

CORRELATES OF STRESS AMONG SECONDARY SCHOOL TEACHERS IN PENANG

A thesis submitted to the Graduate School in partial
fulfilment of the requirements for the degree
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by
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ABSTRAK

Tujuan kajian **ini** adalah untuk mengenal **pasti** dan menentukan faktor-faktor yang menyebabkan tekanan di kalangan guru sekolah menengah di Georgetown, Pulau Pinang **serta** mengenal **pasti** faktor-faktor yang dianggap paling menekan. **Kajian ini juga** mengukur tahap tekanan dan mengenal **pasti** manifestasi tekanan yang dialami oleh guru sekolah menengah.

Sebanyak **80 %** saiz **sampel** yang telah dipilih daripada sembilan buah sekolah di sekitar Georgetown. Sejumlah 348 **soal** selidik telah diedarkan dan sebanyak **75 %** (260) **soal** selidik telah dikembalikan. **Daripada** 260 **soal** selidik tersebut, hanya 249 boleh digunakan. Jumlah responden **lelaki** ialah 65 orang dan perempuan 184 **orang**. Kira-kira 55 % daripada responden **berumur** 40 tahun ke bawah dan 61 % telah berkecimpung dalam profesion **perguruan** selama lebih daripada 10 **tahun**.

Soal selidik yang dibentuk mengandungi 51 item telah digunakan untuk **mengkaji punca** tekanan di kalangan guru. Statistik Deskriptif telah digunakan untuk menganalisis faktor-faktor **demografi** seperti **umur**, jantina dan tempoh perkhidmatan. Statistik **Inferensi** seperti t-Test, **Anova** (One Way Analysis Of Variance), Pearson Correlation Analysis dan **Stepwise** Regression Analysis telah digunakan untuk mengkaji korelasi angkubah **bebas** dan angkubah

bersandar. Analisis tersebut menunjukkan kekuatan **dan** arah hubungan angkubah-angkubah yang dikaji.

Hasil utama daripada **kajian ini** menunjukkan bahawa tekanan mempunyai hubungan yang **signifikan** dan **positif** dengan sistem penilaian guru, gaji dan ganjaran, **beban** kerja, rakan sejawat, pelajar bermasalah dan pengurusan masa. Dapatan yang diperolehi memperlihatkan bahawa tahap tekanan akan meningkat sekiranya guru menganggap sistem penilaian guru tidak adil dan **objektif, dan gaji** serta ganjaran yang diterima **tidak** memuaskan. Tahap tekanan **juga** akan meningkat sekiranya **beban** kerja bertambah, rakan sejawat tidak **memberi** kerjasama atau sokongan yang diharapkan, masalah di kalangan pelajar meningkat dan pengurusan masa yang tidak cekap. Walau bagaimanapun, tekanan tidak mempunyai hubungan yang signifikan dengan **faktor-faktor** demografi seperti **umur, jantina** dan tempoh perkhidmatan.

Empat angkubah, iaitu pengurusan **masa**, pelajar bermasalah, **beban** kerja dan rakan sejawat, secara bersama menjelaskan 34.64 % varians dalam tahap tekanan. Namun demikian, varians dalam tahap tekanan didapati tidak dapat dijelaskan oleh sistem penilaian guru dan gaji dan ganjaran Dapatan **ini** menunjukkan bahawa 65.36 % varians dalam tahap tekanan **masih** perlu diperjelaskan. Keadaan **ini** memperlihatkan bahawa masih terdapat **faktor-faktor** lam yang **harus** dipertimbangkan dalam kajian-kajian yang akan datang.

Hasil kajian mendapati pengurusan masa sebagai prediktor terbaik untuk tahap tekanan. **Para** guru yang mempunyai **masalah pengurusan** masa mendapati bahawa mereka mempunyai sedikit masa untuk berehat dan **kekurangan** masa untuk menyiapkan **tugasan** yang **diberi**. Dalam kajian **ini**, tiga petanda tekanan yang menonjol ialah keletihan, berasa tertekan dan sakit kepala.

ABSTRACT

The purpose of this study was to investigate the factors which cause stress among secondary school teachers in Georgetown, Penang and factors that they perceived as most stressful. This study also investigated the degree or levels of stress and the manifestations of stress.

A sample size of 80 % was taken from nine secondary schools in Georgetown, Penang. A total of 348 questionnaires were distributed and a response rate of about 75 % (260 questionnaires) was obtained. However, out of the 260 questionnaires returned, 249 were usable. Of the 249 respondents, 65 were males and 184 were females. About 55% of the respondents were below 40 years old and about 61 % of the respondents have been in the teaching profession for more than 10 years.

A self-constructed **51-items** questionnaire was used to investigate the correlates of stress among secondary school teachers. Descriptive analysis was used to analyze the respondents demographic factors, Inferential statistics technique such as the **t-Test**, **Anova** (One Way Analysis Of Variance), Pearson Correlation Analysis and **Stepwise** Regression Analysis were used to analyze the correlation of the independent and the dependent variables. This analysis showed the strength and direction of the relation.

The major findings of the study showed that stress was significantly and positively related to teacher evaluation system, salary and benefits, workload, colleagues, student misbehavior and time management. The results showed that stress level tends to increase with poor teacher evaluation system, lower salary and benefits as perceived by the teachers, increased workload, lesser **collegial** support, increased student misbehavior and poor time management. However, stress among secondary school teachers was not related to demographic factors along age, gender and lengths of service. From the data generated, it was found that there were no significant differences in stress level among teachers of various age groups and lengths of service. Stress level did not differ between male and female teachers.

Four variables, namely time management, student misbehavior, workload and colleagues, jointly explained 34.64 % of the variance in stress level. However, the variance in stress level was not significantly explained by teacher evaluation system and **salary** and benefits. This implied that 65.36 % of the variance in stress level has yet to be explained. This indicated that there are other factors that need to be considered in future studies of stress among secondary school teachers.

The best predictor for stress level was found to be time management. Teachers who face time management problem found themselves having too little time to relax and **insufficient** time to complete their work. The three most common symptoms of

stress experienced by secondary school teachers were exhaustion, tension and headache.

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My husband : Sk. Mohd Sawpi b. Lawi

&

My beloved children:

Muhammad Hazim

Muhammad Al Fateh

Sheikh Muhammad Zufar

Siti Syafawani

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CHAPTER 1

INTRODUCTION

1.1 Context Of The Problem

This study investigated the correlates of stress among secondary school teachers in Georgetown, Penang. The manifestation of stress and factors that contributed to stress among teachers, as well as, factors that they perceived as most stressful were identified.

For several years, the teaching profession, along with most helping profession, has been seen as very stressful, and school factors associated with stress among teachers have been analyzed and debated at length. (Tuettemann and Punch, 1992). Teachers today carry a great deal of responsibilities, having to educate and impart knowledge as well. The Malaysian National Education Philosophy which clearly defined the task and responsibility in the teaching profession, is used as the guiding principles in all matters pertaining to education planning and implementation. Teachers play an important role to uphold this philosophy and to facilitate the achievement of the National Education Goals.

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