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



**Thesis Submitted to  
Othman Yeop Abdullah Graduate School of Business,  
Universiti Utara Malaysia,  
In Partial Fulfilment of the Requirement for the Master of Science (Management)**



**Pusat Pengajian Pengurusan  
Perniagaan**

SCHOOL OF BUSINESS MANAGEMENT

**Universiti Utara Malaysia**

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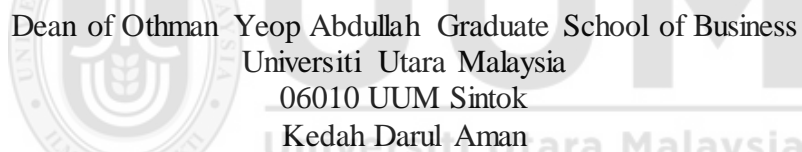
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## ABSTRACT

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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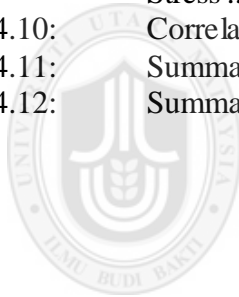
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# CHAPTER 1

## 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.

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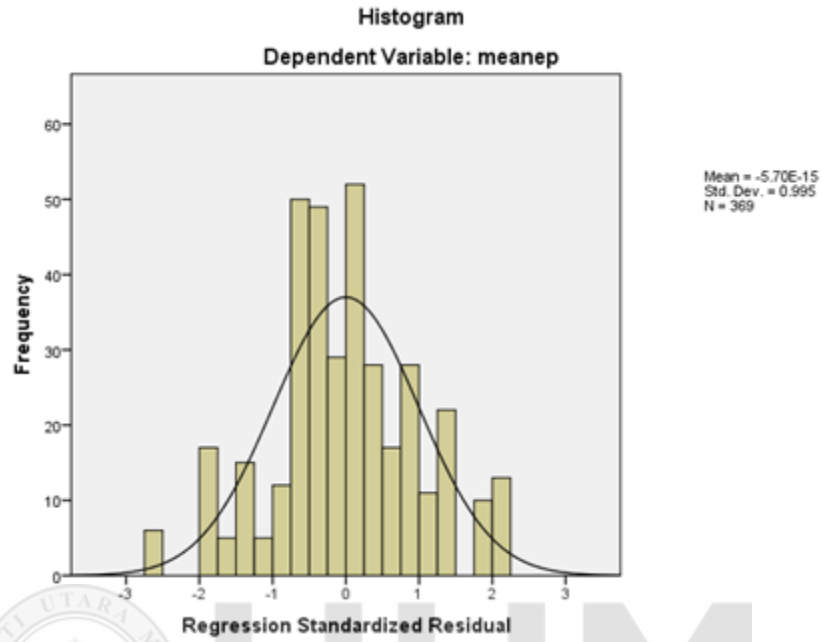
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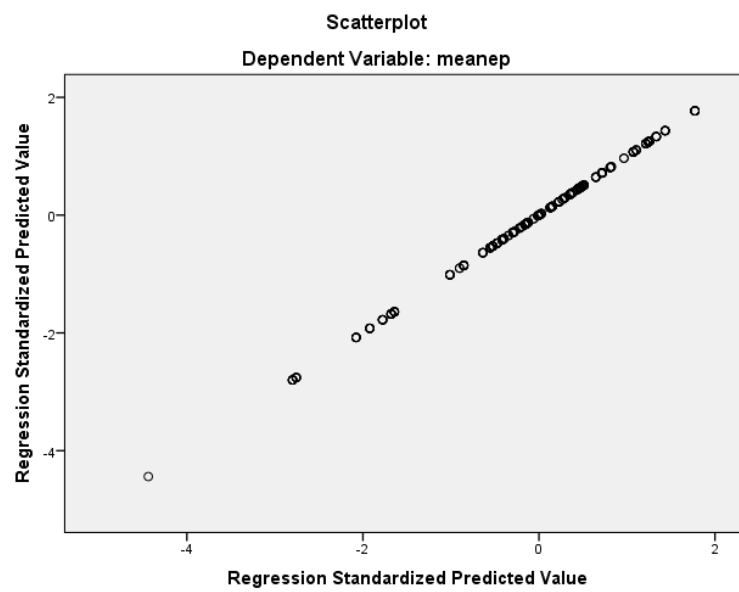




*Histogram Residual Plots*



*Residual Scatter Plot*



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

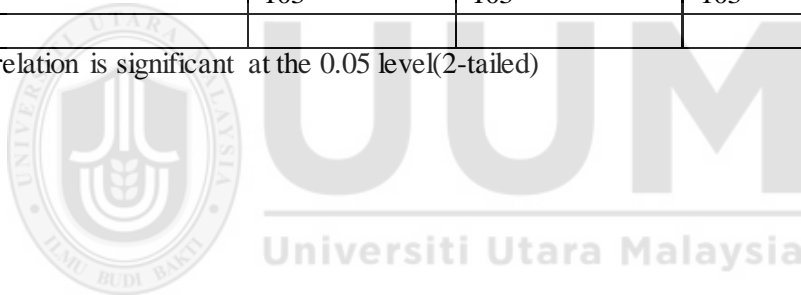
1.	Gombak	SK	51
		SJKC	7
		SJKT	7
		<b>Total</b>	<b>65</b>
2.	Hulu Langat	SK	63
		SJKC	14
		SJKT	7
		<b>Total</b>	<b>84</b>
3.	Hulu Selangor	SK	30
		SJKC	9
		SJKT	9
		<b>Total</b>	<b>48</b>
4.	Klang	SK	59
		SJKC	21
		SJKT	13
		<b>Total</b>	<b>93</b>
5.	Kuala Langat	SK	54
		SJKC	7
		SJKT	13
		<b>Total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

*Source: Jabatan Pendidikan Selangor*

### Correlations

		<b>Working Environment</b>	<b>Workload</b>	<b>Relationship with Colleagues</b>	<b>Role Ambiguity</b>	
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	<b>0.399**</b>	<b>0.718**</b>	<b>0.492**</b>	<b>0.512**</b>	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
	<b>Working Conditions</b>					
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
	<b>Workload</b>					
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
	<b>Relationship with Colleagues</b>					
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
	<b>Role Ambiguity</b>	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

