

**THE INFLUENCE OF EMOTIONAL INTELLIGENCE AND OCCUPATIONAL
STRESS TOWARDS JOB SATISFACTION AMONG TEACHERS**

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ABSTRACT

Emotional intelligence is a valuable element affecting performance and positive work attitude at various levels in an organization. Increasing work challenges in the workplace contributes to increased occupational stress levels experienced by an individual. There are very few studies which had focused on occupational stress as mediating factor. Thus, this study investigated the influence of emotional intelligence and occupational stress towards job satisfaction, and the mediating effects of occupational stress between emotional intelligence and job satisfaction. Stratified random sampling technique was used to select 386 secondary teachers in Malacca as respondents. Survey data collected were analyzed using Pearson correlation, multiple regression and hierarchical regression. The findings revealed that most of the respondents have high levels of emotional intelligence and job satisfaction. However, their occupational stress was at a low level. There are significant relationships between emotional intelligence and job satisfaction, emotional intelligence and occupational stress, and occupational stress and job satisfaction. Besides that, (i) emotional self-awareness was found to be the predictor for role overload and job satisfaction, (ii) using emotions was found to be the predictor for role ambiguity and work-family conflict, (iii) understanding emotions was found to be the predictor for work-family conflict, (iv) emotional self-management was found to be the predictor for role ambiguity, and (v) emotional management of others was found to be the predictor for role ambiguity and job satisfaction. In addition, role ambiguity and role overload were found to be predictors of job satisfaction. Furthermore, role ambiguity as a partial mediator has an impact on the relationship between emotional intelligence and job satisfaction among teachers. The findings of the study have shown that teachers who are aware of emotional intelligence and occupational stress skills are able to understand, maintain and enhance their job satisfaction. This study could be used by the Ministry of Education to plan effective strategies to increase the level of emotional intelligence and reduce the level of occupational stress among teachers.

ABSTRAK

Kecerdasan emosi merupakan elemen penting dalam mempengaruhi prestasi dan sikap kerja yang positif di pelbagai peringkat dalam sesebuah organisasi. Cabaran kerja yang semakin meningkat di tempat kerja menyumbang kepada peningkatan tahap tekanan pekerjaan yang dialami oleh seseorang individu. Terdapat kurang kajian yang memberi tumpuan kepada tekanan pekerjaan sebagai faktor pengantara. Oleh itu, kajian ini menyelidiki pengaruh kecerdasan emosi dan tekanan pekerjaan terhadap kepuasan kerja, dan kesan pengantara tekanan pekerjaan antara kecerdasan emosi dengan kepuasan kerja. Teknik persampelan rawak berstrata digunakan untuk memilih 386 orang guru sekolah menengah di Melaka sebagai responden. Data kajian yang dikumpul telah dianalisis menggunakan korelasi Pearson, regresi berganda dan regresi berhierarki. Dapatan kajian menunjukkan bahawa kebanyakan responden mempunyai kecerdasan emosi dan kepuasan kerja yang tinggi. Walau bagaimanapun, tekanan pekerjaan mereka berada pada tahap yang rendah. Terdapat hubungan yang signifikan antara kecerdasan emosi dengan kepuasan kerja, kecerdasan emosi dengan tekanan pekerjaan dan tekanan pekerjaan dengan kepuasan kerja. Selain itu, (i) emosi kesedaran diri didapati menjadi peramal kepada bebanan peranan dan kepuasan kerja, (ii) penggunaan emosi didapati menjadi peramal kepada kekaburan peranan dan konflik kerja-keluarga, (iii) pemahaman emosi didapati menjadi peramal kepada konflik kerja-keluarga, (iv) pengurusan emosi diri didapati menjadi peramal kepada kekaburan peranan, (v) dan pengurusan emosi orang lain didapati menjadi peramal kepada kekaburan peranan dan kepuasan kerja. Sebagai tambahan, kekaburan peranan dan bebanan peranan didapati menjadi peramal kepada kepuasan kerja. Tambahan pula, kekaburan peranan sebagai separa pengantara mempunyai kesan ke atas hubungan antara kecerdasan emosi dengan kepuasan kerja dalam kalangan guru. Dapatan kajian ini menunjukkan bahawa guru yang mempunyai kesedaran terhadap kecerdasan emosi dan kemahiran tekanan pekerjaan dapat memahami, mengekalkan dan meningkatkan tahap kepuasan kerja mereka. Kajian ini boleh digunakan oleh Kementerian Pendidikan untuk merancang strategi yang berkesan bagi meningkatkan tahap kecerdasan emosi dan mengurangkan tahap tekanan pekerjaan dalam kalangan guru.

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LIST OF ABBREVIATIONS

CFA	-	Confirmatory factor analysis
CFI	-	Comparative fit index
EE	-	Emotional expression
EI	-	Emotional intelligence
EMO	-	Emotional management of others
ESA	-	Emotional self-awareness
ESM	-	Emotional self-management
JS	-	Job satisfaction
OS	-	Occupational stress
RA	-	Role ambiguity
RMR	-	Root mean square residual
RMSEA	-	Root mean square error of approximation
RO	-	Role overload
UE	-	Understanding emotions
UOE	-	Using emotions
WFC	-	Work-family conflict

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CHAPTER 1

INTRODUCTION

1.1 Introduction

In recent years, the demand placed on individuals employed in organization has increased rapidly. This increasing demand in the workplace as well as increasing demands in lives of individuals can contribute to increase levels of occupational stress experienced by individuals. The ability to manage and deal with occupational stress is a basic requirement of today's world of work. Recent days, more and more organization realise the impact of occupational stress on the cost to organizations in terms of absenteeism, loss of productivity, and health care resources (AbuAlRub, 2004). Occupational stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the resources, capabilities and needs of the worker (Alves, 2005). Stress is commonly associated with psychological, physical and behavioral strains or consequences. In addition, such strains or consequences associated with stress may influence a worker's perception and feelings of job satisfaction (Malek *et al.*, 2009).

The understanding of the importance of emotional intelligence in the workplace is a major area of interest to researchers. Emotional intelligence may

enhance organizational management's ability to create a climate that transforms employees into action-oriented individuals. This can be accomplished through a balance of the need to accomplish corporate goals, with attention to relationships and promoting a friendly and cooperative behaviour in the workplace. Emotional intelligence has been purported to play a role in occupational stress, job satisfaction and organizational commitment (Abraham, 2000; Carmeli, 2003; Slaski and Cartwright, 2003).

Malaysia ultimate aim of vision 2020 is to gain status as a fully developed country in every aspect: economically, politically, socially, spiritually, psychologically and culturally. Education is a major contributor to achieve the vision through the development of social, cultural and economic growth. The government efforts into education are some of the fundamental investments towards securing the future well-being of Malaysian. Towards achieving this vision, the Malaysian government is committed to transforming Malaysian education system by equipping young generation with knowledge, critical and creative thinking, leadership skills and ability to communicate with the rest of the world. Therefore, the Ministry of Education focus on teaching and learning quality, access to reliable and meaningful information, transparent accountabilities and appropriate learning environment and infrastructure (Malaysian Education Blueprint, 2012).

A key driver of growth in the country is teacher as educator. Quality teachers are valuable assets of any country in developing human capital for a knowledge-based economy (Kappagoda, 2013). Teaching will be a prestigious, elite profession that only recruits from the top 30% of graduates in Malaysia (Malaysian Education Blueprint, 2012). Only the best candidate will be recruited as teachers. This means that the Ministry of Education will rigorously enforce entry standards to ensure that 100% of every teacher's training intake meets the minimum academic requirement. For the transformation of the Malaysian education system to be effective and sustainable, teachers need to develop the world-class capabilities to facilitate desired students' outcomes and gain more enjoyment and fulfillment from their jobs.

According to Nurul *et al.* (2010), teaching profession comes with other roles and commitment towards students, community and the profession itself. Teachers are responsible to guide students to learn by providing clear direction and explanation in order to educate future generation. Teachers have the responsibility to practise equity in education in the process of educating people, especially in the multi-racial context of our country. Blueprint does not focus on these problems, and make changes on the training modules for national teachers especially secondary teachers to prepared them mentally to accept the students' diversity, respect differences and able to teach accordingly (How *et al.*, 2013). With the increasing demand and pressure from the ministry, it is important that teacher must have the capability to handle such situation.

Emotional intelligence is seen as an important element to determine the behavior of an individual. Emotional intelligence helps individual to identify themselves and others by using information obtained to guide their thinking and have a rational behavior to make decision (Mayer and Salovey, 1993). The use of emotional intelligence is argued to be important especially to "caring" profession such as teaching (Brackett *et al.*, 2010). Teachers well-equipped with the knowledge and practice of social and emotional skills would be successful in creating a conducive atmosphere for the learners, encourage students to learn, and contribute their fullest potential in work (Ergur, 2009).

Teachers' profession has a big influence on emotional intelligence and occupational stress. Emotional intelligence could be used as a framework within which the individual could learn how to cope with and control strong emotions (Nikolaou and Tsaousis, 2002). It has been suggested that emotional intelligence help people to control and manage the negative emotions appropriately (Slaski and Cartwright, 2003; Nelson *et al.*, 2006). Oginska-Bulik (2005) held that the ability to effectively deal with emotions and emotional information in the workplace assist the individuals in addressing occupational stress and retaining psychological health.

Teachers should be able to manage their emotions and establish good relationship with students and colleagues in their work environment. Ciarrochi *et al.* (2000) posited that emotional intelligence may protect people from stress and lead to better adaptation. They opined that an objective measure of emotion management skill is associated with a tendency to maintain an experimentally induced positive mood which has obvious implication preventing stress. Teachers who experience more positive emotions may develop emotional intelligence skills so that they can lead effectively, work collaboratively, foster emotional and intellectual growth, and be able to cope with daily pressures and demands (Mitrabinda *et al.*, 2012).

Emotional intelligence may contribute to job satisfaction by enabling people to nurture positive relationships at work, work effectively in teams and build social capital (Abdulazim *et al.*, 2011). If teachers are satisfied with their jobs, it can influence teachers' behavior and attitudes about themselves and establish a good relationship between teachers and community, parents and students (Sy *et al.*, 2006; Dong and Howard, 2006).

Emotional intelligence can be a valuable tool to influence positive work attitude and performance at various levels of organizational structures (Cichy *et al.*, 2007). It is important to note that a good understanding of the relationship between emotional intelligence and occupational stress skills are useable and valuable in understanding, supporting, maintaining and enhancing a high level of job satisfaction. Therefore, the implication on emotional intelligence is that emotional intelligence is the core factor in the selection of employees, especially in jobs that demand a high degree of social interaction such as in the governmental service like teachers.

1.2 Research Problem Statement

Effective teachers add more values to the system of education by taking more active roles in shaping their career (Orluwene and Thankgod , 2014). Teachers are considered as the main pillar in the educational system. They cannot be the effective source of knowledge transferred unless they possessed with the essential knowledge, skills and abilities. The concept of emotional intelligence among teacher has been taken attention in the educational institutions due to its great importance. Emotional intelligence plays a vital role and has direct impact on teacher's behaviour working in an organization (Hans *et al.*, 2013). Fisher and Ashkanay (2000) reports that the experience of emotions is related to job satisfaction. The experience of positive emotions being related to increased job satisfaction and negative emotions being related to decreased job satisfaction. Individuals who report experiencing positive emotions in the workplace also report greater feelings of satisfaction with their job than individuals who report experiencing negative emotions in the workplace.

According to Sy *et al.* (2006), employees with high emotional intelligence are more likely to demonstrate higher levels of job satisfaction since they are more adept at appraising and regulating their own emotions than are employees with low emotional intelligence. Their findings also found that employees with high in emotional intelligence may be better at identifying feelings of frustration and stress, and subsequently, regulating those emotions to reduce stress. These employees may also be more resilient given their better ability to understand the causes of stress and develop strategies and perseverance to deal with the negative consequences of stress (Cooper & Sawaf, 1997).

In the educational sector, stress is increasing day by day because teaching today's young people is not only difficult work, but can be dangerously stressful (Mehta, 2013). Teachers have to cope with their task to give knowledge as well as educate students to be good citizens. With the increase demand from students and parents, as well as the job requirement by Malaysia's Ministry of Education, the

stress levels are readily increasing (Nurul *et al.*, 2010). In Malaysia, a total of 237 primary and secondary teachers out of 36, 000 teachers in the state, sought psychiatric treatment because of stress from work and personal problems over the last 10 months in year 2012. The Malaysia State Education Department views this matter seriously although the number is smaller. Teachers reported stress because of work pressure, financial problems, depression and loneliness (Mohd Adib, 2012). Occupational stress can be considered as an unpleasant emotional situation that employees experience when the requirement of work-related or not related cannot be counter balance with the ability to resolve them (Halkos and Bousinakis, 2010). Nilufar *et al.* (2009) identified occupational stress inducing factors in academic staff include work overload, home-work interface, role ambiguity and performance pressure.

The main cause of occupational stress in the organization is work overload (Topper, 2007). Malaysian teachers have raised serious concern about the long working hours reporting an average as high as 77 hours per week (Malaysia Education Blueprint, 2012). Teachers reported that they not only spend time on classroom teaching and learning but also on running co-curricular activities, attending or facilitating professional development activities, and engaging parents and the community (Malaysia Education Blueprint, 2012). Teachers being burdened with administrative and clerical work felt it was hard to focus on their core business which is teaching students (Ili Liyana, 2013). Besides, teachers are also engaged in administrative duties that take a large portion of their time resulting in a decrease in their ability to focus on teaching and learning. Sometimes teachers are also asked to attend meetings and courses that are not related to their job, taking them away from their classroom. The workload and challenges faced by teachers increase each day and burden them with more work. This will not go down well especially with the examination period around the corner (Rutra, 2011). The increase in workload in the organization without taking into account the availability of time to carry out the tasks may lead to occupational stress.

When roles of the teachers are ambiguous, it will lead towards conflicting demand placed on them and role ambiguity and role conflict are positively associated with occupational stress experienced by teachers (Usman *et al.*, 2011). Higher work stress experienced by teachers, will cause dissatisfaction with their job. According to Usman *et al.* (2011), teachers experience occupational stress due to the increase performance pressure. They experience role ambiguity where there is conflicting demands, their role is not very clear as to what to do, what not to do, who to report and what targets to achieve and also they have to work longer hours and feel overloaded in their role. Besides, the daily interaction with students and colleagues and the incessant and fragmented demands of teaching often lead to overwhelming pressure and challenges, which may lead to occupational stress (Brown and Uehara, 2008).

Teachers are also under a lot of pressure because of work-family conflict. Teachers must do some work, such as preparing lessons plan for the next day and grading exam papers at home. They have to devote time to their work outside school hours, which result in sacrificing time that could be devoted to housework and their children (Simbula, 2010). This may cause problem known as work-life conflict or work-family conflict. The teachers are satisfied with their jobs and life if they can balance work and family life. Thus, work-family conflict is one of the problems in modern society (Kappagoda, 2013). The amount of stress a person experienced at work is likely a result of interaction of a number of factors such as types of work they do (their occupation), the presence of work stressors, and the amount of support they received both at work and at home (Johnson *et al.*, 2005).

Several studies found that occupational stress influences the employee's job satisfaction and overall performance in their work (Nilufar *et al.*, 2009; Karadal *et al.*, 2008; Usman *et al.*, 2011). This is because most of the organizations are demanding for employees' better job outcome. Stress can bring undesirable impact on employees through job dissatisfaction (Leather *et al.*, 2003). Teachers are also subject to problems of dissatisfaction at workplace. If they are not satisfied, they may not be committed to deliver the best to achieve the target in teaching (Zainudin *et al.*,

2010). Research done by Antoniou *et al.* (2003) showed that when sources of stress increase in the job environment, job satisfaction reduces. They also reported that low job satisfaction can be predicted through resources of stress such as demands of the profession and great volume of work. Employees with low occupational stress reported having more job satisfaction than those with high occupational stress (Johnson *et al.*, 2005; Sweeney and Quirin, 2009; Lambert *et al.*, 2009; Sveinsdottir *et al.*, 2006).

However, people working in the same occupation will experience different levels of stress due to the interplay of other factors such as emotional intelligence. Teachers with emotional intelligence can understand, consider and express emotions in an appropriate way to determine whether they are successful or not in their careers (Ciarrochi *et al.*, 2001). As a member of the Ministry of Education, emotional intelligence is important because teaching is seen as a challenging job. These days, the teaching occupation is not only about one's ability to understand own emotions but also involves emotions and understanding the behavior of others. Teachers who are aware of their emotions may be effective in their work. Teachers who have low emotional intelligence lack the ability to understand internal states, lack skills to capture the understanding of feeling and opinion of others, and are unable to take an active interest in their problems. This is supported by Saddam (2010), who reported that employees unable to control their negative feelings and respond to sudden changes will show the weak behaviour and attitude in the workplace.

Kremenitzer (2005) stated that being able to regulate and manage emotions within the classroom is an important factor for effective and successful teaching. He argued that unlike other skills that a teacher has, the ability to respond to unanticipated and difficult spontaneous situations is perhaps the most challenging. When the time frame for reflection is short, teachers must be able to make a quick emotional adjustment in the middle of the most negative situation.

Emotional intelligence, occupational stress and job satisfaction are distinct constructs, but highly interrelated (Azman *et al.*, 2010). Emotional intelligence individuals employ better emotional responses in dealing with and managing stressful effect of emotional dissonance experienced at work (Mikolajczak *et al.*, 2007). Individual with high level of emotional intelligence might not only be more effective in managing stress but also more likely to have job satisfaction (Guleryuz *et al.*, 2008; Kafetsios and Zampetakis, 2008). Sy *et al.* (2006) concludes that employees with high emotional intelligence confront low occupational stress in their job environment, however employees with low emotional intelligence have less self-awareness. As a result, in the face of difficult conditions, they are not able to cope with their feelings having too much stress which in turn has a negative influence on their job satisfaction.

Azman *et al.* (2010) studied the relationship between occupational stress, emotional intelligence and job satisfaction in private institution of higher learning found that the capability of academic employees to manage their emotions and others emotions has increased their abilities to control psychological stress in implementing job. They believed that employees who properly controlled physiological and psychological stress increased employees capabilities to manage their own and others emotions in implementing job. Their findings are consistent with the notion of emotional intelligence theory, which posit that individuals who have realize their own emotional intelligence can properly handle their emotions to cope with environmental challenges (Goleman, 1998; Salovey and Mayer, 1990). Application of the emotional intelligence in a workplace shows that the ability of employees to properly manage their emotions and others emotions will not directly increase job satisfaction, but its effects on job satisfaction may increase if individuals have sufficient abilities to cope with stress in the workplace (Slaski and Cartwright, 2003).

Based on Azman *et al.* (2010) study, the relationship reveals that effect of occupational stress on job satisfaction influence by the individuals' emotional intelligence. Hence, this study determines to investigate the influence of emotional intelligence and occupational stress towards job satisfaction. However, the

relationship between variables has been studied but little is known about the mediating effect of occupational stress in relationship between emotional intelligence and job satisfaction. This is the gap to be filled by this study which aimed to examine the relationship and impact of emotional intelligence and occupational stress on job satisfaction. In addition, the study will examine the role of occupational stress as a mediator in the relationship between emotional intelligence and job satisfaction among teachers.

1.3 Research Questions

The research questions in this study are related to the influence of emotional intelligence and occupational stress towards job satisfaction among teachers in Malacca. The research sought to identify the extent occupational stress influence teachers' emotional intelligence and job satisfaction. Therefore, five research questions addressed are:

- 1) What is the level of emotional intelligence, occupational stress and job satisfaction among teachers?
- 2) Is there a significant relationship between emotional intelligence and job satisfaction among teachers?
- 3) Is there a significant relationship between emotional intelligence and occupational stress among teachers?
- 4) Is there a significant relationship between occupational stress and job satisfaction among teachers?
- 5) Does occupational stress mediate the relationship between emotional intelligence and job satisfaction among teachers?

1.4 Research Objectives

The aim of this study is to examine the influence of emotional intelligence and occupational stress towards job satisfaction. In addition, this study also aims to identify the effect of occupational stress as a mediator in the relationship between emotional intelligence and job satisfaction. This study assists teachers to identify their emotional intelligence and occupational stress and give good implications towards their job satisfaction. The objectives of this study were as follows:

- 1) To identify the level of emotional intelligence, occupational stress and job satisfaction among teachers.
- 2) To identify the relationship between emotional intelligence and job satisfaction among teachers.
- 3) To identify the relationship between emotional intelligence and occupational stress among teachers.
- 4) To identify the relationship between occupational stress and job satisfaction among teachers.
- 5) To investigate the impact of occupational stress as a mediator in the relationship between emotional intelligence and job satisfaction among teachers.

1.5 Hypothesis of Study

- H1: There is a significant relationship between emotional intelligence and job satisfaction
- H1a: Emotional intelligence significantly explained the variance of job satisfaction
- H2: There is a significant relationship between emotional intelligence and

occupational stress

- H2a: Emotional intelligence significantly explained the variance of role overload
- H2b: Emotional intelligence significantly explained the variance of role ambiguity
- H2c: Emotional intelligence significantly explained the variance of work-family conflict
- H3: There is a significant relationship between occupational stress and job satisfaction
- H3a: Occupational stress significantly explained the variance of job satisfaction
- H4: Occupational stress mediates the relationship between emotional intelligence and job satisfaction
- H4a: Role overload mediates the relationship between emotional intelligence and job satisfaction
- H4b: Role ambiguity mediates the relationship between emotional intelligence and job satisfaction
- H4c: Work-family conflict mediates the relationship between emotional intelligence and job satisfaction

1.6 Significance of the Study

The importance of this study lies in its contribution to the understanding of emotional intelligence, occupational stress and job satisfaction among secondary teachers. The influence of emotional intelligence and occupational stress towards job satisfaction were explored in this study. This present study assists teachers to understand their level of emotional intelligence and occupational stress. The understanding on both emotional intelligence and occupational stress to assists teachers to apply their emotional intelligence skills and knowledge about occupational stress in their daily life especially in their career as educator. They can use emotional intelligence as a tool to reduce their occupational stress. Teachers who are able to recognize their own stress which they are experiencing may be able to

manage stress, assist them to deal better with the complexities of teaching, feel better about themselves, and may become more effective in their career.

The findings of this study can be a reference to school administrator to understand the real situation faced by their teachers in school. The school administrator can use this information to plan effective strategies and solution to increase the level of emotional intelligence and reduce the level of occupational stress that teachers are currently facing in their respective schools to enable them to perform their roles more effectively which indirectly may increase the quality of teaching. Since a teacher is the backbone and pillar of the schools, knowledge, skills and attitude are needed to produce quality teachers.

The findings derived from this study would also be useful for the government especially the Ministry of Education. The vision of the Malaysian government through the National Key Economic Areas (NKEAs) to develop the country's education system will be fully implemented through the Malaysia Education Blueprint 2013-2025 which provides equal access to quality education of international standard. It is important to the Ministry of Education to be aware of this situation and the adverse effects of occupational stress on the teachers' job satisfaction. The identification of factors that lead to occupational stress may help the ministry to form propositions for the most effective stress intervention including techniques and strategies for managing stress and preventing job satisfaction. In addition, better understanding of emotional intelligence will also assist the ministry in making decision pertaining to the teaching profession and formulate strategies to redesign suitable programs or training in order to enhance teachers' emotional intelligence, reduce occupational stress and improve their job satisfaction.

Furthermore, this study assists future studies of the same nature if ever this existing problem has penetrated and will recur in the future. Future researchers will benefit from this study providing them the facts needed to compare their study during their respective time and usability. Understanding the influence of emotional

intelligence and occupational stress on job satisfaction would provide useful insights for future research and development in the area of study.

1.7 Definitions of Key Terms

In this section, the researcher introduces the definition of key terms that appeared frequently in this study. The following terms used in this present study are relevant to the purpose of the study. Provided in this section are operational definition to ensure certain terms used in this study are understood and employed consistently (Cooper and Schindler, 2003).

1.7.1 Emotional Intelligence

Emotional intelligence refers to a teacher's intelligence or the ability to use emotions intelligently and to act and think rationally. Emotional intelligence also refers to the ability to process emotional information and use efficiently to guide their behavior in everyday life.

Emotional self-awareness refers to the ability to be aware of own emotions at work that will affect their thoughts and behaviors.

Emotional expression refers to the ability to effectively express appropriate emotions at workplace.

Using emotion refers to the ability to make full use of mood swings when completing the task being performed and the ability to regulate emotions and behavior to maintain a positive sense and avoid negative emotions.

Understanding emotion is to identify the ability to recognize and describe how emotions evolve over time involving cognitive processes and knowledge about their own emotions and the emotions of others.

Emotional self-management refers to the ability of managing own emotions by participating in activities that facilitate the development of emotions in oneself.

Emotional management of others refers to the ability to influence the moods and emotions of others and using this ability to effectively assist other people to resolve issues that affect their performance.

1.7.2 Occupational Stress

Occupational stress refers to a teacher's experience of the negative emotional response that mismatches their abilities and work demands.

Role ambiguity refers to the lack of clarity about expectation of the role which may arise out of lack of information or understanding in the requirement of the job.

Role overload refers to multi-role that needs to fulfill to perform the different roles of the work demand.

Work-family conflict refers to the pressure from work and family resulting in teachers' difficulty to participate in another role.

1.7.3 Job Satisfaction

Job satisfaction refers to the attitudes and feelings of teachers towards their career in the organization through the features of positive or negative work that reflect the feelings of satisfaction and dissatisfaction with the job.

1.8 Chapter Summary

This chapter presents the overview of this study by giving a brief introduction about the study, discussed the research problem statement, and present the research questions and the main objectives of this study. This chapter also provides the significance of the study, and finally presents definition of key terms of the variables used in this study.

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