

ABSTRAK

Kajian ini bertujuan untuk mengkaji hubungan stres dengan sokongan di persekitaran kerja di kalangan guru sekolah menengah. Secara keseluruhannya, kajian ini mencari tahap stres guru dan ingin mengetahui sama ada wujud perbezaan dalam stres guru berdasarkan ciri-ciri demografi iaitu jantina, gred sekolah, lokasi sekolah, bangsa, umur, pengalaman mengajar, pencapaian akademik tertinggi dan bilangan waktu mengajar. Seterusnya, hubungan di antara stres guru dengan faktor-faktor penegang dan juga faktor-faktor sokongan dikaji.

Empat faktor penegang yang dikaji dalam kajian ini ialah kurang akses kemudahan sekolah, salah laku pelajar, bertugas hingga di luar waktu sekolah dan ekspektasi tinggi masyarakat manakala dua faktor sokongan di persekitaran kerja ialah sokongan rakan sejawat dan pujian serta pengiktirafan yang diterima di sekolah.

Seramai 248 responden yang terdiri daripada guru-guru terlatih sekolah menengah di daerah Port Dickson terlibat dalam kajian ini. Data dikumpul dengan menggunakan soal selidik berskala Likert. Dengan bantuan SPSS versi 7.0, data dianalisis menggunakan ujian-t, analisis varian sehala dan korelasi Pearson.

Dapatan kajian ini menunjukkan bahawa 61.3% daripada responden berada di tahap stres rendah, 25% berada di tahap sederhana dan 13.7% berada di tahap stres tinggi dengan min keseluruhan stres ialah 4.35. Dapatan kajian ini juga menunjukkan tiada perbezaan yang signifikan dalam stres guru berdasarkan ciri-ciri demografi kecuali lokasi sekolah. Didapati bahawa guru-guru yang mengajar di sekolah luar bandar mengalami lebih stres jika dibandingkan dengan guru-guru yang mengajar di sekolah bandar. Seperti yang telah dijangkakan, kajian ini mendapati wujud hubungan positif yang signifikan di antara stres guru dengan keempat-empat faktor penegang manakala wujud hubungan negatif yang signifikan di antara stres guru dengan faktor-faktor sokongan. Oleh itu, dapatlah dirumuskan bahawa apabila keempat-empat penegang bertambah, stres guru juga akan bertambah. Sebaliknya, apabila sokongan di persekitaran kerja meningkat, stres guru akan menurun.

Walau bagaimanapun, sebagai satu usaha awal, dapatan kajian ini diharapkan dapat memberi gambaran tentang peranan sokongan di persekitaran kerja dalam stres guru agar langkah-langkah awal dapat diambil demi untuk memelihara kebajikan guru.

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ABSTRACT

The purpose of this study was to investigate the relationship between stress and support in the working environment among secondary school teachers. This study was also aimed at finding teachers level of stress and to determine if there were differences in teachers stress and teachers demographic characteristic namely sex, school grade, school location, race, age, teaching experience, academic qualification and number of teaching periods. Then, this study will attempt to examine the relationship between stressors and support in school with teacher's stress.

The four stressors investigated were inadequate access to school facilities, student misbehaviour, intrusion of schoolwork into out-of-hours time and high societal expectations. The two aspects of support are the support teachers receive from colleagues, including the principal, and the amount of praise and recognition they receive in school. A total of 248 respondents who are trained secondary school teachers in the district of Port Dickson were involved in this research. Data was collected using questionnaires based on Likert scale. Based on SPSS version 7.0, data was analysed using t-test, one-way ANOVA and Pearson correlation.

Findings of this study showed that 61.3% of respondents were at the low stress level, 25% at the medium stress level and 13.7% at the high stress level with the overall min stress of 4.35. In addition, findings showed that there was no significant difference in teachers stress with teachers demographic characteristics except for school location. It was found that teachers teaching in rural schools were more stressed than teachers teaching in urban schools. As expected, all the four stressors correlated positively and significantly with teachers stress. Moreover, the two support factors correlated negatively and significantly with teachers stress. Thus, while the four stressors increase, the level of teachers stress will also increase. On the other hand, when the support teachers received in the school environment increase, the level of teachers stress will decrease and reduce the build-up of stress.

As an early effort, it is hoped that the findings of this study will give us an idea of the roles and effects of support in the working environment in teachers stress so that early steps can be taken to protect the welfare of teachers.