



Identify the Level of Emotional Stress Factors for Workload, Lack of Resources, Administrative Management, Time Constraints and Negative Student Behavior and Disciplinary Problems Among Teachers at Sekolah Menengah Kebangsaan Pangkal Meleret, Machang, Kelantan

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Abstract: A very challenging form of social services is the teaching profession. A teacher's profession has a high level of emotional distress. The problem of emotional stress among teachers is of concern to the public both inside and outside the educational organization. This study was done to find out the extent of the emotional stress that teachers experienced at Sekolah Menengah Kebangsaan Pangkal Meleret. The study aims are to see the extent of the level of the emotional stress of the teacher's workload, lack of resources, administrative management, time constraints, and negative student behavior and disciplinary problems. To achieve the purpose of the research, quantitative methods have been used. This study was conducted at Sekolah Menengah Kebangsaan Pangkal Meleret, Machang, Kelantan. A total of 44 teachers were selected as sample size to represent 54 respondents. Frequency and descriptive statistical tests covering frequency, percentage, mean and standard deviation have been used to describe demographic profiles and descriptive analysis. Cronbach's Alpha reliability value is 0.806 also good for pilot study. The findings showed that the highest levels of teacher emotional stress were teacher's workload ($M=4.37$, $SP=.459$), followed by lack of resources ($M=4.07$, $SP=.524$), and administrative management ($M=4.05$, $SP=.599$), while time constraints were at moderate levels ($M=3.54$, $SP=.862$), followed by negative student behavior and disciplinary problems ($M=3.21$, $SP=.855$). The results of this study prove that these five factors influence the level of the emotional stress of the teacher. The results of this study contribute as reference material and guidance to the school to overcome the problem of emotional stress among teachers to improve the quality of teacher services.

Keywords: Emotional stress, workload, administrative, disciplinary problems

1. Introduction

A teacher's profession is most important in educating, teaching and shaping the nation's civilization as well as guiding the society to face life according to the National Education Philosophy. The role of teacher is important in the development of a country to produce a successful human capital because the origin of a leader is the result of the citation

of a teacher. A very challenging form of social services is the teaching profession. Teachers have high work pressures because they have to face daily learning sessions and diverse student attitudes (Ghani et al., 2014; Noriah Basid, 2018). The development of the country with various changes that take place in society in preparing the current generation for the challenges of the 21st century also demands the responsibility of teachers at all levels of education to realize that dream (Carolence Jaulin, Syazwani Aziz, & Sazalia Mohd Salleh, 2017). Therefore, this will make the teacher's duties and responsibilities more challenging nowadays. The problem of emotional stress among teachers is a concern for the public in and out of the educational organization (Abdul Said & Norhayati, 2018). Most of the society does not know that the basic task of a teacher is not only to teach but a teacher also has to teach and educate from all aspects of academics, personality, behavior, and manners. Therefore, the community needs to understand that the teacher's duties range from in-room education to out-of-classroom tasks and also need to engage in activities outside of school hours (Tajulashikin Jumahat, Fazura Mohd Nor, 2021).

The results of Malaysia's Healthiest Workplace survey by AIA Vitality found that 50.2 per cent of workers in Malaysia experience at least one dimension of work-related stress (Vitality, 2018). According to the former President of the Malaysian Psychiatric Association (MPA), Prof. Dr. Nor Zuraida Zainal, teachers were found to experience the most stress symptoms compared to other careers in the country due to overwork. In addition, teachers are prone to stress syndrome due to the burden of duty as well as the time of continuous work at school (Jose et al., 2021). Preparation for making teaching aids will be difficult if the teacher lacks resources (raw material). This refers to the lack of teaching and learning equipment and facilities, the condition of the teacher's room, the lack of classes, the demands of the syllabus and others (Kamaruzaman Kamaruddin, 2007). This can be further proved by the issue and the problem that are occurring because the teachers feel they are burdened with tasks such as collecting fees, updating the pupil database, implementing the assessment of physical activities, sports and co-curriculum, providing progress reports to students, preparing examination papers and guiding students to advance their students. Teachers need more time to do preparation, examine books and evaluate students' written work, guide and provide personal assistance to their students. This situation will create uncomfortable work dissatisfaction in the school and creates a lot of emotional stress on the teacher. According to (Aldrup et al., 2018) the student's behavior involves harassment in the classroom and disciplinary problems, often associated with the well-being and stress problems of the teacher's work.

2. Emotional stress

There are several conditions that contribute to emotional stress. This condition is called 'stressor' or cause (Mustafa, 2005). The Ministry of Education (MOE) found that 48,259 teachers (4.4 per cent) experienced moderate-high stress, according to data from the Division of Psychology and Counseling (Makhbul, 2019). Emotions are feelings or components of impact in human behavior. The word emotion plus the prefix "e" to give the meaning of "moving away" comes from the root word movere (Latin), meaning "move, move". Emotions are defined by every activity or upheaval of thoughts, feelings, passions, every great mental state or literally overflowing (Yusof, 2007).

The teacher's workload refers to all tasks that need to be performed whether within the scope of teaching and learning or not (Tajulashikin et al., 2013). When the task is too much, the teacher will be disappointed and act out of control spontaneously (Raja Maria Diana, 2011). Then, the teachers will become less enthusiastic and depressed because it can affect the quality of their teaching if lack of resources occur which is referring to the condition of the teacher's room, large classes, lack of equipment and learning facilities, syllabus demands, less time to guide students and short breaks. However, this lack of resources also refers to the lack of classrooms, the lack of computer labs, computers and their software is an important factor for teachers who need such equipment for teaching. Furthermore, the subjects taught are related to these tools (Oboegbuleme, 2001; Archibong et. al. (2010).

Lack of time and resource constraints are the main contributors to teacher emotional stress (Oboegbuleme, 2001). Besides that, teachers are forced to perform such tasks as managing meetings with parents, bus monitoring, staff meetings, cafeteria supervision and other tasks assigned to teachers (Zawanah, 2015). Time constraint refers to the inadequacy of time to complete tasks such as teaching and pursuing syllabus that need to be spent in the classroom other than having to attend various courses that are time consuming. After the end of classes and courses, teachers need to continue and pay off the outstanding works (Kamaruzaman Kamaruddin, 2007). According to Aldrup (2018), students' behaviors involves disruptive behavior, making noise in the classroom, not completing work, interrupting teaching activities in the classroom, making noise (Barry, 1991), are also consistent with submitting that student behavior involves violations of discipline such as bullying, vandalism, not completing work, making noise in the classroom, and disrespect for teachers.

The conceptual framework of this study consists of one dependent variable which is the level of emotional stress which is based on the dependent variables identified in this study which consists of factors that cause the teacher's

emotional distress. The demographic factor of the teacher is also an independent variable also included in the framework of the study model where researchers will look at differences in teacher emotional stress levels based on a few factors to study. The study also focused on five non-dependent variables, which are workload duties, lack of resources, administrative management, time constraints and negative behaviors and student discipline problems that contribute to the teacher's emotional stress.

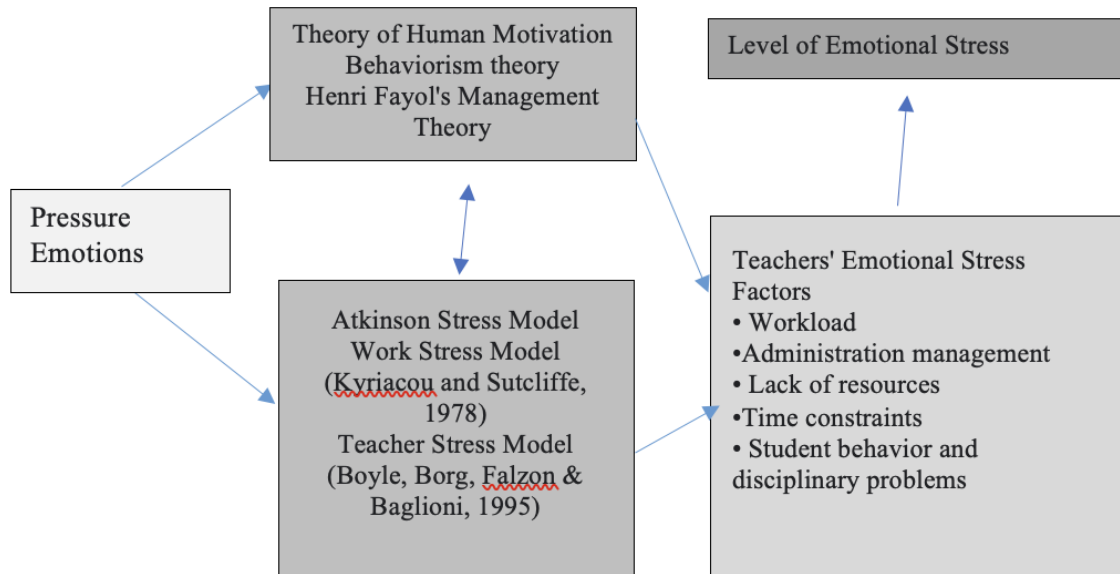


Figure 1: Conceptual Framework for this Study Adapted Theories and Teacher Work Stress Model (Boyle, Borg, Fazlon & Baglioni, 1995)

3. Methods

Quantitative design was chosen to achieve the purpose of the research because its use is more practical, and it is done in a short period and involves a large number of responses. Survey was used to obtain considerable information on stress factors for the study's population consisting of 54 teachers who are teaching at Sekolah Menengah Kebangsaan Pangkal Meleret. The number of samples required to conduct the study was 44 teachers according to the Krejcie and Morgan tables, (1970). The study was divided into six sections involving 33 items for the collection of data sets (Table 1). Part A is demographic information which is demographic information such as gender, age, rank, work experience, and school type. Part B and C, measured by 4 items, E and D is a scale containing 5 items, while part F of 10 items to measure the teacher's emotional stress level at school is measured on a 5-point Likert scale of 1 (Strongly disagree), 2 (Disagree), 3 (Less agree), 4 (Agree) and 5 (Strongly agreed).

Items for factors affecting the level of emotional stress were adapted from the existing scale in the literature study. Questionnaire have collected information on teachers' emotional stress that was developed by Boyle et al (1995) and modified with model and theory collected. The data collected was analyzed using Statistical Package for the Social Sciences (SPSS) version 26.0 software. Descriptive statistical tests covering the frequency, percentage and mean was used to describe the demographic profile and level of the teacher's emotional stress factors.

Table 1: Overall section in the questionnaire

Part	Description
A	Demographic profile
B	Identify of the workload duties that affect the level emotional stress of the teachers
C	Identify the lack of resources that affect the level of emotional stress of the teachers

D	Identify the administrative management that affects the level of emotional stress among teachers
E	Identify the time constraints that affect the level of emotional stress of the teacher
F	Identify the negative student behavior levels and disciplinary problems that affects the teacher's emotional stress level

The pilot study was conducted on 10 teachers of Sekolah Menengah Kebangsaan Pangkal Meleret from the countryside of Kelantan who have similar characteristics. The researchers used the five-point Likert Scale in the questionnaire. Researchers was used Cronbach's Alpha, descriptive and frequency analysis methods to analyze data from pilot studies. Both instruments have also undergone a review of the validity of the content and the validity of the instrument.

Reliability test is a test done before the actual study is conducted with the aim of ensuring that the items to be used for the study or questions created in survey forms such as (Ghazali, 2005). After the survey form was created, a pilot study was conducted, in which the form was distributed to 10 respondents as a reliability test for studying the authenticity of the questionnaire was created. After analysis using the 26th version of the Statistical Package for the Social Sciences (SPSS), Alpha Cronbach value for this instrument was 0.806. According to Hair (2006), questionnaires with a reliability and validity index of more than 0.7 can be used as a survey tool for a study. Therefore, this questionnaire can be used. In addition, the classification of emotional stress levels based on the total mean score that was built by the Research Committee of the Faculty of Education, University of Technology Malaysia (2020) is as follows: 1.00 – 2.33 (Low), 2.34 – 3.67 (Moderate). 3.68 – 5.00 (High) (Table 2).

Table 2: Table categorization of teacher's stress level according to min score

Score	Interpretation
1.00 – 2.33	Low
2.34 – 3.67	Moderate
3.68 – 5.00	High

Resources: Research Committee of the Faculty of Education, University of Technology Malaysia (2001)

4. Results and Discussion

The results of this study are presented in six parts, namely the results of descriptive analysis that reported the distribution of frequency and percentage of characteristics for the demographic characteristics meanwhile the other parts of the result shows in mean score and standard deviation. Based on the age of respondents, for 26 – 30 years (13.6%) of 6 respondents, 35 - 40 years (4.5%) of 2 respondents, 40 – 45 years (15.9%) of 7 respondents, 45 – 50 years old (25.0%) of 11 people and 50 years and above (40.9%) of 18 people. This shows that teachers have mostly served more than a decade in the school. Based on the gender of the respondents, there are 23 female teachers (52.3%) compared to 21 male teachers (47.7%). Based on work experience, 4 teachers (9.1 %) have 1-5 years of work experience, 5 teachers (11.4%) have 10-15 years of work experience, 12 teachers (27.3%) have 15-20 years of work experience and 23 teachers (52.3%) have work experience of over 20 years and below. There are 11 of the respondents (25.0%) consist of assistant teachers, only one the respondent is a counselor (2.3%), 21 of the respondents (47.7%) are teacher, 10 of respondents (22.7%) are academic teachers, 1 respondent (2.3%) is a senior language teacher. This study shows that there is a variety of positions in the school organization. Based on the survey obtained, all 44 respondents (100.0%) taught in rural schools. The findings showed that the type of school was indeed made up of teachers in rural areas, as the study school was located in the countryside.

Generally, the overall objective was achieved to identify the level of emotional stress among teachers at Sekolah Menengah Kebangsaan Pangkal Meleret which is in the range of a mean value of 3.54 and standard deviation is 0.366 which states that at the moderate level emotional stress. The result of this study is in line with other studies by (Ghani et al., 2014, and Ahmad, 1998), which is, the overall stress levels among teachers is moderate. Although this present study has indicated that the stress levels among teachers in Sekolah Menengah Kebangsaan Pangkal Meleret are still at the moderate level, but teachers' emotional stress is a profound problem that must be attended to and concerned if the quality and productivity of education is not to be undermined.

According to Mohamad Abdillah Royo & Woo Sew Fun (2017), the high mean score is 3.67 – 5.00, what can be concluded is the level of emotional stress of the teacher for the teacher's workload, lack of resources, administrative management is high. Meanwhile for time constraints and negative student behavior and disciplinary problem, moderate mean score was obtained. It shows that teachers at school are experiencing emotional stress.

Table 3 sets out the mean ratings and standard deviations to the five sources of emotional stress for all samples. The mean ranges from 4.37 to 3.21; standard deviations from 0.862 to 0.459. As evidenced by the mean ratings, the top source

of the level of emotional stress for teachers is on the burden of the teacher's duties with mean score 4.37 (highest) and standard deviation 0.459. This followed by the stage of emotional stress of the teacher towards lack of resources ($M = 4.07$), administrative management ($M = 4.05$), time constraints ($M = 3.54$), and negative student behavior and disciplinary problem ($M = 3.21$).

Table 3: Mean of the overall score for the level of emotional stress among teachers at Sekolah Menengah Kebangsaan Pangkal Meleret

Part	Mean Score	Standard deviation	Interpretation
The stage of emotional stress of the teacher on the burden of the teacher's duties	4.37	0.459	High
Stage of emotional stress of the teacher towards lack of resources	4.07	0.524	High
The degree of emotional stress of the teacher on administrative management	4.05	0.599	High
The degree of emotional stress of the teacher on time constraints	3.54	0.862	Moderate
The stage of the teacher's emotional stress on negative student behavior and disciplinary problems	3.21	0.855	Moderate
Overall	3.54	0.366	Moderate

The level of teacher workload among teachers at Sekolah Menengah Kebangsaan Pangkal Meleret is high. According to Table 4, the item with the highest mean score is that the teacher can plan the daily lesson based on the existing syllabus and the teacher can also communicate effectively in the classroom while teaching and learning is progressing with the mean score value ($M=4.41$, $SP=.622$). However, the overall mean score of the teacher's workload is high ($M=4.37$, $SP=.459$). It is appropriate for teachers to carry out their daily tasks such as providing daily lessons based on the existing syllabus and being able to communicate effectively in the classroom during the teaching and learning progressing. During the Covid-19 pandemic, teachers only performed/did classes online, making it difficult for teachers to communicate directly with students. This suggests that most teachers experience stress at a high level. This contradicts the findings of the previous study, Ahmad (2005) in which the results showed that most of the respondents experienced moderate stress. The findings are in line with the findings of the study (Rahman, 1999) showing that the teacher's workload is at a high level. The burden of the teacher's duties which is more pitched towards non-academic assignments has caused a feeling of dissatisfaction due to the workload that many teachers must carry and thus create stress problems (Ahmad, 1998).

Table 4: Descriptive analysis the level of workload of the teacher's duties that influences the emotional stress among teachers

Item	Mean	Standard deviation
Plan daily lessons based on the existing syllabus	4.41	0.622
Adopting elements of cohesion in the teaching and learning carried out.	4.43	0.501
Implement continuous assessment to improve student learning.	4.23	0.565
Communicate effectively in the classroom while teaching and learning is running	4.41	0.622
Overall for the burden of teacher duties	4.37	0.459

According to Table 5, the level of emotional stress of the teacher based on the lack of resources shows high score. Mean the overall score for this section is high which is (M=4.07, SP=.524). The highest mean score is for question C4 which is various methods and resource materials to conduct teaching and learning in schools (M=4.25, SP=.651), while for the lowest mean the score is for question C2 which is to perform a continuous assessment to improve the student's learning (M=3.82, SP=.815). Raja (2011) also found that most of the teachers examined, researched, investigated were at moderate stress levels. The second highest factor is the lack of resources. It is because teachers stated the complexity, they experienced heavy workload, lack of equipment, lack of teaching preparation because they don't have enough resources.

Table 5: Descriptive analysis the level of the lack of resources that influences the emotional stress among teachers

Item	Mean	Standard deviation
Updating student information in the teacher's daily lesson plan book	4.00	0.715
Continuous assessment to improve the student's learning	3.82	0.815
Create a fun and appropriate teaching and learning atmosphere for the pupils.	4.23	0.642
Using various methods and resource materials to conduct teaching and learning in schools	4.25	0.651
Overall for the lack of resources	4.07	0.524

According to Table 6, the teacher's emotional stress level shows high score. Overall mean score for this section is high which is (M=4.05, SP=.599). The highest mean score for the item, which is to use the after-school hours to prepare documentation (M=4.20, SP=.765), while the lowest mean score is for item, the teacher attending a professionalism improvement program related to administration management after school hours (M=3.93, SP=.900). Next, the third highest factor which is the administrative management factor. Teachers are also burdened with clerical tasks including filling in data (Sipon, 2007).

Table 6: Descriptive analysis the level of administrative management that influences the emotional stress among teachers

Item	Mean	Standard deviation
The preparation of a documentary on administrative management matters cost me	3.98	0.812
Attend meetings related to administrative management held after school hours	3.98	0.849
Using the period after school time to provide documentation	4.20	0.765
Attend professionalism improvement programmes related to administration management after school hours.	3.93	0.900
The duties entrusted to me in relation to administrative management made me a responsible person.	4.14	0.702
Overall for administrative management	4.05	0.599

According to Table 7, the teacher's emotional stress level based on time constraints is shows moderate score. Overall mean score on this side is moderate (M=3.54, SP=.862). The highest mean score is for item, "I become an substitute teacher when there is a teacher who does not attend school" (M=3.98, SP=.902), while for the lowest mean score is for question which is "I often feel rushed" (M=3.27, SP=1.188). The study by Mohamad Abdillah Royo (2011) found that time constraint factor is among the most dominant factors for emotional stress among teachers. This contradicts the findings of this study because the time constraint factor is at a moderate level only.

Table 7: Descriptive analysis the time constraints that influences the emotional stress among teachers

Item	Mean	Standard deviation
I often feel rushed	3.27	1.188
I often feel like I don't have enough time.	3.32	1.216
I became a substitute teacher when there was a teacher who didn't come to school.	3.98	0.902
The duration of schooling in this school has made the task of controlling students in the classroom becoming increasingly challenging	3.52	1.067
I often feel exhausted after hours of work which causes me to feel tired of waking up every morning	3.59	1.168
Overall for time constraints	3.54	0.862

Finally, the teacher's level of emotional stress based on negative student behavior and disciplinary problems shows moderate score. According to the Table 8, the overall mean score for this section is at moderate level ($M=3.21$, $SD=.855$). The highest mean score is for question which is "I make sure that the students under my supervision comply with the school rules" ($M=4.07$, $SD=1.021$), while the lowest mean score is for the question, "I have prolonged negative thoughts as a result of student behavior" ($M=2.66$, $SD=1.180$). These results contradicts with the findings of Ghani et al. (2014), and Noriah (2018) which indicated that pupil's misbehavior is the main cause of teachers' stress. There is no denying that student behavior is difficult to control because the students come from a wide variety of backgrounds (Diana, 2020). As such, it is contradicted with the findings of this study because teachers can control students' behavior. This is because of the disciplinary problems of rural students can still be controlled. The findings of this score make it clear that this factor does not cause the teachers to be burdened.

Table 8: Descriptive analysis the level of negative student behavior and disciplinary problems that influences the emotional stress among teachers

Item	Mean	Standard deviation
I make sure students under my supervision comply with school rules.	4.07	1.021
I have prolonged negative thoughts because of student behavior.	2.66	1.180
I was distressed by the rude and barbaric behavior of students.	3.16	1.219
Student behavior impacted my job efficiency.	3.05	1.200
I feel very tired emotionally, spiritually, and physically due to student behavioral problems.	3.20	1.286
Student discipline problems often prevail in the classroom and often interfere with the teaching process	3.32	1.196
I am involved in controlling the problem of student discipline	3.39	1.083
I attended meetings on student discipline issues held after school hours	3.27	1.149
I'm depressed when it comes to handling students who have problems with discipline	3.02	1.338

I felt as if I was going to be threatened after I punished the students who broke the discipline	3.00	1.364
Overall for negative student behavior and disciplinary issues	3.21	0.855

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