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**STRESS AMONG TEACHERS IN SJK (T) SIMPANG LIMA,
KLANG**



**Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business,
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ABSTRACT

Stress refers to the physical, psychological, and behavioural reactions experienced by individuals in situations where they feel they are in danger or being overwhelmed or pushed beyond their abilities or limits. Stress is a major factor that affects the job satisfaction of an individual in the workplace. This research was done to analyse the factors influencing job stress among teachers in SJK(T) Simpang Lima, Klang. The objective of this research is to determine the level of occupational stress based on the identified factors among teachers in the school. The factors are working environment, workload, relationship with colleagues, and role ambiguity among teachers in SJK(T) Simpang Lima, Klang. A total of 106 questionnaires were handed out, and 103 valid questionnaires were returned by the respondents who are teachers at the school. A simple random sampling procedure was used to select the respondents from the school. Data were gathered and analysed using Statistical Package for Social Sciences (SPSS) version 24. Descriptive analysis and inferential statistics were used to identify the relationship between the variables and draw inferences between the independent and dependent variables. All the four variables, namely working environment, workload, relationship with colleagues, and role ambiguity, were found to be significantly correlated with stress among primary school teachers. The research also revealed that the teachers in SJK(T) Simpang Lima, Klang face a moderate level of stress. Regression analysis revealed that the factors explain for 65.4% of the stress experienced by the primary school teachers. Future researchers are recommended to perform qualitative studies using the same variables or different variables within the same or different sector. As a conclusion, stress plays a major role among teachers in SJK(T) Simpang Lima, Klang.

Keywords: stress, working environment, workload, relationship with colleagues, role ambiguity

ABSTRAK

Tekanan merupakan tindak balas fizikal, psikologi dan tingkah laku yang dialami oleh individu apabila mereka merasakan bahawa mereka berada dalam bahaya atau dalam keadaan yang mendesak mereka mencapai lebih daripada kebolehan atau had mereka. Tekanan merupakan faktor utama yang mempengaruhi kepuasan kerja seseorang individu di tempat kerja. Kajian ini dilakukan untuk menganalisis faktor-faktor yang mempengaruhi tekanan kerja dalam kalangan guru di SJK(T) Simpang Lima, Klang. Objektif kajian ini adalah untuk menentukan tahap tekanan kerja berdasarkan faktor yang dikenal pasti dalam kalangan guru di sekolah tersebut. Faktor yang mempengaruhi tekanan ialah persekitaran kerja, beban kerja, hubungan dengan pekerja lain, dan kekaburan peranan dalam kalangan guru sekolah rendah di sekolah tersebut. Sejumlah 106 borang soal selidik telah diedarkan dan 103 borang soal selidik yang sah dikembalikan oleh responden dari SJK(T) Simpang Lima, Klang. Prosedur pensampelan rawak digunakan untuk memilih responden dari sekolah tersebut. Data telah dikumpulkan dan dianalisis menggunakan Pakej Statistik untuk Sains Sosial (SPSS) versi 24. Kajian ini dianalisis dengan menggunakan analisis deskriptif dan juga statistik inferens untuk mengukur hubungan antara pemboleh ubah dan membuat inferens antara pemboleh ubah bebas dengan pemboleh ubah bersandar. Kajian ini mendedahkan bahawa kesemua empat pemboleh ubah tekanan kerja iaitu persekitaran kerja, beban kerja, hubungan dengan rakan sekerja, dan kekaburan peranan sangat berkait rapat dengan tekanan dalam kalangan guru sekolah rendah. Penyelidikan ini juga mendapati guru di SJK(T) Simpang Lima, Klang menghadapi tahap tekanan yang sederhana. Analisis regresi menunjukkan bahawa faktor-faktor tersebut menyumbang 65.4% kepada tekanan dalam kalangan guru sekolah rendah. Penyelidik masa depan dicadangkan melakukan kajian kualitatif sama ada dengan pemboleh ubah yang sama atau pemboleh ubah yang berlainan, dalam sektor yang sama atau berbeza. Sebagai kesimpulan, tekanan memainkan peranan penting dalam kalangan guru sekolah rendah di SJK(T) Simpang Lima, Klang kerana semua faktor berkorelasi antara satu sama lain.

Kata kunci: tekanan, persekitaran kerja, beban kerja, hubungan dengan rakan sekerja, kekaburan peranan

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TABLE OF CONTENTS

PERMISSION TO USE	i
ABSTRACT	ii
ABSTRAK	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	iv
LIST OF TABLES	viii
LIST OF FIGURES	ix
CHAPTER 1 INTRODUCTION	1
1.0 Background of Study.....	1
1.1 Problem Statement	3
1.2 Research Questions	5
1.3 Research Objective.....	6
1.4 Significance of Study	7
1.5 Scope of Study	7
1.6 Organization of the Theses.....	8
CHAPTER 2 LITERATURE REVIEW	10
2.0 Introduction	10
2.1 Stress	10
2.2 Working Environment	11
2.2.1 Relationship between Working Environment and Stress	12
2.3 Workload	13
2.3.1 Relationship Between Workload and Stress	14
2.4 Colleagues	15
2.4.1 Relationship Between Colleagues and Stress	15
2.5 Role Ambiguity	16
2.5.1 Relationship Between Role Ambiguity and Stress	17
2.6 Models on Job Stress.....	18
2.7 Summary	20
CHAPTER 3 METHODOLOGY	21
3.0 Introduction	21
3.1 Research Framework	21
3.2 Research Design.....	22
3.3 Operational Definitions	23
3.3.1 Stress	23
3.3.2 Working Condition	23
3.3.3 Work Load	23
3.3.4 Relationship with Colleagues	23
3.3.5 Role Ambiguity	23
3.4 Measurement of Variables	24
3.5 Pilot Study	25

3.6	Reliability Testing	26
3.7	Sampling	27
3.8	Data Collection.....	28
3.9	Techniques of Data Analysis.....	29
3.10	Hypotheses Development.....	30
3.10.1	Working Environment and Stress	31
3.10.2	Workload and Stress	31
3.10.3	Relationship with Colleagues and Stress	31
3.10.4	Role Ambiguity and Stress	32
3.10.5	Working Environment, Workload, Relationship with Colleagues and Role Ambiguity and Stress.....	32
3.11	Summary	32

CHAPTER 4 RESULT AND INTERPRETATION33

4.0	Introduction	33
4.1	Testing the Research Instruments	33
4.1.1	Reliability Test.....	33
4.1.2	Normality Test	34
4.2	Descriptive Analysis	36
4.3	Level of Stress	38
4.4	Hypotheses Testing	38
4.4.1	Use of Pearson Correlation	38
4.5	Regression Analysis	42
4.8	Summary	43

CHAPTER 5 CONCLUSION AND RECOMMENDATION.....44

5.0	Introduction	44
5.1	Recapitalization of the Study	44
5.2	The Discussion of the Findings	45
5.2.1	Level of Stress.....	45
5.2.2	The relationship between working environment and stress among teachers in SJK (T) Simpang Lima, Klang	46
5.2.3	The relationship between work load and stress among teachers SJK (T) Simpang Lima, Klang	46
5.2.4	The relationship between colleagues and stress among teachers in SJK (T) Simpang Lima, Klang	46
5.2.5	The relationship between role ambiguity and stress school teachers in SJK (T) Simpang Lima, Klang.....	47
5.2.6	The Significants Effect between Occupational Stressors and Stress among Teachers in SJK (T) Simpang Lima, Klang	47
5.3	Implications	48
5.3.1	School Management.....	48
5.3.2	Stress Management Programms.....	48
5.3.3	Worload Minimization.....	49
5.4	Research Limitation	49
5.6	Conclusions	50

5.7 Recommendations for Future Research50

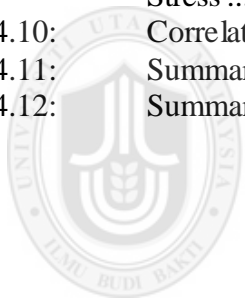
REFERENCES52

APPENDICES63



LIST OF TABLES

Table 3.1:	Cronbach's Alpha Coefficient	26
Table 3.2:	Number of Primary School Teachers in Selangor and Kuala Lumpur	28
Table 3.3:	Number of Respondents	28
Table 4.1:	Cronbach's Alpha Values for Pilot and Main Study	34
Table 4.2:	Results of Skewness and Kurtosis for Every Variables	35
Table 4.3:	Summary of Demographic Data	36
Table 4.4:	Categorization of Teachers Stress Level According to Mean Score	37
Table 4.5:	Mean Level of Stress	37
Table 4.6:	Measurement Scale of Correlation Coefficient (r)	38
Table 4.7:	Correlation between Working Environment and Stress	39
Table 4.8:	Correlation between Workload and Stress	40
Table 4.9:	Correlation between Relationship with Colleagues and Stress	41
Table 4.10:	Correlation between Role Ambiguity and Stress	42
Table 4.11:	Summary of the Regression Analysis	42
Table 4.12:	Summary of the Research Hypotheses	43



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LIST OF FIGURES

Figure 2.1:	Karasek's Original Model(JD-C Model).....	19
Figure 3.1:	Research Framework Model.....	21



CHAPTER 1

INTRODUCTION

1.0 Background Of the Study

The word “stress” could not be eliminated from any organisation as it has become a prevalent issue among employees in this decade. Employees around the world are concerned about the increasing level of stress at work (Murphy & Sauter, 2004). Employees in both private and public sectors face stress in their day to day task. According to Hans Selye who is also known as the “father of stress”, stress is an unavoidable event of life, and therefore an unavoidable event of any organisation (Richardson & Rothstein, 2008). It is because employees are expected to do multiple tasks by most of the employers. Hence, employees’ job satisfaction is directly affected (Mansoor, 2011).

In this modern decade, stress is a key subject in defining how successful or unsuccessful individuals are in their productivity at work and in general, in enjoying their lives. Sometimes, stress is not necessarily detrimental to work performance. Some level of stress can generate creativity, enthusiasm, and productivity. However, an extreme level of stress can become counterproductive in any organisation.

Stress is impossible to be eliminated, but people can learn how to manage it. The adoption of stress management programmes in many organisations shows that stress management has been given importance due to the increasing prevalence of stress.

In Malaysia, the Ministry of Health (MOH) provides reports on the increasing number of stress cases in government hospitals. The ministry reported that the major cause for this issue is occupational stress. The ministry also suggested that the government should take prevention steps to address occupational stress before it becomes critical.

The highest level of stress is reported by the teaching profession compared to other occupations (McCarty, 2011). Teachers are responsible for educating and moulding students to become valuable citizens in the future. They are also required to transfer their valuable knowledge to pupils.

Results of previous studies confirm that teaching is a stressful job (Burke & Henderson, 2002). It is justified with reasons such as work overload, the rising number of students, and the size of the classroom (Billehoj, 2007). Meanwhile, mental illness among teachers has increased in numerous countries (Bauer, 2005). Reasons such as unlimited workload, awkward student behaviour, and lack of support cause distress to teachers' mental health (National Union of Teachers, 2009).

According to Abdul et al. (2005), the most stressful teachers in Malaysia are those working in Kuala Lumpur and Selangor compared to teachers from other states. Based on his research, teachers in Kuala Lumpur and Selangor spend 74 hours to supervise students' curriculum and teach every week. Increasing demands from parents have also caused stress among teachers.

Teachers' satisfaction is used to discover the happiness of teachers concerning their needs and wants from their job. Job performance of teachers is related to their satisfaction with their job. The education field plays a crucial role in modelling students to become experts. The economic growth of a country depends on the education sector because the youngsters today are future leaders of the nation (Malik & Shahabuddin, 2015)

Suicide rates should also be considered when analysing stress. Stress or depression is regarded as a key reason for committing suicide (Sipalan, 2012). An individual will decide to commit suicide when he or she is not able to manage his/her work due to stress or resolve problems in a good way (Ramis, 2013).

The pressure faced by a person in his or her life is called stress. Stress burdens not only an individual's physical condition but also emotions and thought. Sense of anxiety, burden or tension is also deemed as stress (Barone et al., 2001). Stress is the pressure that an individual experiences due to additional demand from others (Niehouse, 1984).

1.1 Problem Statement

The teaching profession is not only about educating. The profession plays other roles and has commitments towards students and society. Teachers are obligated to direct students with proper guidance in order to mould their students. Teachers are responsible for becoming a role model (Connecticut Code of Professional Responsibility for Teachers, 2007).

The government should pay attention to occupational stress among school teachers, as it has become an important issue. According to the Ministry of Education Malaysia (MOE), the number of enrolment of students until 31 May 2016 was 2,685,403 students. If no action is to be taken to address teachers' stress, it may affect the performance of students and their future.

The teaching profession has been proven to be stressful. According to a previous study, the working environment for teachers highly leads to stress (Burke & Henderson, 2002). Teachers' stress includes a painful feeling and adverse emotions such as anger, anxiety, and pressure which come from their work (Maslach, 2001). Teachers face greater job-related stress than other professionals (National Foundation for Educational Research (NFER), 2019),

Teachers' stress is a worrying situation in Malaysia due to the increasing workload (Abdul et al., 2005). Teachers are exposed to an increasing number of changes. There are three causes of teachers' stress. First is the high level of expectations among parents for the excellent achievements of their children. Second is students' misbehaviour and third is students who are more advanced than their teachers (Abdul et al., 2005).

The former Deputy Chancellor of University of Technology Malaysia (UTM), Tan Sri Ainuddin Wahid pointed out that teachers have important roles and duties. According to him, teachers play an important role in cultivating a good attitude and personality of the country's upcoming generation rather than only delivering knowledge. Teachers become an all-time role model for students (Aris, 2005).

Teachers are required to not only teach and educate but also guide the students when required (Faridah et al., 1998).

Teachers are always expected to develop themselves with knowledge and quality skills. Teachers can become good role models by displaying ideal mannerism towards students while never making any mistakes, and also by delivering effective teaching (Peter et al., 2002). Uncompromising expectations of teachers are one of the sources of teachers' stress.

Many cases of burnout among teachers in primary schools have been reported in Malaysia. Their reaction provides evidence of teachers' occupational stress. This situation should be analysed to find a solution for occupational stress among primary school teachers. Experiments are necessary to be conducted to determine the factors before making any further steps. Teachers are the source of manpower in the education field and they should produce quality education. Therefore, there is a need to conduct an investigation to counteract the negative consequences of work-related stress among teachers.

1.2 Research Questions

This research seeks to analyse the factors that influence the occupational stress among teachers in SJK(T) Simpang Lima, Klang. More specifically, this study will answer:

- I. What is the level of stress faced by teachers in SJK(T) Simpang Lima, Klang?

- II. What is the relationship between the working environment and stress among teachers in SJK(T) Simpang Lima, Klang?
- III. What is the relationship between workload and stress among teachers in SJK(T) Simpang Lima, Klang?
- IV. What is the relationship between colleagues and stress among teachers in SJK(T) Simpang Lima, Klang?
- V. What is the relationship between role ambiguity and stress among teachers in SJK(T) Simpang Lima, Klang?
- VI. Do the working environment, workload, colleagues, and role ambiguity have a significant effect on stress among teachers in SJK(T) Simpang Lima, Klang?

1.3 Research Objectives

This research is carried out:

- I. To determine the level of stress among teachers in SJK(T) Simpang Lima, Klang.
- II. To determine the relationship between the working environment and stress among teachers in SJK(T) Simpang Lima, Klang.
- III. To determine the relationship between workload and stress among teachers in SJK(T) Simpang Lima, Klang.
- IV. To determine the relationship between colleagues and stress among teachers in SJK(T) Simpang Lima, Klang.
- V. To determine the relationship between role ambiguity and stress among teachers in SJK(T) Simpang Lima, Klang.

- VI. To determine the effect of the working environment, workload, colleagues, and role ambiguity on stress among teachers in SJK(T) Simpang Lima, Klang.

1.4 Significance of the study

This study will contribute significantly towards providing the solutions and making advancements on teachers' stress models. The findings may also give an idea of how to reduce occupational stress in primary schools. The information obtained from this research may help primary school teachers in designing programmes and training in the future. It also can be used as a future reference to any other researchers on the same topic. Mainly, the findings of this study will reveal the phenomenon and factors of stress among teachers.

This research may also be used a guideline for the school management and MOE in developing the awareness about stress and the amount of stress experienced by the teachers so that stress management programmes could be provided to teachers to help them cope with stress.

1.5 Scope of the Study

The aim of this research is to identify the factors that contribute towards stress among teachers in SJK(T) Simpang Lima, Klang. This study is based on the data obtained from the teachers of the school.

This school has been selected as a sample because of its continuous academic improvements in the *Ujian Penilaian Sekolah Rendah* (UPSR) examination. The

school has been showing continuous academic achievements since 2015. It was recognised as the Best Tamil School in the years of 2015 and 2016 by Jabatan Pendidikan Negeri Selangor and one of its students was awarded as the Best Student overall in Selangor (Ministry of Education, 2015). These achievements show the efforts taken by the school teachers in educating the pupils.

Previous research has shown that teachers in Selangor are under an extreme level of stress, and among the most stressed out teachers are those who work in Selangor (Samad et al., 2010). Teachers spend an average of 74 hours a week to teach and take part in the school co-curriculum (Abdul et al., 2005).

1.6 Organisation of the Thesis

The background of the study, problem statement, research questions, research objectives, the significance of the study, as well as the scope and limitations of the study are discussed in Chapter One. This chapter describes the occupational stress faced by primary school teachers. It also gives ideas about why occupational stress among teachers should be taken into consideration.

Operational definitions and the independent variables will be discussed in Chapter Two. Besides that, findings by other researchers about the dependent and independent variables will also be elaborated in this chapter. The selected theory for this research will also be discussed.

The research framework will be discussed in Chapter Three. The hypotheses of this study will be described in this chapter. The research design, measurement of

variables, method of data collection, sampling methods, and data analysis will also be discussed.

In Chapter Four, the findings of the research will be deliberated. The results were generated by using the Social Package for Social Sciences (SPSS) system. Results of the research instrument analyses, factor analyses, descriptive analysis, mean test, and regression analysis will be explained in this chapter.

In Chapter Five, the findings will be discussed and the recommendations given to overcome the stress problem among teachers in SJK(T) Simpang Lima, Klang.



CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

The specific theories, definitions, and points of view by other researchers will be discussed in this chapter. Besides that, the different variables that influence stress among school teachers will also be elaborated. The literature review of this research portrays the general position of the subject concerned, such as stress and its factors.

2.1 Stress

Stress generally refers to the physical, psychological, or behavioural reactions experienced by a person when they are at risk or expected to do things outside their capabilities or boundary (Croon, 2012).

Based on early research, job dissatisfaction arises due to stress (Ramli, 2003). It results in resignation, low job performance, fatigue, low organisational commitment, and high absenteeism among workers. Job dissatisfaction might also occur to primary school teachers, and it contributes to the failure in attaining their goal as a teacher.

The stress level was still increasing in 2005 (Amble, 2006). Stress can cause lower efficiency, decrease in production, increase in employee absenteeism, and some other problems (Marilyn, 2003). Students' learning process will be miserable if stress happens among primary school teachers.

Stress can bring some other negative consequences to employees such as higher pressure to the management level, decrease in workers' productivity, and more health problems (McGinty, 2007).

Teaching is recognised as one of the most stressful occupations. Teachers' stress leads to early retirement and absence from work. New teachers might leave during training, and there are also the possibilities of leaving the teaching profession within their first five years of service (Amri & Osman 2002). These issues could potentially lead to a shortage of teachers in the country.

The expectations to deliver a good job can lead to stress among teachers. Excessive paperwork, deadlines, and an intimidating inspection system are the reasons for teachers' stress (Mazlan Aris, 2002).

Teachers are considered to be stressed out if they show attitudes that depersonalise students as well as demonstrating low levels of personal achievement in their work. Teachers' stress has a direct impact on students, and it might create a negative impact on the school and society. Teachers' stress is caused by different situations and factors. Generally, stress is felt when teachers have problems in communicating different aspects with students (Mazlan Aris, 2002).

2.2 Working environment

The working environment refers to the total power, actions, and other influential factors that currently are and/or possibly will affect workers' activities and performance (Voorde, Van De, & Beijer, 2015). Their findings confirmed that the surroundings have a direct impact on employees' action and behaviour at the

workplace. They found that the school surrounding directly influences teachers' actions towards the management and students.

In other words, the working environment refers to the interconnection which happens between workers and the surrounding environment at work (Mat Din, 2014). He added that a pleasant working environment is required to encourage employees to work peacefully. His research also confirmed the existence of a relationship between the working environment and employees. Applying the same for teachers, the school environment might also create stress among teachers.

Another study found that the working environment also involves systems, governance, values, practices, and philosophies, which are run and controlled by the management (Lambert & Hogan, 2009). Based on this finding, school procedures and the MOE's rules and obligations are also included as the working environment for teachers.

2.2.1 The relationship between the working environment and stress

According to Mat Din (2014), the working environment has a significant relationship with stress. The impact on the work performance of an employee shows that there is a relationship between stress and the working environment. Applying this to the teachers in primary school, an unpleasant working environment can develop stress among them.

The working environment may potentially affect both the physical and psychological welfare of workers (June & Mahmood, 2011). This statement supports that teachers in primary school may get affected physically or psychologically by their working

environment, with the conclusion that the working environment also involves mental health.

Besides that, how well employees engage with work can be determined by the count of their error volumes, novelty, cooperation with other employees, absenteeism, and their tenure (Chandrasekar, 2011). The commitment of teachers to their duties is related to the working environment. Teachers might have a high motivation if their stress level is lower, and hence, they might contribute better to serve the young generation.

Research on factors influencing staff turnover shows that teachers would leave their job because of working hours, extended overtime, insufficient or low pay, working conditions, problems with top management, and lack of career advancement (Muturi, 2005)

2.3 Workload

Work overload is a situation where employees are confronted with many responsibilities. Work overload involves demands and obligations that require them to be completed within the specified period (Ito et al., 2014).

Employees can feel that they have work overload when they have to complete many tasks within a short time (Devi & Sharma, 2013). Failure in work allocation can also cause employees to feel pressured, especially during peak days and hours (Karimi et al., 2014). In the same way, primary school teachers might face the same level of stress when they need to do many things with students and school management.

An individual may also feel stressed and overloaded with work when he/she is treated as an expert (Qureshi et al., 2013). Work overload may also occur when an employee fails to say “no” to the person who is pushing for the completion of more tasks at peak timing (Risham & Kaur, 2016)

2.3.1 Relationship between Workload and Stress

Another major reason for teachers’ stress is work overload. The amount or load of work influences employees’ satisfaction and accomplishment (Schultz, 2002). An increase in workloads leads to job stress (Raziq & Maulabakhsh, 2015).

How work is organised appears to have an impact on the workload (Judeh, 2011). For example, teachers are always required to follow the new methods and policies introduced by the MOE. Programmes are frequently conducted by the ministry to bring transformation to the education sector.

A new method or procedure of doing work causes an expansion of tasks, translating it into an increase in the workload. This situation happens especially when there are minimal resources available to perform the tasks. In the primary school context, teachers are required to perform multiple tasks; however, they are not provided with sufficient resources such as fund allocation (Brown & Uehara, 2008).

Meanwhile, employees can directly be connected to self-reported psychological stress and burnout when they have too much work. It has also been confirmed that workload interferes with one’s family life (Biron & Murray, 2014). For primary school teachers, it might be a challenge for them to divide their time between work and personal life.

Many studies have shown that a heavy workload causes an increase in the stress level at the workplace (Baruch & Holtom, 2008). Stress due to workload is associated with many types of adverse outcomes, such as anxiety, fatigue, headache, and gastrointestinal problems (Ang et al., 2014).

2.4 Relationship with Colleagues

Relationship with other colleagues refers to employees' engagement with other workers. It is also said as a psychological state that supports each other at work and the connection of workers with their job and the company (Bakotic, 2013).

One of the socially undesirable virtues is arrogance (Hareli & Weiner, 2000). Examples of arrogance behaviours are disrespecting co-workers and their opinions and showing that one is smarter than other workers (Bauer et al., 2010). Arrogance is the opposite of humility, which is defined as a spiritual quality characterised by being open-minded, modest, down to earth, humble, and respectful to others (Rowatt et al., 2006).

2.4.1 Relationship between Colleagues and Stress

It is crucial to develop a good and positive relationship among colleagues at work (Saptoe, 2000). A good relationship among colleagues can help people to understand better why others do certain things in a certain way. It also helps to understand other colleagues' points of view.

The relationship with colleagues can improve one's networking skills, which are important for career development. Aside from this, people can improve their

decision-making skills by having more extensive access to information from all aspects (Samson, Waiganjo, & Koima, 2015).

Supervisors are the representatives of many organisations. Good relationships between workers and supervisors can build a good relationship between the organisation and its employees. It helps workers to stay committed and involved with the organisation (Arshad, 2003). Primary school teachers should also maintain a good relationship with their seniors and heads as it leads them to understand the school policies.

The teachers who are close to the heads will tend to cooperate to achieve the school's objectives. The organisation is a living entity for employees because it has accountability as an agent. Meanwhile, organisations have policies and standards that provide sustainability (Van & Wagner, 2006).

2.5 Role Ambiguity

Role ambiguity can be said as a situation where an employee does not have clear or useful information that permits him/her to effectively execute his or her obligations (Fisher, 2001). Fisher (2001) added that it is a situation where the employees do not have a proper scope in terms of right, duties, and responsibilities. It is a critical situation for an employee to effectively fulfil his/her job duties.

Role ambiguity also happens when people are unclear or uncertain about their expectation within a particular role, especially their role in the job or workplace. It arises when the definition of a person's job is vague or poorly defined by the organisation (Vanishree, 2014). As stated in the Journal of Applied Psychology,

“role ambiguity, or also known as the extent to which one’s work responsibilities and degree of authority are unclear, is one of the most important variables studied in the field of occupational stress”.

Role ambiguity is an uncertainty situation about what a person responsible for a specific activity should act or do. Lack of definitions or information regarding responsibilities, expectations, and expected behaviour for a position or regarding its scope can create role ambiguity (Singh & Rhoads, 1991 as cited in Lee, 2014).

2.5.1 The relationship between role ambiguity and stress

Role ambiguity can be one of the reasons for stress, and it can lead to low performance in one’s job (Trivellas, Reklitis, & Platis, 2013). Job performance will be affected when an employee does not have sufficient information and abandons his/her work (Karimi et al., 2014).

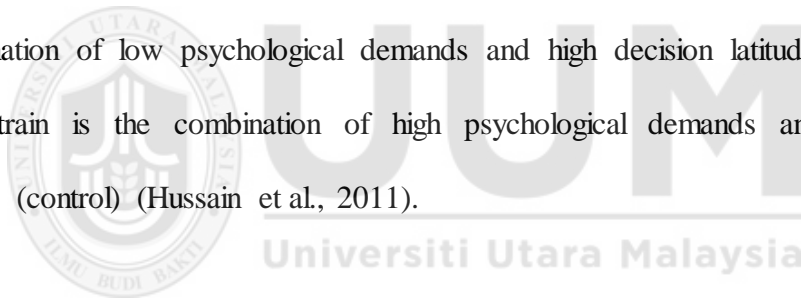
Role ambiguity is a common factor that can make employees get frustrated easily, and it directly affects their job performance (Manea et al., 2013). Primary school teachers might also face the same issue and feel down to perform better at school.

Role ambiguity can also lead someone to feel fear about their work performance (Celik, 2013). According to the researcher, role ambiguity will slowly affect and damage an employee’s performance (Karimi et al., 2014). It is becoming a menace that role ambiguity will induce and increase the stress level and will lead employees to the dissatisfaction path, thus diminishing their performance (Karunanithy & Ponnampalam, 2013).

2.6 Models on Job Stress

The job demand-control (JD-C) is used to discuss the stress model for this research. Job demand-control (JD-C) model primarily emphasises on the stress that workers face in the working environment. An expert named Karasek introduced the JD-C model in the year of 1979. This model is used to measure the degree of occupational stress faced by workers in their work.

Figure 2.1 illustrates Karasek's original model. It shows that there are four types of job predictions. Passive prediction is a combination of low psychological demands and low decision latitude (control). The combination of high psychological demands and high decision latitude (control) produces active prediction, while low strain is a combination of low psychological demands and high decision latitude (control), and high strain is the combination of high psychological demands and low decision latitude (control) (Hussain et al., 2011).



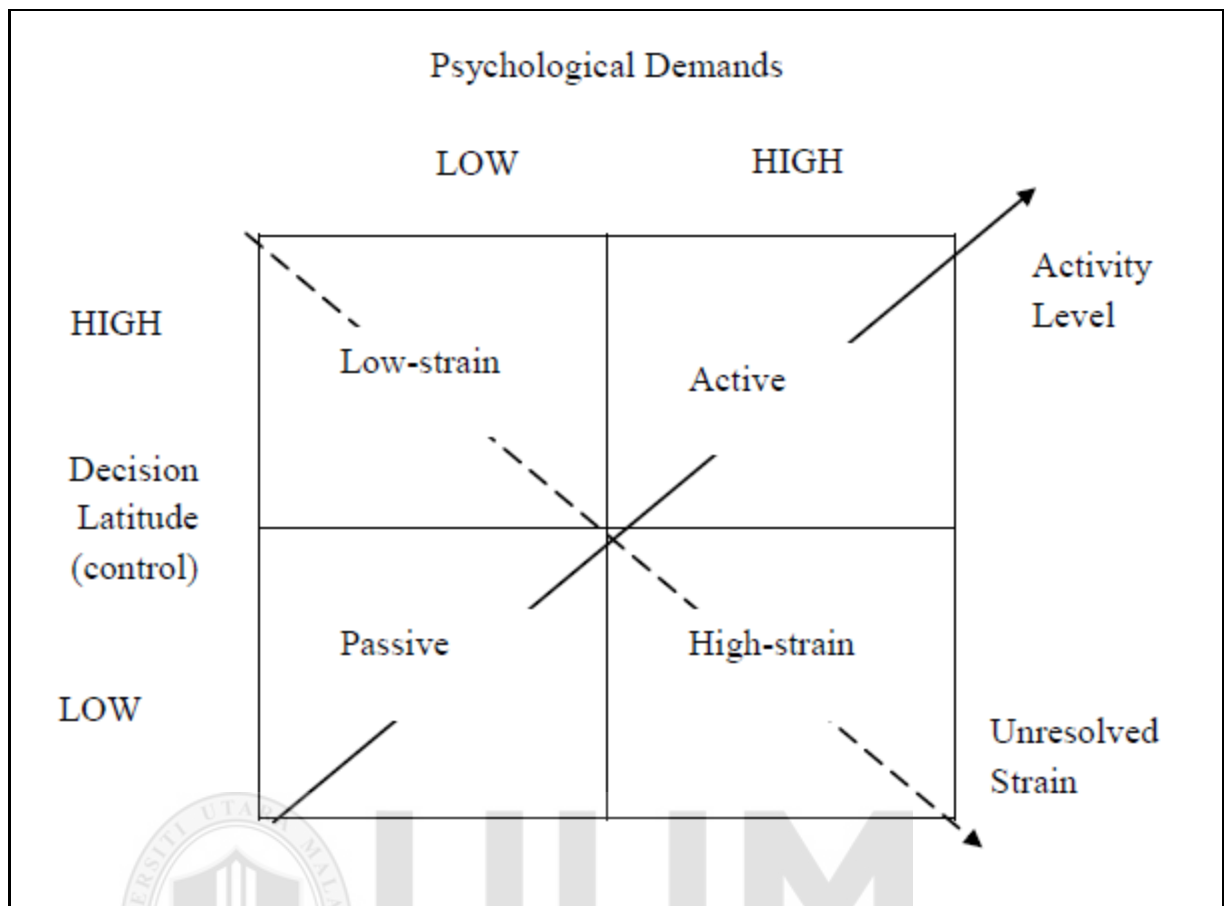


Figure 2.1: Karasek's Original Model (JD-C Model)

Source: Hussain and Khalid (2011).

2.7 Summary

In summary, this chapter deliberated the factors affecting stress among teachers by reviewing past research, literature, and scholarly reviews. This process is mandatory and assists in developing the theoretical framework. The research model framework reflects the relationship between the independent and dependent variables. Next, Chapter Three will highlight the details of the research methodology utilised as a guide for the development of the hypotheses.



CHAPTER 3

METHODOLOGY

3.0 Introduction

The research methodology adopted in this study is explained in this chapter. It illustrates the demographic information, research design, population, and sample selected for the study. It also describes the instruments used to collect data and the methods applied to confirm the validity and reliability of the instruments.

3.1 Research Framework

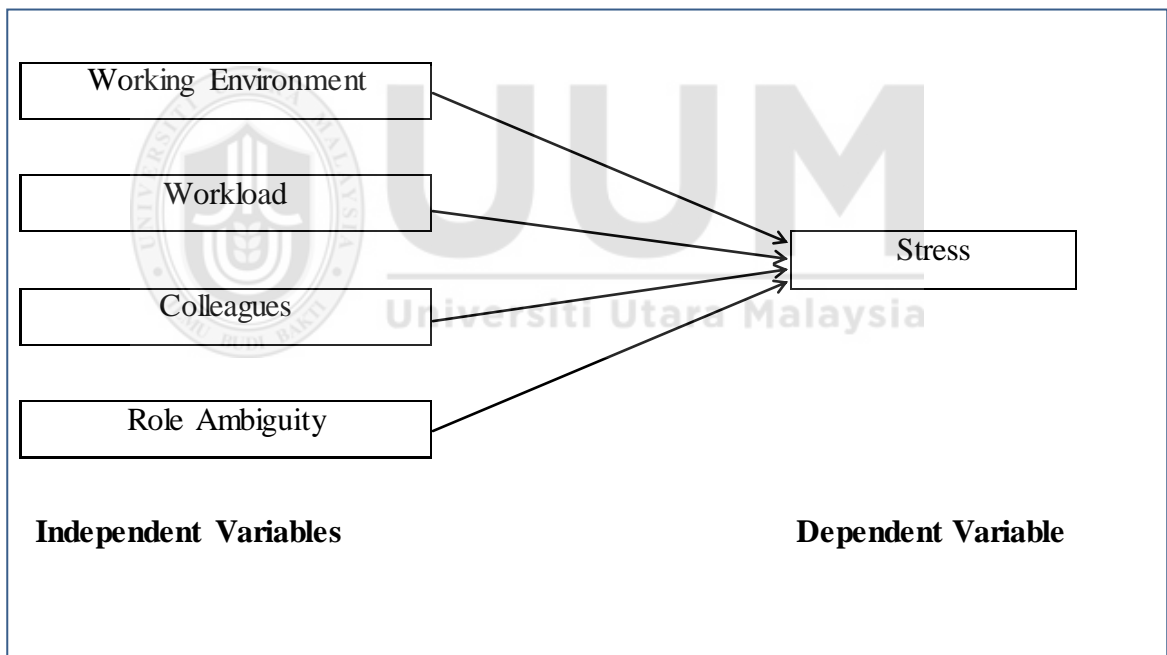


Figure 3.1: Research Framework Model

The research framework that has been constructed to support this study is shown in Figure 3.1. The main intention of this research is to determine the factors affecting stress among teachers in SJK(T) Simpang Lima, Klang. The factors are the working environment, workload, the relationship among colleagues, and role ambiguity. As

shown in the framework model, the relationship between the working environment, workload, relationship with colleagues, and role ambiguity (independent variables) and stress (dependent variables) was tested in this study

3.2 Research Design

This study was conducted to determine how factors such as the working environment, workload, relationship with other colleagues, and role ambiguity (independent variables) induce stress (dependent variable) among teachers in SJK(T) Simpang Lima, Klang. Descriptive analysis and the survey method was used to obtain an overall picture of stress and the stress factors among teachers in the school.

Besides that, the quantitative research approach was used by distributing questionnaires to the target respondents to collect information for testing the developed hypotheses (Sekaran & Bougie, 2013). The quantitative correlation research was carried out to explain the relationship between the independent variables and the dependent variable (stress) of the study. In other words, this research was intended to explore the existence of the relationship between the working environment, workload, relationship with colleagues, and role ambiguity with stress.

The Likert scale was used in this research to test the level of acceptance for the factors. The Likert scale is an interim scale that is intended to measure how strongly the respondents feel towards the factors. The factors are considered as a matrix that can gauge things by making a distinction of the sizes.

3.3 Operational Definitions

3.3.1 Stress

Stress refers to the physical, psychological, and behavioural reactions experienced by individuals in situations where they feel that they are in danger, being overwhelmed, or pushed beyond their abilities or limits (Croon, 2012).

3.3.2 Working Condition

Working environment means the total power, actions, and other influential factors that are currently and/or possibly contending with workers' activities and performance (Imran, 2014).

3.3.3 Workload

Work overload is a situation where the employees are confronted with many responsibilities. It also involves the demands and ad-hoc obligations that they are required to complete within the specified time (Ito et al., 2014).

3.3.4 Relationship with Colleagues

Employees' engagement with other co-workers is referred to as the relationship with other colleagues. It is a condition where the workers support each other at the workplace and at the same time, present their commitment towards work (Saptoe, 2000).

3.3.5 Role Ambiguity

Role ambiguity is a situation where an employee does not have clear or useful information that permits him/her to effectively execute his or her obligations (Fisher, 2001).

3.4 Measurement of Variables

The primary data for this research were collected from the target respondents by using a self-administered questionnaire. This method was used because it is considered as one of the suitable instruments to collect all the relevant data for the study. It involves a low cost and less time to collect the data from the respondents, making it convenient to use to reach a large number of respondents. The respondents were required to select the most suitable answer that they think appropriate.

In this research, the instruments were designed based on the dependent and independent variables, namely stress, working environment, workload, colleagues, and role ambiguity. The respondents might take five or ten minutes to answer the questions.

Measurement means the process of collecting data in the form of numbers. These numbers represent some information regarding the variables that are being measured. A scale is a tool used to measure the grade of any variable or object. The four categories of scales are the nominal, ordinal, interval, and ratio scale (Sekaran & Bougie, 2013).

In this research, the questionnaire consisted of three sections, namely, Section A, and Section B. Section A consisted of questions regarding the demographic information of the respondents such as age, gender, education, and working experience. This section was designed based on the nominal and ordinal scale.

One nominal scale question in the questionnaire was for gender. The nominal scale is a simple level of measurement, which is used to value an object for a grouping purpose (Sekaran & Bougie, 2013). Meanwhile, three ordinal scale questions were used in this questionnaire, which are age, education level, and working experience.

This type of scale is also known as the ranking scale because it allows the researcher to categorise the variables and arrange them based on the ranking orders (Sekaran & Bougie, 2013).

The questions in section B were categorised according to the independent variables, namely, working environment, workload, relationship with colleagues, and role ambiguity. These questions were based on the interval scale consisting of both nominal and ordinal scale properties. This type of scale uses the distance between observations to capture quantities which have an arbitrary origin (Sekaran & Bougie, 2009). A five-point Likert scale is more suitable for measuring the respondents' attitude towards this scale.

In this study, the questionnaire was designed by adopting the questionnaires developed by other researchers. The questions were selected and modified from a job satisfaction questionnaire designed by Associate Professor S. Chandran from SRM University, India, in 2005. The questionnaire consisted of 12 questions on stress, while the remaining 28 questions concerned the evaluation of the independent variables. A five-point Likert scale was used to measure the respondents' opinion about stress and factors affecting stress.

3.5 Pilot Study

According to Zikmund (2010), a pilot test is a small primary test designed to investigate and obtain information before the main study takes place. The pilot study was carried out before proceeding with the real study to check the reliability, validity, and accuracy of the questions, which can help to improve the value of the questionnaire.

A total of 30 questionnaires were used in the pilot study. The 30 sets of questionnaires were distributed to SJK (T) Simpang Lima school teachers followed by the collection of the questionnaires after a week. The data collected were keyed in into the SPSS software to test the reliability of the questionnaire.

The full study was carried out after checking the reliability and validity of the questionnaire. The teachers from SJK(T) Simpang Lima, Klang were targeted as the respondents of this study.

The results of the pilot study are shown below:

Table 3.1: Cronbach's alpha values for the pilot study

Variables	Pilot Study
Working Conditions (IV)	0.81
Workload (IV)	0.96
Relationship with colleagues (IV)	0.84
Role Ambiguity (IV)	0.91
Stress (DV)	0.83

3.6 Reliability

Validity and reliability are the two variables that should be considered while designing a study. The results obtained from the validity and reliability tests allow the researchers to judge the quality of the questionnaire (Zainuddin, 2010). Reliability concerns the extent of agreement between two or more measures of a trait through similar methods (Smith, 2012).

The reliability test is intended to examine and obtain data before proceeding with the main study (Zikmund, 2010). Cronbach's alpha was used to measure the unwavering quality and internal consistency. It helps to gauge the connections among the things that have been tested.

Cronbach's alpha is a measure of the degree of consistency within a test. It indicates the degree to which a variance is present in scale (Cronbach, 1970). Cronbach's alpha values vary between 0 and 1 inclusive, with higher numbers indicating greater reliability (Bagozzi, 1994). Bagozzi (1994) said that for exploratory research, one generally desires Cronbach's alpha values of greater than 0.60, although values greater than 0.70 are preferred. The scale which produces a Cronbach's alpha of 0.75 is considered an acceptable level of reliability for this type of research (Hair, 2010).

Validity can be defined as the agreement between a test score or measure and the quality it is believed to measure (Hammersley, 1987). He highlighted that the most commonly discussed dimensions of validity are content, criterion, and construct. Content validity describes the extent to which test items represent a conceptual domain, which is largely a logical process that does not require statistical analysis. Correlation analysis is most often used to assess criterion and construct validity (Kaplan, 2013)

3.7 Sampling

Probability sampling technique was used in this study. According to Sekaran (2003), the suggested sample size for a given population of 106 is approximately 86 respondents. To avoid the low return rate from the respondents, the questionnaire has been distributed to all teachers. All the teachers from SJK(T) Simpang Lima, Klang were requested to respond to the distributed questionnaire. A total of 106

questionnaires were distributed, and 103 questionnaires were returned by the respondents. All this responded 103 questionnaires has been used as it is above 86.

The number of primary school teachers in Selangor is shown below:

Table 3.2: Number of primary schools and teachers in Selangor

State	Number of Schools	Number of Teachers
Selangor	645	32,639

Source: Ministry of Education Malaysia

Shown below is the total respondents :

Table 3.3: Number of respondents from SJK(T) Simpang Lima, Klang

State	Number of Teachers
Total Number of Teachers	106
Total Respondents	103

Source: Pejabat Pendidikan Daerah Klang

3.8 Data Collection

Identifying and collecting data is crucial in determining the success of a study. In this study, both primary and secondary data were used to meet the study's objectives.

Sekaran (2006) explained that primary data refer to information obtained first hand by the researcher on the variables of interest for the specific purpose of the study. Some examples of sources of primary data are individuals, focus groups, panels of respondents specifically set up by the researcher and from whom opinions may be sought on specific issues from time to time, or some unobtrusive sources such as a

trash can. The primary data were directly collected from the teachers in SJK(T) Simpang Lima, Klang. These data have a direct influence on this research.

Sekaran (2006) explained that secondary data research normally aims at collecting descriptive information to support decision making. Among the sources of secondary data are encyclopedias, textbooks, magazines, newspaper articles, statistical bulletins, and reports by earlier researchers. The secondary data for this research were collected from scholarly books, textbooks, journal articles, online information databases, as well as private and government sources.

3.9 Techniques of Data Analysis

Sekaran (2006) stated that data analysis has three objectives, which are getting a feel for the data, testing the goodness of data, and testing the hypotheses developed for the research. The feel for the data will give preliminary ideas of how good the scales are, how well the coding and entering of data have been done, and so on. The questionnaire for this study was analysed by conducting a pre-test, and subsequently, it was vetted through pre-analytical processes that included data editing, data coding, error checking, and data keying in. Statistical Package for Social Sciences (SPSS) Version 24 was extensively used to analyse the data.

The feel for the data can be acquired by using SPSS by checking the central tendency and dispersion. The mean, range, standard deviation, and variance of the data will give the author a good idea of how the respondents have reacted to the items in the questionnaire and how good the items and measures are. It is prudent to obtain (1) the frequency distributions for the demographic variables, (2) the mean, standard

deviation, range, and variance on the other dependent and independent variables, and (3) an inter-correlation matrix of the variables, irrespective of whether or not the hypotheses are directly related to these analyses.

The reliability of a measure is established by testing for both consistency and stability. Consistency indicates how well the items measuring a concept hang together as a set. In this study, Cronbach's alpha was used to test the reliability of the questionnaire as a set for the dependent variable. Factor analysis was administered to ensure that the groupings of the factor are consistent with Bamed and Vidgen (2002), and if they are not consistent, whether there is any new factor present. These new factors were then tested using reliability tests.

3.10 Hypotheses Development

Once the data are ready for analysis, the author is ready to test the hypotheses developed for the study. In this study, Pearson correlation and multiple regression analysis were used to study the correlation between stress and its factors. According to Sekaran (2013), variance in the dependent variable will be explained by the independent variables through multiple regression analysis.

Following the conceptual model, the hypotheses have been developed as follows:

3.10.1 Working Environment and Stress

According to Bushiri (2014), the working environment has a significant relationship with stress. The impact on the work performance of an employee shows that there exists a relationship between stress and the working environment. Applying this to the teachers, an unpleasant working environment can develop stress among teachers

in SJK(T) Simpang Lima, Klang. Based on this, the above hypothesis was proposed for the working environment variable.

H1: Working environment has a significant relationship with stress among teachers in SJK(T) Simpang Lima, Klang.

3.10.2 Workload and Stress

Work overload can be seen and felt when employees are struggling to balance personal life with career (Ruotsalainen, Verbeek, & Marine, 2016). Many employees struggle to perform their job well and start to show a lack of interest (Ito et al., 2014). This factor slows down their job and causes occupational stress. Based on this, the above hypothesis was proposed for the workload variable.

H2: Workload has a significant relationship with stress among teachers in SJK(T) Simpang Lima, Klang.

3.10.3 Relationship with Colleagues and Stress

Colleagues are an important source of support to employees and they provide a positive effect on employee satisfaction (Schepers et al., 2016). Poor or unsupportive relationships with other colleagues can cause stress (Schepers et al., 2016). Based on this, the above hypothesis was proposed for the relationship with colleagues variable.

H3: Colleagues have a significant relationship with stress among primary school teachers in SJK(T) Simpang Lima, Klang.

3.10.4 Role Ambiguity and Stress

Role ambiguity is an uncertainty situation about an individual's accountability or role. Uncertain definitions or limited information regarding accountabilities, expectations, and expected behaviour of a position or job scope lead to role ambiguity. This situation can create occupational stress (June & Mahmood, 2011). Therefore, the above hypothesis was proposed for the role ambiguity variable.

H4: Role ambiguity has a significant relationship with stress among teachers in SJK(T) Simpang Lima, Klang.

3.10.5 Working Environment, Workload, Relationship with Colleagues, Role Ambiguity and Stress

The four variables used in this study, which are working environment, workload, relationship with colleagues, and role ambiguity can be important factors of stress. Based on this, the above hypothesis was proposed to determine the effects of the variables on stress among primary school teachers in SJK(T) Simpang Lima, Klang:

H5: Working environment, workload, colleagues, and role ambiguity have a significant effect on stress among primary school teachers in SJK(T) Simpang Lima, Klang.

3.11 Summary

In summary, Chapter Three discussed the research methodology. This exploratory research looked at the teachers of SJK(T) Simpang Lima, Klang as the respondents of this study. This chapter also discussed the construction of the research instrument. The chapter began with the methods of analysis from the questionnaire design until the type of data analysis method used in this study.

CHAPTER 4

RESULTS AND INTERPRETATION

4.0 Introduction

This chapter presents the results of data analysis based on the research objectives discussed in Chapter One. The research instrument, which is the questionnaire used to obtain the data, was tested first before being distributed to the respondents.

Each dimension of the independent variables was keyed in into the SPSS system. Data were analysed by using SPSS version 24. In this study, each dimension of the stress factors was examined using five questions on average. The questions were distributed in this manner after testing for validity and reliability in order to collect appropriate results or responses from the respondents and eventually establish the relationship between stress and its factors among the primary school teachers.

The descriptive statistics method was used to present the demographics of the respondents as well as stress level and stress factors. Inferential analysis was used to test all the hypotheses of this study. A total of 106 questionnaires were distributed, and 103 questionnaires were returned by the respondents with valid and reliable responses, and these were subjected to an assessment for outliers.

4.1 Testing the Research Instruments

4.1.1 Reliability Test

Reliability test was carried out to check the reliability and internal consistency of the questionnaires. The alpha value should be between 0.70 and 0.90 for the questions to be considered reliable and valid for data collection. The results of the reliability test for the pilot study and the main study are shown in Table 4.1 The pilot study was

conducted by collecting data from the teachers in SJK(T) Simpang Lima, Klang. Based on the results retrieved from SPSS, Cronbach's alpha values for the pilot and main studies are different.

Table 4.1

Cronbach's alpha values for the main study

Variables	Cronbach's alpha (by original researchers)	Main Study
Working Conditions (IV)	0.75	0.88
Workload (IV)	0.83	0.97
Relationship with colleagues (IV)	0.89	0.99
Role Ambiguity (IV)	0.77	0.93
Stress (DV)	0.73	0.89

According to the rule of thumb for Cronbach's alpha, a score above ≥ 0.9 shows excellent reliability while a score of > 0.8 and above is considered good reliability. Meanwhile, a score of > 0.7 is acceptable, > 0.6 is questionable, and > 0.5 is poor. However, a score of < 0.5 is unacceptable (George & Mallery, 2003).

4.1.2 Normality Test

This test was carried out to define skewness and kurtosis for all the variables. The results show that all the variables are normally distributed as the skewness and kurtosis values are within the range of ± 1 (see Table 4.2).

According to Coakes et al., (2008), the normality analysis is generally conducted to ensure that all the data have been entered accurately and to check if the data are normally distributed.

The graphical display of the normality assumptions was made based on the histogram residual plots. It shows the distribution pattern of the data for a single variable and its correspondence to the normal data distribution. Thus, in meeting this assumption, according to Tabachnick and Fidell (2012), the plot distribution needs to appear as normally distributed.

Table 4.2

Results of skewness and kurtosis for every variable

VARIABLE	RANGE		CONCLUSION
	SKEWNESS	KURTOSIS	
WORKING CONDITION (IV)	0.12	-0.23	Normal distribution
WORKLOAD (IV)	-0.16	0.28	Normal distribution
RELATIONSHIP WITH COLLEAGUES (IV)	0.35	-0.75	Normal distribution
ROLE AMBIGUITY (IV)	0.15	-0.33	Normal distribution
STRESS (DV)	-0.14	-0.89	Normal distribution

4.2 Descriptive Analysis

Table 4.3
Summary of Demographic Data

PROFILES		FREQUENCY	PERCENTAGE (%)
GENDER	MALE	27	26
	FEMALE	76	74
	TOTAL	103	100
AGE	25–30	23	22
	31–35	41	40
	35–40	28	27
	41 AND ABOVE	11	11
	TOTAL	103	100
EDUCATION	DIPLOMA	2	2
	DEGREE	95	92
	MASTER	6	6
	TOTAL	103	100

As indicated in Table 4.3, the total number of respondents for this study is 103 teachers from SJK(T) Simpang Lima, Klang, Selangor. The demographic data for this study were analysed by category, namely gender, age, and education. Approximately 26 per cent (27 teachers) of the respondents are males, and 74 per cent (76 teachers) are females. Twenty-three teachers (22 per cent) are 25–30 years old, 41 teachers (40 per cent) are 31–35 years old, 28 teachers (27 per cent) are 35–40 years old, and 11 teachers (11 per cent) are above 41 years old. Four teachers or two per cent of the respondents are diploma holders, 95 teachers or 92 per cent are degree holders, and six teachers or six per cent are master holders.

4.3 Level of Stress

The stress level of the teachers in SJK(T) Simpang Lima, Klang was obtained through descriptive analysis. The count points for the three levels of stress are shown in Table 4.4.

Table 4.4
Categorisation of Teachers' Stress Level According to the Mean Score

Mean Value	Level of Stress
1.00 to 2.33	Low
2.34 to 3.66	Moderate
3.67 to 5.00	High

Source: Jawatankuasa Penyelidikan Fakulti Pendidikan, Universiti Teknologi Malaysia 2001/2002 in Azizi et al. (2003)

In this study, the mean test was conducted to identify the teachers' stress level. The results of the mean test are shown in Table 4.5.

Table 4.5:
Mean of Stress Level

No.	Statement	Mean Score
Q1.	I feel I am motivated with my work.	3.5342
Q2.	I enjoy my work.	3.5481
Q3.	I am well trained in my work.	3.1115
Q4.	I am happy with my duties, tasks, and responsibilities.	2.8758
Q5.	I am willing to accept my faults in my work.	3.1497
Q6.	I receive the respect that I deserve from my colleagues and students.	2.8248
Q7.	I am willing to accept problems and obstacles as a challenge in my work.	3.2006
Q8.	The rewards are greater than the penalties for failures.	3.0287
Q9.	I feel I am being encouraged by my top management.	3.128

Q10	I always receive positive feedback from my surroundings.	2.7452
Q11.	I worry that this job is hardening me emotionally.	3.2229
Q12.	I feel very energetic.	3.6781
Overall Mean		3.1706

As shown in Table 4.5, the overall mean for teachers' stress level is 3.1706, which is at a moderate level.

4.4 Hypotheses Testing

The hypotheses were tested by using inferential statistics. In this study, hypotheses H1, H2, H3, and H4 were tested using Pearson's Bivariate Correlation Analysis. Multiple Linear Regression analysis was used to test hypothesis H5. The measurement scales for the correlation coefficient, r , which indicate the strength of the relationship between variables are shown in Table 4.6.

Table 4.6:
Measurement Scales of Correlation Coefficient (r)

Correlation value, r	Strength of relationship
± 0.70 or higher	Very high relationship
± 0.50 to ± 0.69	High relationship
± 0.30 to ± 0.49	Moderate relationship
± 0.10 to ± 0.29	Low relationship
± 0.01 to ± 0.09	Very low relationship
0.0	No relationship at all

4.4.1 Use of Pearson Correlation

Pearson correlation was used to analyse the hypotheses of the study. The correlation coefficients for all the hypotheses are shown in Table 4.13. This analysis was done to confirm if there is any relationship between occupational stress and the variables. The relationship between each of the stress factors and job satisfaction was tested via the correlation, and the results are discussed below.

H1: Working Environment has a significant relationship with stress among teachers in SJK(T) Simpang Lima, Klang.

As shown in Table 4.7, the Sig.2-tailed is 0.000, which shows a significant relationship between the working environment and stress. The value of the correlation is $r = 0.399$, $P = 0.00$.

Table 4.7:
Correlation between Working Environment and Stress

Correlations		STRESS
	PEARSON CORRELATION	<i>0.399</i>
WORKING ENVIRONMENT	SIG. (2-TAILED)	<i>.000</i>

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

H2: Workload has a significant relationship with stress among teachers in SJK(T) Simpang Lima, Klang.

The result in Table 4.8 shows that the Sig.2-tailed is .000, which is less than 0.05. Pearson's r value is 0.718 ($P = 0.00$), indicating that workload and stress has a very strong relationship. Therefore, this hypothesis is accepted.

Table 4.8:
Correlation between Work load and Stress

Correlations		STRESS
	PEARSON CORRELATION	<i>0.718</i>
WORK LOAD	SIG. (2-TAILED)	<i>.000</i>

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

H3: Relationship with colleagues has a significant relationship with stress among teachers in SJK(T) Simpang Lima, Klang.

The result in Table 4.9 shows that the Sig.2-tailed is .000, which indicates a significant relationship between stress and the relationship with colleagues. The value of the correlation is $r = 0.492$, $P = 0.00$.

Table 4.9:
Correlation between Relationship with Colleagues and Stress

Correlations		STRESS
	PEARSON CORRELATION	<i>0.492</i>
RELATIONSHIP WITH COLLEAGUES	SIG. (2-TAILED)	<i>.000</i>

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

H4: Role ambiguity has a significant relationship with stress among teachers in SJK(T) Simpang Lima, Klang.

Table 4.10 shows that the Sig.2-tailed is .000, which shows that there is a significant relationship between role ambiguity and stress. The value of the correlation is $r = 0.512$, $P = 0.00$, indicating a high relationship.

Table 4.10:
Correlation between Role Ambiguity and Stress
Correlations

		STRESS
PEARSON CORRELATION		0.512
ROLE AMBIGUITY	SIG. (2-TAILED)	.000

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

H5: Working environment, workload, relationship with colleagues, and role ambiguity have a significant effect on stress among teachers in SJK(T) Simpang Lima, Klang

In this study, a regression analysis was performed to analyse the overall effect of the independent variables which are working environment, workload, relationship with other colleagues, and role ambiguity on the dependent variable, namely occupational stress.

4.5 Regression Analysis

Table 4.11:
Summary of the Regression Analysis

Model Summary^b

Model	<i>R</i>	<i>R</i> Square	Adjusted <i>R</i> Square	Std. Error of the Estimate	Durbin-Watson
1	.937 ^a	0.678	0.654	0.5248	2.677

a. Predictors: (Constant), Working Environment, Workload, Relationship with other colleagues and Role ambiguity

b. Dependent Variable: Stress

Based on the generated results, the adjusted R^2 value is 0.654, which shows that the independent variables, namely working environment, workload, relationship with other colleagues, and role ambiguity can explain 65.4 per cent of the variation in the dependent variable, namely teachers' stress in SJK(T) Simpang Lima, Klang. Thus, it indicates that the effect of the independent variables on the dependent variable is high.

Table 4.12:
Coefficients

Model	Unstandardised Coefficients		Standardised Coefficients	<i>t</i>	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.374	.139		11.095	.000
WE	0.255	.161	.227	0.247	.000
WL	.143	.134	.163	0.972	.001
RC	.128	.127	.153	2.437	.013
RA	.143	.118	.196	1.316	.004

a. Dependent Variable: Stress

b. $P < 0.01$

Based on Table 4.12, the working environment, workload, colleagues, and role ambiguity have significant effects on stress among teachers in SJK(T) Simpang Lima, Klang. The p -value for each of the variables is significant when $P < 0.01$.

4.6 Summary

This chapter has presented the research findings based on SPSS outputs for the data collected from the teachers in SJK(T) Simpang Lima, Klang. Table 4.13 shows the summary of all the hypotheses proposed in this research and whether each hypothesis is accepted or not. Further findings and recommendations are discussed in Chapter Five.

Table 4.13:
Summary of Research Hypotheses

HN	Research Hypotheses	Correlation	Relationship
H1	Working environment has a significant relationship with stress among teachers in SJK(T) Simpang Lima, Klang.	0.399	Accepted
H2	Workload has a significant relationship with stress among teachers in SJK(T) Simpang Lima, Klang.	0.718	Accepted
H3	Relationship with colleagues has a significant relationship with stress among teachers in SJK(T) Simpang Lima, Klang.	0.492	Accepted
H4	Role ambiguity has a significant relationship with stress among teachers in SJK(T) Simpang Lima, Klang.	0.512	Accepted
H5	Working environment, workload, relationship with colleagues, and role ambiguity have a significant effect on stress among primary school teachers in SJK(T) Simpang Lima, Klang.	Supported. $R^2 = 0.654$, where the overall IV only explains 65.4% of the DV	

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the findings of the study are reviewed and discussed to explore whether the research objectives have been realised. This chapter also points out both practical and policy implications and recommendations to overcome the research problem, which was stated in Chapter Three previously. The research limitations, recommendations for future research, and conclusion of the thesis are also discussed in this chapter.

5.1 Recapitulation of the Study

The general objective of this study is to investigate the contributing factors of occupational stress among teachers in SJK(T) Simpang Lima, Klang. Data were collected and analysed to answer the following specific research objectives:

1. To determine the level of occupational stress, based on the identified factors, among school teachers in SJK(T) Simpang Lima, Klang.
2. To determine the relationship between the working environment and stress among teachers in SJK(T) Simpang Lima, Klang.
3. To determine the relationship between workload and stress among teachers in SJK(T) Simpang Lima, Klang.

4. To determine the relationship between the relationship with colleagues and stress among teachers in SJK(T) Simpang Lima, Klang.
5. To determine the relationship between role ambiguity and stress among teachers in SJK(T) Simpang Lima, Klang.
6. To determine the significant effect of occupational stressors on stress among teachers in SJK(T) Simpang Lima, Klang.

5.2 Discussion Of The Findings

Based on the research conducted, the findings of this study are as follows:

5.2.1 Level of Stress

In this research, the dependent variable of job stress was evaluated to see the level of stress among teachers in SJK(T) Simpang Lima, Klang. Based on the findings using the mean test, it can be concluded that the overall mean for stress is 3.1706. This result specifies that the stress level among teachers in SJK(T) Simpang Lima, Klang is moderate. It is because the finding shows that the mean scale is between 2.34 and 3.66, which is the range used as a reference from Azizi et al. (2003).

5.2.2 The relationship between the working environment and stress among teachers in SJK(T) Simpang Lima, Klang

The findings show that the working environment and stress have a significant relationship because the correlation is $r = 0.399$ and $P < 0.05$. This result is similar to a study on factors influencing staff turnover where the teachers would leave their job

because of the working condition such as overtime duty, lack of career advancement, and low salary which lead to stress (Muturi, 2008).

5.2.3 The relationship between workload and stress among teachers in SJK(T)

Simpang Lima, Klang

The results show that workload and stress among primary school teachers have a significant relationship because the correlation coefficient is $r = 0.718$ and $P < 0.05$. This result is similar to a study on stress among nurses. The workload increased stress among nurses, which caused high turnover rates. This situation served as a warning alert to the management because the high staff turnover is a sign of dissatisfaction due to stress (Brun, 2004).

5.2.4 The relationship between colleagues and stress among teachers in SJK(T)

Simpang Lima, Klang

The findings show that colleagues and stress among primary school teachers in SJK(T) Simpang Lima, Klang have a significant relationship because the correlation coefficient is $r = 0.492$ and $P < 0.05$. This result is similar to a study conducted by Abigail (2004). According to his research, in certain stages in their career, humans experience stressful relationships with colleagues at work. These relationships cause lower performance and productivity, adverse health effects, looking for a new job, disengagement at work, and low perceptions of one's capability to perform effectively.

5.2.5 The relationship between role ambiguity and stress among school teachers in SJK(T) Simpang Lima, Klang

The results show that role ambiguity and stress among teachers in SJK(T) Simpang Lima, Klang have a significant relationship because the correlation coefficient is $r = 0.512$ and $P < 0.05$. Role ambiguity has been defined as the extent to which a person experiences pressures within one role that are incompatible with pressures that arise within another role. This result is similar to a study conducted on government servants, where the government servants agreed that they were in stress or role conflict due to role ambiguity (Guimaraes et al., 2017).

5.2.6 The significant relationship between occupational stressors and stress among teachers in SJK(T) Simpang Lima, Klang

Pearson correlation results show that all the four variables of job stressors which are working environment, workload, relationship with colleagues, and role ambiguity are significantly correlated with stress with correlation coefficient values of $r = 0.399$, $r = 0.718$, $r = 0.492$, and $r = 0.512$, respectively.

The above results indicate the existence of positive correlations between all the variables. Referring to the correlation scale, the results signify that the correlation between stress and the variables are in high and very high categories. Any correlation ± 0.5 to ± 0.69 is categorised as a high relationship. According to the results attained, workload and role ambiguity have a high relationship with stress. Meanwhile, any correlation above ± 0.7 is categorised as a very high relationship. In this research, stress has a moderate relationship with the working environment and relationship with other colleagues, and a high relationship with the workload.

Based on this analysis, all the variables have contributed to stress among teachers in SJK(T) Simpang Lima, Klang. Meanwhile, the combination of these variables (work environment, workload, working colleagues, and role ambiguity) was observed to have a positive impact on stress among teachers in the school. It means that an increase in one value can lead to an increase in the stress level of teachers in the school.

5.3 Implications

Based on the result driven from the respondents, the below suggestion has been raised:

5.3.1 School Management

The school management should conduct a survey of primary school teachers. It would be beneficial for the school management, especially the top management, to understand the problems faced by teachers. By doing this, the management can establish a good relationship with the teachers, allowing the teachers to use this opportunity to share their problems. It would be the right medium to discuss their problems with the top management, for example, the school headmaster.

The results generated from the survey can also be used to find solutions for the problems faced by teachers. Besides that, the school management should be generous in accepting others' opinions and ideas by being open to new ideas.

5.3.2 Stress Management Programs

Since the correlation coefficients clearly show that the primary school teachers are under stress, it would be healthier for the school management to introduce stress management programmes among teachers. Through these programmes, teachers

should be taught on how to manage stress. The programmes should also cover how to manage stress overall and not only the workload. The primary school teachers should take part actively in these programmes.

Teachers should be made to understand that the stress they are facing in school does not only come from the workload. Instead, there are some other contributing factors to their stress level. The module for stress management should be crafted carefully according to this understanding. By attending the courses, the teachers will learn how to manage their stress level effectively and how to turn it into a positive way, which will improve their teaching quality.

5.3.3 Workload Minimisation

The school management and the government should start thinking about bringing the current education system to the next level. Currently, the school system is only using an online reporting system to report the marks and achievements of students to their guardians and parents.

However, this system should be improved. For example, an auto marking system should be introduced. This way, the objective questions can be marked by the system and automatically reported in their reporting system. It might save teachers some time and reduce their workload in marking the examination papers.

5.4 Research Limitations

This study was conducted only among school teachers in SJK(T) Simpang Lima, Klang. The results produced for this study are based on the teachers who are currently teaching at SJK(T) Simpang Lima, Klang. Only four variables (working

environment, workload, relationship with other colleagues, and role ambiguity) were used to analyse the factors affecting occupational stress. Moreover, this study is quantitative based research, and hence, it is unable to analyse any other factors affecting stress among primary school teachers.

5.5 Conclusion

This study has demonstrated and provided a theoretical perspective regarding the factors affecting occupational stress among teachers in SJK(T) Simpang Lima, Klang. The variables used in this study were carefully chosen so that it does not correspond with other studies in the same industry. The findings of this study revealed that the factors influencing stress should be taken into consideration to keep the situation under control.

As a conclusion, this study has provided an understanding of the factors influencing stress among teachers in SJK(T) Simpang Lima, Klang. Nevertheless, it depends on the individuals' capabilities on how they are going manage their stress to ensure that it is under control, as it can lead to health issues. Teachers and the school management should work together to address the issue in ensuring that the future generation is not negatively impacted during their growing years as they will be the leaders of tomorrow.

5.6 Recommendations for Future Research

Since this study was conducted using the quantitative method, the real factors influencing job stress could not be extracted completely. The factors examined in this study were derived from other similar studies in this field. Future researchers may conduct their research using the qualitative method to provide options for

participants to share their ideas without limitations. It would allow the researchers to go beyond the four factors used in this research.

This research was focused on only primary school teachers. Future researchers may conduct their research to cover both primary school and secondary school teachers. Furthermore, future studies can be conducted using the same variables or different variables within a different sector, such as health, military department, and engineering.



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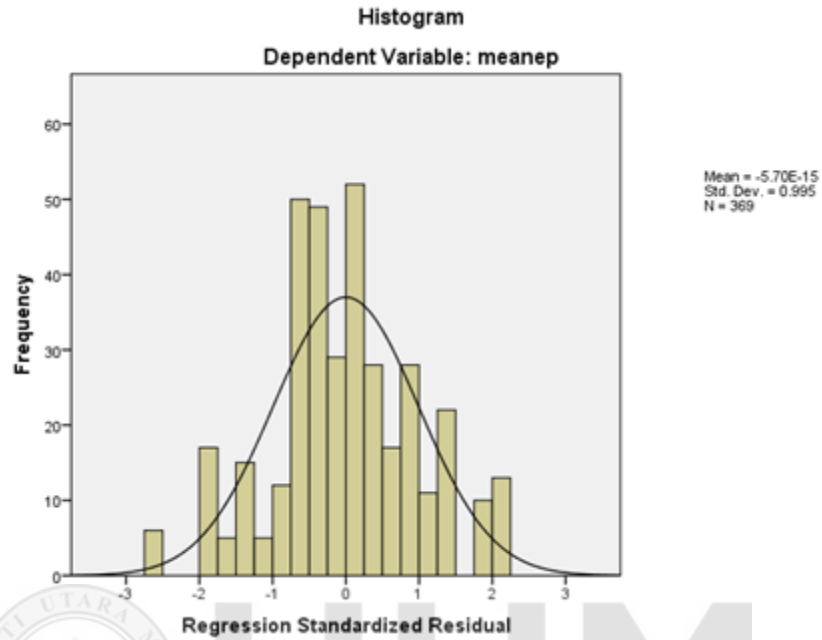
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Histogram Residual Plots



Residual Scatter Plot

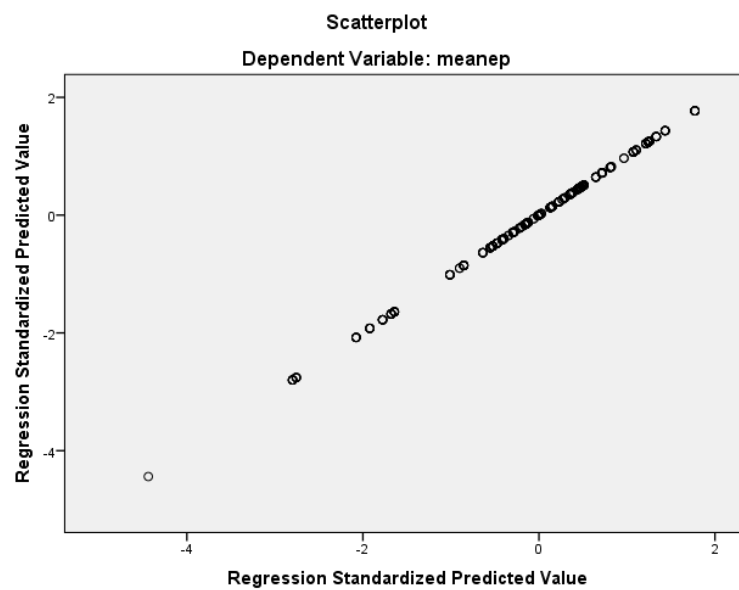


Table A.1: Districts in Selangor and Number of Primary Schools

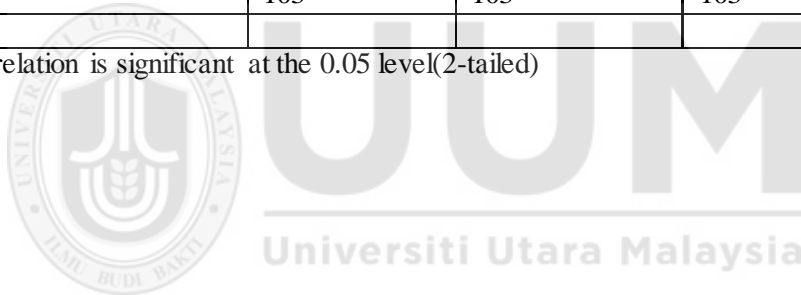
1.	Gombak	SK	51
		SJKC	7
		SJKT	7
		Total	65
2.	Hulu Langat	SK	63
		SJKC	14
		SJKT	7
		Total	84
3.	Hulu Selangor	SK	30
		SJKC	9
		SJKT	9
		Total	48
4.	Klang	SK	59
		SJKC	21
		SJKT	13
		Total	93
5.	Kuala Langat	SK	54
		SJKC	7
		SJKT	13
		Total	74
6.	Kuala Selangor	SK	34
		SJKC	13
		SJKT	22
		Total	69
7.	Petaling Perdana	SK	58
		SJKC	9
		SJKT	12
		Total	79
8.	Petaling Utama	SK	43
		SJKC	9
		SJKT	4
		Total	56
9.	Sabak Bernam	SK	35
		SJKC	10
		SJKT	2
		Total	47
10.	Sepang	SK	22
		SJKC	6
		SJKT	8
		Total	36

Source: *Jabatan Pendidikan Selangor*

Correlations

		Working Environment	Workload	Relationship with Colleagues	Role Ambiguity	
Working Environment	Pearson Correlation	1	-0.812***	0.132**	0.431**	0
	Sig.(2-tailed)		0.000	0.032	0.001	1
	N	103	103	103	103	1
Workload	Pearson Correlation	0.311**	1	0.431	0.127**	0
	Sig.(2-tailed)	0.002		0.000	0.032	1
	N	103	103	103	103	1
Relationship With Colleagues	Pearson Correlation	0.177**	0.342**	1	0.368**	0
	Sig.(2-tailed)	0.001	0.023		0.002	1
	N	103	103	103	103	1
Role Ambiguity	Pearson Correlation	0.234**	-0.411**	0.446**	1	0
	Sig.(2-tailed)	0.016	0.006	0.000		1
	N	103	103	103	103	1
Stress	Pearson Correlation	0.399**	0.718**	0.492**	0.512**	0
	Sig.(2-tailed)	0.000	0.000	0.000	0.000	1
	N	103	103	103	103	1

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



QUESTIONNAIRE

Survey On Stress Among Primary School Teachers In Selangor And Kuala Lumpur



Dear Sir/Madam,

I would like to invite you to participate in this survey on the influence of occupational stressor among bank employees in Kuala Lumpur and Shah Alam. This research is the fulfillment of completing my MSc Management in University Utara of Malaysia.

I would highly appreciate your participation in this research by completing the enclosed questionnaire. It should require only about 5 to 10 minutes of your time, and your input is most critical to the success of this research.

This questionnaire consists of three parts/sections. Section A consists of questions about your demographic profile; continue with section B about stress and its effects on Performance and the section C about the influences of occupational stressors.

All information provided in this survey will no means reflect the identity of the participants. It will be kept strictly confidential and will be used merely for academic purposes.

Thank you in advance for your participation

You're sincerely

Thesigah a/p Sooganathan

Othman Yeop Abdullah Graduate School of Business

College of Business

Universiti Utara Malaysia.

Matric No: 819488

QUESTIONNAIRES

This survey is to assess the level of stress and the factors of stress among primary school teachers in Selangor and Klang Valley. You have been randomly selected to take part in the research. I shall be grateful if you could spare a few minutes to answer the questions that follow. Please do not write your name. Be assured also that your identity would be fully protected.

HOW TO COMPLETE THE QUESTIONNAIRE

Please read the statements in each section and answer by ticking (√) the response that best reflects your opinion. Before attempting to do this questionnaire, complete the details in Section A

- Do complete the questionnaire quickly- it should take about 10 minutes
- Do not spend too much time on each question- your immediate response is normally the most valuable.

SECTION A

1. Gender:

Male [] Female []

2. How old are you?

(i) 25 – 30 []

(ii) 31 – 35 []

(iii) 35 – 40 []

(iv) 41 and above []

3. Level of Education:

(i) Diploma []

(ii) Degree []

(iii) Masters []

(iv) PHD []

4. Years of experience as a teacher:

(i) 1- 5 years []

(ii) 5-10 years []

(iii) 11-15 years []

(iv) 16 years and above []



SECTION B

This section is seeking your opinion on your job stress level. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, circle the number “0” (zero) in the space before the statement. If you have had this feeling, indicate how often you feel it by circling the number (from 1 to 6) that best describes how frequently you feel that way. An example is shown below. The rating scale is shown at the top of each page.

Examples:

I feel depressed at work.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Part A: Analysing Stress

NO	QUESTIONES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I feel I am motivated with my work.	1	2	3	4	5
2	I enjoy my work.	1	2	3	4	5
3	I am well trained with my work.	1	2	3	4	5
4	I am happy with my duties, task, and responsibilities.	1	2	3	4	5
5	I am willing to accept my faults in my work.	1	2	3	4	5
6	I receive the respect that I deserve from my colleagues and students.	1	2	3	4	5
7	I am willing to accept problems and obstacles as challenge in my work.	1	2	3	4	5
8	The rewards are greater than the penalties for failures.	1	2	3	4	5
9	I feel I am being encouraged by my top management.	1	2	3	4	5
10	I always receive positive feedback from my surroundings.	1	2	3	4	5
11	I worry that this job is hardening me emotionally.	1	2	3	4	5
12	I feel very energetic.	1	2	3	4	5

Section B:

NO	QUESTIONES	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Working Conditions					
13	I gain personal growth by learning various skills in my work.	1	2	3	4	5
14	The management appreciates my suggestions and leadership	1	2	3	4	5
15	The school headmasters encourage me to do well in my work.	1	2	3	4	5
16	I am rewarded for the quality of my efforts.	1	2	3	4	5
17	I am valued by my teachers and parents.	1	2	3	4	5
18	My job brings positive changes to me.	1	2	3	4	5
19	Academics receive satisfactory benefits.	1	2	3	4	5
20	I understand the importance to value and respect my colleagues.	1	2	3	4	5
		1	2	3	4	5
	Workload					
21	I gain personal accomplishment through my work.	1	2	3	4	5
22	I have the tools and resources to do my job well.	1	2	3	4	5
23	I feel encouraged to come up with new and better ways of doing things.	1	2	3	4	5
24	I could clearly define quality goals in my	1	2	3	4	5

	work.					
25	My skills and abilities are put into good use in my work.	1	2	3	4	5
26	The school does an excellent job in keeping teachers informed about matters affecting us.	1	2	3	4	5
27	My manager is committed to finding win win solutions to problems at work.	1	2	3	4	5
28	My workload is manageable at school.	1	2	3	4	5
	Relationship with Colleagues					
29	My colleagues always communicate with each other on academic issues.	1	2	3	4	5
30	Academics in my department work as a team.	1	2	3	4	5
31	We plan and coordinate our efforts together as an institution.	1	2	3	4	5
32	I have a good relationship with other academics in my department.	1	2	3	4	5
33	The morale in my department is high.	1	2	3	4	5
34	I receive support from my colleagues to address academic issues.	1	2	3	4	5
	Role Ambiguity	1	2	3	4	5
35	I often perform tasks that are too boring	1	2	3	4	5
36	I do not have a detailed written description of my job	1	2	3	4	5
37	I sometimes have to break a school rule or policy in order to carry out an assignment	1	2	3	4	5
38	I work with group of people who expect	1	2	3	4	5

	many different unrelated things from me					
39	There was more than one time sudden unplanned change	1	2	3	4	5
40	In general I perform work that does not suit my values and role.	1	2	3	4	5

