

**THE RELATIONSHIP BETWEEN LEADERSHIP
STYLE, WORKPLACE ENVIRONMENT,
REWARDS, JOB STRESSORS AND JOB
STRESS AT MARA JUNIOR SCIENCE
COLLEGE, SABAH**



MOHD YASSIN BIN AJUM

**PERPUSTAKAAN
UNIVERSITI MALAYSIA SABAH**

**SCHOOL OF BUSINESS AND ECONOMICS
UNIVERSITI MALAYSIA SABAH
2011**

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UNIVERSITI MALAYSIA SABAH

**DISSERTATION SUBMITTED IN PARTIAL OF
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CAPITAL MANAGEMENT**

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2011**

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STYLE, WORKPLACE ENVIRONMENT, REWARDS,
JOB STRESSORS AND JOB STRESS AT MARA
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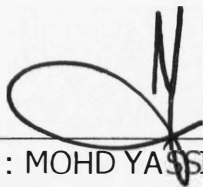
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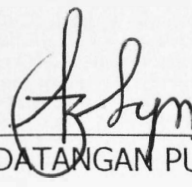
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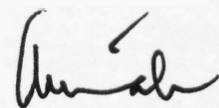
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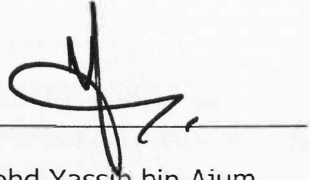


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DECLARATION

I hereby declare that the materials in this research are original except for quotations, excerpts, equations, summaries and references which have been duly acknowledged.



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Mr. Datu Razali B. Datu Eranza

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ACKNOWLEDGMENT

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Mohd Yassin bin Ajum
20th of July 2011



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ABSTRACT

THE RELATIONSHIP BETWEEN LEADERSHIP STYLE, WORKPLACE ENVIRONMENT, REWARDS, JOB STRESSORS AND JOB STRESS AT MARA JUNIOR SCIENCE COLLEGE, SABAH

The objective of this paper is to identify the relationship between leadership style, workplace environment, rewards, job stressors (independent variables) and job stress (dependent variable) among the teaching staffs at MARA Junior Science College Sabah. A total of 120 questionnaires were distributed which covering all teaching staffs and the response rate was at 89% or 107 respondents from both MARA JSC Tawau and Kota Kinabalu in Sabah participated in this research. The researcher adopts Reliability Analysis, Factor Analysis, Descriptive Statistic, Correlation and Multi Regressions Analysis to analyze the data collected. The findings showed that there is a significant relationship between workplace environment and job stress as expected, whereby $p < 0.05$ or $p = 0.011$, $\beta = 0.251$. The beta value, $\beta = 0.251$ indicates that when one standard unit of Workplace Environment factor increased, it can be assumed that job stress among the teaching staffs in MRSB will be increased by 0.251 standard unit. It also shows that the more uncondusive the workplace environment, it tends more to stress in their job. However the leadership style, rewards and job stressors are found not to be significantly related to job stress among the teaching staffs from both colleges.

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ABSTRAK

Objektif kajian ini adalah untuk mengenalpasti samada terdapat perhubungan yang signifikan diantara gaya kepimpinan, suasana kerja, ganjaran, pemangkin tekanan (pembolehubah tak bersandar) dengan tekanan kerja (pembolehubah bersandar) di kalangan tenaga pengajar Maktab Rendah Sains MARA(MRSM) di Sabah. Sebanyak 120 kertas soal-selidik telah diedarkan kepada semua tenaga pengajar MRSM dan kadar maklumbalas adalah sebanyak 89 peratus atau 107 orang peserta yang mengajar di MRSM Tawau dan Kota Kinabalu terlibat dalam kajian ini. Pengkaji telah menggunakan metodologi Realibiti Analisis, Faktor Analisis, Deskripsi Statistik, Korelasi dan Multi Regressi Analisis untuk menganalisa data yang diperolehi. Dapatan kajian menunjukkan terdapat hubungan yang signifikan antara suasana persekitaran kerja dengan tekanan kerja sebagaimana yang dijangka, dimana $p < 0.05$ atau $p = 0.011$, $\beta = 0.251$. Nilai Beta $\beta = 0.251$ menunjukkan bahawa apabila satu unit faktor suasana persekitaran kerja bertambah maka boleh diandaikan tekanan kerja bertambah sebanyak 0.251 unit. Ini juga menunjukkan bahawa semakin tidak selesa suasana persekitaran kerja, semakin bertambah tekanan kerja dalam kalangan tenaga pengajar MRSM. Walaubagaimanapun gaya kepimpinan, ganjaran dan pemangkin tekanan didapati tidak signifikan dengan tekanan kerja dalam kalangan tenaga pengajar daripada kedua-dua maktab.

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CHAPTER 1

INTRODUCTION

1.1 Overview

Schools are public institution which has responsibility to guide the students to behave in proper manner. The goal of changing the students' behavior should be directed by the school. The teachers responsibility or the tasks is to create a favorable environment in order to achieve the goals of bring the children to the best behavior.

In the age of globalization teaching and learning is difficult experience to say the least. The competition and environment condition can proof to be a challenge for teachers and students alike, at times it can create negative response. Skovholt and D'Rozario (2000) research shows that a teacher who has an easy and natural attitude towards their students is regarded as the best teacher. These findings reinforce the findings of Grasha (1996) that a teacher who process excellent teaching methods such as empathy and caring to the needs of the students are proof to be excellent teacher.

However, the damage may have done to the profession due to the negative exposure of the teaching profession by the media in its latest publication. Noriah *et al.* (2002) exposes several examples such as the lack of ethical behaviours and the lack of responsibility among the teachers in the school. Some teachers have been found to harsh on the students while try to correct their misbehaviour. This leaves a deep dent of negative impact on psychological and physical development of the students. Another example is the inability of teachers to control their anger or emotion. The teachers even go to such an extends as to damage the school property which are supposed to be for the benefit of educating the students in their moment of anger.

Such a bad behaviour does give the public a bad opinion of the education profession which are supposed to be role models for the younger generation. The question is that why does this happen. Utusan Malaysia (April 2001) reported that a third year student in Klang had been strangled, whipped and kicked to the chest by four teachers.

Daily News (August 2004) reported that 21 primary school students Jengka 1, City Centre Jengka Maran, have been slapped and then were made clean the blackboard with their cheeks. In the Daily News (June 2005) reported that a student was been beaten and slapped by the teacher until he was hurt. Incidents like these show that, most teachers cannot control their emotions when dealing with a variety of neglected students in the class until they do the things that can cause physical injured and profound psychological impact on students. The question is: Are these things should be done by the teachers to educate their students? What had happened to the teachers in Malaysia? Are they only good in academics? Only a few knows the psychology of education? Or is that the teachers are burdened by the increasing load of work that make them lose their professional ethics?.

Goleman (1999) states that a person who does not have the ability to control emotions, is difficult to interact with others and not be able to work well. It also indicates as an individual who is less successful in his career. The emotions creates the event that occur in a working place, this indicates the instability and emotional immaturity of the person in which there are dedicated to the tasks (Goleman, 1999).

1.2 Problem Identification

Problem identification in this chapter is to identify what are the symptoms of the problems in MRSM and it would help to construct the problem statement for this research. The findings of the previous research on job stress have been useful resources to develop the variables for the research.

Hsien and Tsai (2001) suggested that there is a positive relationship between leadership style and the job stress among the workers. The other variables that reported to have relationship on job stress are the research of Vicar (2003) which examined the relationship of workplace environment and job stress among the nurses, he found out that workplace environment and Job stress are related.

Rehman and Khan (2010) in their research on the relationship between Efforts-Rewards Model and Job Stress in Private Educational Institutions indicated that rewards are negatively related to job stress.

Meanwhile, Aizzat (2005) in his study to determine the influence of organizational variables such as conflict, blocked career, alienation, work overload, and unfavorable work environment on job stress among managers stated that job stressors and job stress are related to each other.

With regard to MRSM, it adopts a streaming system for student placement. Only students who are high academic achievers, obtaining the maximum 5As in the National Primary School Examination (for entry Form One) and 8As or minimum 6As/2Bs in the National Lower Secondary Examination (for entry into Form Four) are allowed to sit for the MRSM placement examination.

Therefore the parents are expecting a higher performance from the teaching staffs in the highly recognized school outside the Ministry of Education (MRSM/MARA is under The Ministry of Rural and Territory Development).

Hence, the analysis of the previous Sijil Pelajaran Malaysia (SPM) results showed that the trends of the MRSM students' achievement are not consistent and it does not indicate a significant difference in their achievements compare to students from other Fully Residential Schools such as Sekolah Menengah Sains (SMS) or Sekolah Berasrama Penuh (SBP).

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The average grade of MRSM students was much higher in compare to SMS/SBP only in 2001. However, the SMS/SBP students achievement scores a higher percentage compare to MRSM in 2000, 2002, and 2003 respectively.

General perception is that the performances of the students are reflected of the performance of schools teaching staffs. Meanwhile, job stress is identified among the factors that influence the job performance (Fisher, 1994).

1.3 Problem Statement

It is generally recognized that teaching profession is a stressful profession (Travers and Cooper, 1993). The previous researches stated that stress is a mental and physical condition which affects an individual's productivity, effectiveness, personal health, quality of work and job performance as indicated by Fisher (1994), Roselina *et al.* (2003), Shahu and Gole (2008). It was also reported that teaching profession was rated the second highest profession which experienced work related stress, depression and anxiety that across all classified occupations.

Job stress is a common problem among the teaching staffs worldwide including in MARA Junior Science College or Maktab Rendah Sains MARA (MRSM). Therefore it is deem necessary to investigate the underlying factors that contributing to the teachers' stress in MRSM.

1.4 Objectives of Study

According to the purpose study described above, the researcher has identified four key research objectives. The objectives of the study are as follows:

- 1.4.1 To examine the relationship between leadership style and job stress.
- 1.4.2 To examine the relationship between workplace environment and job stress.
- 1.4.3 To explore the relationship between rewards and job stress.
- 1.4.4 To identify the relationship between job stressors and job stress.

1.5 Scopes of the Study

This study is a quantitative type of research which specifies a correlation study. The objective is to identify the relationship between independent variables (Leadership, Workplace environment, Rewards and Job stressors) and dependent variable (Job Stress).

The population of this study covers all teaching staffs in MRSM Sabah as the respondents and this study will focus on job stress among teaching staffs of both MRSM Tawau and MRSM Kota Kinabalu in Sabah. The research does not include the entire education community or all the MRSM teachers in Malaysia. It's due to the factors that lead to teachers job stress were different among individuals, schools in the teaching environment. The findings of this study are depending upon the honesty and sincerity of the respondents when answering question submitted. Therefore the researcher assumes that all information provided by respondent is accurate. Validity and reliability of these studies is also depending on this assumption.

1.6 A Brief Introduction of MARA Junior Science College (MRSM)

MARA Junior Science College or Maktab Rendah Sains MARA (MRSM) is the main focus of this study.

The reason of choosing MRSM Sabah is because the research will seek to find out the underlying factors that contributing stress among the teaching staffs in MRSM. More important is, MRSM is a under the supervision and management of Majlis Amanah Rakyat (MARA) which comprises of both selected students and teaching staffs. It will be beneficial to seek out what are the factors that contributing stress which may influence their performance.

MRSM is established by MARA which has provided an excellent educational system based on science and technology especially for the potential *Bumiputera* students in these areas.

MRSM also being performs to encourage and to assist students, especially in rural areas participate actively in economic development and therefore, MRSM has been established for this purpose.

Starting with the establishment of the MRSM Seremban (Seremban MARA College), Kota Bharu, Kuantan, Kuala Terengganu and Kulim (Kolej MARA Kulim), MRSM has now expanded into 42 colleges of MRSM nationwide.

1.6.1 Admission Requirements for MRSM

a) To entering Form One in the MRSM the candidates must:

- Malaysian citizen six years
- *Bumiputera* or *non-Bumiputera* students enrolled in the School or Primary School.
- 5As in the Primary School Assessment Test (UPSR) in time for the students to the mainland.
- The result must a minimum of 3A 2B (A in Mathematics and Science) in the Primary School Assessment Test (UPSR) in time for the students in Sabah and Sarawak.
- Active in leadership, curriculum and sports.
- Priority is given to students from low-income families from rural schools, rural and urban areas, including squatter settlements and the plight of the area.

b) To entering Form Four in the MRSM the candidates must:

- *Bumiputera* Form Three students in Peninsular Malaysia, Sabah and Sarawak and the *Non-Bumiputera* Form Three students who are studying in school at the Peninsular Malaysia.
- Achieved at least 6A 2B (A in Mathematics and Science) and no grade C, D or E in the core subjects in the PMR year.
- High marks in UKKM (Test tendency to MRSM) for the year.
- Students must complete an application form and the tendency to sit tests MRSM (UKKM) as a prerequisite of admission to Form 4 MRSM.
- Students who are studying in boarding schools the Ministry of Education (SBP, SBPI) and SMKA below (IMED) Ministry of Education are not eligible to apply.

1.6.2 Ho apply for MRSM:

The acquisition system was located in January to 30 April each year.

a) For Form one candidate:

Applicants must come to the Office of the State MARA / Region adjacent to the application form on the UPSR results officially announced around the country. Applicants should bring copies of Birth Certificates and UPSR Exam Results have confirmed the purchase form. The payment is RM5.00 cash or money orders should be made in the form of postal Trust on behalf of the Council of Representatives [MARA].

b) For Form Four candidate:

Applicants who have at least C in Mathematics and Science in Semester 1 (May current year), Form 3 shall come into office MARA State / Local Government Area for the current application form sales. Applicants must bring a copy of identity card, birth certificate and one Semester Examination Results (May current year) Form 3, which was confirmed during the purchase form.

Fee is RM 10.00 (Ten Dollars) in cash or money orders should be made in the form of postal Trust on behalf of the Council of Representatives [MARA]. For applicants who apply for an application form by post should enclose postal order / money order, copy of identity card, birth certificate, the results of Semester One (May 2005) of Form Three, which has been validated and a thick envelope measuring 25 cm x 36 cm is located RM1.00 stamp itself and the Office of the Mara State / Local Government course.

1.6.3 The Score Calculation Process for the Admission of MRSM is:

a) For Form one candidate:

- 25% of the academic or 5A in UPSR results.
- 45% of socioeconomic status (SES). Income of parents divided by the number of dependents in the family to determine the percentage that can best contribute to the merit / marks an applicant.
- 30% of extra-curricular.

b) For Form Four candidate:

Students graduate examinations (LCE) for the current year have been at least 6A 2B (A IN MATH & SCIENCE) are eligible to submit applications. Form four students must sit a special test which tests the trend to MRSM (UKKM) which account for 70% of the selection conditions and the other 30% were from socio-economic status of students or families.

While the tendency to sit the test, the test paper contains three main aspects of mathematics questions (50 questions), questions of Science (50 questions), and a 100 question personality questions, their measurement is based on the Lower Secondary Education. Students must pass with flying colours in the trend test (UKKM) for admission to the MRSM.

To enter MRSM Special Education Program (BCP) for form four, students must fulfil the following condition which is first they must get 8A/9A results in the PMR examination. Second, they must graduate with distinction in the UKKM and marks must meet the highest order of the set.

1.6.4 Financial support for the Students:

MRSM students were awarded scholarships by MARA which they name it as a form of Financial Assistance exemption from paying fees. They also give (RM30) and pocket money of RM 25 per month to the students. They are eligible to receive financial aid which is calculated using a formula established by MARA based on family income and number of dependents in the family.

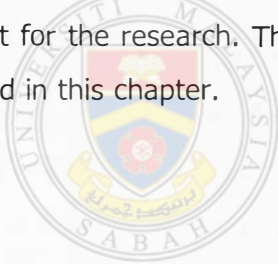
1.7 Significance of the study

The research conducted on job stress particularly among the teaching staffs of MRSM in Malaysia is limited, therefore this study would provide a basis for the understanding towards the factors that contribute to job stress especially in MRSM and the management of the MRSM school throughout Malaysia.

The understanding of those factors would help to minimize job stress among the teaching staffs and to improve their job performance in order to produce the best examination results for MRSM students.

1.8 Summary

Chapter 1 gave an overview introduction for this research as the background of the study. This chapter also identifies the problems in MRSM and develops a problem statement for the research. The objectives and the significance of study were also mentioned in this chapter.



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CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The literature review will discuss further on conceptual definition of job stress as dependent variable and the leadership style, workplace environment, rewards and job stressors as independent variables. The discussion will also include the relationship between independent and dependent variables.

2.2 Conceptual Definition of Job Stress

The job stress affects the life of the teachers particularly in their emotional development of education. Fortuna (2001) stated that job stress can affect the quality of teaching and subsequently influence the productivity, performance and efficiency of the teachers involved.

Job stress can also be experienced by individuals who can't adapt the environment of employment and who have the skills or expertise of poor work (Tang & Yueng, 1999). According to Adam (1999), Leung *et al.* (2000) the signs of other sources of stress are high expectations, low commitment, low job satisfaction, low self esteem and cannot afford to work in earnest. Ali Murut (2003) also reflects that the stress is also caused by a person who feels desperate with work that out of their expectations and the lack of personal control from the top management. Meanwhile, Abdul Aziz (2003) states that pressure will increase when confronted with too much work to be done, but faced with a very short period, and with a very limited available resources. In general teaching is a stressful occupation (Travers and Cooper, 1993). This is reflected in the positioning of teachers at above average levels on physical and psychological health and lower than average levels of job satisfaction.