
9	I often been able to control irritations in my life	10.2	31.4	45.3	10.1	3.0	100
10	I often have been angered of things happened that were outside of my control	7.5	43.2	43.2	6.1	0	100

The score for relatively agree is slightly more than the score for disagree for it is moving towards to a state of agree in the scale that mainly focus on measuring the level of stress with this constructs. Generally respondents feel that they are able to control the level of stress for this type of dependent variables.

Descriptive Analysis of the Independent Variables

The following descriptive analysis is about analyses of responses from the respondents regarding the type of work hours that the respondents are involved. The table 4.4 below shows the scores obtained for each questions in the construct. There are six questions that make up the elements of the work hour construct. The ranges of responses are from being disagreeing to agreeing to the questions element in the construct. However most of the respondents tend to agree with the statement that was posed to them. It has been a norm for respondents in their daily work life to encounter long working hours, work on public holidays or even shift works that has change the way that these respondents perceive about their work nature until they themselves could accept the reality and thus may also perceive they are not under stress because of their work situations.

Table 4.4:
Descriptive Analysis on Task Time Elements

NO	SUBJECT	SD	D	RA	A	SA	Total 100 %
1	I do not create problems to work in shift time.	2.4	14.4	17.5	54.7	11.0	100
2	I have no problem to work More than 8 hours a day.	8.3	15.8	17.2	56.9	1.8	100
3	I have no problem working on the weekend.	1.5	18.7	19.3	58.8	1.7	100
4	I have no problem working on holidays or public holidays.	1.7	17.1	22.8	56.9	1.5	100
5	I need to do other task outside of work hours over a few hours apart from my official duties.	1.8	17	46.1	31.8	3.3	100
6	Time of my job is too dense.	0	23.3	51	20.8	4.9	100

Table 4.5
Descriptive Analysis on Job Load Elements

NO	SUBJECT	SD	D	RA	A	SA	Total 100 %
7	I do not have enough time to carry out my duties properly	1.4	39.5	39.5	19.6	0	100
8	Heavy workload given to me.	1.6	28.6	54	15.8	0	100
9	Works every day feel as if I do not run out of work.	4.7	33.1	42.2	18.1	1.9	100
10	Feeling a given workload is heavier than what I'm capable of doing.	1.7	39.4	47.2	11.7	0	100
11	Feeling inadequate training given to me to perform a job.	0	38.2	38.2	23.6	0	100
12	Feel the work to be done is too much and this caused me to do it with less than satisfactory.	0	36.8	41.1	22.1	0	100

- i. Table 4.5 above is a descriptive analysis on an independent variable known to be work load. The questions for this part consist of six that was worded negatively to portray the type of work load that the respondent are engaged as burdening them with scales ranging from strongly disagree to strongly agree. As a whole most of the respondents answered indifferently to the questions in the questionnaire. From the five questions that were asked for this part in the questionnaire, the respondents answered neither agree nor disagree except for two questions.
- ii. The two questions that records respondents' disagreement are (1) I do not have enough time to carry out my duties properly (2) Feeling inadequate training given to me to perform a job. Generally the respondent as a teacher may be ashamed to express their true feelings regarding the job load that they are carrying because teaching profession is a not to be complained. However from the descriptive analysis output table, the highest score that was recorded is for indifferent is the second question that states that respondents were

given heavy workload. This followed by the fourth question that records high score for indifference. This is followed by the statement that the workload given is perceived as heavier than what they are capable of doing.

Table 4.6
Descriptive Analysis on Family Elements

NO	SUBJECT	SD	D	RA	A	SA	Total 100%
13	My work interfere with my family life	25.8	12.0	24.2	38.0	0	100
14	I am having marital problems	12.8	27.5	22.1	37.6	0	100
15	Husband / wife does not fully support member in my job.	31.5	14.5	31.5	22.5	0	100
16	I and husband / wife often quarrel about my excessive involvement in work.	14.6	37.1	29.5	18.8	0	100
17	I am not spending time for my kids.	13.5	35.3	35.3	15.9	0	100
18	I am having childcare problems	11.7	2.8	48.8	36.7	0	100
19	I am having problem with parent / in-laws.	17.8	36.5	36.5	9.2	0	100

The subsequent descriptive analysis in on the independent variable that is related to family issues that influences the respondents in terms of their job. The output for the family elements in the questionnaire are more spread in terms of the responses compared to the other tables above. Most likely family matter is kept as private and confidential by the respondents or it may not directly relate to the job.

The ranges of score most frequently recorded are from “disagree to relatively agree”. In this part there are seven types of statements regarding family lives of the respondents. The respondents seem to agree to the statement that their work interferes with the family life and they are also having marital problems. This may be related to the early responses made by the respondents regarding their nature of the workload and working hours they are engaged such as work on holidays, additional classes and meetings. The highest score that was recorded was for the problems that

the respondents having with child care with 48.8 of score for “agree”. This is evident as there are more female respondents than the male respondents. Moreover generally child rearing responsibilities are placed on women or mother rather than the father. This can be noticed in the form of responses by the respondents. The next item is regarding the type of support given by the respondents’ spouses in relation to their job. The score indicates two type of responses made by the respondents’ i.e. (1) “strongly disagree” and (2) “indifferent”. From the score, it is noticeable that respondents are willing to share their true thoughts that they expressed in the items scale by ticking “strongly disagree” and “relatively agree”. Further analysis using the cross-tabulation indicates that married respondents mostly tick “indifferent” response compared to “strongly disagree” response. Analyzing further, it is known that half of the 79 respondents who are married ticked “strongly disagree” and another half ticked “indifferent”.

The following statement refers to the quarrels between the respondents and their spouses which mostly responded as “disagree” with that statement. The next and the following statements which refer to the time spent for the kids and childcare problems again indicate that the respondents are not expressing their true feelings and opinions. As how the respondents responded on the statement regarding the time they spend for their kids, the respondents also responded “indifferently” and also disagree to the statement regarding their problems with their in-laws.

Although the range of responses that was recorded was from “strongly agree” to “strongly disagree” but majority of the respondents does not prefer to disclose their opinion on the influence of family matters on the perceive job stress of the respondents. The descriptive analysis will be continued with two more independent variables i.e. the location element and financial element.

Table 4.7
Descriptive Analysis on Financial Elements

NO	SUBJECT	SD	D	RA	A	SA	Total 100 %
20.	I was plagued by personal debt around me which comprises of debt to pay to friends, relative or to other individuals.	8.5	17.8	43.8	29.9	0	100
21.	I have high debt to pay to financial institutions.	6.4	16.8	47.2	29.6	0	100
22.	I have high commitment for family obligations	6.8	33.2	28.8	31.2	0	100
23.	My income is enough to cover the high cost of living	6.5	12.2	46.2	35.1	0	100
24.	I do extra work ‘part time job’ to add income to my family	12.8	26.2	36.1	24.9	0	100
25.	I am satisfied with the pay and allowances received from the work done by me.	4.4	11.2	41.2	43.2	0	100

The table 4.7 above shows the descriptive analysis on financial elements that indicates most of the respondents ticked “indifferent” when it comes to financial matters. Again the respondents are reluctant to express their true opinion. Although the respondents responded “indifferently” for the statement regarding their income is sufficient or not to cover the high cost of living, they have ticked “agree” for the statement regarding the satisfaction on pay and allowance.

Table 4.8
Descriptive Analysis on Location Elements

NO	SUBJECT	SD	D	RA	A	SA	Total 100%
26.	I work far from my home town.	18.7	22.4	32.2	21.2	5.5	100
27.	I often miss my family and friends who are far.	12.6	38.3	24.4	16.4	8.3	100
28.	My work location is far from my living place	29.7	32.4	16.4	12.2	9.3	100
29.	I work in a rural area	38.8	36.4	24.8	0	0	100
30.	I am satisfied with my work location	5.4	12.8	14.6	35.4	31.8	100
31.	I am having difficulty to travel from my work place to my hometown (time consuming, no public transport)	7.3	35.8	15.3	32.4	20.2	100

Table 4.8 above is regarding the work location of the respondents. The output of the descriptive analysis indicates that the respondents have marked varyingly to the items in the financial statement. The teachers are in a comfortable work location where it can be noticed from the statement that printed on the questionnaire as “my work location is far from my living place” where most of the respondents disagree to it and marked “strongly disagree for the statement “I work in a rural area” and more over they also agree to the item that says “I am satisfied with my work location”.

4.3 CORRELATION ANALYSIS

The type of association between the independent variable and dependent variable can be determined thru correlation analysis in the study. The table 4.8 below shows the result for the correlation analysis that was carried out for this study. Cohen (1998) stated that a Correlation of 0 indicates no relationship between two variables, furthermore he suggested that:

$r = .10$ to $.29$ or $r = - .10$ to $-.29$ (Low)

$r = .30$ to $.49$ or $r = - .30$ to $-.49$ (Average)

$r = .50$ to 1.00 or $r = - .50$ to $- 1.0$ (High)

Table 4.9:
Correlations Analysis on Individual Stressors

		Stress	Work Hour	Work Load	Family conflicts	Financial problems	Work Location
Stress	Pearson Correlation	1	.102	.001	.230*	.206*	.040**
	Sig. (2-tailed)		.266	.990	.011	.024	.664
	N	120	120	120	120	120	120

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

The table 4.9 above indicates that all the independent variables that consist of the 1) career factor are work hour, work load, family conflicts, financial problems and location and the independent variables of the 2) personal factor are family conflicts and financial problems has a positive relationship with dependent variable stress. In discussing the output of the correlation analysis, the significant values of the independent variable in relation to the dependent variable stress are as follows, 0.024 for financial problems factors, 0.011 for family conflicts factor, and 0.266 for work hour factors, 0.990 for work load factors and 0.664 for location factor.

The significant value for the family conflict variables shows that if more of teachers are to be impacted by the family problems the more these teachers will be affected by stress. The family conflict factor has the greatest significant relationship with the level of stress compared to other independent variables, followed by financial conflicts factor, work hour factor, work location and work load. This means that when the teachers are to face more and more financial problems and family conflict they are more prone to increasing stress level. Where else work load has the weakest significant relationship on stress of the secondary school teachers in Ipoh. It explains that the teachers are not so vulnerable to increasing stress level when they are burdened with high workloads.

The correlation value for the independent variables are as follows, 0.102 for work hour, 0.001 work load, 0.230 for family conflicts, 0.206 for financial problems and 0.40 for work location. All the independent variables in this research shows a low relationship with the level of stress of teachers, where $r < .30$ to $.49$ or $-.30$ to $-.49$ according to Cohen's rule of thumb (1998).

4.4 LINEAR REGRESSION ANALYSIS

The method of linear regression that was undertaken by the researcher is simultaneous regression. This method treats all the independent variables in a study as having an equal footing, as this method does not consider any variable among the other variables to be having a hierarchy status (Jacob & Patricia 1975 edition of applied multiple regression/correlation analysis for behavioral sciences).

The table 4.10 below show the output attained in the linear regression analysis.

Table: 4.10
Linear Regressions

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.322	0.104	0.064	3.11319

a. Predictors: (Constant), WORKLOAD, FINANCE, FAMILY, WORKHOUR, LOCATION

Table 4.10 explains that all the five independent variables together create 10% of variance (R Square) in related to the stress of secondary school teachers, the influence of these variables are significantly low. Thus the type of model that was undertaken by the researcher fit accurately for this study. An R Squared value of 0.104 does explained about the strength of the model that was used. The table 4.11 below shows that from the five independent variables there are only two variables namely family conflict and finance have a significant relationship with the level of stress that the teachers of the secondary school in Ipoh are experiencing. The significant value for the independent variables are as follows, 0.027 for financial problems, 0.987 for work location, 0.014 for family conflicts, 0.239 for work hour and 0.998 for workload. This shows that the family conflicts have the highest influencing effect on the level of stress that the secondary school teachers may

experience followed by financial conflicts factor, work hour factor, work location and work and work load.

Table 4.11
Coefficient Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	26.270	4.619		5.687	.000
FINANCE	.284	.127	.198	2.234	.027
LOCATION	.002	.122	.001	.016	.987
FAMILY	.307	.122	.225	2.506	.014
WORKHOUR	.124	.105	.106	1.183	.239
WORKLOAD	.000	.133	.000	.002	.998

a. Dependent Variable: STRESS

Moreover the beta value for the independent variables also explains the strength of the influence that these independent variables have on the level of stress of teachers. This is shown in table 4.11 above. The beta value for the independent variables are as follows, 1.98 for financial problems, 0.001 for work location, 0.225 for family conflicts, 0.106 for work hour and 0.00 for work load. The beta values for the independent variables indicates how much of influencing strength that the independent variables have on the level of stress.

4.5 Summary on the result of Hypothesis testing

The hypotheses testing for this research are as follows:

Ho1: There is a significant relationship between workload and stress.

Referring to the significant value between work load and stress from the correlation table it can be conclude that there is no significant relationship between workload and stress when p value is 0.998 which means $p > 0.05$. More over the relationship between workload and stress of the secondary school teachers are low, when we look at the R value for workload in the table 4.9 Correlation analysis that shows a value of 0.001.

Ho2: There is a significant relationship between work hour and stress.

Ho2 is rejected due to the value of $p > 0.05$ where the p value that was recorded is 0.239 (refer to table 4.11 Coefficient analysis).

Ho3: There is a significant relationship between family factor and stress.

Ho3 for the significant relationship between family conflict and stress has been accepted because the p value between family conflict and stress is 0.014 which is below 0.05. The correlation between family conflict and stress of the secondary school teachers are low when the R value is 0.230.

Ho4: There is a significant relationship between financial factor and stress.

Ho4 for the significant relationship between financial factor and stress has been accepted because the p value for financial factor $0.024 < 0.05$. The correlation between financial problem and stress of the secondary school teachers are positively correlated and the R value is 0.206.

Ho5: There is a significant relationship between work location factor and stress.

Ho5 is rejected due to p value > 0.05 , which means there is no significant relationship between work locations and stress of the secondary school teachers in Ipoh. Moreover the correlation (R) between work location and stress is 0.040 which shows there is a positive relationship and the relationship is also considered weak.

Ho6: Job stressors have a significant relationship with stress.

According to the table 4.12 below, when $p > 0.05$ we can conclude that job stressors have a no significant relationship with the level of stress that the teachers are experiencing.

Table 4.12
Correlations analysis on Total Stressors

Correlations			
		STRESS	TOTALSTRESSORS
STRESS	Pearson Correlation	1	.122
	Sig. (2-tailed)		.184
	N	120	120
JOB STRESSORS	Pearson Correlation	.122	1
	Sig. (2-tailed)	.184	
	N	120	120

Ho7: Job stressors have a significant influence on stress.

According to table 4.12 above, the P value in this research is above 0.05 of alpha value, which means the job stressors work load, work hour, work location, financial problems and family conflicts together in this research have no significant relationship on the level of stress of the secondary Government school teachers in Ipoh.

4.6 SUMMARY

This chapter explained and discussed about the statistical tools that were used in the research. They were the descriptive analysis, correlation analysis and linear regression. All the variables in this research are significantly correlated to the level of stress that the teachers are experiencing and there is significant impact of the variables towards teachers stress. The respondents that took part are mostly Bachelor Degree holders, age group of 31-40, married, having a service period of more than 20 years, are in Grade 41 and 44 and are Malay. Most of the respondents responded indifferently to the questions asked, it is found that the respondents are more vulnerable to financial problems and family conflict.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter 5 Discusses on the matters related to the discussion and summaries' of the findings which was obtained from the analysis of the collected data are presented in this chapter. The discussion is based upon the research objectives and the hypothesis testing was made through statistical analysis in the earlier chapter. The findings are to be reinforced with the reference to the other findings of the previous studies and opinions related figures. The areas that will be focused in this chapter are as follows:

5.2 Assessment of the research objectives

The variables of this study can be classified into two groups which are career factor and personal factor. The objectives for each variable are regarding the relationship of these career factors and personal factors with the level of stress. Among the elements that are classified into career factors are workload, work hour and work location.

To identify the relationship between stress and work load of the secondary school teachers in Ipoh.

The first objective that related to career factor is to identify the relationship between stress and work load of the secondary school teachers where most of the respondents neither agree nor disagree that their workload does not contribute to stress (see Table 4.5, Chapter 4). The correlation analysis that was carried out shows, that the relationship between work load and stress is weak with a correlation value of 0.001

at 0.05 significant level (see table 4.9, Chapter 4). A study conducted by Alan H.S and Y.L Chong(2010) regarding Work Stress of Teachers from Primary and Secondary Schools in Hong Kong, supports that 94.60% of Teacher had reported that their workload contribute stress to them.

To identify the relationship between stress and work hour of the secondary school teachers in Ipoh.

More than half of the respondents agreed that the work hour that they are engaged to do not be a contributing factor to their stress. (As shown in Table 4.4, Chapter 4). There is a weak correlation between work hour and stress with a Pearson value of 0.102 at 2-tailed 0.05 significant levels as is shown in (table 4.9 in chapter 4). The study by Manthei et al. (1996) is consistent with the findings of this study and it indicates teachers having stress due to long work hour. Besides that the study by Laughlin (1984) also finds that work hour is being a contributor to teachers stress.

To identify the relationship between stress and work location of the government school teachers in Ipoh.

The following variable is regarding the relationship between location and stress in which most of the respondents disagree that their work location is being a contributing factor to stress when we look into the output of the items in (table 4.8 in chapter 4).Furthermore the Pearson value of 0.040 at 2-tailed 0.05 for the independent variable work location indicates a weak correlation between work location and stress that experienced by the teachers as in (table 4.9, chapter 4).

From the statements above, it is known that the career factors i.e. work hour, work load and work location has a weak relationship with the stress of the school teachers.

Although the respondents are secondary school teachers claimed to be having high level of stress, does not been proofed to have high level of stress due to work stress factors, so when where the level of stress that was identified for this study is low and it may be because of the measures taken by the Government and the Education Ministry that has helped the secondary school teachers to cope with stress. It is believed to be higher if the Government never intervened to solve the stress issue among the school teachers. The finding of this study are supported by the finding that was gathered V.Abirami(2012) that has concluded that the relationship between work location and stress does not hold good.

Objectives' regarding the variables in the personal factor 1) financial factor and 2) family conflict or problems is to identify the relationship of these variables with stress.

To identify the relationship between stress and family conflicts of the secondary school teachers in Ipoh.

In relation to the element in the family variable, most of the respondents' opinion was that their family issues do not impact them in terms of stress and they are also able to differentiate their family life and work life. Although in general they responded that family matters does not create stress in the lives of the respondents, there are also respondents that strongly disagree that their spouses does being supportive for them in terms of the respondents job. The correlation between family variable and stress is moderate at value of 0.230 at 0.05 significant.

To identify relationship between stress and financial problems of the secondary school teachers in Ipoh.

In the following responses for the financial variable, the respondents choose to portray a neutral response. The correlation analysis that was carried out however indicates a weak correlation between the financial variable and stress which is 0.206. From the overall perspective, the financial variable has the second highest correlation in relation to the stress compared to other variables i.e. Location factor, work hour factor, family factor and work load factor. As respondents are living in an era where high cost of living is rising, not only in other major cities like Kuala Lumpur but also in a developing city like Ipoh and also when respondents are to pay back a high amount of education loan and other personal loans that are burdening them, might have an influence on their work life.

According to Ayoti and Poipoi (April,2011) whom conducted a research on the factors that contributing stress among public secondary school agreed that teachers are experiencing stress due to insufficient salaries and remunerations that are given to perform their responsibilities. A research done by Othman Bin Md Johan & Siow Set Fun from the faculty of Education of Universiti Teknologi Malaysia on “The relationship between stress and work satisfaction of teachers in SJK (C) Daerah Kulai” supports that the teachers having a moderate level of stress that related to their financial problems. Furthermore they reported that although the aspect of financial portrays a moderate level of stress, it is to be found that financial issues to be the highest contributor among the other factors that was exceeded due to the high cost of living where the schools located.

5.3 Theoretical and practical implication

Teachers have been always a mentor and a “ladder” not only for the success of a student but also for the country’s development and achievement. Teachers who are experiencing stress due to their personal problems would have or could be vulnerable to physical and mental illness. Thus, stress due to their personal life will also bring many significant impacts on the work, students and work place.

There is a direct connection between students success and teachers performance and there is an indirect connection between the teacher’s performance and the success of a country. It will affect the students’ academic achievement, when the teacher who are having personal problems unable to deliver the best performance to educate the students. Based on the research that had attempted to investigate the relationship between job stressors and the level of stress that the teachers are experiencing, the result of the research indicates that the level of stress is low to moderate for secondary school teachers in a profession that requires a good mental strength and a high tolerance.

5.4 Suggestion for future research

The focus of this research was on teachers who are working in Government schools and the study was on stress among these Government school teachers. It would be better to carry out a similar study on stress among School teachers but in a different variations, for example the pros and cons of stress. Secondly, future research should explore other variables than the variables used in this study as the correlations of the variables that were analyzed are mostly weak.

The result for the R square in table 4.10 Linear regression analysis, shows that only 0.104 (10.4%) of stress that was contributed by these variables (work hour, work

load, work location, financial problems and family conflicts). This means that there are other remaining 89.6 % of other relevant unidentified factor that the future researchers need to identify either it is internal factor or external factor. Some of the examples of internal factors are work environment; it is also advised that the future researchers should look into the type of research instruments that suite the most appropriate.

Finally, future research is to consider the type of methodology that is suitable for their research in order to have the most reliable and trustable research output.

5.5 Summary

All the variables in this study are correlated with stress and have influence on the level of stress of the secondary school teachers in Ipoh. These is shown in table 4.9 of the correlation analysis, the significance value of the independent variables are 0.266(work hour), 0.990 (work load), 0.011 (family conflict), 0.024 (financial problem) and 0.664 (work location) at 0.05 two tail significant level (see table 4.9). The study indicates that most of the respondents are Malay and it is also known that most of the teachers are from grade of DG 41 and DG 44. More than 2/3 of the respondents are married and are in their mid-30. The analysis and output of the study as in table 4.9 of the Pearson correlation value shows that the teachers are having stress due to their personal live related factors which are family conflicts (0.230) and financial problems (0.206). This means that the personal lives of the secondary school teachers in Ipoh contributes to more stress than the other variables. Work factors such as work load, work hour and work location does not impact much on the level of stress of the teachers.

This finding are aligned with the previous researcher, Mathy (2014) who concludes that police personnel's are experiencing stress due to their financial problems. A research done by Othman Bin Md Johan & Siow Set Fun from the faculty of Education of Universiti Teknologi Malaysia on "The relationship between stress and work satisfaction of teachers in SJK (C) Daerah Kulai" also concluded that the teachers having a moderate level of stress that related to their financial problems. The teachers in the study of Saptoe (2000) admit that outside influences like marriage problems and family matters can contribute to stress. The study also found that the five independent variables have a 10.0 percent of influence on the stress experienced by the secondary school teachers and where else there are also other outside factors that should be considered for this study which may have influence on level of stress among secondary school teachers in Ipoh (see table 4.10).

Finally, it is concluded based on the findings of the research that teachers of the secondary Government school in Ipoh are experiencing stress due to their financial problems and family conflicts. It may be because the teachers that are employed as respondents for this study are young, single and who are newly joined the teaching profession. These newly joined teachers are usually getting lower pay as a teacher in the beginning years before they can get their yearly increments for they are newly employed and are going through the period of job confirmation. This lead to financial difficulties for the teachers to balance their current expenses, debt payments and other financial responsibilities.

It is also deemed that these school teachers, who are in the time period of job confirmation, do not want to disclose their views on work stress that they are experiencing and are afraid that the information that they want to give would leak to the school administration. Meanwhile regarding the family problems that these

teachers are experiencing, although these teachers have expressed their views, the level of stress that was created by family conflict/problems is considered very low and poor.

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