

EMOTIONAL STRESS AFFECTS THE TEACHERS' PRODUCTIVITY: HJ MOHD YATIM RELIGIOUS SECONDARY SCHOOL, NEGERI SEMBILAN

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ABSTRACT

This study was conducted to examine the effect of emotional stress on teacher productivity at Hj Mohd Yatim Religious Secondary School, Negeri Sembilan. The objective of this study is to determine the relationship between the independent variable which are; the workload factor, support from co-worker and the work environment with the dependent variable that is emotional stress. The emotional importance of employees in the organization can affect employee work productivity. The research method used is a quantitative method by using a questionnaire to obtain information from the respondents. This research framework helps organizations identify the pressures faced by employees while performing their duties as a teacher. The findings of the study show that there is a relationship between emotional stress and determining factors such as workload, support from colleagues and the environment. The expectation of this study is that teachers can deal with the problem of emotional stress if the factors involved are dealt with properly.

Keywords: stress, productivity, support from co-worker, work environment

TEKANAN EMOSI MEMPENGARUHI PRODUKTIVITI GURU : SEKOLAH MENENGAH AGAMA HJ MOHD YATIM, NEGERI SEMBILAN

ABSTRAK

Kajian ini dijalankan untuk mengkaji kesan tekanan emosi terhadap produktiviti guru di Sekolah Menengah Agama Hj Mohd Yatim, Negeri Sembilan. Objektif kajian ini adalah untuk menentukan hubungan antara pembolehubah bebas iaitu; faktor beban kerja, sokongan daripada rakan sekerja dan persekitaran kerja dengan pembolehubah bersandar iaitu tekanan emosi. Kepentingan emosi pekerja dalam organisasi boleh menjejaskan produktiviti kerja pekerja. Kaedah kajian yang digunakan ialah kaedah kuantitatif dengan menggunakan borang soal selidik untuk mendapatkan maklumat daripada responden. Rangka kerja penyelidikan ini membantu organisasi mengenal pasti tekanan yang dihadapi oleh pekerja semasa menjalankan tugas mereka sebagai seorang guru. Dapatan kajian menunjukkan terdapat hubungan antara tekanan emosi dengan faktor penentu seperti beban kerja, sokongan daripada rakan sekerja dan persekitaran. Jangkaan kajian ini ialah guru dapat menangani masalah tekanan emosi sekiranya faktor-faktor yang terlibat ditangani dengan baik.

Kata kunci: *tekanan, produktiviti, sokongan daripada rakan sekerja, persekitaran kerja*

INTRODUCTION

According to the Malaysian Ministry of Health, stress refers to a person's physical, emotional and mental response to any change or demand. Stress is an unavoidable condition at work. Stress in the workplace is something that cannot be avoided by all individuals and it can happen when the work requirements do not match the resource abilities and the wishes of the employees. In general, individuals working in organizations have feelings of anxiety stemming from themselves and the environment that cause them discomfort, dissatisfaction and less productivity. The United States' National Institute of Occupational Safety and Health (NIOSH) has stated that about one third of workers experience stress at work.

Work pressure has become a phenomenon in the teaching profession today due to various changes in the current education scenario, not only in Malaysia but also around the world. A large part is contributed by organizational environmental factors, new policies in education, individual internal problems and the increase in various burdens of side tasks that go beyond the focus and justification of the main task of providing teaching and learning (Kamarudin & Taat, 2020).

Teachers experience stress because they fail to control themselves and subsequently affect the relationship between teachers and students. Indirectly, it will lead a bad effect on the quality of teaching and learning. This response to emotional stress can also have psychological effects such as fatigue and depression. According to Othman and Sivasubramaniam (2019), the teaching career, female teachers are more likely to get depression which is 43.9% compared to male teachers which is 40%. Depression caused by emotional stress often occurs in female teachers due to factors such as changes in hormones. The increase in the issue of depression continued to increase significantly in 2011 until 2015 (Menon, 2016).

The global crisis as a result of the COVID-19 epidemic has affected the education sector. The government has announced the postponement of face-to-face learning sessions. The COVID-19 pandemic has caused learning and teaching to be delayed and this makes a teacher's job even more challenging because they have to adapt to the new norm where the teaching and learning process has to be carried out online. In this situation, teachers need to master digital technology skills first before imparting knowledge to students. Things like this put pressure on teachers, especially in rural areas because most of the teaching and learning is limited due to internet access constraints and also the absence of smart devices (Sadikin & Hamidah, 2020).

This is seen to increase the burden on teachers because teachers need to find the best solution to overcome the constraints that occur among their students so that the dropout problem among students can be minimized. Teachers also become more stressed because online learning sessions are not as effective as face-to-face learning, possibly due to the decline in student attendance and student

understanding when learning this makes teachers burdened to think of other alternatives to convey knowledge effectively (Sadikin & Hamidah, 2020).

According to the President of the Union of Public Service Employees (Cuepacs), Datuk Azih Muda explained that in 2017 there were 20,000 civil servants who retired early due to pressure at work. In the context of teaching, emotional stress among teachers leads to the intention to quit work early. In addition, in a study conducted in Australia, it was found that teachers who face stress tend to quit work early and often take sick leave due to the situation their health is disrupted due to prolonged emotional stress.

PROBLEM STATEMENT

Teacher pressure is closely related to 'Burnout'. According to the Malaysian Ministry of Health, Burnout is defined as a state of emotional, mental and physical exhaustion due to prolonged excessive stress. The profession of being a teacher is not easy because the job of a teacher nowadays is not just to teach but they are responsible for student achievement, classroom management and student discipline, carrying out co-curricular activities and so on. (Rosnah & Siti Nur Fatimah, 2018). The major causes of stress among teachers are, lack of job satisfaction; delay in payment of salary and inadequate school facilities. The major impacts of stress on teachers' productivity are: lack of commitment to work; transferring of aggression to students; and distraction at work (Yusuf, Olufunke, & Valentine, 2015).

In the face of the COVID-19 situation as well, teachers' duties are increasing because they have to follow the Standard Operating Procedures (SOP) that have been set by the Ministry of Education. Teachers need to come to school early to implement SOPs for students such as taking body temperature and others. (Malaysian Envoy, 2020). Taking on this additional task is one of the biggest obstacles for teachers because the burden of teaching is already putting pressure on them. The online learning situation at home also puts pressure on teachers because teachers have to divide their time between homework and also the demands of a teacher's job. The Secretary General of the Malaysian National Union of Teachers Services (NUTP) Harry Tan Huat Hock said, his side has received many complaints from NUTP members where teachers are not only burdened with irrelevant work, but they are also added to the issue of filling out job descriptions.

The workload will create a feeling of dissatisfaction in working among teachers. This phenomenon will encourage many teachers to leave this career. In addition, workload is also closely related to work performance (Rosnah & Siti Nur Fatimah, 2018). Work performance will decline if they are stressed as a result of dumping tasks. Task load can be measured by looking at the amount of time given to complete a task. Excessive workload causes employees to become stressed because they worry that the task cannot be completed on time or with the expected quality. The results of this finding are also in line with the findings (Of, Between, Stress, & Work, 2021) which explains that work pressure does affect teacher work performance.

In addition, weaknesses in interpersonal relationships are also identified as the cause of stress among teachers. Support and good relationships from superiors and colleagues are very important to increase motivation when working. The cause of stress is the lack of support from school administrators. The relationship factor with parents and the appreciation factor are the dominant factors affecting teachers' pressure. According to him also, this interpersonal relationship can result in pressure among teachers because teachers have to assume a large role and responsibility to be implemented (Rosnah & Siti Nur Fatimah, 2018).

In Malaysia, the teaching profession is said to be a system where it is very difficult for teachers to get promotion opportunities. Limited and slow career development can increase work pressure among teachers. This also causes the pressure of teachers to increase because they feel that their efforts and sacrifices are not appreciated by society.(Universiti, Antarabangsa, Universiti, & Antarabangsa, 2021).

STUDY CONCEPT FRAMEWORK

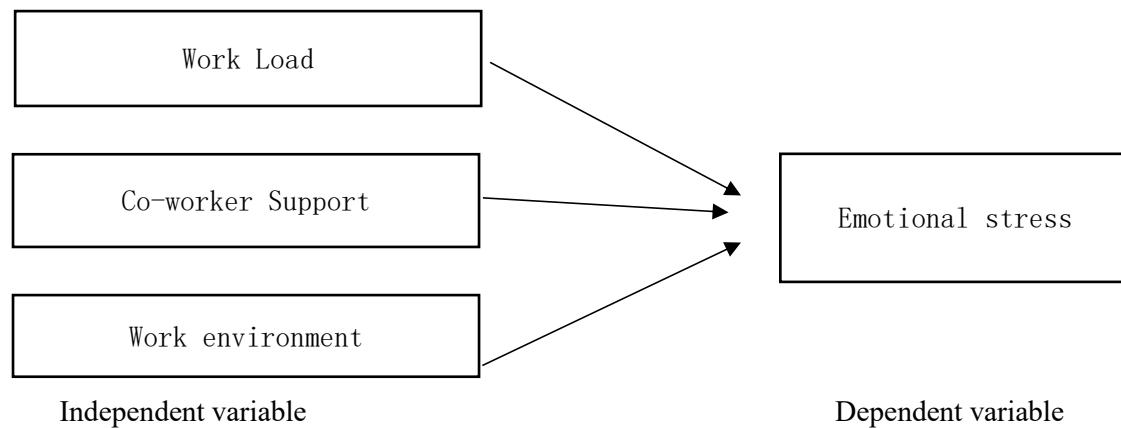


Figure 1: Study Concept Framework
Source: Rosnah & Siti Nur Fatimah, 2018

RESEARCH OBJECTIVE

- i. To identify the relationship between workload factors and emotional stress.
- i. To determine the relationship between co-worker support factors and emotional stress.
- iii. To determine the relationship between work environment factors and emotional stress.

RESEARCH METHODOLOGY

The design of this study is a survey study using a set of questionnaires. It was chosen because the large number of sample respondents can represent the entire population to be studied. The study population consisted of teachers at Hj Mohd Yatim Religious High School, Negeri Sembilan. Sampling in this study uses simple random sampling, with the assumption that each respondent has an equal chance of being selected as a sample. The total sample size is 80 with a total population of 100 people. The selection of the sample size in this study is based on Krejcie and Morgan (1970). The main instrument used in this study is through the distribution of questionnaires. It is used to obtain quantitative data. The questionnaire has been modified according to the objective requirements of the study. This study uses IBM SPSS Statistics Version 24 for data analysis after the data is obtained from the questionnaire and went through a series of preliminary tests to determine the response rate, validity and reliability of the construct in this study.

CORRELATION ANALYSIS

This correlation analysis was conducted to complete the objective of the study which is to identify the relationship between the independent variable and the dependent variable in this study.

Table 1: Correlation Analysis

		tekanan_emosi	beban_kerja	persekitaran	sokongan_rakan
tekanan_emosi	Pearson Correlation	1	.601**	.294**	.608**
	Sig. (2-tailed)		.000	.008	.000
	N	80	80	80	80
beban_kerja	Pearson Correlation	.601**	1	.485**	.526**
	Sig. (2-tailed)	.000		.000	.000
	N	80	80	80	80
persekitaran	Pearson Correlation	.294**	.485**	1	.326**
	Sig. (2-tailed)	.008	.000		.003
	N	80	80	80	80
sokongan_rakan	Pearson Correlation	.608**	.526**	.326**	1
	Sig. (2-tailed)	.000	.000	.003	
	N	80	80	80	80

The result of the results obtained allows to reject all the null hypothesis for the three independent variables and accept all the alternative hypotheses because the study clearly found that there is a positive relationship between all the determining factors and the emotional stress factor. The Pearson correlation value between the workload factor and emotional stress is 0.601 showing a positive significant relationship and strong relationship strength. This shows that the higher the workload faced by teachers, the higher their emotional stress. Next, the co-worker support factor with emotional stress showed a correlation value of 0.608 showing the strength of a strong positive significant relationship. Based on the answers from the respondents through the distributed questionnaire, the respondents feel that if they have a strained relationship with colleagues and employers, then their emotional stress will also increase. The environmental factor showed a weak correlation value of 0.294. This shows that equipment or infrastructure in the workplace that is not complete, is related to the emotional stress experienced by teachers at school.

REGRESSION ANALYSIS

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Tetap)	1.166	.415		2.810	.006
	beban_kerja	.346	.091	.404	3.820	.000
	persekitaran	-.046	.128	-.034	-.356	.723
	sokongan_rakan	.335	.081	.406	4.156	.000

Table 2: Regression Analysis

Based on table 2 above, it shows that emotional stress (Y) is only affected by two variables namely workload (X1) and co-worker support (X3) but the environment (X2) does not have a significant relationship and does not contribute to the emotional stress of employees. The relationship between

emotional stress (Y) is influenced by workload factors (X1) and friend support (X3) can be explained through the following linear equation;

$$Y = 1.166 + 0.346 (X1) + 0.335 (X3)$$

The results of the study show that, if the workload (X1) increases by 1 unit, then the emotional stress of employees also increases by 0.346. Meanwhile, if friend support (X3) increases by 1 unit, employee emotional stress also increases by 0.335. As for the environmental factor (X2) it was found that it did not contribute to the emotional stress of employees at Hj Mohd Yatim Religious Secondary School.

DISCUSSION

The discussion that can be concluded is through the findings of the study showing that workload and emotional stress have a significant relationship between the two in a positive direction. The value of the relationship is also strong. This shows that the higher the workload, the higher the emotional stress experienced by teachers. This finding is similar to Boyle, Borg, Falzon and Baglioni's Work Stress Model which states that workload is a factor in teacher stress. According to the study (Zakaria, 2014) it is reasonable to assume that the workload is quite worrying and this factor needs to be paid attention to deal with this problem from continuing. Therefore, in order to minimize this problem, teacher need to increase the level of self-actualization (Voitenko, Kaposloz, Myronets, Zazymko, & Osodlo, 2021). The study showed that a high level of self-actualization slows down the development of emotional burnout in teaching. There is no guarantee of duration in Learning and Teaching which often changes leading to the transition of a teacher's emotional instability. Therefore, it is appropriate that this problem be studied more deeply by the Ministry of Education (KPM) to unravel this problem well and effectively.

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