STRESS LEVEL AND ITS INFLUENCING FACTORS AMONG SECONDARY SCHOOL TEACHERS IN JOHOR, MELAKA, NEGERI SEMBILAN AND SELANGOR.

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ABSTRACT: The purpose of this study is to identify the level of stress and the factors that influenced to the stress among secondary school's teachers. 400 teachers in four states, Johore, Malacca, Negeri Sembilan and Selangor have been chosen as the respondents. The aspects that to be identified were workload, interpersonal relationship, student's discipline problem and the rules of school. The instrument of this study is questionnaire form. Method used in this study is surveying method and the sampling has been done by cluster random sampling. The reliability of the instrument is 0.8201. The data was analyzed using *Statistical Package for Social Science. (SPSS) for Windows*. Descriptive statistic in terms of mean and frequency is used to analyze the level of stress. The inference statistic that is t- test and Pearson correlation is used to test the hypothesis. Results showed that the level of stress among secondary school's teachers were in medium level. The results also showed that there were no significant relation between the stress' factors and gender. Furthermore, there were significant relation between workload and experience of teaching, age and number of children. The most dominant stress' factor was student's discipline problem.

INTRODUCTION

Stress is not something strange to our daily life nowadays. Everybody may feel stress when they are facing bad situation. Generally, word of stress has been used in social science research since a well known medical expert, Selye pioneered the research for psychological stress in 1950's. Cox & Brockley (1984) stated that stress is a perception phenomenon which exists from a comparison between the command given and ability of a person to execute he task successfully. Unbalanced situation in this mechanism will lead into stress experience and ultimately into stress reaction.

Teacher stress is defined as an uncomfortable feeling, negative emotion such as anger, anxiety, pressure and disappointment sourced from their work aspects as a teacher (Kyriacou & Sutcliffe, 1978a). For this matter, stressed teacher is someone with their uncontrollable emotion towards changes in education culture which requires a teacher to give their knowledge, and at the same time, they have to educate students to be a good community member. Teachers have to work more, doing clerical jobs, preparing for teaching aid materials, and attending courses or

educational workshops. These require teachers to adapt themselves with new teaching techniques.

Normally, high level of stress will lead into work unsatisfactory, work absentee, and works abandon. Stress adapting reactions of a teacher includes psychological reactions (anxiety and sadness), physiological (headache, high blood pressure) and attitude related (alcohol and smoking addiction, lifestyle and insomnia). Bad working environment will lead into stress factor and causing work unsatisfactory. Ultimately, a teacher will have desire to leave their profession (Kyriacou & Sutcliffe, 1978b)

High stress level of a teacher causes disappointment, aggressive behavior, anxiety, avoidance of work, absentee, and poor works performance (Kaiser & Polczynski, 1982).

PROBLEM STATEMENT

Researcher is trying to study for causative factors of stress such as workloads, interpersonal relationship, student disciplinary problem and school rules.

Nowadays, our education system expands rapidly for achieving the target of 'Kurikulum Bersepadu Sekolah Menengah (KBSM)'. Indirectly, this integrated curriculum is causing additional workloads to the teachers especially in preparing teaching aid materials and so on. Changes in this new curriculum need a teacher to be good in giving knowledge, and at the same they have to educate students in the area of physical, emotion, intellects and attitudes. Educational reforms such as 'Sekolah Bestari', 'Sekolah Cemerlang', Sekolah Contoh', 'Pembelajaran Secara Kontekstual', and learning science and mathematics in English, gave teachers more pressure in order implement these aspirations.

Besides that, a teacher may feel stress on relationship with their colleagues or management. On relationship with management, such matter happens when principal fails to deliver a good leadership in school management. Teachers then will be victim of management weaknesses and lead them into their unsatisfactory of school management.

A school maybe at risk of facing inharmonic situation when teachers have negative feelings against school management. Furthermore, conflict can be arisen among those teachers which are a factor of teacher stress. These are happened because of no understanding among teachers, which sometimes brought their personal problems to school. At last, this will affect their colleagues.

Teachers a main domain for community formation process, and students are the product of teacher's educating efforts. Indirectly, teachers need to be aware of every problem faced by students including disciplinary problem. Teachers feel stress because they have to face many disciplinary challenges and social problem. At the same time, they also have to educate the students. On student disciplinary aspect, student acts such as rules obedience, late or not attending class, vandalism, causing noise, bullying, gangsterism, etc are normal phenomena in today's school.

Teachers and school management have no choice in facing many problems caused by students. Another factor leads into teacher stress is school rules. Examples of school rules are teacher's disciplinary aspect, teacher's attendance in school activity and valuation system of teacher's promotion. Teacher always see these particular aspects closed mindedly, and as a result, some teachers feel unsatisfied with their school rules.

Based on the above stated problems, researcher decides to identify how far stress could influence teachers level of teaching achievement and whether these factors could denying them from being succeed in teaching profession.

OBJECTIVES

Objectives of this research are:-
1) To identify the level of teacher stress based on workloads aspect.
2) To identify the level of teacher stress based on interpersonal relationship aspect.
3) To identify the level of teacher stress based on student disciplinary problem aspect.
4) To identify the level of teacher stress based on school rules aspect.
5) To identify the most dominant stress factor among the teachers.
6) To identify the stress difference between male and female teachers.
7) To identify the relation of stress among the teachers from the aspects of workloads, student disciplinary problem, interpersonal relationship and school, rules with teaching experience, age, and the number of children.

IMPORTANCE OF THE RESEARCH

Several target groups have been identified to be benefited from this research. First group is Jabatan Pelajaran Negeri. Research results will give new information and data support to Jabatan Pelajaran Negeri who's responsible to overcome the stress problem among teachers.

Next target are universities and schools. This research is useful for university students as reference in their advanced research on stress among school teachers. Furthermore, school authority will have some useful information from the research to motivate the teacher.

METHODOLOGY

Research is conducted in the form of data surveying which includes research for identifying stress level and relation between stress factor and demographics factor. Researcher is willing to identify stress level among the school teachers on aspects of workloads, interpersonal relationship, student disciplinary problem, and school rules. Samples comprise of 400 secondary school teachers from Melaka, Johor, Negeri Sembilan and Selangor. Research instrument used is a set of previous questionnaires, modified by researcher. Pioneer research is conducted before the exact research to obtain the questionnaires confidence level, in this case = 0.8201.

RESULT

ANALYSIS OF RESPONDENTS STRESS LEVEL

Analysis of results for stress level from workloads, interpersonal relationship, student disciplinary problem and school rules aspects, are done by separating the category into low, medium and high category. Mean from the respondent answers are categorized into a scale below:-

CATEGORY	SCALE
1.00 – 2.33	Low
2.34 – 3.66	Medium
3.67 – 5.00	High

a)   Analysis of Stress Level Based On Workloads Aspect

Table 1: Fraction of Respondents Based On Workloads Aspect.

LEVEL	FREQUENCY	PERCENTAGE (%)
Low	24	6.0
Medium	279	69.8
High	97	25.2
Total	400	100.0

Table 1 shows the level of stress among respondents based on workloads aspect. Result shows that majority of respondent lies at medium stress level on workloads aspect, which is 279(69.8 percent), followed by high stress level, 97(25.2 percent) and low stress level, 24(6 percent).

b)   Analysis of Stress Level Based on Interpersonal Relationship Aspect

Table 2: Fraction of Respondents Based on Interpersonal Relationship Aspect.

LEVEL	FREQUENCY	PERCENTAGE (%)
Low	0	0.0
Medium	292	73.0
High	108	27.0
Total	400	100.0

Table 2 shows the level of stress among respondents based on interpersonal relationship aspect. Result shows that majority of respondent lies at medium stress level on interpersonal relationship aspect, which is 292(73.0 percent), followed by high stress level, 108(27.0 percent). There are no respondent lies at low stress level on interpersonal relationship aspect.

c)   Analysis of Stress Level Based on Student Disciplinary Problem Aspect

Table 3: Fraction of Respondents Based on Student Disciplinary Problem Aspect.

LEVEL	FREQUENCY	PERCENTAGE (%)
Low	3	0.70
Medium	203	50.8
High	194	48.5
Total	400	100.0

Table 3 shows the level of stress among respondents based on student disciplinary aspect. Result shows that majority of respondent lies at medium stress level on student disciplinary problem aspect, which is 203(50.8 percent), followed by high stress level, 194(48.5 percent) and low stress level, 3(0.7 percent).

d)   Analysis of Stress Level Based on School Rules Aspect

Table 4: Fraction of Respondents Based on School Rules Aspect.

LEVEL	FREQUENCY	PERCENTAGE (%)
Low	1	0.30
Medium	281	70.2
High	118	29.5
Total	400	100.0

Table 4 shows the level of stress among respondents based on school rules aspect. Result shows that majority of respondent lies at medium stress level on school rules aspect, which is 281(70.2 percent), followed by high stress level, 118(29.5 percent) and low stress level, 1(0.3 percent).

ANALYSIS ON DOMINANT FACTOR OF STRESS

Table 5: Mean For Every Stress Factor

STRESS FACTOR	MEAN
Workloads	2.83
Interpersonal relationship	3.35
Student disciplinary problem	3.94
School rules	3.07

Table 5 shows the mean for every stress factor. Result shows that the most influencing factor is student disciplinary problem, with mean value 0f 3.94, followed by interpersonal relationship factor (3.34), school rules factor (3.07), and workloads factor (2.83).

ANALYSIS OF STRESS DIFFERENCE BETWEEN MALE AND FEMALE TEACHERS

Table 6: Stress Difference between Male and Female Teachers on Every Stress Factor.

FACTOR	SIGNIFICANT LEVEL, P	NO. OF RESPONDENT
Workloads	0.011	400
Interpersonal relationship	0.162	400
Student disciplinary problem	0.143	400
School rules	0.115	400

Table 6 shows the stress difference between male and female teachers on every stress factor. For this purpose, Significant Level = 5 percent or 0.05 is chosen.

On workloads aspect, it is found that the value of $P = 0.011$. This value is less than α value, which is 0.05. So, the hypothesis is busted, which means there is significant difference between male and female teachers in secondary school in terms of stress level on workloads aspect.

On interpersonal relationship, it is found that the value of $P = 0.162$. This value is more than α value, which is 0.05. So, the hypothesis is accepted, which means no significant difference between male and female teachers in secondary school in terms of stress level on interpersonal relationship aspect.

On student disciplinary problem aspect, it is found that the value of $P = 0.143$. This value is more than α value, which is 0.05. So, the hypothesis is accepted, which means no significant difference between male and female teachers in secondary school in terms of stress level on student disciplinary problem aspect.

On school rules aspect, it is found that the value of $P = 0.115$. This value is more than α value, which is 0.05. So, the hypothesis is accepted, which means no significant difference between male and female teachers in secondary school in terms of stress level on school rules aspect.

ANALYSIS ON RELATION OF STRESS FACTOR WITH TEACHING EXPERIENCE, AGE AND THE NUMBER OF CHILDREN

Table 7: Relation of Stress Factors with Teaching Experience

FACTOR	CORRELATION VALUE, R	SIGNIFICANT LEVEL, P	NUMBER OF RESPONDENT, N
Workloads	0.242	0.000	400
Interpersonal Relationship	0.106	0.304	400
Student Disciplinary Problem	0.047	0.346	400
School Rules	-0.037	0.457	400

Table 7 shows the relation of stress factors with teaching experience. For finding the relation, significant level, $\alpha = 5$ percent or 0.05 are chosen.

On workloads aspect, it is found that the value of correlation coefficient, R for workloads factor on teaching experience = 0.242. It shows a weak relation. It is also found that P value = 0. As a conclusion, there is significant relation between workloads aspect with teaching experience.

On interpersonal relationship aspect, it is found that the value of correlation coefficient, R for interpersonal relationship factor on teaching experience = 0.106. It shows a weak relation. It is also found that P value = 0.304. As a conclusion, there is significant relation between interpersonal relationship aspects with teaching experience.

On student disciplinary problem aspect, it is found that the value of correlation coefficient, R for student disciplinary problem factor on teaching experience = 0.047. It shows a weak relation. It is also found that P value = 0.346. As a conclusion, there is significant relation between student disciplinary problem aspects with teaching experience.

On school rules aspect, it is found that the value of correlation coefficient, R for school rules factor on teaching experience = -0.037. It shows a reciprocate and weak relation. It is also found that P value = 0.457. As a conclusion, there is no significant relation between school rules aspect with teaching experience.

Table 8: Relation of Stress Factors with Age

FACTOR	CORRELATION VALUE, R	SIGNIFICANT LEVEL, P	NUMBER OF RESPONDENT, N
Workloads	0.202	0.000	400
Interpersonal Relationship	0.093	0.062	400
Student Disciplinary Problem	0.082	0.100	400
School Rules	-0.065	0.194	400

Table 8 shows the relation of stress factors with age. For finding the relation, significant level, α = 5 percent or 0.05 are chosen.

On workloads aspect, it is found that the value of correlation coefficient, R for workloads factor on age = 0.202. It shows a strong relation. It is also found that P value = 0. As a conclusion, there is significant relation between workloads aspect with age.

On interpersonal relationship aspect, it is found that the value of correlation coefficient, R for interpersonal relationship factor on age = 0.093. It shows a very weak relation. It is also found that P value = 0.062. As a conclusion, there is no significant relation between interpersonal relationship aspects with age.

On student disciplinary problem aspect, it is found that the value of correlation coefficient, R for student disciplinary problem factor on age = 0.082. It shows a very weak relation. It is also found that P value = 0.100. As a conclusion, there is no significant relation between student disciplinary problem aspects with age.

On school rules aspect, it is found that the value of correlation coefficient, R for school rules factor on age = -0.065. It shows a reciprocate and weak relation. It is also found that P value = 0.194. As a conclusion, there is no significant relation between school rules aspect with age.

Table 9: Relation of stress factors with the number of children

FACTOR	CORRELATION VALUE, R	SIGNIFICANT LEVEL, P	NUMBER OF RESPONDENT, N
Workloads	0.148	0.003	400
Interpersonal Relationship	0.057	0.255	400
Student Disciplinary Problem	0.100	0.046	400
School Rules	-0.027	0.584	400

Table 9 shows the relation of stress factors with the number of children. For finding the relation, significant level, α = 5 percent or 0.05 are chosen.

On workloads aspect, it is found that the value of correlation coefficient, R for workloads factor on the number of children = 0.148. It shows a weak relation. It is also found that P value = 0.003. As a conclusion, there is significant relation between workloads aspect with the number of children.

On interpersonal relationship aspect, it is found that the value of correlation coefficient, R for interpersonal relationship factor on the number of children = 0.057. It shows a very weak relation. It is also found that P value = 0.255. As a conclusion, there is no significant relation between interpersonal relationship aspects with the number of children

On student disciplinary problem aspect, it is found that the value of correlation coefficient, R for student disciplinary problem factor on age = 0.100. It shows a weak relation. It is also found that P value = 0.046. As a conclusion, there is no significant relation between student disciplinary problem aspects with the number of children.

On school rules aspect, it is found that the value of correlation coefficient, R for school rules factor on the number of children = -0.027. It shows a reciprocate and very weak relation. It is also found that P value = 0.584. As a conclusion, there is no significant relation between school rules aspect with the number of children.

DISCUSSION

Results show that stress level among the secondary school teachers caused by workloads, interpersonal relationship, student disciplinary problem and school rules aspects lie at medium level. It is proven by the high percentage on medium category of respondents in every aspect that have been included in the research. The most dominant factors of stress among respondents are student disciplinary problem aspect. It shows that student disciplinary problem is the main factor in causing stress among the teachers.

Besides that, results show that there is significant difference between male and female teachers in terms of workloads aspect in causing their stress. That means, both gender of teachers have difference feel that cause them stress in terms of workloads. However, there is no significant difference in terms of student disciplinary problem aspect between male and female teachers. It is also the same for interpersonal relationship and school rules aspects. Therefore, male and female teachers have equally same attitudes against stress caused by interpersonal relationship, student disciplinary problem and school rules aspects.

Research analysis also reveals that no significant relation between workloads factor and teaching experience. That means, both experienced and less experienced teachers in secondary schools equally feel that workloads have made them feel stress. It is also the same for student disciplinary problem and school rules aspects. However, there is significant relation between interpersonal relationship factor and teaching experience. It means that more experienced teachers could suit themselves better with stress compared to less experienced teachers in terms of interpersonal relationship factor.

It is also found that no significant relation between interpersonal relationship, student disciplinary problem, and school rules factors with age. That means both older and younger teachers in secondary school equally feel that these three factors have made them feel stress. However, there is significant relation between workloads factor and age. Assumption is made by saying that older teachers found them feel more stress on workloads factor compared to younger teachers.

Another results found that no significant relation between interpersonal relationship and school rules factor with the number of children. Both teachers with children and childless teachers in secondary school equally feel that these two factors have made them feel stress. However, there are significant relation between workloads and student disciplinary problem factor with the number of children. Teachers with children found them feel more stress on workloads and student disciplinary problem factors compared to childless teachers. This is because, teachers with children have their own family problem and stress caused by these two factors, affect them more.

CONCLUSION

From the research, results show that overall level of stress among respondents lie at medium level. Researcher feels that level of stress among secondary school teachers is still in normal condition. However, we should not take for granted on this matter, in order to avoid continuous increasing of stress level among the teachers. If this is happened, ultimately our educational institutions will be harmed. Teachers should be positive in facing their challenges. This will help them in reducing their stress, which could affect their profession.

Besides that, everybody in our society must give their support to help teachers by not making ourselves as sources of stress. Our youth success is much relies on the quality of their teachers. Teachers also have to presume their stress as a challenge towards achieving the best quality of education.

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