

An Investigation of Factors Contributing to Job Stress for Secondary School Teachers in Kota Samarahan, Sarawak

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ABSTRACT

Being a teacher had been recognized as a stressful job. Teachers had experienced stress due to several factors such as workload(s), students' behavior, administration support, and working environment. The objective of this study is to identify the level of work stress among secondary school teachers. The significance of this study will be able to help increase awareness that teachers may suffer from work stress. The research objectives were answered using descriptive analysis, Pearson correlation, and multiple regression analysis. This study used a survey questionnaire method to collect data. The respondents of this study consisted of 158 teachers from two secondary schools in Kota Samarahan. A simple random sampling method was used to select the sample and data was analyzed by using the Statistical Package of Social Sciences (SPSS). The findings of this study revealed that secondary school teachers were experiencing a medium level of work stress. It was also found that all the independent variables comprised of workloads, students' behavior, administrative support, and working environment have a positive medium relationship with the level of work stress. Finally, it was found that student behavior is the major factor contributing to work stress among teachers.

KEYWORDS

Work stress; workload; student behavior; administrative support; working environment

INTRODUCTION

Everyone in this world can experience stress in their lives. According to Sahoo (2016), stress is a state of our mind, known as a disease. In addition, stress is a reaction that humans produce for their events and lives. It affects us both mentally and physically. It can lead to dangerous situations. Stress arises from the pressures of the environment around us and the interactions between situations and individuals. Stress occurs when an individual is unable to cope with the pressures of a situation (Michie, 2002).

Work stress can occur in teachers, especially when workload and student behavior are involved. Teachers with too much work to do play a huge role in causing work stress. Another reason that can cause teacher stress relates to administrative support in schools (Mohd Azhan, Majid, Marzuki & Majid, 2016). In the eyes of students, teachers played an important role in education. But what happens when teachers are stressed at work? Teachers who are stressed do not perform well, especially during class. Poor teacher performance affects students, especially their academic performance and exam performance. In addition, high teacher stress increases the likelihood of teacher turnover,

which impacts overall school operations (Alson, 2019). So, if we want our country to have a good education system, we need to address this kind of problem.

LITERATURE REVIEW

Stress is an unavoidable part of everyday life. This is a universal phenomenon faced by almost everyone in this world. Also called anxiety or tension (Sahoo, 2016). When stress occurs, it has negative effects that can affect a person's mental and physical health. People who typically work in dangerous jobs or in high-pressure environments tend to have higher levels of stress resulting from job stress (Sahoo, 2016). Basically, high levels of stress lead to job dissatisfaction, absenteeism, and job termination. On the other hand, teachers with high stress levels cause disappointment, aggressive behavior, anxiety, and poor job performance (Alson, 2019).

In Malaysia, researchers frequently highlight the problem of job stress for teachers. One of his early quantitative studies focusing on the problem of work stress in teachers in Selangor found that secondary school teachers experienced higher levels of stress than primary school teachers. is showing. (Kavita & Choi Hassan, 2018). The study also found that several factors such as workload, time pressure, and student attitudes contributed to more stress among secondary school teachers. Too much to do can exhaust a teacher. In addition, it also affects mental emotions. It also concludes that the workload of secondary school teachers is moderate.

One factor contributing to job stress for secondary school teachers is workload. Too much work tends to make people feel stressed and pressured. Stressful situations occur when high demand and work pressure exist at the same time. Too much work can be one of the factors that cause stress (Jannipha, Mustapha, Ismail, 2012).

Student behavior problems were investigated by Aloe, Shisler, Norris, Nickerson, and Rinker (2014). The purpose of this study is to identify the relationship between student misconduct and teacher burnout and stress. This study identified student behavior as a major factor or stressor in teacher stress and burnout. The study found that students with bad attitudes tended to influence teachers' emotions. Teachers face negative emotions, especially when thinking about how to overcome student behavior problems. In addition, it reduces the interest and motivation of teachers in their work. Teachers become frustrated and stressed when lessons are interrupted by students with behavioral problems in the classroom.

Second, supervisory support is important for managing the mental health of school teachers. Lack of administrative support leads to teacher stress (Mohd Azhan, Majid, Marzuki & Majid, 2016). This was evidenced in a study aimed at identifying job stress factors for school teachers in Dungun, Terengganu. The results of this study showed that lack of supervisory support from management leads to job stress. This is based on the results of correlation analysis. Management must be fair in providing support to all teachers. Teachers tend to feel frustrated when there is no fair support for them. Especially when you get a job that isn't your responsibility in the first place. Administrative support is therefore essential to ensure that all teachers feel their work is recognized by management.

Aziz, Swanto and Azhar (2018) also found in their study that teachers who teach English in their subject suffer from job stress when they lack support from teaching materials. , used quantitative methods to identify sources of stress in rural Sabah English teachers. Responding teachers indicated that they felt stressed when working with materials with limited resources. The lack of educational tools also affects teachers' teaching and learning environment in schools. Moreover, in rural areas there is a noticeable lack of awareness of the use of English as a language and as a means of communication.

With limited English environments in rural schools, there is a need for appropriate teaching tools and awareness to make students more language conscious.

RESEARCH METHODS

The study took a quantitative approach through research. A series of questionnaires were developed based on the goals and conceptual framework. The unit of analysis for this study is an individual associated with Sarawak secondary school teacher Kota Samarahan. As part of this study, secondary school teachers in Kota Samarahan were selected as respondents. Based on the information gathered from the District Education Office, Kota Samarahan, the total number of all secondary school teachers in the district of Kota Samarahan, Sarawak is 859. However, this study will only choose teachers from two secondary schools as the respondents. A simple random sampling method will be adopted and Krechie and Morgan table will be used in determining the sample size. As stated by Krechie and Morgan (1970), the table will be able to determine the sample size of the given population for easy reference. The proposed samples are selected randomly among secondary school teachers from two secondary schools in Kota Samarahan. The total number of respondents when combining both two schools is 222 respondents. For this study, all the measurement used is adopted from past studies. The measurement of work stress among teachers is adopted from the instrument developed by Chan, Chong, and Chong (2015) in their study and measured with a 5 Likert scale. Before starting the process of data collection, the data collection process needs permission from the Department of Development and Research Education, Ministry of Education. The application for permission was applied online through their official website which is the eRAS 2.0. Next, permission was also obtained from the Department of Education, Sarawak to conduct the study at chosen schools. Within two months, the data collection for this study was collected. The data was collected from the beginning of May 2021 until June 2021. To ensure feedback and a high return rate, the survey was personally administered.

RESULTS AND DISCUSSION

This section discusses the findings and output of the research that was analyzed using the Statistical Package for Social Science (SPSS). This section discusses followed by a discussion of the finding objectives of this study. In this study, there were 222 respondents involved. Out of that number, 158 responses were received by the researcher through Google Forms. Therefore, the researcher only received 71% (n=222) response rates from the respondents.

Demographic Profile

Based on Table 1 below, there are more female respondents, with 107 respondents (67.7%). Meanwhile, 51 of the respondents in this study were male (32.3%). Therefore, most of the respondents for this study are females. It shows that female teachers actively participated in the study.

Table 1. Gender of Respondents

| Gender | Frequency | Percentage (%) |
|--------|-----------|----------------|
| Male | 51 | 32.3 |
| Female | 107 | 67.7 |
| Total | 158 | 100 |

Table 2 indicated that the highest number of respondents are between the age 41 to 50 years old with a total of 67 respondents (42.2%), followed by those in the age group of 51

to 60 years old with 44 respondents (27.8%). It is concluded that respondents from 41 to 50 years old have the highest response rate in the study.

Table 2. Age of Respondents

| Age | Frequency | Percentage (%) |
|-----------------|-----------|----------------|
| 21-30 years old | 8 | 5.1 |
| 31-40 years old | 39 | 24.7 |
| 41-50 years old | 67 | 42.4 |
| 51-60 years old | 44 | 27.8 |
| Total | 158 | 100 |

Table 3 shows the status of the respondents of this study. Based on the table above, 125 respondents are married, which is 79.1% of the whole sample.

Table 3. Status of Respondents

| Status | Frequency | Percentage (%) |
|----------|-----------|----------------|
| Single | 26 | 16.5 |
| Married | 125 | 79.1 |
| Divorced | 7 | 4.4 |
| Widower | 0 | 0 |
| Total | 158 | 100 |

According to Table 4, there are five levels of education which were listed which are STPM or Diploma, Degree, Master, and Ph.D. Most of the respondents are degree holders, this consist of 135 respondents (85.4%) followed by 21 respondents (13.3%) who are master's degree holders.

Table 4. Level of Education of Respondents

| Level of Education | Frequency | Percentage (%) |
|--------------------|-----------|----------------|
| SPM | 0 | 0 |
| STPM/Diploma | 2 | 1.3 |
| Degree | 135 | 85.4 |
| Master | 21 | 13.3 |
| PHD | 0 | 0 |
| Total | 158 | 100 |

Research Objective 1: To identify the level of work stress among secondary school teachers in Kota Samarahan.

Table 5 presents an average analysis of job stress levels for middle school teachers in Kota Samarahan, Sarawak. Levels of work stress were rated on a five-point scale: "Hardly" (1), "Not at all" (2), "Neither" (3), "Often" (4), and "Very often". It was measured using the Likert scale. (5) Yes. Among the five questions, the average score for "How often were you able to control your frustration at work?" was the highest at 3.25. How often do you get angry when it happens?" had an average score of 3.13. Among all five statements, the statement "How often have you been nervous or stressed?" came third with an average of 3.10, while the last-ranked statement: "How often do you feel like you can't do it?" followed by the statement. "Do you have control over what is important to you at work?" has an average score of 2.89. As shown in the descriptive analysis of stress levels in Table 4.6, the average overall stress level of the respondents is 3.0608 with a standard deviation of

0.59881. According to Royo and Woo (2010) study mean and rating scale classification analysis, the average work stress level of respondents was 3.0608, classified as moderate.

Table 5. Descriptive analysis for the level of work stress.

| Variable/Construct | N | Mean | Standard Deviation |
|---|-----|--------|--------------------|
| How often have you felt nervous and stressed? | 158 | 3.10 | .784 |
| How often do you anger because of things that that happened outside your control? | 158 | 3.13 | .750 |
| How often were difficulties piled up so high that you could not overcome them? | 158 | 2.93 | .845 |
| How often do you feel that you were unable to control the important things in your job? | 158 | 2.89 | .834 |
| How often have you been able to control irritations in your working life? | 158 | 3.25 | .901 |
| Level of work stress (Total) | 158 | 3.0608 | 0.59881 |

Research Objective 2: To investigate the relationship between factors (student behavior, workload, administrative support, work environment) and levels of work stress in secondary school teachers in Kota Samarahan, Sarawak.

The result of research objective two, which is to examine the relationship between the level of work stress and the factors (workload, student behavior, administration support, and working environment) is shown in Table 6 below. According to the table, there is a positive moderate relationship between workload and work stress. Additionally, the result of the p-value is 0.000 which is less than the significance alpha of 0.01. Therefore, the correlation between work stress among secondary school teachers and workload is statistically positive and significant, but the medium ($r=0.468$, $p<0.01$). Therefore, **Hypothesis 1 (Workload is significantly associated with stress among secondary school teachers)** is accepted for positive mean association. This finding is supported by Raman and Othman (2017) who found that workload influences the emergence of job stress in secondary school teachers. The relationship was found to be moderate and the workload was affected by the workload factor. The higher the workload of a teacher, the higher the work stress tends to be.

For the second dependent variable (student behavior), there is also a positive correlation between job stress and student behavior. Based on the table above, the Pearson correlation value is 0.460 ($r=0.460$). On the other hand, a Pearson correlation score value of 0.460 falls below the range of 0.3 to 0.49, indicating a positive average correlation. This is also supported by the p-value of 0.000, which is less than the significant alpha value of 0.01. We can conclude that the correlation between job stress in secondary school teachers and student behavior is statistically positive and significant, but moderate ($r=0.460$, $p<0.01$). **Hypothesis 2 (student behavior is significantly associated with stress among secondary school teachers)** is therefore accepted. This claim is also supported by Mohd Azhan, Majid, Marzuki, and Majid (2016), who in their study found a significant association between student behavior and teachers' job stress. . The results of this study correspond to those of Wasli (2018). The study found that students with negative and positive aspects were significantly associated with teacher stress.

A moderately positive correlation was found for the third dependent variable, management support, job stress level, and management support. It is based on a Pearson correlation value of 0.367 ($r=0.367$). Also, the resulting p-value is 0.000, which is less than

the significance alpha of 0.01. Therefore, the correlation between job stress and administrative support for secondary school teachers is statistically positive and significant, but moderate ($r = 0.460$, $p < 0.01$). From this, we can conclude that Hypothesis 3 (there is a significant association between secondary school teacher stress and administrative support) was accepted. This result is consistent with a study by Mohd Azhan, Majid, Marzuki, and Majid (2016). This study showed that administrative support was due to some degree of stress among school teachers.

For the last independent variable, which is the working environment, the result of the analysis shows that there is a positive medium relationship. Based on the table, the result of Pearson's Correlation Value is medium with 0.308 ($r=0.308$), and a positive correlation relationship (p value=0.00). Hence, there is a positive medium relationship between the working environment and work stress among the secondary school teachers at Kota Samarahan, Sarawak. Therefore, the last hypothesis for this study which is **Hypothesis 4 (Working environment has a significant relationship the stress among secondary school teachers) is accepted.**

Table 6. The Relationship between Work Stress and Workload, Student Behavior, Administration Support, and Working Environment among Secondary School Teachers.

| | | Workload | Student Behavior | Administration Support | Working Environment |
|-------------|---------------------|----------|------------------|------------------------|---------------------|
| Work Stress | Pearson Correlation | 0.468** | 0.460** | 0.367** | 0.308** |
| | Sig (2-Tailed) | 0.000 | 0.000 | 0.000 | 0.000 |
| | N | 158 | 158 | 158 | 158 |

Notes: ** Correlation is Significant at the 0.01 level (2-tailed)

Research Objective 3: To determine the main factor (student behavior, workload, administrative support, and working environment) contributing to work stress among secondary school teachers in Kota Samarahan, Sarawak.

In this result, regression analysis was used to analyze the strength of associations between variables as measured by their coefficients of determination. The coefficient of determination is the value of R squared. Based on the table above, R squared is 0.306. The results show that all independent variables in this study (workload, student behavior, administrative support, and work environment) influenced 30.6% of the variance of the dependent variable. On the other hand, 60.9 is unexplainable. This means that it can arise from other factors. Table 7 shows the results of multiple regression analysis for this study. Based on the table, student behavior has the highest beta value of 0.276, followed by workload (0.275). The significance value for student behavior is also less than 0.001 (p -value < 0.001), indicating a strong positive association. It can be concluded that the main factor contributing to job stress for secondary school teachers in Kota Samarahan, Sarawak is student behavior. This finding is supported by research conducted by Skaalvik and Skaalvik (2015) and Baliyan, Baliyan, and Moekana (2018), who found that disruptive student behavior was the main cause of teacher stress, It affects your emotions. Furthermore, the results of this study are consistent with student behavior, such as Wasli (2018), which revealed student behavior. B. Among teachers in Papar, Sabah, students with bad attitudes are considered to be the main factor leading to job stress.

Table 7. The Findings of Multiple Regression Analysis
Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .553 ^a | .306 | .288 | .50545 | 1.835 |

a. Predictors: (Constant), iv environment, iv student, iv workload, iv admin
 b. Dependent Variable: dv stress

The Main Factors That Contributing Work Stress Among Secondary School Teachers

| | Beta | t | Sig. | Tol. | VIF |
|------------------------------------|-------|-------|-------|-------|-------|
| (Constant) | | 5.827 | 0.000 | | |
| Workload (IV) | 0.275 | 3.349 | 0.001 | 0.674 | 1.483 |
| Student Behavior (IV) | 0.276 | 3.440 | 0.001 | 0.704 | 1.421 |
| Administration Support (IV) | 0.057 | 0.057 | 0.519 | 0.586 | 1.707 |
| Working Environment (IV) | 0.094 | 0,094 | 0.240 | 0.709 | 1.410 |

CONCLUSION

In summary, all research objectives were answered by the SPSS analysis results. His two schools in Kotasamarahan, Sarawak saw moderate stress among secondary school teachers. Otherwise, all hypotheses of this study are accepted. Therefore, we can say that all variables are moderately positively related. We also found that among the teachers who participated in this study, student behavior was the main factor contributing to job stress. The results of this study can be used as a guide to indicate the stress levels of secondary school teachers in Kota Samarahan, Sarawak. Finally, the results of this study can be used as a reference for further research in this area in the future. It is suggested that future studies should consider collecting data from different school levels in primary and secondary school. Additionally, this research can also be conducted in schools in different districts of Sarawak. Researchers can therefore identify the difference in workload of primary and secondary school teachers as one of their research goals. Through this type of research objective, different levels of workload can be identified.

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