

Faculty of Cognitive Sciences and Human Development

**OCCUPATIONAL STRESS AMONG SECONDARY SCHOOL
TEACHERS: A STUDY IN MARUDI**

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(Human Resource Development)
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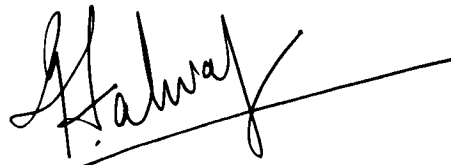
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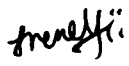
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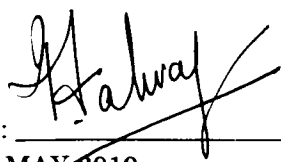
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**OCCUPATIONAL STRESS AMONG SECODNARY SCHOOL TEACHERS:
A STUDY IN MARUDI**

IRENE HII CHIN YEE

**This project is submitted in partial fulfilment of the
Requirement for a
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Projek bertajuk 'Occupational Stress among Secondary School Teachers' telah disediakan oleh Irene Hii Chin Yee dan telah diserahkan kepada Fakulti Sains Kognitif dan Pembangunan Manusia sebagai memenuhi syarat untuk Ijazah Sarjana Muda Sains dengan Kepujian Pembangunan Sumber Manusia

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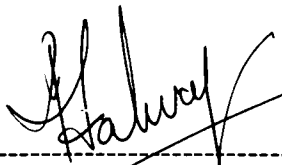
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ABSTRACT

Tekanan pekerjaan adalah isu hangat yang menjadi perhatian seluruh dunia. Hampir setiap pekerja mengalami masalah tekanan dan ia membawa kesan kepada pekerja. Baru-baru ini, masalah guru yang menghadapi masalah tekanan pekerjaan mencapai tahap kritikal. Kebanyakan guru menghadapi stres dalam pekerjaan mereka berpunca daripada pelbagai faktor. Tujuan penyelidikan adalah untuk menyiasat tekanan pekerjaan di kalangan guru sekolah menengah. Perkara yang ingin dikaji adalah punca tekanan kerja dalam kalangan guru sekolah menengah, kesan tekanan terhadap guru, persepsi guru tentang tekanan kerja dan strategi mengatasi stres. 5 orang guru sekolah menengah di SMK Marudi, Marudi telah menjadi pemberi maklumat dalam kajian tersebut. Instrumen kajian yang digunakan untuk pengumpulan data adalah soal selidik temubual. Dapatan penyelidikan menunjukkan bahawa semua guru sekolah menengah mengalami tekanan pekerjaan. Berdasarkan analisis, penyebab utama stres pekerjaan adalah bebanan tugas yang berat dan pelajar yang bermasalah disiplin. Suasana pekerjaan yang tidak kondusif dan pembangunan kerjaya tidak menyebabkan guru merasa tekanan. Penemuan ini juga menunjukkan bahawa tekanan kerja memberi kesan terhadap fizikal, psikologi dan kualiti pengajaran para guru. Kesan stres terhadap guru adalah kebanyakan guru yang mengalami masalah tidur, menjadi cepat marah dan stres menjejaskan kualiti pengajaran mereka. Responden juga memberikan persepsi mereka tentang tekanan dalam bidang kerjaya.. Kebanyakan guru berfikir bahawa kerajaan telah menawarkan program pengurusan tekanan kepada guru dan responden semua telah mencadangkan pihak berkuasa yang harus membantu guru mengatasi masalah tekanan. Pada masa yang sama, kebanyakan responden menguruskan masa sebagai langkah menyelesaikan masalah tekanan pekerjaan untuk menghadapi tekanan. Responden juga mendapat sokongan emosi daripada orang lain dan membincangkan masalah mereka dengan ahli keluarga dan kawanya untuk mengurangkan tekanan pekerjaan. Bukan itu sahaja, guru juga melakukan senaman untuk melepaskan tekanan dan menenangkan minda mereka.

Kata kunci: Tekanan pekerjaan, guru sekolah menengah, faktor dan kesan stres, persepsi, langkah...

ABSTRACT

Occupational stress is a hot issue that being concerned by the whole world. Almost every worker suffers from the problem of stress and it brings effects towards the employee. Recently, the problem of teachers who has encounter with the problem of occupational stress achieved the critical level. Most of the teachers feel stressful in their job due to the variety of reasons. The aim of the research is to investigate the occupational stress among the secondary school teachers. The area that research want to find the insight are causes of occupational stress among the secondary school teachers, the effects of stress towards the teachers, the perceptions of teacher about the occupational stress and the coping strategies to deal with stress. The sample was the secondary school teachers at SMK Marudi, Marudi. The research instrument that being used for the data collection is interview questionnaire. The finding of the research show that all the secondary school teacher suffer from occupational stress. Based on the analysis, the main causes of occupational stress is heavy workload and student with discipline problem. The poor working condition and career development did not cause the teachers feel stress. The finding also shows that the occupational stress give the effects toward the physical, psychological and quality of teaching of the teachers. Most of the teachers being affected by the occupational stress by suffering from insomnia, become hot-temper and low quality of teaching. The respondents also give their perceptions regarding stress in their career path. Most of the teachers think that the government offers them the stress management program and they all has suggest which authority should help the teachers to cope with stress. At the same time, most of the respondents manage time to cope with stress as the coping strategies. The respondents also get emotional support from others and discuss their problem with their closed persons to reduce stress. While, the teachers also doing exercise to release stress and calm their mind.

Key words: Occupational stress, secondary school teacher, cause and effect of stress, perceptions, coping strategies...

Chapter 1

1.1 Introduction

Occupational stress is an issue that being argued in Malaysia and also becoming a worldwide problem over past few years. Stress related with work or occupation is known as occupational stress, result in feeling exhausted with job and discouraged experience (Sing & Katoch, 2017). It generates great emphasis both from the employer and employees. However, the issue caused big problem as it affects the health and well-being of the employee (Bolton, 2015).

Nowadays, the employees suffered from the problem of occupational stress as the working hours being prolonged to fulfil the high demands of the job (Celine, 2018). Almost every worker has stress during the office hours due to individual, organisational, job related and environment factors (Mosadeghard, 2014).

The tasks which include the responsibilities, heavy workload, role conflict, role ambiguity and various type of job needed to be finished. While, the environment factor such as poor relationship with colleagues, lack of resource, and poor management also caused the worker to feel stress. The organisational related factors such as long working hour, improper training and lack of career promotion also become a stressor.

At the same, the high expectation generated from the upper management towards the workers caused them felt stress and it affects their job performance (Vijayan, 2018). This is because the occupational stress caused the employee to decrease the concentration on job, hard to do decision making and lack of judgement skill.

There is strong relationship found between the stress and the employee's quality of life, motivation, morale, job satisfaction and organisational commitment (Mosadeghrad,

2018). The absenteeism also increased due to the occupational stress. The occupational stress also affects the health of the employee as the total of sick leave taken is increased due to the stress-related illness (Hamlett, 2018). The worker may suffer from occupational stress with physical, mental and social illness. The health problem related with fatigue, headaches, high blood pressure, heart attack, musculoskeletal pain, and eating disorder. The worker will also face with the psychological distress such as mood swing, sleeping problem, low concentration, depression, anxiety, and suicidal thought.

Every profession got its own stress to deal with. The teaching profession also struggle with the stress matter. In this new this competitive era, almost every education authority set new goal to stand firm both at the local and global level (Ngara & Arora, 2013). The teachers play multiple roles rather than teaching. They are multifaceted with the role of becoming the counsellor of the student, considered as third parents to the student as they spend more time with the student and become their role model.

The issue of occupational stress among the secondary school teachers has been identified as a critical problem in various countries of the world (Gebrekistos, 2015). The economic pressure on the worker and job complexities caused the issue of occupational stress has also arise in the education field (Sing & Katoch, 2017). This is due to the high demands and more requirements to perform excellently as they act as educator who are responsible to help the student achieve high performance. The secondary school teachers may feel stress because of the problem of unsatisfied with their job, shortage of time to complete the work task, bad relationship with colleagues, poor working place and student with discipline problem (Pakhrel, 2017).

The purpose of the conducted study is to explore the main causes of occupational stress among the secondary school teachers and the effects of the occupational stress towards

these teachers. At the same time, the study is carried out to find the perception of teachers towards stress and the coping strategies to cope with it.

1.2 Background

Teachers in Malaysia plays the role as denominator to increase the knowledge and innovation to produce the 'first class mentality' students. The secondary school teachers are main character to plan and design various type of educational plan of the organizations. The secondary teachers affect the educational system deeply (Pokhrel, 2017).

They are responsible to think various type of learning methods to deliver the knowledge and newest information to their students, inspired and encouraged the student to apply the theory in term of knowledge and apply it into their daily lives to become worthy people who contribute in the society. They become friends of their students by accompanied them to grow and share their own experiences in live with their students. At the same time, they also needed to do the administrative task. So, they are frustrated with the multiple tasks as they are not exhausted with the heavy workload.

Teachers in this 21st century undergo high pressure in their teaching career (Jamil et al, 2011). The definition of teacher stress is considered as the unwilling experiences the secondary school teachers undergo and the negative emotion such as depression, anxiety, anger and exhaustion due to their responsibilities as an educator (Kyriacou, 2001; Hadi et al,2009).

In addition, the occupational stress occupational health problem among the secondary school teachers (Alan et al, 2010). The negative effects include irritability, anger, fatigue, anxiety, depression, headaches, loss of concentration, sleep disturbances, persistent negative thoughts, low appetite, gastrointestinal problems, musculoskeletal problems, blood pressure, heart disease, stroke, cancer, suicide, etc. to highlight a few from the exhaustive list (Nagra & Arora, 2013).

The continued experience of occupational stress among the teachers will lead to the low self-esteem, low motivation in teaching profession, sense of self apathy, lack of confidence, hard to cooperate, conflict with colleagues at the place of work, less supportive relationships, caused the diseases of cynical humor, handling ineffectively with students. Hence, performance level is decreased (Nagra, 2013).

There are 4.4% of 48,258 teachers announced by Dewan Negara through Minister of Education in a current research stated that they had moderate stress at work (Aris, 2018). The causes of the stress financial problems, work overload, indiscipline among students and lack of skills to carry out certain tasks. The minister encouraged the stressful teachers need to get treatment to handle the health conditions and maintain the quality of their work.

The research will be conducted at SMK Marudi which is a secondary school located at Marudi, Baram. The secondary school teachers are stressful due to the heavy workload and high expectation on them to produce excellent student with good result in PT3, SPM and STPM.

Marudi is a town on the Baram River in Miri Division, Sarawak. It located about 100km upriver from Kuala Baram. It is a small town situated inland from Miri. There are Brooke outposts, the beige wooden Fort House as a tourism attraction. The residents either used four wheel car travel from Marudi go to the Miri by oil palm road or used small air plane.

SMK Marudi is the first government secondary school in Baram District. The school is founded at 1963 with just two form 1 classes and one transition class. Now, the school has become the largest government secondary school with the classes up to Form 6. SMK Marudi has total number of 1312 students with 599 male and 713 female students. The school had celebrated the 50th golden jubilee anniversary at 2013.

1.3 Problem Statement:

The problem of occupational stress in the teaching profession is becoming increasingly (Raman & Othman, 2017). Many secondary school teachers in Malaysia have occupational stress. Researchers found that the teaching is stressful as the teachers needs to perform with multiple tasks.

There are 58.9% of the secondary school teacher experienced occupational stress (Gebrekirstos, 2015). Main cause of the stress is conflicts with their colleagues, sometimes they have to cover for teachers who are absent and also they are lacking of support from the upper management. Occupational stress decrease the job satisfaction and job mobility of the worker, causing exhaustion poor work performance and less effective interpersonal relations at workplace (Amaoko, 2017).

While, the research by Robert et al (2011) found that the stressors of the occupational stress is the problem to sustain appropriate boundaries especially when handling with student's personal problems. Ekundayo & Kolawole (2013) carried out with the study showed that poor working conditions, poor relations with supervisor and the late payment also are the main stressors of the occupational stress. There are very few known studies done in Sarawak, Malaysia on occupational stress among teachers.

There were also too little of studies which conducted about the effects of occupational stress toward to the health of the teachers and perception of teachers towards to the stress compared to the many studies regarding the causes of stress and coping strategies. Most of the study is reported regarding the causes of teacher feel stress and the coping strategies from Western countries. A lot of studies focused on the stress but not effective coping strategies.

The secondary school teacher does not equip with stress management skill. They need to practise their own way to cope with the stress at work. The secondary school teacher who suffered from the occupational stress the teachers does not provided with the stress management program by authorities or government. Hence, it is difficult for the teachers to manage stress. The administration of the school did not enforce the importance to manage stress among the teachers. Although the teachers feel stress at work, the school upper management did not take alternatives to solve the problem.

1.4 General Objectives:

To investigate the occupational stress among secondary school teachers.

1.5 Specific Objectives:

- i. To explore the causes of stress among the secondary school teachers.
- ii. To explore the effects of stress towards the secondary school teachers.
- iii. To explore the perceptions of the teachers towards occupational stress.
- iv. To explore the coping method to overcome the stress among the secondary school teachers.

1.6 Research Question

1. What are the causes of occupational stress among the secondary school teachers?
2. What are the effects of occupational stress towards the secondary school teachers?
3. What are the perceptions of the secondary school teachers towards occupational stress?
4. What are coping method to overcome the occupational stress among the secondary school teachers?

1.7 Significance of the study

The study can be a reference resource for future researchers for further investigation. The research provides information to the other researchers to understand more with the related topic or find the new insight of the research. This is additional contribution to the existing knowledge regarding the occupational stress among the secondary school teacher.

The research will help the teacher to manage the occupational stress to become more productive and maintain passion for their profession by explore the possible stressors. Hence, the teachers can find the coping way to overcome the problem of occupational stress. This is important as they need to know how to manage stress for the good achievement for job performance.

The study also help the administrate authorities to create positive working culture to help the teachers to reduce stress during the official hour. The occupational stress can lead to the negative effects towards the mental and well-being of the teachers. The finding of the study helps to improve current educational policy to help the teacher reduce occupational stress

1.8 Definition of Term

a) Occupational Stress

i) Conceptual Definition

Occupational stress is a type of stress occur when a person cannot fulfil the demands of work and it affect the well-being of the people (Wallnas & Jendle, 2017).

ii) Operational Definition

Stress related with a job or occupation.

b) Secondary School Teacher

i) Conceptual Definition

The definition of the secondary school teacher is a role to contribute to the success of the teaching process (Azhan, 2016).

ii) Operational Definition

The instructor to teach student with certain subjects at high school.

c) Workload

i) Conceptual Definition

The workload is defined as the the intensity of job responsibilities (Shah, 2011).

ii) Operational Definition

Workload is an opportunity for the employees to learn and prosper more quickly.

Summary

This chapter is basically about the introducing of the occupational stress, the purpose of the study, background of the study, the problem statement of the research and the objective to conduct the study.