

**THE IMPACT OF WORK RELATED AND
PERSONAL RELATED STRESSORS ON JOB
PERFORMANCE AMONG PUBLIC SCHOOL
TEACHERS IN KOTA KINABALU SABAH**

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PERPUSTAKAAN
UNIVERSITI MALAYSIA SABAH

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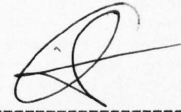
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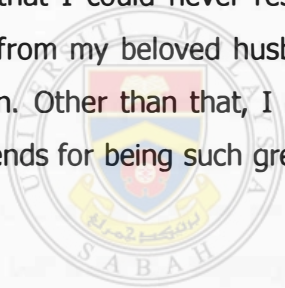
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ABSTRACT

THE IMPACT OF WORK RELATED AND PERSONAL RELATED STRESSORS ON JOB PERFORMANCE AMONG PUBLIC SCHOOL TEACHERS IN KOTA KINABALU SABAH

The objective of this study was to identify the significant predictors of stress amongst teachers and examine its influence on job performance among school teachers. Work related stressors (consisting of work overload; student discipline and motivation) and personal related stressors (consisting of family matters, financial distress) were selected as independent variables and job performance as a dependent variable. Gender as a moderator was also selected. A total of 160 questionnaires were distributed at selected schools in Sabah, namely Sk Kibabaig Penampang, Sk Sri Gaya Kota Kinabalu, SMK Perempuan Likas, Sk St Paul Penampang, Sk Telupid Telupid, Sk Ratau Ranau, Sk Gabungan Telupid, Sk Surati Papar, Sk Pekan Papar, and Sk St Mary Papar. Total of 134 copies were returned and only 110 copies were usable. Data analysis was conducted using SPSS and PLS. Work related variables were found to be significant stressors to job performance, while personal related stressors were not significant. Gender had no moderating effect on the relationship between stressors and job performance amongst these school teachers. Managerial and practical implications highlight the importance of addressing work overload for teachers, as well as the issue of student discipline and motivation, as both these factors affect job performance amongst teachers in the selected schools in this study.

ABSTRAK

KESAN TEKANAN PERKERJAAN DAN TEKANAN DALAM KEHIDUPAN PERIBADI KEATAS PRESTASI KERJA PARA GURU DI KOTA KINABALU SABAH

Objektif kajian ini adalah untuk mengenalpasti faktor-faktor yang penting terhadap tekanan guru-guru berkenaan tekanan pekerjaan dan juga tekanan peribadi. Dua pemboleh ubah bebas dipilih untuk tekanan pekerjaan dan tekanan peribadi, manakala prestasi kerja dipilih sebagai pembolehubah bersandar. Satu pembolehubah sederhana juga telah dipilih iaitu jantina. Sebanyak 160 salinan soal solidik telah diedarkan di Sk Kibabai Penampang, Sk Sri Gaya Kota Kinabalu, SMK Perempuan Likas, Sk St Paul Penampang, Sk Telupid Telupid, Sk Ratau Ranau, Sk Gabungan Telupid, Sk Surati Papar, Sk Pekan Papar, dan Sk St Mary Papar. Sebanyak 134 salinan telah dikembalikan namun hanya 110 salinan sahaja yang boleh digunakan. SPSS dan PLS telah digunakan untuk menganalisa data. Keputusan analisa data menunjukkan bahawa tekanan kerja mempunyai hubungan yang signifikan terhadap tekanan para guru dan berpotensi mempengaruhi prestasi kerja, manakala tekanan peribadi tidak mempunyai hubungan signifikan terhadap prestasi para guru. Selain itu, jantina juga didapati tidak memberikan kesan sederhana keatas hubungan diantara tekanan dan prestasi kerja. Selain itu, implikasi dalam aspek pengurusan dan praktikal juga menekankan kepentingan untuk menangani bebanan kerja para guru dan juga isu mengenai motivasi dan disiplin para murid kerana kedua-dua faktor tersebut memberikan kesan terhadap prestasi kerja para guru di Sekolah-sekolah yang telah dipilih.

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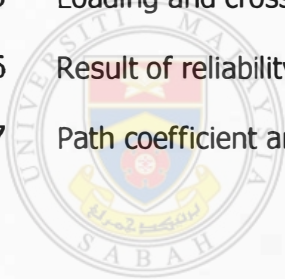


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LIST OF ABBREVIATIONS

| | |
|------|--|
| SPSS | Statistical package for social science |
| PLS | Partial least square |
| AVE | Average variance extracted |
| CR | Composite reliability |
| WO | Work overload |
| DM | Discipline and motivation |
| FM | Family matter |
| FS | Financial stress |
| JP | Job performance |
| IT | Information technology |
| IV | Independent Variable |
| DV | Dependent variable |
| RQ | Research Question |
| RO | Research Objective |
| SK | Sekolah Rendah |
| SMK | Sekolah Menengah Kebangsaan |
| ST | Saint |
| PPA | Planning, preparation and assessment |



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CHAPTER 1

INTRODUCTION

1.1 Introduction

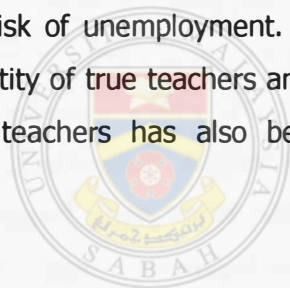
In the first chapter of the proposal, the background of the study is discussed regarding the matter of teachers within society in Malaysia. The problem related to teachers and the symptoms of the problem are presented. Several research questions are presented related to the study area, and therefore objectives are developed in attempt to answer the questions.

1.2 Background of the study

Studies about stress among teachers have been abundant (Kayastha, D. and Kayastha, R., 2012; Safari 2011, Azlihanis Abdul Hadi et al., 2009; Azizi Yahaya et al., 2011; etc). Apparently the teaching profession in any place in the world is challenging. Teachers face challenge of carrying responsibility to produce a high quality of student in order to fulfill the demand of the nation and society. Over the last 50 years, many changes have occurred in Malaysian education system. Rapid change in the country lead government to continuously evaluates and revise it strategy in education involving what, where, when, and who. Long time ago before the independent of Malaysia, teacher status in the society is greatly praised. They are seen to be as role model to the community and as source of motivation. However, many teachers experiencing dissolution of the passion and pride of the profession (Azlin Norhaini Mansor et al., 2012).

Malaysia now has only a few years to achieve Vision 2020 when the nation will achieve a developed nation status. The motive of Malaysian Education development is to develop individual potential entirely in order to produce generation who are emotional, intellectual, spiritual, and physical balanced which are also consistent with the Philosophy of National Education which is; to promote

creativity and innovation among students; to enhance knowledge, science, and also consistent with the Philosophy of National Education which are; to promote creativity and innovation among students; to enhance knowledge, science, and also technology culture. In the realization of this motive, our country has put a high expectation in our school teachers. Teachers' obligation is heavy, which every teacher plays an important role to develop the attitude and personality of future generation other than delivering knowledge and become a role model to their students all the time. Teachers' task in this context is not only tied to teaching, educating, and guiding. In fact, teachers are required to equip themselves with various qualities, knowledge, and skills so that they can become a role model to students, never make a mistake, and also manage to give an effective teaching (Azizi Haji Yahaya et al., 2006). Accordingly, the Ministry of Education is responsible in developing human capital that is comprehensive, progressive, and high in morals. Teachers are seen as a driving force in producing a civilised generation in Malaysia. Statistics show that more people intend to be a teacher in the future believed that the teaching profession is easy and as tools of protection from the risk of unemployment. This lead to abundant of teacher but not having the actual identity of true teachers and affect those educated by them. In addition, the lack of skilled teachers has also become an issue in the implementation of effective education.



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In years of 2012, the total population in Malaysia consist of 29.3 million which 13, 119, 600 of it made up of labor force. Among the total labor force, employees in education fields made up of 707, 083 employees. The federal government has taken various efforts in order to achieve equal outcomes of student in all over the nation. Unfortunately, the current scenario show that some state produce higher students outcome while some other state are lags. Apparently, state with higher proportion of rural school seems to consistently show a poorer performance. There is inequity in educational outcomes between students attending school in urban communities versus those in rural communities. According to statistics released by the Planning Division of Education Development (Ministry of Education) in 2014, from the total of 424,741 of public school teacher in Malaysia today, 296, 039 of them consist of female of teachers and the Ministry of Education face the problem of placing them in rural areas, particularly in remote areas and islands. Many schools in remote areas and islands get less experienced teachers or those lacking in training. This will also lead to a mismatch in the distribution of teachers by choice. Then a situation will take place in which most

teachers in schools are only teaching because of limited choice. Sabah is one of the states that consist of many rural schools. The student achievement in Sabah especially in the main examination such as UPSR and SPM appear to be lower compare to other state. In 2011, the achievement of UPSR in Sabah was the lowest which score up to maximum 60%, compare to other state.

1.2 Statement of problem

The motive of Malaysian Education development is to develop individual potential entirely in order to produce generation who are emotional, intellectual, spiritual, and physical balanced consistent with the Philosophy of National Education which are; to promote creativity and innovation among students; to enhance knowledge, science, and technology culture. Teachers are seen as a driving force in producing a civilized generation in Malaysia. However, the industry perceive that most graduates nowadays is lack of higher order thinking skill such as problem solving and creative thinking, and low level of English proficiency. In recent year, the federal government starts to focus heavily on teacher's quality. Teachers and school leaders are the most important school-based drivers of student desired outcomes. This situation shows that, the previous effort taken by federal government was not properly allocated toward the factors that have the highest impact on student outcome which is a teacher's quality. Indeed there are various factors that contribute to poor job performance amongst teachers. Studies across various industries have examined the power of stress toward employee performance (Rubinah Hanif et al., 2011; Muhammad Jamal 2011; Syed Mubasher Hussain Naqvi et al., 2013; Usman Bashir et al., 2013; Azizi Yahaya et al., 2011; Mehmet et al., 2014). The Malaysian education sector must not underestimate the real capacity of stress in influencing job performance and must act appropriately in managing stress amongst teachers specifically.

1.3 Research Questions

This study aims to investigate the relationship between stressors, specifically work related (consisting of work overload; student discipline and motivation) and personal related (consisting of family matters, financial distress) and examine its influence on job performance amongst teachers. Gender is also identified as a variable that might have moderating effect on the relationship. The following research questions are presented:

- i. Do work related stressors (work overload; student discipline and motivation) influence job performance among teachers at the selected schools in Sabah?
- ii. Do personal related stressors (family matters, and financial distress) influence job performance among teachers at the selected schools in Sabah?
- iii. Does gender moderate the relationship between work related and personal related stressors and job performance among teachers at the selected schools in Sabah?

1.4 Research Objectives

This study intends to investigate the effect of stress on job performance and whether this relationship is moderated by gender. Specifically, the objectives of this study are:

- i. To examine the relationship between work-related stressors (work overload; student discipline and motivation) and job performance amongst teachers at selected schools in Sabah.
- ii. To examine the relationship between personal related stressors (family matters, and financial distress) and job performance amongst teachers at selected schools in Sabah.
- iii. To examine the moderating effect of gender on the relationship between work-related (work overload, student discipline and motivation) and personal related stressors (family matters and financial distress), and job performance amongst teachers at selected schools in Sabah.

1.5 Scope of study

This study was conducted in selected public schools in Kota Kinabalu, Papar, and Ranau, Sabah specifically because the researcher had accessibility to distribute questionnaires in these schools. The target respondents were school teachers teaching at primary school and secondary schools. School teachers from several public schools were involved which are Sk Kibabaig Penampang, Sk Sri Gaya Kota Kinabalu, SMK Perempuan Likas, Sk St Paul Penampang, Sk Telupid Telupid, Sk Ratau Ranau, Sk Gabungan Telupid, Sk Surati Papar, Sk Pekan Papar, and Sk St Mary Papar. Therefore, the findings of this study are contextual and cannot be generalised to a wider population.

1.6 Significance of the study

1.6.1 Managerial/Practical Implications

Finding of this study provide guideline for government to review and to rearrange workload for school teachers, whereas it have been consistently evidence that work overload will increase stress level beyond productive level of stress. The psychological, physiological, and behavioral outcomes of distress will definitely become the major deprivation of the ministry of education to achieve the objective. As reported in Malaysia Education Blueprint 2013-2025, various efforts taken previously did not help the nation to achieve the targeted educational outcome. That was because the element of school teacher was not emphasized sufficiently whereas teachers are the key and driving force to produce desired quality of students. In order to produce the quality students, teachers must be in great condition and determination to perform them job efficiently every day.

It is important to examine the impact of stress toward the effectiveness of teacher's performance because it affects student outcomes. The awareness of stress is important because it remind teachers that stress management is not only for themselves, but for those they live with or work with or work for. The stressed individual could potentially affect other surround especially the immediate family and also student at school. Learning about stress is vital as we must all learn to tell when our bodies are reacting to stress, recognize when our stress levels are high, and have strategies on hand for reducing and managing stress. It will help teachers to realize that not everyone expresses their feelings in the same way, and even if someone they care tells us that they are fine, they may be under heavy levels of stress. Finally, it is also important to know when it is time to get help. Whether we are experiencing a major health issue or other issues, or are just dealing with daily stress, it's important to have systems in place to effectively manage the stress that comes (Scott, 2011). Understanding the potential behavioral outcomes of stress that might have significant relationship toward teacher's performance is very important in order to improve the quality of teachers work's life.

1.6.2 Theoretical Implications

The findings contribute to the growing literature which examines the role of stressors on job performance amongst teachers in Malaysia, specifically this study provides data from Sabah on this issue. This study showed that gender does not moderate the relationship between stressors and job performance, which perhaps indicates that teacher training overcomes the issue of gender, with the importance of the job role (teacher, educator) being more important, not whether the teacher is male or female. Personal related stressors also did not influence job performance, which indicates the sample of teachers studied here, were well disciplined and maintained a good balance between the job and personal role. This study highlights two key stressors, that of work overload, and student discipline and motivation influencing their job performance. Future work could examine whether students are aware that their lack of discipline influences their teacher's job performance.

1.7 Operational Definition of Terms

1.7.1 Stress

Stress is described as feeling tense, anxious, or worried. Stressors can be as simple or complex involving physical threat or an emotional threat. Stressors are factors at individual, group or organizational level which cause stress. Stress involves individual response to stressors when they find themselves in threatening circumstances and tax his or her coping abilities (King, L. 2010). In this study, the following stressors will be examined, work-related stressors, and personal related stressors:

1.7.1.1 Work overload

Work overload represent perception that one has too much to do and therefore, individual with work overload are likely to experience exhaustion and fatigue, which may affect their motivation in negative manners (Ahmad Zainal Abidin Abd Razak et al., 2011).

1.7.1.2 Student Discipline and Motivation

In verb, discipline defined as training someone to follow a rigorous set of instructions, but also punishing and enforcing obedience (Armin Krishnan, 2009). In schools,

discipline problems are situation which occur when a student refuses to obey rules of the classroom or school (Azizi Yahaya et al., 2009). On the other hand, student motivation can be referred as student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process (Bomia et al., 1997).

1.7.1.3 Family Matters

Family defined as a social unit that consists of father, mother, children where certain life connection exists between them in that particular social circle. (Mohd. Taib Dora and Noor Baiduri Abd Halim, 2011; Mahmood Zuhdi, 1997). Family matters are something to do with family issues.

1.7.1.4 Financial Distress

Financial distress refers to stress that is caused by a financial situation including personal, family and other various financial conditions. Financial distress may arise due to increasing financial stressors. Financial distress may be worsened if income earned is insufficient to make ends meet (Faoziah Haji Idris et al., 2013).

1.7.2 Job performance

Performance defined by Aguinis (2013) as employee behavior and what employees do. Performance is not result or outcome of what produced by employees. Performance is determined by the extent of procedural knowledge, distributive knowledge, and motivation of an individual. What distinguish one employee from other is the extent of these two types of knowledge and the level of motivation to execute them duty every day.

1.7.3 Gender

Gender refers in this study to the biological sex, either male or female (Esplen and Jolly, 2006). The study assumes that gender will moderate the relationship between stressors and job performance.

1.8 Organization of Thesis

This study consists of five chapters. Chapter one provide the overview of the topic to be studied, problem statement, scope and objective of the study, significant of the study, and definition of key terms used in this study. Chapter two offers a review of related literature review, research framework and definition of term (variable). Under this chapter the link between stress and job performance were verified. Chapter three explains the research approach methodology adopted; include data collection method, instrumentation, and also data analysis technique. The finding of the study is presented in chapter four. While the recapitulation of study, discussion, implication of study, limitation of study, and recommendation for future study are included in chapter five.



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CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Within the literature review, the background of the stress concept is included and how it links the individual performance. The Independent variables are selected from the literature review consist of work-related and personal-related stressors and their possible relationship toward job performance of teachers as the dependant variable. Besides that, the moderator also selected as the fact that there is different level of stress influence on the individual differences in term of gender.

2.2 Conceptualization of Stress

The Theory of General Adaptation syndrome (Hans Seyle) is a model of the basis for the stress-response pattern and introduces several stages of stress responses each involving physiological response, and explains how each stage of response to stress could produce a damaging impact to their health (Rice, 2000). Stress is not a simple anxiety; the outcomes can be seen emotionally, psychologically and also physiologically. Excessive stress brings more harm than benefit (Rice, 2000). According to M. Ivanevich, J. et al., (2011), stressors are those actions, situations, or events that place special demand on a person and stressors exist at an individual, group and organisational level.

2.3 Theory of General Adaptation Syndrome

According to the theory of General Adaptation syndrome, the reaction of organism towards stress develops in three stages which are Alarm reaction, Resistance and Exhaustion. Parallel with Han Seyle's theory, the link between stress and job performance are best explained in theoretical terms using the inverted U model created by Nixon (Sincero, 2012).