

**A STUDY ON CORRELATION BETWEEN WORKLOAD
AND STRESS LEVEL AMONG SECONDARY SCHOOL
TEACHERS**

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**FACULTY OF ENGINEERING
UNIVERSITY OF MALAYA
KUALA LUMPUR**

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SECONDARY SCHOOL TEACHERS**

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A STUDY ON CORRELATION BETWEEN WORKLOAD AND STRESS LEVEL AMONG SECONDARY SCHOOL TEACHERS

ABSTRACT

Workload is the amount of work performed by someone usually within a specific time. In occupational safety and health settings, dealing with workload can be stressful and serve as a stressor for employees. Stress is felt as a pressure or burden often caused due to increase in workload, role conflict and not enough support from co-workers. Teaching career is a Nobel work but yet demanding career. Because of extended hours and heavy workloads, teachers are in danger of being overworked and not taking serious care about their own mental and physical health. The aimed of this research is to determine the correlation between workload and stress level among secondary school teachers. It is a cross-sectional study which use stratified sampling method to choose the schools. Workload is calculated using HSE Management Standards Indicator Tools questionnaire. Stress level calculated using International Stress Management Association United Kingdom (ISMA^{UK}) questionnaire. Research result shows that, 55.0% of the teachers are having workload demand on sometimes and the stress level among school teachers are in medium level which is 50.0%. Moreover, the Pearson coefficient value shows 0.005, therefore there is significant correlation between workload and stress level among secondary school teachers. This reveals that the teaching profession is no more the profession of a little stress.

Keywords: Workload, Stress, Teachers, Secondary School

KAJIAN MENGENAI KORELASI ANTARA BEBAN KERJA DAN TAHAP TEKANAN DALAM KALANGAN GURU SEKOLAH MENENGAH

ABSTRAK

Beban kerja ialah jumlah tugas yang dilakukan oleh seseorang dalam masa yang tertentu. Dalam bidang keselamatan dan kesihatan pekerjaan, beban kerja boleh menyebabkan tekanan kepada pekerja. Tekanan kerja disebabkan oleh peningkatan beban kerja, konflik peranan dan kurang sokongan daripada rakan sekerja. Perguruan adalah salah satu sektor yang penting dan menjadi pilihan ramai. Sebab masa yang panjang dan beban kerja yang berat, guru berada dalam keadaan bahaya dan tidak mengambil berat tentang kesihatan mental dan fizikal mereka sendiri. Kajian ini bertujuan untuk mengetahui hubungan antara beban tugas dengan tahap tekanan dalam kalangan guru sekolah menengah. Ia adalah kajian rentas keratan yang menggunakan kaedah berstrata untuk memilih sekolah. Beban kerja dianalisiskan menggunakan soal selidik yang bertajuk “HSE Management Standards Indicator Tools”. Tahap tekanan dianalisiskan menggunakan soal selidik yang bertajuk “International Stress Management Association United Kingdom (ISMA^{UK})”. Hasil kajian menunjukkan 55.0% guru kadangkala mempunyai beban tugas dan tahap tekanan dalam kalangan guru sekolah berada pada tahap sederhana iaitu 50.0%. Selain itu, nilai p menunjukkan 0.005, oleh itu terdapat korelasi antara beban tugas dan tahap tekanan dalam kalangan guru sekolah menengah. Ini mendedahkan bahawa kerjaya perguruan tidak lagi merupakan kerjaya yang kurang tekanan.

Kata kunci: Beban Kerja, Tekanan, Guru, Sekolah Menengah

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LIST OF SYMBOLS AND ABBREVIATIONS

COVID- 19	:	Coronavirus Disease
MOE	:	Ministry of Education
SPSS	:	Statistical Packages for the Social Sciences
IV	:	Independent Variable
DV	:	Dependent Variable
HSE	:	Health , Safety and Environment
ISMA ^{UK}	:	International Stress Management Association United Kingdom

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CHAPTER 1: INTRODUCTION

1.1 Introduction

Workload is the amount of tasks or work performed by someone usually within a specific time. Even sometimes it also known as the total energy output of a system particularly the human beings performing a task over time. In occupational safety and health settings, dealing with workload can be stressful and serve as a stressor for employees. There are three aspects of workload that can be stressful which are quantitative workload which means having more work to do than usual: qualitative workload where having work that is too difficult and the last one is underload which means work that did not use employee's skills and capabilities.

Teaching career is a Nobel work but yet demanding career. Because of extended hours and heavy workloads, teachers are in danger of being overworked and not taking serious care about their own mental and physical health. Education profession involves various job demands such as multiple meetings, administrative paperwork and most of the time because of new demands that were added without removing other work task. Other than that, they also need to distribute work assignments, individual planning and preparations of lessons either at in or off school (Jomual, Mabelle Antiquina, Cericos et al., 2021).

If the workload of educators keeps on increasing it will impact their mental and physical health. An International research was conducted among teachers and the result shows that teachers have high possibilities risk of mental disorders and work-related stress; it's become one of the most serious issues to consider in Japan (Kuwato & Hirano, 2020). Another researcher Huyghebaert, Gillet, Beltou, Tellier & Fouquereau (2018) also

supported the statement by revealing the positive indirect effects of workload on emotional exhaustion.

Education is an important sector in Malaysia. It represents the most critical and important job when speaking about stress. A comparative study conducted by Doss, Rachel, Jarrar et.al (2018) regarding occupational stress and burnout among school teachers which participated in 240 schools from private and government schools reveals a shocking finding that the government school teachers are facing more stress and burnout compared to private schools. The statement was also proved by another study which stated that teaching profession is one of the most stressful professions in Malaysia (Tai K, Ng Y, Lim P, 2019).

Stress is felt as a pressure or burden often caused due to increase in workload, role ambiguity and role conflict, ineffectiveness of management, miscommunications and not enough support from co-workers and lack of career development opportunities. Moreover, beginner teachers face more stressful situations compared to the senior staff. It is because of the workload and role conflict which lead to stress among teachers (Faisal, Noor & Khair, 2019). Moreover, during the Covid-19 pandemic education sector faced major changes and its impact the whole system and everything became online where the teachers had to teach their students from home. A total of 380 teachers from different schools participated in a survey and they experienced medium to high levels of stress. The major contribution of their stress is because they are spending more than time on remote teaching, excessive workload and also because of internet connection problems (Federkeil, Heinschke, Jungmann et.al., 2020).

This study will provide information on the interaction between workload and stress level among secondary school teachers. Teachers are one of the largest occupational groups in Malaysia. Schools are a potentially stressful environment because of their workload and overtime teaching and contribution to the public. As evidence, one of the studies cleared that increase in the level of workload on academicians increased the stress level (Khan, Rasli, Yasir, & Khan, 2019). According to the Minister of Education (MOE, 2002), teachers only plan and prepare lessons including assessing students to check their understanding. However, at present day, former teachers are getting more overloaded jobs to be fulfilled as compared to the other teachers which affects the teaching and learning process.

Therefore, this research will be focused on the correlation between workload and stress level among secondary school teachers. This is a cross-sectional study and the participants are among Melaka states secondary school teachers. Questionnaires will be used to determine the workload measurement and stress level among teachers.

1.2 Problem Statement

Teachers play an important role in a student's life. A few roles and responsibility of teachers in school and classroom well explained by researchers, Franklin, & Harrington, (2019). They well described the roles of teachers as careers where teachers are required to create safe learning environments that are respectful and inclusive for the learning benefit of their students. Teachers are able to plan lessons to maximise engagement and promote autonomy and ownership of learning, where students choose excellence and mastery as their educational outcome. Next, the researcher also explained the roles of a teacher as a role model, as a creator, as a student needs and last but not least

teachers are an inspiration for everyone. Teachers play a vital role in the development of societies all over the world (Makovec, 2018).

On the other hand, after the outbreak of the COVID-19 pandemic, the whole world implemented the education system via online. The responsibility of teachers keeps on increasing and teachers should not only assume the role of transmitting knowledge, but also play the role of “leader” and “accompanier” through effective guidance and communication (Yao, Rao, Jiang, & Xing, 2020).

Next, this is the first study conducted on the teacher’s health and wellbeing regarding their workload and stress level. Teaching is an occupation that is often characterised by a high degree of work stress, absenteeism and burnout. Past research has reported that due to over workload and burdens, teachers felt frustrated, mentally exhausted, excessively worried, depressed, anxious and at times defensive towards others. An increase in teacher’s workload has also been identified as an undesirable consequence of site-based school management. Moreover, another research conducted by Bettini, Jones, Brownell, Conroy & Leite, (2018) stated that teachers are overwhelmed with their workload and their perceptions of their workloads predict outcomes of concern, such as burnout and plans to quit teaching.

Therefore, a research conducted by Maldrine & Kiplangat (2020), stated the effect of workload among public secondary school teachers in Nakuru West Sub County, Kenya. The researcher also explained that most teachers teach many lessons per week; the teachers were also assigned administrative duties; they mark a lot of examination papers; teach during weekends and are also involved in more than one co-curricular activity. Results from the regression analysis showed that workload has a significant

effect among public secondary school teachers. So this research will focus on the correlation between workload and stress level among secondary school teachers.

1.3. Significant of the Study

Significance of the study this research hopes to raise better understanding for teachers in workload management in school. The main idea of this study is to raise awareness among secondary school teachers regarding workload that can lead to major health problem which is stress. The findings of this research could serve as a useful reference for the government and related organizations such as the Ministry of Education when formulating the policies and strategies to help the teachers relieve and cope with their workload and work-related health problems. With the information of teacher's workload and stress level, the government could be more considerate of the teachers while establishing new education policies or educational reforms. Besides, this research expects to assist the society to recognize teachers' time commitment in teaching and consider the effect of workload. As a result, the study will provide insight on the teachers' workload, and implication difficulties (stress) and some recommendations on how to manage the stress and workload.

1.4 Research Question

1. What is the workload level among secondary school teachers?
2. What is the stress level among secondary school teachers?
3. What is the correlation between workload and stress level among secondary school teachers?

1.5 Objectives

1.5.1 General Objective

To analyse the correlation between workload and stress level among secondary school teachers.

1.5.2 Specific Objectives

- i. To identify and assess workload level among secondary school teachers.
- ii. To evaluate the stress level among secondary school teachers.
- iii. To analyse the correlation between workload and stress level among secondary school teachers.
- iv. To propose a mitigation model to workload and stress.

1.6 Hypothesis

- i. Ho: There is a low workload level among secondary school teachers.

H_A: There is a high workload level among secondary school teachers.

- ii. Ho: There is a low stress level among secondary school teachers.

H_A: There is a high stress level among secondary school teachers.

- iii. Ho: There is no significant correlation between workload and stress level among secondary school teachers

H_A: There is a significant correlation between workload and stress level among secondary school teachers

1.7 Definition of Key Terms

1.7.1 Workload

The meaning and definition or concept of workload might be different or vary according to someone's perceptions (Van der Doef and Maes, 1999). Generally, one's views about the relative difficulty or ease of one's own work is known as subjective workload, while objective workload includes evaluations about the quantity of work. Workload has several definitions. First, it is defined as intensity of individuals' effort to finish a job (Bowling and Kirkendall, 2012), or pressure related to completion of work-related demands in a limited time (Huey and Wickens, 1993; Ilies, Huth, Ryan, and

Dimotakis, 2015). Another definition sees workload as a high level of intense mental effort spent on controlling and supervising (Curry, Jex, Levison, and Stassen, 1979). Excessive workload is perceived by employees as compelling, heavy and excessive (Türkoglu & Cansoy, 2020).

1.7.2 Stress

In a biological context stress is a physical, mental or emotional factor that causes bodily or mental tension. Stress can be external such as environment or from peoples or internal such as illness form. Stress is known as a problem that can lead to hazard. It can contribute to many health problems such as weight gain, diabetes, heart disease and blood pressure. Stress can be caused by limitation of time, pressure of examination or work deadlines, family demands and problems, education level, lack of status or respect at work, poor quality of relationship with colleagues and bad working conditions (Shkempi, Melonashi, & Fanaj, 2015).

1.7.3 Teachers Workload Level

Teachers are experiencing a high level of workload nowadays. According Manuel, J., Carter, D., & Dutton, J. (2018) teacher facing stress because of certain factors such as a consequence of administrative and accountability compliance demands associated with monitoring and reporting of teacher and student performance; need to prepare for test and examination, data collections, administration task, and high expectations from the school executive, students, parents and the wider community; the

speed of centralised curriculum change and policy reform; and diminished resources and support, including inadequate support for implementing new curriculum.

1.7.4 Teacher's Stress Level

Education is an important field in our country. It represents the most critical and important sector when speaking about stress. A comparative study conducted in 2015 concluded that out of 26 professions, teaching is the second most stressful occupation after ambulance car drivers (Demjaha, Minov, Stoleski, & Zafirova, 2015). The statement also proved by another study which stated that teaching is one of the most stressful profession in Kosovo (Shkempi et al., 2015). Moreover, the European Agency for Safety and Health at work has reported that stress was common in education and health related professions (up to 28.5%) as compared with other job sectors (Milczarek, Schneider, & Gonzalez, 2009). According to Haydon, Leko, & Stevens (2018) sources of teacher's stress are because of lack of administrative support, student challenges, teacher perception, state mandates, peer interactions, inadequate time, negative or challenging interactions with parents and families, coordinating special education meetings, and completing required paperwork outside the regular school day.

1.8 Report Outline

This research project is divided into five chapters as mentioned below:

Chapter 1: Introduction on the background of the research project. In this chapter, the researched explained regarding the overall view of workload level and stress level among

secondary school teachers, and the causes and impact of at workplace. The problem statement, objectives of the research and scope of study are included in this chapter. For more input, the researcher also includes the definitions for they key terms used for this research purpose.

Chapter 2: A literature review on workload and stress level among school teachers. The causes of workload and stress health hazards at workplace. Moreover, the impact of workload and stress among teachers. The findings of the literature review will be summarized in the literature review summary.

Chapter 3: Introduce the study's approach, which includes research design, study population and sampling methods, data collection methods and the way to analyse it, study locations, inclusion and exclusion criteria. A total of 100 participants are prepared to respond to the survey. The data obtained will be analysed using SPSS software.

Chapter 4: The data and information gathered were studied and reviewed. Tables and graphs were used to show the data. The result of SPSS analysis will be presented in this chapter as well and supported by information from journals.

Chapter 5: Conclusion of research on the summary findings and proposed of a suggestion for further research are included in this research project.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

A literature review on workload and stress level among school teachers. The causes of workload and stress health hazards at the workplace. Moreover, the impact of workload and stress among teachers. The findings of the literature review will be summarized in the literature review summary.

2.2 Workload and Stress Level Model

A literature review on workload and stress level among school teachers. The causes of workload and stress health hazards at workplace. Moreover, the impact of workload and stress among teachers. The findings of the literature review will be summarized in the literature review summary.

2.2.1 Job Demand Control Theory

Karasek began his academic career as a sociologist. As part of his PhD study in the mid-1970s, he devised the Demand–Control theory, which he published in a seminal essay in 1979. The idea integrates epidemiology insights on the link between job demands and health issues with job satisfaction and motivation studies.

The model's core is its link with a specific set of work characteristics: task demands and job management. The model is usually shown as a 2 X 2 matrix, with "low and high demand" and "high and low control." in Figure 2.1 below.

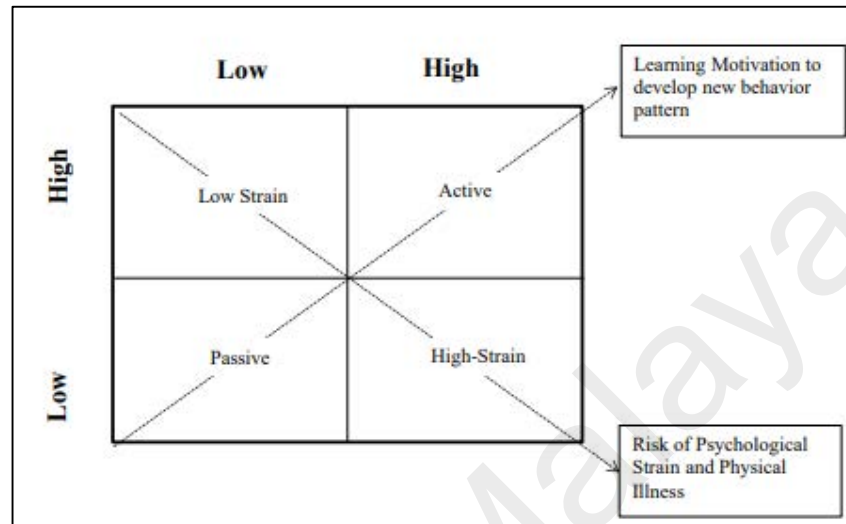


Figure 2.1 Job Demand Control Theory

In the simplest terms (Karasek & Theorell, 1990; Stansfeld & Candy, 2006), this results in four distinct task categories: 'High-stress occupations' are those that have a lot of expectations and little leverage (the riskiest to health). 'Active jobs' have a lot of expectations, but they still have a lot of leverage (less hazardous to one's health, typical levels of work stress). The demands of 'low-strain occupations' are modest, but the leverage is great (lower than normal work strain). 'Passive employment' is a term used to describe professions that are not physically demanding. Low expectations with limited control (the demotivating essence of this work form can result in average levels of job strain).

High work demands mixed with inadequate job control are associated to psychological and physical strain (high strain occupations), whereas occupations with high demands and control contribute to well-being, growth, and personal growth (active

jobs). Three factors that can be concluded from Job Control Demand Theory. First, while both demand and control are important drivers of health-related outcomes, they might work independently rather than together. Second, the consequences of demand-supply interactions and at the population level, those results can be easier to explain than at the corporate or entity level. Despite these limitations, many scholars continue to use Karasek's (1979) hypothesis, even without question, and it has had a significant effect on politics.

2.2.2 Academic Workload Modelling

Academic workload modelling seeks to understand how members of academic staff spend their time when they are at work, from teaching and research to management, administration, academic citizenship and other activities. The activities undertaken by academic staff are shown in figure 2.2 below:



Figure 2.2 The activities undertaken by academic staff

A well-designed approach to workload modelling can be of considerable benefit to institutions, to departments and to individual academics. A workload model allows

institutions or schools to compare activities and workloads across individual members of staff, as well as across departments, schools and faculties. It can also help those with management responsibilities to allocate activities equitably, to ensure that workloads are balanced and to identify capacity issues before they become critical. And it can help individual academics to understand what is expected of them and to better demonstrate their contribution to their department's activities

2.2.3 Factors Contributing to Teacher's Job Stress

Abdullah and Ismail (2019) proposed a measurement model which describes the factors contributing to teacher job stress. Here in this model the author explains the eight (8) dimension namely, student misbehaviours, workloads, professional recognitions, time and resources constraint, interpersonal relationship, training and support towards technology, curriculum facilities and exposure constraints and technology literacy. Figure 2.3 shows the sample model for teacher's stress.

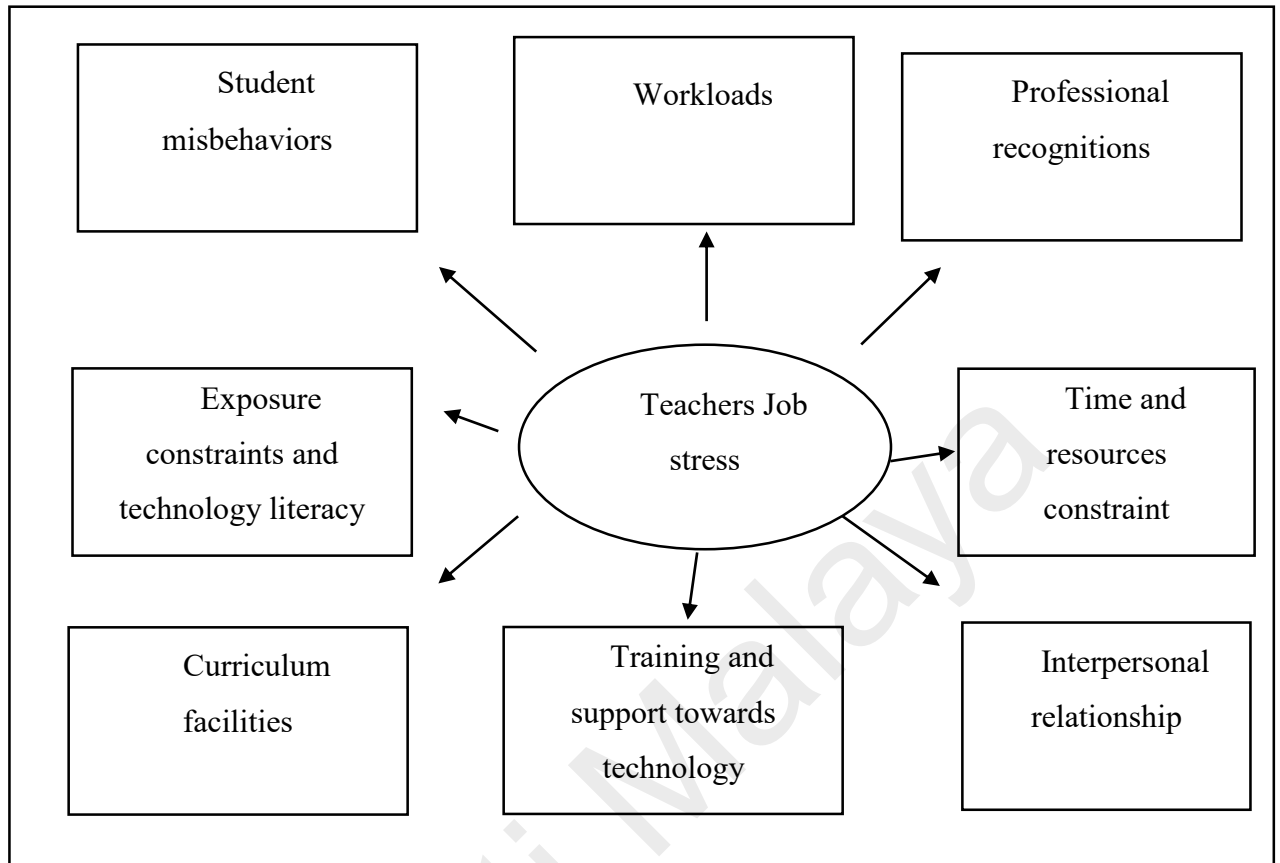


Figure 2.3: Teachers Job Stress

2.3 Role of Teachers

Teacher's profession plays an important role and gives a bigger impact on students' lives. An article has addressed teacher's motivation for and commitment to reform, their belief systems, their professionalism, their networks, and their professional development, among other topics (Datnow, 2020). Another research stated that teachers' roles and responsibilities are beyond that where they have to build a good engagement via formal and informal ways, and also as a protector (Muñoz-Hurtado, 2018).

Moreover, teachers play an important role in school leadership such as providing input on school budget, selecting new teachers for schools, school improvement planning,

selecting instructional materials, selecting student grading and assessment practice and last but not least devising teaching techniques (Ingersoll, Sirinides, & Dougherty, 2018). Moreover, asking questions is a very important skill in a classroom; teachers have to encourage students to ask questions bravely and without any restrictions. This is important for enhancing student motivation and promoting positive, critical, and creative thinking among students and to improve the teaching and learning process in the classroom (Shanmugavelu, Ariffin, Vadivelu, Mahayudin & Sundaram, 2020).

On other hand, teachers play a major role in the academic side. A study highlighted teacher's work such as administrative and accountability compliance demands associated with monitoring and reporting of teacher and student performance; high-stakes test preparation, associated data gathering, administration, and heightened expectations from the school executive, students, parents and the wider community; the speed of centralised curriculum change and policy reform; and diminished resources and support, including inadequate support for implementing new curriculum (Manuel, Carter & Dutton, 2018)

To be more specific in a traditional way, a teacher's role is to facilitate students in applying knowledge through classroom instruction and presentations. Their major roles are also to prepare lessons, mark papers, manage the discipline in the classroom, meet with parents, and work in collaboration with colleagues and other school staff. Furthermore, they have to play an important role to build a healthy, interesting and active environment, act as counsellor and support students, become role models and handle conflicts. Sometimes, they struggle for both taking student's attention and leading to understanding. At the same time, they have to provide effective learning (Aziz & Kazi, 2019).

In addition, teachers are a key element that play an important role in formal education during the pandemics Covid-19. They have to perform their diaries in teaching, encouraging creativity even without having to come face-to-face with students. They struggle using the online platforms but manage to deliver education wisely. A study result showed that teachers played an important role in the learning process, especially during the COVID-19 pandemic, in the same manner they need to be able to motivate students to stay passionate about learning (Winarsieh & Rizqiyah, 2020).

2.4 Teacher's Workload

The teachers' workload keeps on increasing day by day and it impacts their mental health which is stressful and also gives a big undesirable consequence of site based school management. The study aimed to determine teacher's workload and its implications on student performance. Around 132 participants from secondary schools were involved in this survey and the result shows that the teaching field is a high workload demands field (75.8%). There is other research supporting the statement that longer working hours are associated with higher levels of workload stress (Jerrim & Sims , 2021).

A study conducted by Pace, D'Urso, Zappulla, & Pace (2021) explores the level of perceived workload of educators and to evaluate related psychosocial risk such as psychological distress, work–life conflicts and also addiction to work. The result shows that workloads have negative perception of work related well being among educators. Moreover, another author argues that the most well received well being measures for the teachers are getting support from schools which aim to reduce their workload and increase their feelings of autonomy, relatedness and competence (Brady & Wilson, 2021).

According to Okiridu & Godpower (2021) there is a significant relationship between teachers' workload and instructional delivery. The function of a teacher has gone beyond classroom management; this has led to more responsibility for the teachers; when a teacher is given much workload beyond his or her capacity; they are likely not to produce the best result. The workload of a teacher will determine his or her performance. In most of the schools, academics play a role more than a teacher.

On the other hand, during the viral disease Covid- 19 education is one of the fields which faced a lot of challenges. All the physical classes needed to transform into an online platform immediately. These changes increased the teacher's workload aggressively. The surveyed teachers perceived an increase in workload due to the factors studied, intertwined with an increase in student desertion. The abrupt change in the modality from face-to-face to virtual education has generated a reorganization of work and family life, teleworking from home requires a clear delimitation by teachers of the work schedules and functions involved in the various aspects of online education (Medina-Guillen, Quintanilla-Ferrufino, Palma-Vallejo, & Medina Guillen, 2021).

A study conducted by Queensland Teachers Union stated that full- time secondary teachers worked an average 44 hours in a week. Overall, one in seven teachers worked more than 60 hours in a typical week which led to health problems. On the contrary, according to Cahapay, M. B. (2020) teaching field is multitasking and teaching workload causing them stress and also impacting their performance. The aim of this study was to determine the relationship between workload stress level among teachers and around thirty teachers who participated in this research. The outcome of this research stated that there is no significant relationship between workload stress and result based performance and providing evidence that stress may not necessarily influence performance.

2.5 Sources and Impact of Workload among Teachers

Teachers' workloads are highly demanding and will keep on changing according to the demands. Increase in workload causes teachers to work overtime at school or still be involved with work after working hours. Furthermore, technological advances, such as email, telegram, whatsapp and so on can connect and engage teachers with work during their personal time. Nowadays, teachers not only act as educators to spread their knowledge, but they also act as managers, planners, facilitators and also become role models to the local community (Johari, Yean & Zulkarnain., 2018).

Meanwhile a study conducted by Kim (2019) investigated the effects of teachers' administrative workloads on their ability to undertake class instruction preparation and feedback on students' homework. Teachers with greater administrative workloads are less likely to spend time on instructional preparation and providing feedback on students' assignments. This is because of their high workload; they could not concentrate fully on students. The author's also recommend reducing teacher's administrative workload to allow them to perform essential instructional duties.

Moreover, sometimes lack of resources such as finance or facilities for teaching, it is necessary for the teachers to prepare extra material which in turn adds to the existing assessments (Amininah at al., 2021). Gradually, they need to attend meetings, workshops or courses conducted by internal or external parties to upgrade their level (Norazmi et al., 2019). Another researcher supported this statement by agreeing that an adequate resource element is important and it can prevent teachers' workloads from occurring (Adibah binti Ibrahim, Ahmad., 2021).

In addition, another study conducted by Ujir, Salleh, Marzuki et al., (2020) which is well explained regarding teaching workload factors. Teaching credit hours which includes teaching time and laboratory usage, courses regularly and repeated over time, individual private lessons, handling a large number of students are also in burdensome categories. The usage of information and communication technology (ICT) plays a key role since the implementation such as connectivity, portability, flexibility, autonomy of students forms a new communication and interaction medium nowadays. To add on, the teacher's workload calculation needs to take into account the teaching experience of the academicians. It is because as an experienced academician, it will be quite easy to manage the workload. However, for an inexperienced academician, a longer time is needed in preparation. The author also concluded that the higher workload means lower quality of teaching.

In discussing the workload of teachers, some important elements will certainly be refined. According to Samsuddin, Binti Ali & Ismail et al., (2021) the workload of teachers divided according to severe types which are additional work, side work, replacing other teachers, attending external courses, various tasks and similar work that form the task overlap. Excessive piles of workload make the productivity of education teachers decrease.

The next part is the work environment which is an important element in influencing the workload of teachers. Research concluded that a less conducive work environment and lack of support made the task too difficult to complete. No support materials were provided when asked to attend a course or workshop that was previously the assignment of another teacher. The work environment that lacks cooperation between teachers and administrators makes a burden on teachers. This poor relationship also

triggers the problem of cooperation between teachers. Here are even assignments that need to be prepared outside of school hours and days. This situation leads to a high workload for teachers (Yusof, Adibah et al., 2021).

2.6 Stress among Teachers

In this research, which was conducted to determine burnout experienced by teachers working at public schools in Kütahya, Turkey data collected from 386 teachers were analyzed. Results indicate that almost half of teacher's experience burnout. Great number of teachers feel tired at least occasionally. Female teachers feel tired more than their male counterparts. Male teachers feel trapped, worthless and unsuccessful more than their female colleagues. Teachers working at technical high school's experience burnout more than other teachers. Reduction of teacher workload, exploration of why teachers experience burnout and generating preventive measures from research findings were suggested. Bozkuş, K. (2018).

Another researcher Othman & Sivasubramaniam (2019) provides more information on stress among secondary school teachers in Klang, Malaysia. Total 356 female and male participants participated in this research and stress was more common among female teachers. It is because of the longest teaching experience, lowest income, marriage duration and so on. Appropriate action needs to be taken to overcome this critical issue and to improve the mental health among secondary school teachers.

Teaching is one of the noble occupations in the world. A good teacher can deliver their best to achieve the education's goals but stress would disturb the way. Most of the

time, stress occurs because of high demands, less control in individuals, and limited support. In addition, any conditions can trigger job stress feelings within the teaching profession. In one sense, it may occur when teachers begin to feel their daily tasks are ever-growing. In this research the study highlighted that when the teachers experience high levels of stress, it will affect their performance to be less productive and effective (Noor Liyana, 2020).

Stress is also defined as a state of tension when someone experiences tension from extraordinary demands, constraints or opportunities (Senthilkumar, 2018). As education is a key of implementation and changes, it makes the teacher's profession tougher because of demand increasing due to a progressive shift in the role expectations (Thirupathi, Sudha, & Gopalakrishnan, 2018)

Teachers are those who shape the future leaders. Recent developments in the education field change the role of teachers; the majority of teachers in Malaysia are women. About 4.4 per cent or 2,123 out of 48,258 teachers were identified as having high levels of stress in 2018. According to Lee & Lai (2020) there are some female teachers who are facing severe and extreme levels of stress and moderate levels of happiness. The author recommends that school administrations and ministries need to take necessary action to monitor stress and happiness levels among school teachers.

Stress has various degrees and kinds among teachers. According to Girija & Shamseena (2020) on occupational stress among school teachers. The finding found that student's behaviour does not affect occupational stress among special education teachers. It found that 60% of teachers have not faced any stress due to parent's behaviour but 40%

of teachers have. The study reveals that social support can reduce occupational stress among special education teachers.

Teaching was one of the most stressful and challenging occupations. A study conducted by Arbae, Othman, Mahamad, Bakri & Hariri, (2019) on stress in academics stated that stress has become a concern in Malaysia due to the increasing amount of mental disorders. The results show that 77% of participating academic staff were experiencing stress. There are three major factors that contribute to stress which is demand, relationship and role.

2.7 Sources of Stress

According to Rusdi, Mohd, Omar et al., (2021) Teaching is one of the high level stress occupations in Malaysia. The findings show that the factors that cause stress among secondary school teachers in Petaling Utama district are depersonalisation, workloads, relationship between colleagues and working environment. Appreciation and support factors also play an important key role which lead to stress among school teachers.

Another researcher Othman & Sivasubramaniam (2019) provides more information on stress among secondary school teachers in Klang, Malaysia. In Malaysia, it is expected that teachers not only spend time on instructional activities such as lesson planning, classroom teaching, and grading homework, but also on tasks such as running co-curricular activities, attending or facilitating professional development activities, and engaging parents and the community. Further, teachers are also expected to engage in

administrative duties related to teaching and learning such as filling out student report cards and tracking student attendance in class.

On the other hand, educational technology is the most critical issue for improving the teaching and learning process of students. To achieve the target, teachers must have technology skills so that they can introduce it in their teaching practices. The studies analysed show a mostly quantitative approach to evidence that educational technology encourages the development of stress and anxiety in teachers. This topic is of great interest to teachers due to the current pandemic.

Language is the most important part of communication skills. In today's era of globalisation the importance of English cannot be denied as it is the most common and international language. A study conducted by Aziz, Swanto & Azhar (2019) reveals the English Teacher's perceptions about teaching English in the rural environment, the sources of their stress and how they cope with stress. The researchers found that the limited English environment, shortage of teaching resources and poor physical environment were the reasons that the environment failed to support English language teaching and learning. This has significantly contributed to the teachers' stress.

2.8 Correlation between Workload and Stress Level among Teachers

Tahrirah (2019) explained the relationship between workload and stress among teachers in her research. The respondents experienced moderate workload and experienced the most work stress. The interaction between task demands, work environment, skills, behavior and perception of a job can create workload. The researcher

concluded that workload and work stress have a significant relationship where if the level of mental workload increases, then the level of work stress will also increase as well and need to take necessary action to overcome this issue.

In contrast, a research conducted by Shen, Basri & Asimiran (2018) examined the two key variables in the school context, job stress and job satisfaction among the teachers in private and international schools. International school teachers also had lower levels of job stress, especially in work-related stressor and professional distress.

Lee Ching & Bee Seok (2018) stated in their article that work-life quality causes serious impacts including work-life conflict, decreased job ability and affects an individual's psychological state. This is because of extreme workload which causes high job stress that eventually affects quality of life. Particularly in Malaysia, job stress is currently medium level but workloads keep on increasing and which can cause the work life in risk.

2.9 Summary of Literature Review

A theoretical framework of workload and stress level has been established based on the literature review undertaken. This study focuses on the factors that lead to workload and the impact which is stress level among school teachers, including job demand, support and role. The theoretical framework of this study is presented in Figure 2.4 below.

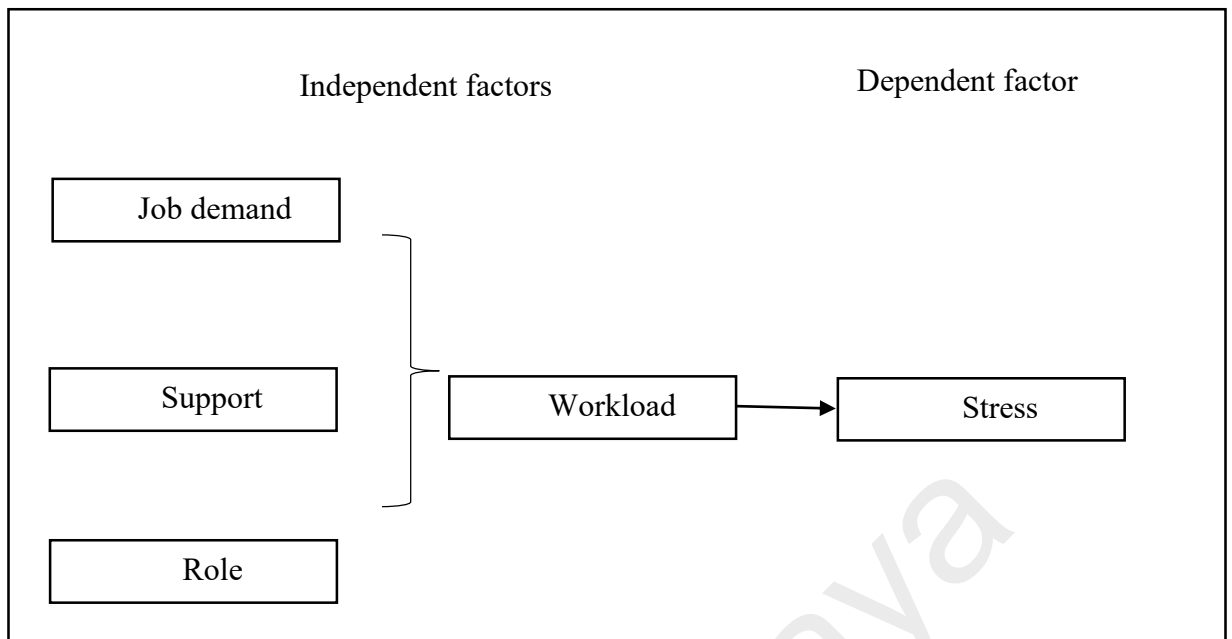


Figure 2.4 Theoretical Framework between independent and dependent factors

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CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

Introduce the study's approach, which includes research design, study population and sampling methods, data collection methods and the way to analyse it, study locations, inclusion and exclusion criteria. A total of 100 participants are prepared to respond to the survey. The data obtained will be analysed using SPSS software.

3.2 Research Design

The research design is used to ensure that the data obtained enables to address the research problem and as unambiguously as possible. This is the quantitative measure research which can identify the cause-effect relationship. The nature of this data looks at the general case and goes in towards the specific area. Next, a correlational research design investigates the relationships between independent and dependent variables. A correlation reflects the strength and direction of the relationship between variables. A cross-sectional study which is also known as prevalence study conducted in this research. So, this research design is basically correlational research refers to a non-experimental research method that studies the relationship between two variables with the help of statistical analysis.

3.3 Study Population and Sampling Methods

The schools were choosing by stratified sampling method. This sample method can reduce selection bias. Stratifying the entire population before applying random

sampling methods helps ensure a sample that accurately reflect the population being studied in terms of the criteria used for stratification. The criteria used for stratified sampling method in this study are the school must have multiracial teachers and also must have high number of students in Melaka State.

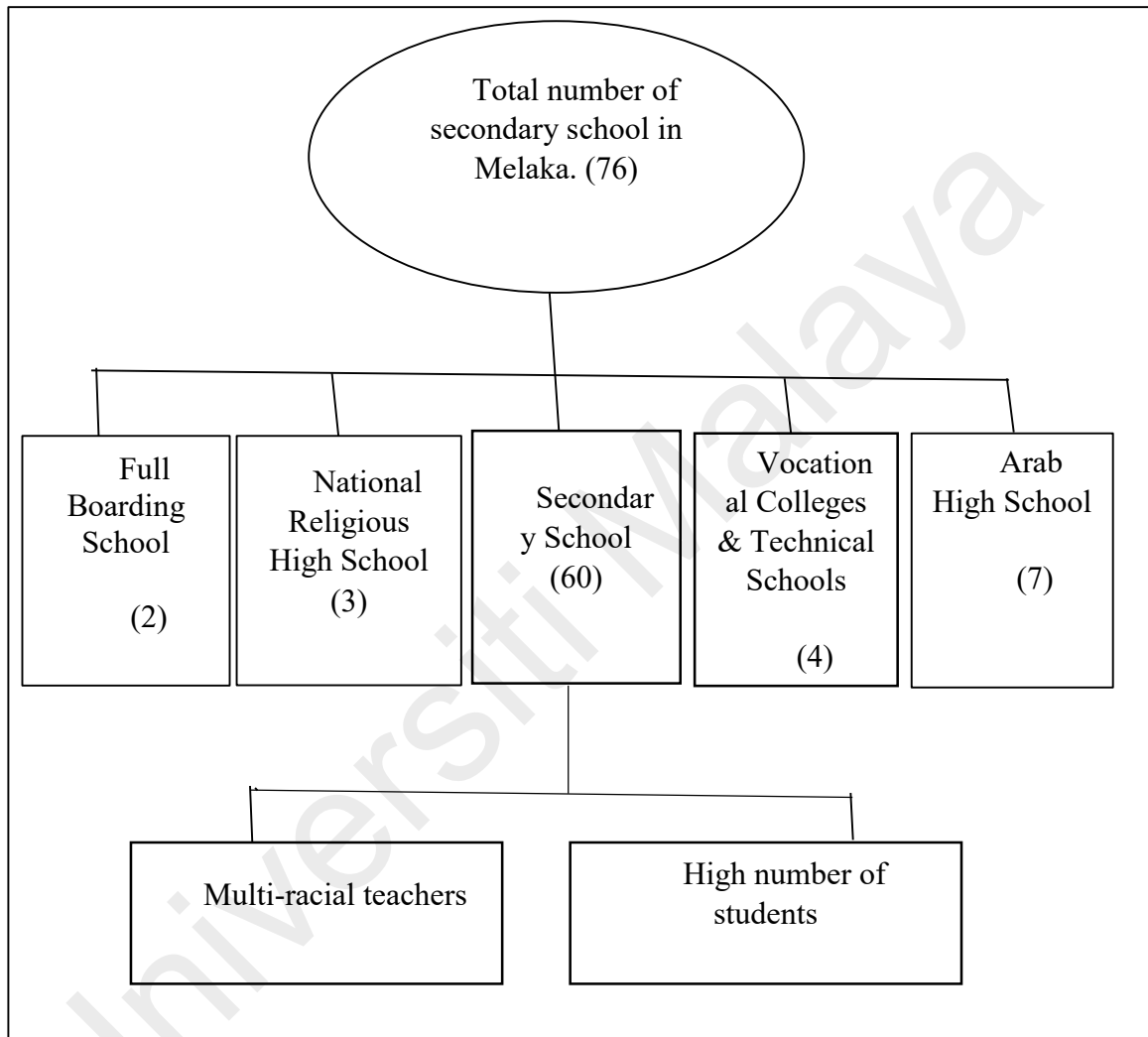


Figure 3.1 Stratified sampling method used to choose the specific schools

There are total 76 Secondary Schools which consist of two (2) Full Boarding Schools, three (3) National Religious High School, sixty (60) Secondary School, four (4) Vocational Colleges & Technical Schools and seven (7) Arab High School in Melaka state (Jabatan Pendidikan Melaka, 2020). The secondary school have multiracial teachers. So that it was choose as a representative school for Melaka state. Among 60 schools only few schools choose for this study which qualified the criteria by stratified sampling

method. The name of the schools is not revealed in this research study since it is a private and confidential information.

3.4 Pre test

A pre-test involving 15 voluntary participants of students from Diploma in Occupational Safety and Health program was conducted. The purpose of this pre-test is to ensure that the questionnaire is clear to the respondent to understand in terms of the language used, valid and reliable for the determination of the study. The feedback received from the respondent during this stage were analysed to ensure that if there is any modification is required to be done towards the questionnaire to get accurate results.

3.5 Data Collection Methods

For the purpose of the research a questionnaire-based data collection approach was used to verify the study model. The questionnaire was circulated to the respondents via face to face. Respondents were willing to answer the questionnaire as they were assured that the information will be used for study purposes only. The researcher ensures that all the participants have signed the consent form and answered all the questions. Participants have full rights to remove themselves if not interested in answering the survey.

3.6 Data Analysis Techniques

This research was analysed using the Statistical Package for the Social Sciences (SPSS) V26 software. This is because SPSS software widely used data processing software in this form of study. This software has been used in previous studies. Using the SPSS Software results in a precise data analysis, which was then used to arrive at a well-informed conclusion and set of recommendations. Nevertheless, before testing, the researcher completed preliminary data processing tasks such as editing, coding, and entry, as seen in Figure 3.2 below.

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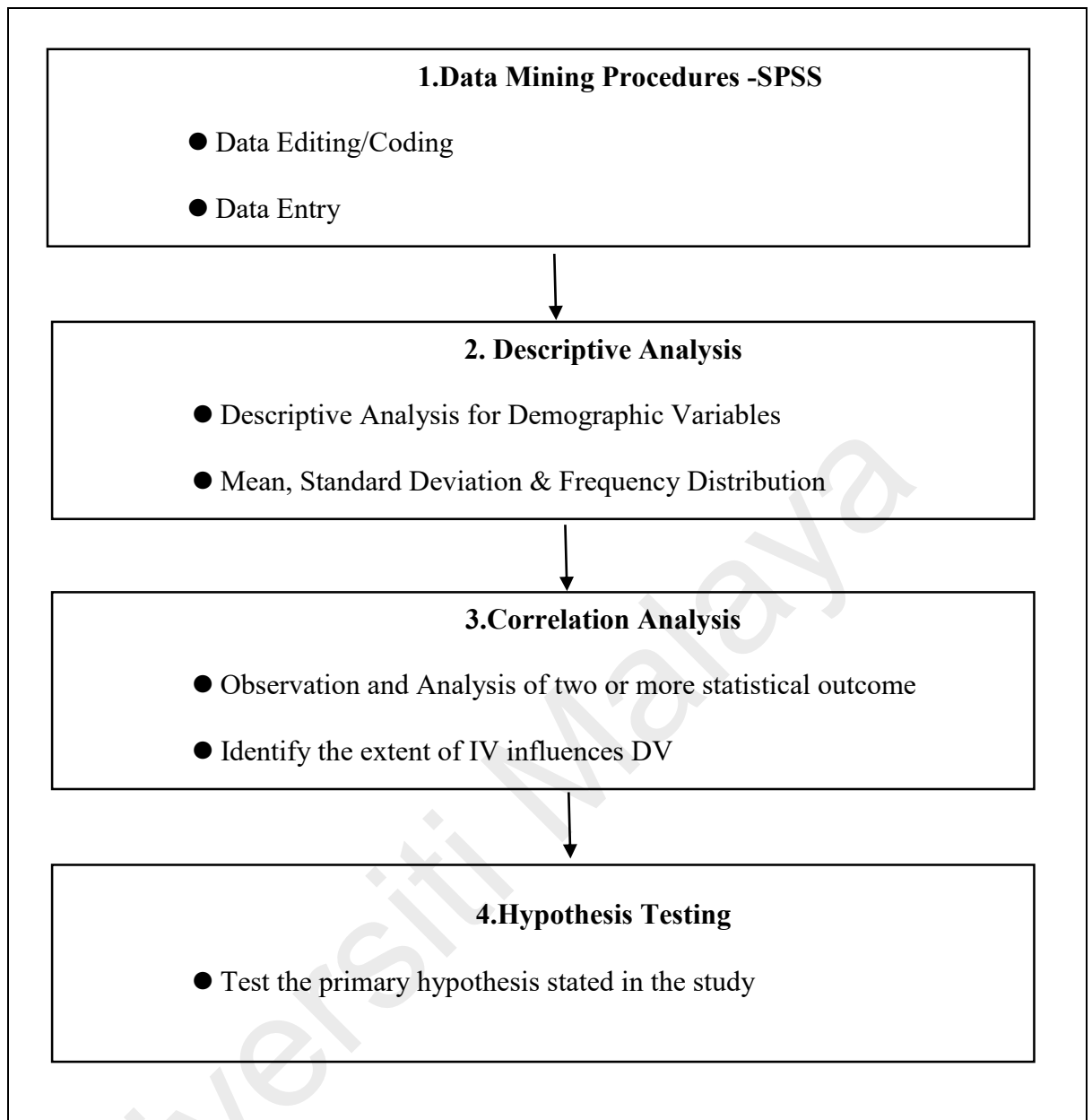


Figure 3.2: Data Analysis Process

3.6.1 Data Mining Procedure

Data mining is an essential aspect of the data management process. Part of it entails coding the information collected, which makes data entry easier. Respondents' answers are classified and grouped with a value dependent on the answer in question, which is known as data coding. This aided in the interpretation of the data from the questionnaire into SPSS, making it ready for the next phase in study.

3.6.2 Descriptive Analysis

The basic structures of the collected statistics were depicted using descriptive analysis. It aided the study in determining the data distribution, making simple to detect outliers or typos in the data. This study aided the research by displaying the research data's mod, maximum, and minimum values.

3.6.3 Correlation Analysis

Pearson's Correlation Coefficient was used in this study to identify the relationship between the effect of workload, to the stress level among secondary school teachers. A calculation of a monotonic correlation between two variables is correlation. The value of one variable grows in lockstep with the value of the other variable, or the value of one variable declines in lockstep with the value of the other variable in a monotonic connection between two variables (Schober et al., 2018). The correlation analysis assisted the study in determining how often the independent variable affected the dependent variable.

3.6.4 Hypothesis Testing

Based on the literature review conducted, the following hypothesis were proposed:

i. Ho: There is low workload level among secondary school teachers.

H_A: There is high workload level among secondary school teachers.

ii. Ho: There is low stress level among secondary school teachers.

H_A: There is high stress level among secondary school teachers.

iv. Ho: There is no significant correlation between workload and stress level among secondary school teachers

H_A: There is significant correlation between workload and stress level among secondary school teachers

3.7 Assessment for Workload Measurement

Workload was measured by HSE Management Standards Indicator Tools questionnaire. This questionnaire was designed to be part of the Management Standards process to address the core areas of work identified by the HSE such as demands, control, role, and change. It is a self-report questionnaire in which current employees respond to core areas that are scored using a 5-point Likert scale with answers ranging from 1 to 5 which is never to seldom and strongly disagree to strongly agree (Health and Safety Executive, 2004).

3.8 Assessment for Stress Level

Stress level calculated using International Stress Management Association United Kingdom (ISMA^{UK}) questionnaire. This questionnaire used in Shkemi et al. (2015)

journal which is also aimed to identify the stress level among teachers. So, it is accepted as a valid questionnaire. All questions in this questionnaire in Close-Ended type format. The answers are either “yes” or “no”. The table below shows the scoring of this questionnaire.

Table 3.1. The Scoring of Questionnaire (Adapted from (ISMA^{UK}))

Scoring	Description
4 point or less (low level)	You are least likely to suffer from stress related illness.
5-13 points (medium level)	You are more likely to experience stress related ill health either mental, physical or both.
14 points or more (high level)	You are more likely to experience to experience stress and stress related illness.

There are three categories which are low, medium and high in stress level. Participants categorized according to these scoring to identify their stress level. Low stress level means the participants are least likely to suffer from stress related illness. Medium level of stress means the participants likely to experience stress related illness. High level of stress means the score will be more than 14 points. It shows that the participants more likely to experience stress related illness.

Before distribute the questionnaire as shown in Appendix A, the participants have full rights to know the objective and purpose of the researcher’s study. The participants must understand the questions very well and if the he or she can’t understand the question they can refer to the researcher. They must answer the questions honestly to get the quality

result. Next, researcher explained to the respondent the nature research. The last part, the respondent has to sign the consent form before submit the questionnaire to the researcher.

3.9 Inclusion and Exclusion Criteria

There are two types of criteria which is inclusion and exclusion criteria for respondents. Inclusion criteria are characteristics that the prospective subjects must have if they are to be included in the study. Exclusion criteria are those characteristics that disqualify prospective subjects from inclusion in the study. Participants have to follow these criteria to avoid bias.

Table 3.2: Inclusion and Exclusion Criteria

Inclusion criteria	Exclusion criteria
Malaysian	Smoking
Permanent teachers	Pregnant women

3.9.1 Inclusion Criteria

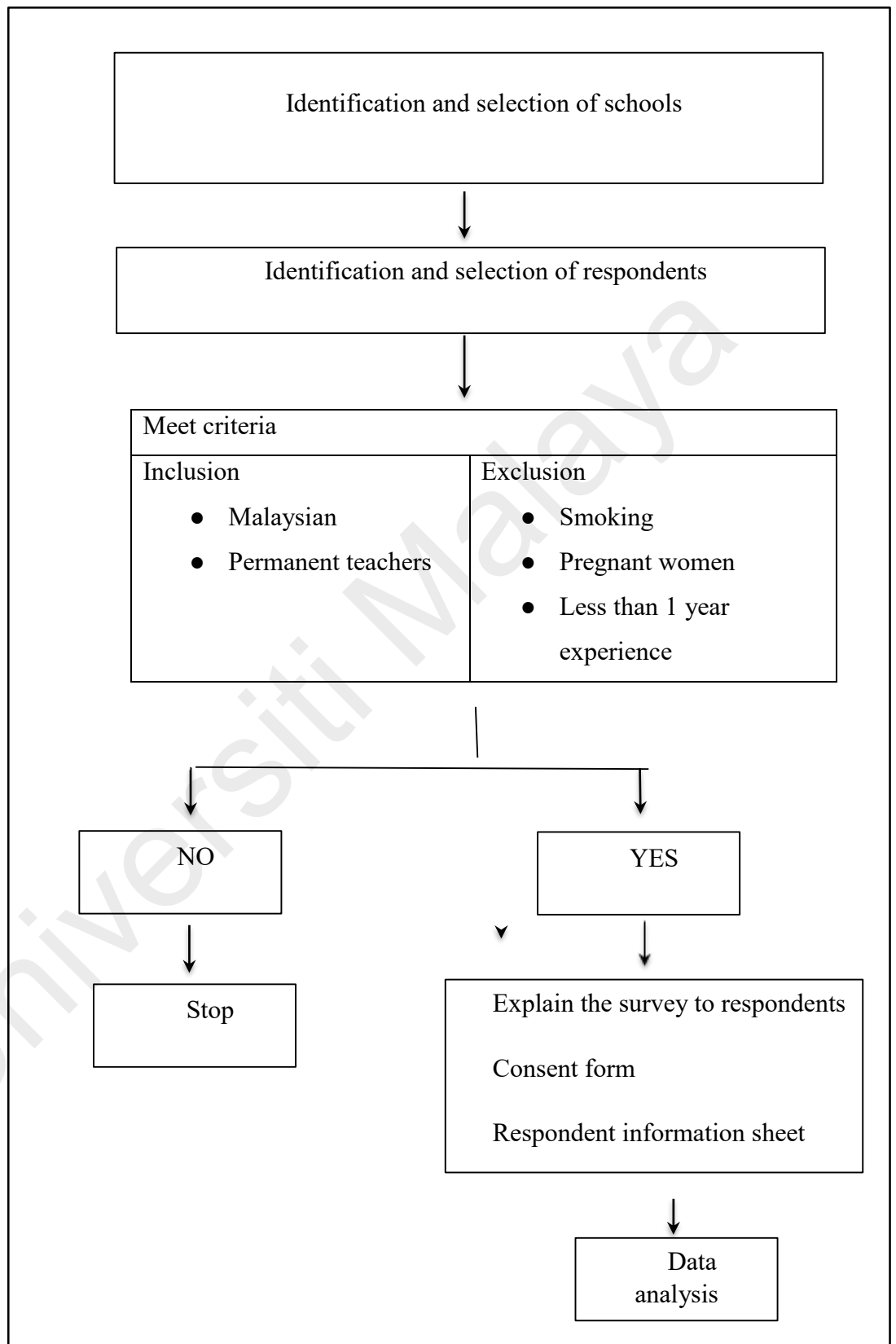
First inclusion criteria used in this study was respondent must be Malaysian. It is because the researches only focus on Malaysian region. Moreover, different regions have different education system. Because this study focuses on Malaysia educational system, so the respondents must be Malaysian. Second, they must be permanent teachers. In certain schools, there are temporary teachers also known as part time teachers. They replace teachers who went to maternity leave or they do part time job during their semester breaks.

3.9.2 Exclusion Criteria

According to Brisson, Larocque, Moisan, Vézina, and Dagenis (2000) the exclusion criteria will be participants should not have smoking habits. It can affect the stress level of the respondent. Second teachers who are less than one year working experience are excluded. It is because they are still fresher in education field. Next, pregnant women also excluded in this study for avoid bias.

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3.10 Flow Chart



CHAPTER 4: RESULT AND DISCUSSION

4.1 Introduction

The research aims at discovering the correlation between workload and stress level among school teachers. The population size is limited to 100 respondents who are working at secondary school. Mainly this chapter focus on examining the data and describing the data obtained using charts and tables as illustrations. The survey data is analysed in this chapter, and the results are compared to the study's goals. SPSS was used to assess the quantitative data obtained through the survey. The qualitative data was also carefully reviewed, and the study's goals were thoroughly explored.

The questionnaires have been distributed to the entire respondent and explain about the questions parts, consent form part and the ethical issue. After they well understand, then only they can participate in this study.

4.2 Descriptive Analysis

Descriptive statistics are typically obtained from all the survey's questions, and they reflect the study's raw data outcome. The variables for workload assessment were measured as always; often; sometimes; seldom and never. The variable for stress level measured as low; medium and high. Descriptive statistics are important to the researcher because they serve as the foundation for further review and enable the reader to replicate the study while also providing a summary of the findings. The central tendency is the subject of the most important descriptive statistics. Frequency Analysis is a part of

descriptive statistic. Frequency means the number of times of an event occur. For this research paper, the researcher used majority frequency analysis to demonstrate the data.

4.3 Demographic of Respondents

A total of 100 valid replies were obtained from the questionnaire distributions, resulting in a 100 percent response rate. A frequency distribution would best represent the surveys basic information shown in Table 4.1.

Table 4.1: Information of the Respondents

Variables	Categories	Frequency	Percentage(%)
Gender	Male	22	22.00
	Female	78	78.00
Age	21 – 30	25	25.00
	31 - 40	30	30.00
	41 - 50	27	27.00
	51 – 60	18	18.00
Education Level	Degree	80	80.00
	Master	18	18.00
	PhD	2	2.00
Working Experience	Less than 1 year	8	8.00
	Less than 5 years	21	21.00
	Less than 10 years	13	13.00
	More than 10 years	58	58.00
Marital Status	Single	29	29.00
	Married	68	68.00
	Divorced	1	1.00
	Separated	0	0.00
	Widowed	2	2.00

4.3.1 Gender and Age

Table 4.1 indicates that more than 70% of the respondents were females (78.0%) among 100 respondents. Regarding age, the highest percentage of respondents are between 31-40 years old (30.0%), followed by the age group between 41-5- which is 27.0% and 51-60 years old with 18.0%.

4.3.2 Education Level

Most of respondents have bachelor degree which is 80.0%, followed by 18.0% who are master holders. Only 2.0% of the respondents completed their PhD level education.

4.3.3 Working Experience

A total 58.0% of respondents have more than 10 years of experience, followed by less than 5 years' experience which is 21.0%. 13.0% of the respondents have less than 10 years' experience and only 8% of the respondents have less than 1-year experience as shown in the Figure 4.1 below.

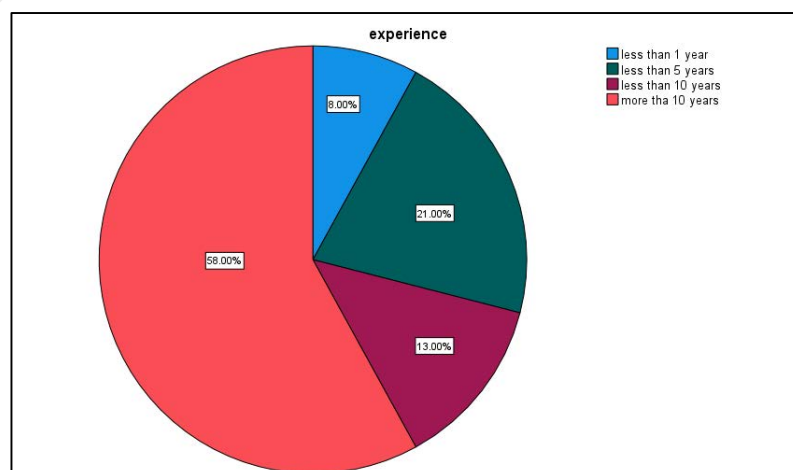


Figure 4.1: Working experience of the respondents

4.3.4 Marital Status of the Respondents

From the responses of the survey, 68.0% of the respondents are married, following 29.0% of the respondents are single. Another 2.0% of the respondents are widowed and a respondent is divorced as shown in Figure 4.2 below.

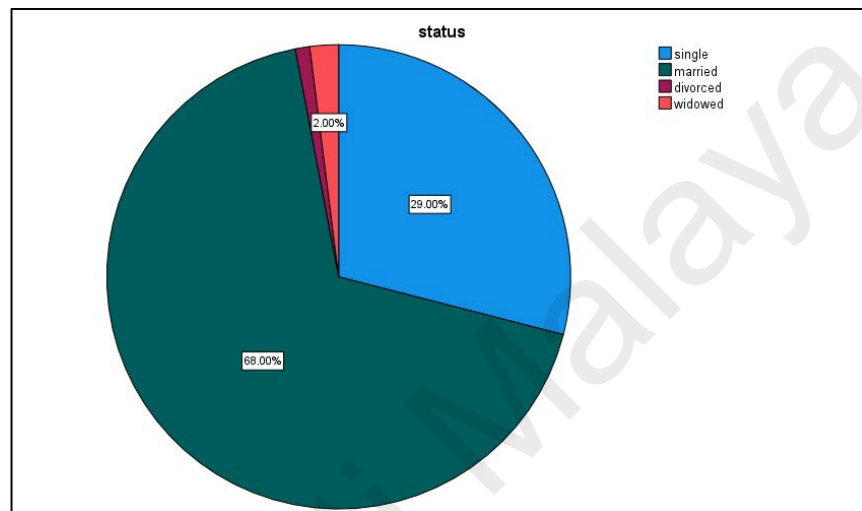


Figure 4.2: Marital Status of the Respondents

4.4 Workload Level Among School Teachers

4.4.1 General Workload Summary

Based on this research, the hypothesis for workload is as follow.

Ho: There is a low workload level among secondary school teachers.

H_A: There is a high workload level among secondary school teachers.

Based on the research 55.0% of the teachers are having workload demand on sometimes, follow by 26.0% of the teachers often facing workload demands at schools.

The rest of the teachers seldom facing workload level which is 16.0% and least percentage of teachers having workload on always which is 3.0% as shown in figure 4.3 below.

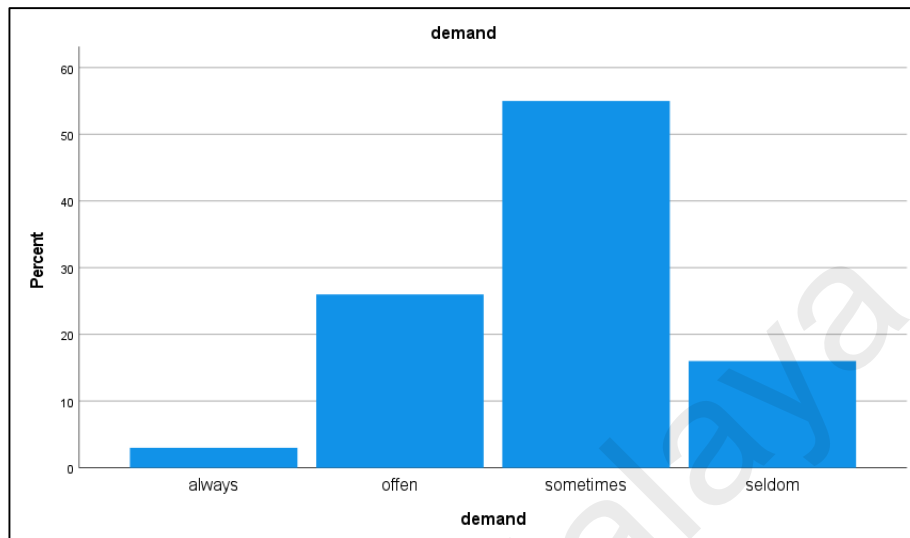


Figure 4.3: Workload of the Respondents

4.4.2 Workload Assessment Based on Demographic Data

A frequency distribution would best represent the surveys on workload assessment as shown in Table 4.2.

Table 4.2 Frequency Distribution of Workload

Variables	Categories	Always	Often	Sometimes	Seldom	Total
Gender	Male	2	2	14	4	22
	Female	1	24	41	12	78
Total		3	26	55	16	100
Age	21 – 30	0	9	10	6	25
	31 – 40	3	11	14	2	30
	41 – 50	0	4	17	6	27
	51 – 60	0	2	14	2	18
Total		3	26	55	16	100
Education Level	Degree	3	18	47	12	80
	Master	0	7	7	4	18
	PhD	0	1	1	0	2
Total		3	26	55	16	100
Working Experience	Less than 1 year	0	2	2	4	8
	Less than 5 years	0	10	10	1	21
	Less than 10 years	3	2	6	2	13
	More than 10 years	0	12	37	9	58
Total		3	26	55	16	100
Marital Status	Single	0	12	10	7	29
	Married	3	14	43	8	68
	Divorced	0	0	0	1	1
	Widowed	0	0	2	0	2
Total		3	26	55	16	100

Based on the above table, the researcher can conclude that ‘sometimes’ the teachers are facing workload. Compare to male and female teachers, female teachers are facing medium workload which is 74.54%; In terms of age 41-50 years old teachers are facing workload (30.9%); next the teachers who are having bachelors having medium level of workload compare to others (85.45%); and teachers who are more than 10 years’ experience (67.27%) having medium level of workload; last but not least compare to other marital status, married category (78.18%) are facing medium level workload.

According to Gul, Tahir & Batool (2021) teachers know how to manage working hours and workload regularly, know how to handle factors which are responsible for job satisfaction, know how to fulfil their responsibilities within the stipulated period of time to reduce workload, know about their subject content and know that they will have to teach the content in a semester and know how to solve their domestic problems to reduce anxiety. Further results also concluded that university teachers’ perceptions were positive towards time management skills which included scheduling, planning, managing paperwork, handling interruptions and establishing priorities. It was also concluded that increase in teachers’ workload decreases teachers’ time management skills so that they can managed their workload wisely.

4.4.3 Supporting Factor of Workload

Based on the analysis above, the researcher can conclude that ‘sometimes’ the teachers are facing workload. It is because teachers are getting enough support from colleagues and management according. Other than that, teachers are fully aware of their

roles and responsibility at the schools. Figure below show the result obtained from this research on support and roles of the teachers at schools.

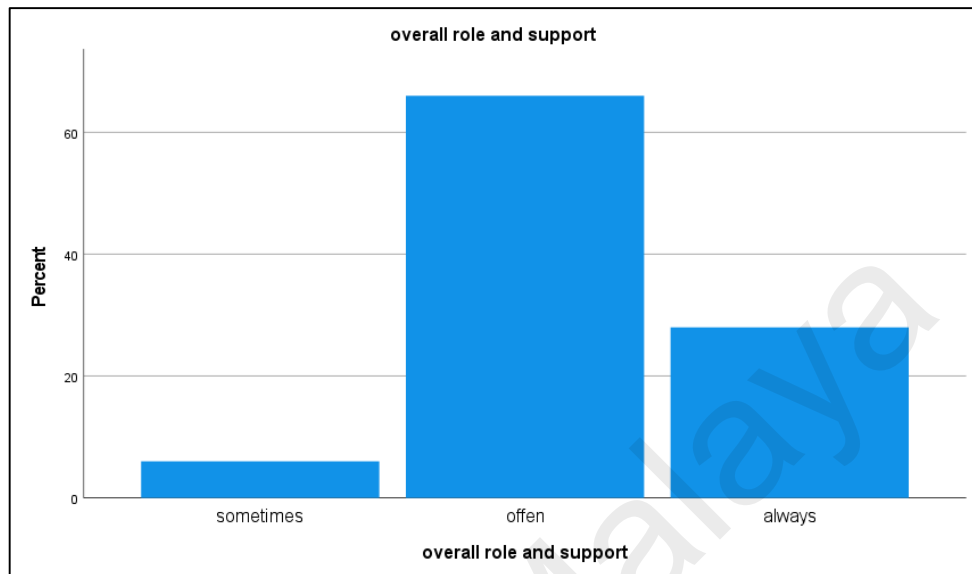


Figure 4.4: Overall Support and Role of Teachers

Based on the above figure, the result shows that teachers are often aware of their roles and responsibilities at schools. Moreover, they are getting enough support from the management and working colleagues. So that, they are managing their workload wisely and effectively.

According to a study, appropriate working hours are required to protect workers' mental health. Long working hours were linked to depressed symptoms due to a low of social support and poor compensation. As a result, we may deduce that workplace social support from supervisors and co-workers might be helpful in reducing depressed symptoms. Managerial leadership, personality respect, conflict resolution, organizational abilities, and co-worker collaboration and support may all enhance workers' mental health.

Reward accounted for a significant part of depression symptoms in individuals who worked more than 68 hours. Inadequate remuneration for hours worked was found to be a risk factor for depressed symptoms. As a result, for employees' mental health, it is required to increase social support or provide adequate compensation based on working hours, and, ultimately, to work in the proper hours. Long work hours might result in a lack of recuperation time, which can contribute to depression. Other aspects, such as physical and mental recovery, must be explored later as processes impacting depression symptoms caused by excessive working hours (Yoon et al., 2018).

In other hand, another author argues that the most well received well-being measures for the teachers are getting support from schools which aim to reduce their workload and increase their feelings of autonomy, relatedness and competence (Brady & Wilson, 2021).

4.5 Stress Level among School Teachers

4.5.1 General Stress Level Summary

Based on this research, the hypothesis for stress level is as below.

Ho: There is a low stress level among secondary school teachers.

H_A: There is a high stress level among secondary school teachers.

Based on the survey data obtained, the research can conclude that stress level among school teachers are in medium level which is 50.0%. Furthermore, 44.0% of the respondents are in high level stress and the rest are in low stress which is 6.0%. The stress level data are as shown in Figure 4.4 below.

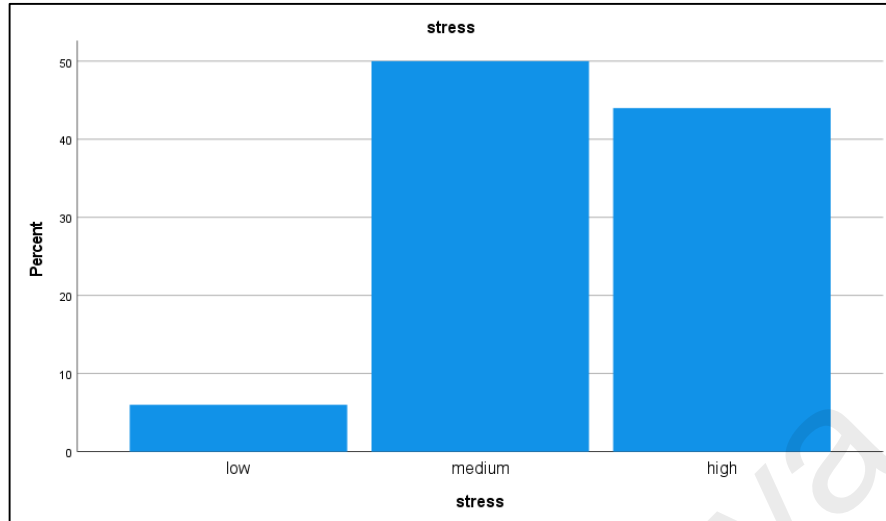


Figure 4.5: Stress Level Among Teachers

4.5.2 Stress Level Based on Demographic Data

A frequency distribution would best represent the surveys on stress level as shown in Table 4.3.

Table 4.3 Frequency Distribution of Stress Level

Variables	Categories	Low	Medium	High	Total
Gender	Male	1	14	7	22
	Female	5	36	37	78
Total		6	50	44	100
Age	21 – 30	1	11	13	25
	31 - 40	1	14	15	30
	41 - 50	2	12	13	27
	51 – 60	2	13	3	18
Total		6	50	44	100
Education Level	Degree	5	40	35	80
	Master	1	9	8	18
	PhD	0	1	1	2
Total		1	50	44	100
Working Experience	Less than 1 year	1	3	4	8
	Less than 5 years	0	7	14	21
	Less than 10 years	0	6	7	13
	More than 10 years	5	34	19	58
Total		6	50	44	100
Marital Status	Single	1	14	14	29
	Married	5	34	29	68
	Divorced	0	0	1	1
	Widowed	0	2	0	2
Total		6	50	44	100

From the above table, the researcher can analyse that stress level among secondary school teachers are in medium level. Compare to male and female teachers, female

teachers are facing medium level of stress which is 72.0%. In terms of age 31-40 years old teachers are facing stress (28.0%); next the teachers who are having bachelors (80.0%) having medium level of stress compare to others; and teachers who are more than 10 years' experience (68.0%) having medium level of stress; last but not least compare to other marital status, married (68.0%) category are facing medium level stress.

Teachers are under a great deal of stress because of the pressure to change and the difficulties in delivering online lessons (Chitra, 2020). A study showed that their stress from online classes is unaffected by demographic characteristics, and that this has a significant impact on their work satisfaction which may have an indirect impact on their performance (Gopinath, 2020).

It is found that 12% of female respondents suffer from mild stress, while for male only 9% of male suffer from mild stress and 1% of male suffer from moderate stress. A study found that females had much greater levels of felt stress than males (Kneavel, 2020). Female employees are more prone to stress and succumb to it significantly due to their high sensitivity as women and low job satisfaction. Female employees also may experience stress because of the demanding nature of their jobs (Ewan Carr, 2016). Understanding the depth and breadth of a person's social networks is important when working with males and females in practice, as well as how they use those networks (Kneavel, 2020). According to the present findings, women are perceived stronger than men because they have a bigger support system, report higher quality social support, and social support quality predicts stress levels differently for different genders (Kneavel, 2020).

In this study, majority of the teachers were facing medium level of stress which also called acute stress. According to American Psychological Association (2017), acute stress is the most common form of stress. Fortunately, acute stress symptoms are recognized by most people. Because it is short term, acute stress doesn't have enough time to do extensive damage associated with long term stress. The most common symptoms are emotional distress and muscular problems. The teachers were facing low and medium level of stress may be because they know how to manage time, have a good quality of relationship with colleagues, have a good relationship with parents, good working conditions and they also can manage their family problems. A research done by Parray et al. (2016) the result for teachers stress level lie at medium level. It was proven by the high percentage on medium category of respondents in every aspect that have been included in that research. It also shows that student's disciplinary problem is the main factor in causing stress among teachers.

4.6 The Correlation Between Workload and Stress Level Among School Teachers

Based on this research, the hypothesis is as follow.

Ho: There is no significant correlation between workload and stress level among secondary school teachers

H_A: There is. significant correlation between workload and stress level among secondary school teachers

This section will discuss the relationship between workload and stress level among secondary school teachers. The Chi-Square Test used to discover out the

correlation between the variables. Table 4.4 shows the Chi-Square Test of workload and stress level.

Table 4.4 Chi-Square Test of Workload and Stress Level

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	18.602	6	.005
Likelihood Ratio	17.628	6	0.007
Linear- by-Linear Association	12.048	1	<.001

The Pearson coefficient for Workload and Stress level among secondary school teachers is 0.005, and therefore it is significant. Thus, H_0 is rejected and H_A is accepted. There is significant correlation between workload and stress level among secondary school teachers.

A study conducted by Lawrence, Loi & Gudex (2019) sought to investigate teachers' experiences of work intensification and wellbeing. Using the Job Demands-Resources model as a framework, this study investigated the relationship between work intensification, satisfaction with workload, perceived organisational support, and burnout. In addition, the results indicated that perceived organisational support moderated the relationship between work intensification and the emotional exhaustion component of burnout. These findings have important implications for teacher wellbeing and highlight the importance of organisational support for staff.

According to Rusdi, Mohd, Omar et al., (2021) there is a significant positive high correlation between workloads and stress ($r=0.755$, $p=0.00$, $p<0.05$). the higher the workload the higher the stress level among teachers. The author recommended that

everyone including the management, parents and staff should provide enough support to teachers so that they can manage their stress accordingly.

4.7 Proposal of Workload and Stress Reduction at Workplace

From this study, a checklist, and programs to mitigate workload and stress issues can be deduced. The workload and stress issues are not only due to individual factors while the environment and other factors also can contribute to workload and stress issues among employees. Thus, a checklist in Table 4.5 below has been generated to guide employers on mitigating workload and stress issues at workplace.

Table 4.5 Checklist for Workload and Stress Mitigation

No	Factors
1.	Workplace Environment <ul style="list-style-type: none"> a. Temperature Circulation Humidity b. Facility
2.	Amount of Work
3.	Time of Work
4.	Scope of Work
5.	Performance of the School
6.	Co-worker Influence
7.	Job Security

A study discovered that high temperatures, precipitation, humidity, cloud cover, and other environmental factors were linked to deteriorated emotion expressions (Mullins & White, 2018). Both results obtained from the Centers for Disease Control and Prevention's self-reported mental health survey, although with different research durations and empirical models. The study discovered an elevated (risk of) reports of unpleasant stress days in the past month, with more days falling into the warmest temperature bucket (Obradovich et al., 2018). Climate change has been demonstrated to

have varying effects on stress. The phenomenology of climate change's consequences varies greatly; some mental diseases are prevalent, while others are more unique to abnormal climate circumstances (Cianconi et al., 2020).

Besides that, facility of the workplace is also important to maintain employee's mental health which is stress and workload. Physical well-being and elements that foster physical exercise; physical/psychological well-being and (day)light, individual control, and real/artificial greenery; and social well-being and tiny shared rooms all have good associations (Colenberg et al., 2021). Individual employee behavior is favorably influenced by the office environment. As a result, the quality of the workplace plays an important role in influencing employee and worker motivation, productivity, and performance (Sharma et al., 2016). Employee productivity is the most important concern nowadays, and it is influenced by the workplace in a variety of ways (Mwendwa et al., 2017).

During pandemic, the amount, scope, and time of work has affected the employee's mental health as well. During the COVID-19 pandemic, employees must work under stress, for longer hours and shifts, with increasing workloads and shorter rest times. Other workers, such as those who engage in the manufacture of critical commodities, delivery and transportation, and population security and safety, confront comparable challenges, such as lengthy overtime hours and a severe workload. Those who work from home, may feel either job overload or underload (ILO,2020).

The national unemployment rate has risen to 14.7 percent by mid-April 2020, the highest level since the Great Depression (U.S. Bureau,2020). Recessions and other periods of widespread employment insecurity (i.e., permanent loss of a job or loss of

employment characteristics) raise the probability of poor mental health outcomes (Forbes MK, Krueger RF.,2019). These findings appear to be particularly important in the context of the COVID-19 epidemic, since many employees have faced increased job insecurity because of the epidemic (e.g., decreased work hours, salary reduction, and job loss) (Wilson et al., 2020).

The most common suggestion to improve stress at workplace are mental health programs (11%), providing counselling session (10%) and campaign 59 awareness (11%). A multi-pronged approach of specific action measures was created and targeted at key stakeholders and health problems. Daily sharing focus groups, social networking, weekly personal experiences from leadership via webinars and multi-media messaging, expert-led seminars, lunch and learning events, and management and staff teaching were all part of a complete framework for mental well-being (Ammendolia et al., 2016).

Besides that, respondents also expect management to give recognition of their work and provide token of appreciation to the employees as it will be a benefit of the employee's mental health and stress. Based on a study, the researcher believes that strong compensation, advancement, respect, a pleasant work atmosphere, equality and justice, and other facets of human resource management processes are critical for increasing engagement, worker satisfaction, and efficiency (Bawa, 2017).

Furthermore, conduct team building at least once a year. According to the respondents, team building can help to strengthen the relationship between employers and employees and indirectly open a channel for communication on mental health matters. One of the main goals of team building is to improve coordination among participants, both as team members and as individuals. Teamwork, team trust, and incentives and

appreciation were also part of the team bonding process. Team building is less important than the attitudes and behavior of the team leader. It is the leaders who invent and inspire participants using various strategies such as bonuses, prizes, and other rewards (Khan & Wajidi, 2019).

The next suggestion that respondents mentioned is increment in salary. According to the respondents, increment in salary can improve the mental health and job satisfactory of the employees. Salary satisfaction has a moderating impact on job pressure on organizational environment, organizational loyalty, and turnover intention, i.e., there is a reduced working pressure controlling impact when salary satisfaction is high, and a stronger conditioning impact when pay satisfaction is low (Hung et al., 2018).

In addition, the researcher suggests that employers can create and implement policy on mental health. Companies will do better to discuss mental wellbeing in the workplace by establishing a consistent mental health program. Building the data base to support specific prevention methods, identifying what constitutes a working atmosphere that promotes employee wellbeing and well-being, delivering workplace mental health trainings, enhancing outreach to specific audiences on the research underlying and implementation of workplace mental health, and conducting policy. To promote effective mental health promotion in the workplace, for example, integrated policy interventions are required, which include providing key actors, such as employers, with specific guidance on their roles, resources, and preparation opportunities for recognizing and resolving mental health problems in a timely manner, and financial benefits doing the right thing by incorporating health and wellness (Goetzel et al., 2018)

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

From the research, result shows that overall level of workload is in medium level; where teachers manage their workload wisely; overall level of stress level lie at medium level too. Researcher feels that levels of stress and workload among secondary school teachers are still in control and medium condition. Research result shows that, 55.0% of the teachers are having workload demand on sometimes and the stress level among school teachers are in medium level which is 50.0%. Moreover, the Pearson coefficient value shows 0.005, therefore there is significant correlation between workload and stress level among secondary school teachers. This reveals that the teaching profession is no more the profession of a little stress.

Although this research was carefully prepared, researcher still aware of its limitations and shortcomings. The research was conducted only in few secondary schools. Few schools were not enough for the researcher to identify the workload and stress level among teachers. It would be better if it was done in many schools or in different type of schools. Another limitation was the small number of male's teachers compared to the number of females' teachers.

5.2 Recommendation for Future Study

The finding of this research could serve as a useful reference for the government and related organizations such as Ministry of Education when formulating the policies

and strategies to help the teachers relieve and cope with their work related health problems. Finally, this research study is believed to be able to enlighten other researchers to conduct further in-depth studies to investigate the occupational health problems of the teachers.

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