

ABSTRACT

Numerous studies have shown that teachers serve one of the most stressful occupations. This study sought to contribute to a better understanding of occupational stress in teaching by investigating the level of stress, the main stressors, and the differences within the level of stress based on demographic variables. One hundred classroom teachers from three government aided chinese committee primary schools/Chung Hua in zone two urban district area of Kuching participated in this study. A self-administrated questionnaire was selected as a mode of data collection. All instruments used in the thesis were adaptation and modification of previously developed instruments by Safinat binti Atan (1998) and Travers and Cooper (1996). The descriptive, frequency and percentage, correlation analysis, linear regression, t-test and one-way ANOVA were utilized to analyze the data. The results showed that the majority of the teachers (95%) experienced mild or low stress, 5% experienced moderate level of stress and no teachers experiencing high level of stress. The results also showed that all the stress factors related to job intrinsic, role in organization, organizational structure, relationship at the workplace and career development affect teacher stress. The most dominant factor affecting teachers stress is the factor related to role in the organization. In addition, the study revealed no significant differences in the level of stress by the demographic variables of gender, marital status, academic qualification, teaching workload and years of teaching experience. There is a significant difference in the level of stress among the teachers of different age groups. The researcher hopes that the results of the study can be used by the relevant higher authorities to design effective stress management programs to prevent the negative effects of stress among the teachers.

ABSTRAK

Banyak kajian telah menunjukkan bahawa profesion perguruan merupakan salah satu profesion yang paling menekan. Tumpuan kajian ini cuba melihat secara mendalam terhadap tekanan kerja, faktor-faktor yang mempengaruhi tekanan dan perbezaan tahap tekanan berdasarkan pembolehubah demografik terpilih. Seramai seratus orang guru daripada tiga buah Sekolah Rendah Bantuan Jawatankuasa Cina/Chung Hua di zon dua bandaraya Kuching dijadikan sampel kajian ini. Kaedah soal selidik telah diguna pakai dalam usaha untuk mendapatkan data-data yang berkaitan. Instrumen kajian diadaptasi dan diubahsuai daripada instrumen yang digunakan oleh Safinat binti Atan (1998) dan Travers dan Cooper (1996). Data telah dianalisis dengan menggunakan kaedah diskriptif, kekerapan, peratusan, regresi berganda, ujian t dan Analisis Varians Satu Hala (ANOVA). Keputusan kajian menunjukkan bahawa majoriti di kalangan guru (95%) mengalami tahap tekanan kerja rendah, 5% guru mengalami tahap tekanan kerja sederhana dan tidak ada guru yang mengalami tahap tekanan kerja tinggi. Keputusan kajian ini menunjukkan bahawa kelima-lima faktor tekanan kerja berhubung kait dengan faktor dalaman pekerjaan, peranan dalam organisasi, struktur organisasi, persekitaran dan tempat kerja dan kemajuan kerjaya. Faktor tekanan kerja berkait rapat dengan peranan dalam organisasi merupakan faktor dominan dalam tekanan kerja guru-guru berbanding dengan empat faktor yang lain. Hasil kajian menunjukkan tidak ada perbezaan signifikan dalam aras tekanan kerja berdasarkan jantina, taraf perkahwinan, kelulusan akademik, beban tugas mengajar dan pengalaman mengajar. Terdapat perbezaan signifikan di kalangan guru yang berbeza umurnya. Pengkaji