

ABSTRACT

The purpose of this study was to investigate the level of occupational stress and job satisfaction among beginner teachers in the Kuching-Samarahan Division, Sarawak. Factors causing the occupational stress and job satisfaction were also identified and ranked. In addition, a correlation between job satisfaction and occupational stress among beginner teachers were conducted. Demographic characteristics such as gender, marital status, category of teachers, location of school and years of teaching experience differences and beginner teachers occupational stress were tested to determine if there were any significant differences. The samples consisted of 200 beginner teachers from 20 secondary schools grouped under the Kuching-Samarahan Division in Sarawak. This study found out that 85.7% of the beginner teachers in Kuching-Samarahan Division were moderately stressful to stressful level in their occupation. However, the beginner teachers indicated a high level of job satisfaction. There were no significant differences between beginner teachers occupational stress and demographic characteristics except for years of teaching experience. Student domain and external (to school) domain were identified as the main stressors. Interestingly, student domain listed six factors among the ten most prevailing stressors. Colleague relationships and supervision carried out by school administrators were indicated as their main job satisfaction factors. Overall, the result of the study has shown a weak negative relationship between job satisfaction and occupational stress. It can be concluded that beginner teachers indicated an inversely relationship between occupational stress and job satisfaction.

ABSTRAK

Tujuan kajian ini adalah untuk mengenalpasti tahap stres dan kepuasan kerja di kalangan guru baru di Bahagian Kuching-Samarahan, Sarawak. Faktor-faktor yang menyebabkan stres dan kepuasan kerja juga dikenalpasti. Selain daripada itu, korelasi di antara kepuasan kerja dan stres di kalangan guru baru dijalankan untuk memperlihatkan hubungannya. Ciri-ciri demografi seperti jantina, taraf perkahwinan, kategori guru, lokasi sekolah dan pengalaman mengajar telah dikaji untuk menentukan sama ada terdapat perbezaan yang signifikan antara ciri-ciri tersebut dengan stres kerja. Sampel kajian terdiri daripada 200 guru baru dari 20 sekolah menengah di Bahagian Kuching-Samarahan, Sarawak. Kajian ini mendapati bahawa 85.7% daripada guru baru di Bahagian Kuching-Samarahan mengalami stres kerja di antara tahap sederhana ke tahap stres. Walau bagaimanapun, guru-guru baru ini berpuas hati terhadap profesion mereka. Keputusan kajian mendapati bahawa tidak terdapat perbezaan yang signifikan antara ciri-ciri demografi kecuali pengalaman mengajar. Domain pelajar dan domain luaran (dari sekolah) dikenalpasti sebagai faktor utama yang menyebabkan stres di kalangan guru baru. Di samping itu, antara sepuluh faktor utama stres di kalangan guru baru, enam faktor yang telah disenaraikan merupakan faktor pelajar. Hubungan rakan sekerja dan corak penyeliaan yang dijalankan oleh pihak pentadbir sekolah merupakan faktor utama kepuasan kerja. Secara keseluruhan, keputusan kajian ini menunjukkan hubungan negatif yang lemah di antara kepuasan kerja dan stres. Justeru, dapat dirumuskan bahawa wujudnya hubungan yang songsang antara stres dan kepuasan kerja di kalangan guru-guru baru.