

The selected factors for *role stress* among indigenous school teacher in Kuala Lipis, Pahang

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Abstract

Existing education acts as a catalyst of growth and it provides knowledge and skills to the younger generation is no exception generation of children - young aboriginal indigenous. In confronting this challenge, the quality of teachers should be given priority to ensure the generation of children - young people can continue to enjoy the original indigenous knowledge for the sake of change and improvement of life. In the efforts of teachers to improve their quality at the same time addressing this increasingly challenging educational environment, there is a new issue of stress or stress among teachers. Therefore, this study was conducted to look at the level and level of stress or stress experienced by teachers, especially for teachers in indigenous schools. Through this study, the researcher will explain and see the influence of role conflict factor, role ambiguity and role overload to the role stress among indigenous school teachers in Kuala Lipis, Pahang. This research will use a quantitative approach in the field of study. The design of the research is in the form of correlation. The instrument used is the questionnaire that has been adapted from some researcher. A total of 131 respondents were randomly selected. The data obtained were analyzed using descriptive statistics (Min and standard deviation) while for inferential statistics using SmartPLS. The findings show that the stress level of indigenous school teachers in the district of Kuala Lipis, Pahang is at moderate level. In addition, the findings show that there is a significant relationship between the role Conflicts ($\beta=0.274$, $t=3.527$, $P=0.000$), role ambiguity ($\beta=0.212$, $t=2.104$, $P=0.007$) and role overload ($\beta=0.224$, $t=2.356$, $P=0.019$) to role stress. In conclusion, this study has seen that role conflicts, role ambiguity and role overload have a major impact to the role stress of teacher. Through this study, it is hoped that the school, the district education office and the education ministry will be able to assist in planning and organizing efforts to address the role stress issues and to produce quality teachers.

Keyword: Stress, role stress, role conflict, role ambiguity, role overload

Introduction

Education is a very important element in the development of a country as it acts as a key factor in the development of human capital and the country's economy. Existing education acts as a catalyst of growth and it provides knowledge and skills to the younger generation is no exception generation of indigenous children. However, providing education that meets the needs of Indigenous peoples and Indigenous children is a very different challenge for teachers. In confronting this challenge, the quality of teachers should be given priority to ensure the generation of children - young people can continue to enjoy the original indigenous knowledge for the sake of change and improvement of life. Barber and Mourshed (2007) in his book "How the worlds best performing systems come out on top" have argued that the quality of education system in a country cannot exceed the quality of teachers.

However, in the efforts of teachers to improve their quality at the same time in the face of this increasingly challenging educational environment, there is a new issue of stress or stress among teachers. According to Mohd Fadzli, Janet, Irdiana and Nazrah (2005), the current trend of education is pressing teachers to work hard to meet the demands of higher education. In addition, Saedah Siraj, M. Sani Ibrahim and Rajendran, N. (2012) stated that the challenge of today's teachers is to equip themselves with issues related to information and communication technology skills, address discipline issues and social symptoms among students , school management, high expectations by the community and more.

In today's challenging work environment, no individual can escape stress or work stress and each person has different interpretations of stress as each one has a different understanding (Ismail, 2015). So it is not surprising that teachers also face stress or stress in their respective jobs. In recent years, there has been a lot of research and discussion on stress among teachers.

Literature Review

On issues related to stress or role stress among teachers, researchers have conducted surveys with reference to several previous studies. Among the most recent studies that have had a significant impact on this issue is the study by Jan Richard (2012). This study was conducted on 1201 teachers teaching in schools in the United States. The findings of this study have shown that stress among the teachers in most of the measured elements. Among the elements that impact stress is a high commitment and a overload of role that has to be brought home to resolve. In addition, conflicting elements and their respective roles also have an impact on teachers' stress.

There is also a study conducted on teachers teaching in schools in Israel by Fadia Nasser (2015). The study involved 425 teachers comprising 48 per cent of Jewish teachers while 52 per cent were Arab teachers. The study found that the level of stress among these teachers was moderate. However, comparisons between teachers by race found that Jewish teachers were more stressful than Arab teachers.

A study by Johari Hassan and Noornazifah Md.Suandi (2012) was conducted on 118 teachers in national schools in the Permas Jaya, Johor zone. The findings of this study show that the level of stress among these teachers is moderate. In addition, this study also showed that there are other factors that influence stress levels such as work load, interpersonal relationships, student problems and more.

In addition, studies have been conducted in Chinese national and national schools. A study by Ismail (2015), for example, was conducted on 289 teachers in national and Chinese national-type schools in southwestern Penang. Through this study, five major factors of role stress among teachers were identified as student misconduct, role overload, time and resource constraints, reward and interpersonal relationships. In this study, it was found that these five factors contributed to the stress levels in teachers being at the moderate level.

In addition, the study of Mohd Faizul Mohd Noor, Mohd Saifulkhair Omar and Fauzi Hussin (2016) was conducted on 105 Muslim teachers in Kuala Nerus District, Terengganu. Researchers also found that the levels of stress among teachers according to the categories of schools A and B. The study showed that the stress levels of teachers in Category A schools were at a moderate level while teachers in Category B schools were at lower levels.

Therefore, based on previous literature reviews, several research questions have been developed as follows;

- i. What is the role of stress among indigenous school teachers in Kuala Lipis district of Pahang?
- ii. Is there a significant relationship between role conflict variables and role stress among indigenous school teachers in Kuala Lipis district, Pahang
- iii. Is there a significant relationship between role ambiguity variables and role stress among indigenous school teachers in Kuala Lipis district, Pahang
- iv. Is there a significant relationship between role overload and role stress among indigenous school teachers in Kuala Lipis district, Pahang?

By answering the questions of this study, it can provide some insight into the phenomenon of role stress among teachers. It also proves that teachers cannot escape stress. This issue of stress has left many negative effects on the country's education system. If this issue is left to go on, then the country's desire to produce quality human capital will fail and it is only a dream come true. Therefore, the issue of stress among teachers should be given due consideration by the government, especially the Ministry of Education.

Methodology

For this study, the researcher has used quantitative method which is a field study. Field studies are used to illustrate the mere nature of the Expost facto (causal effect) that occurs in this study and make the right assumptions (Mohd Nasir, 2003). In addition, the researcher has also applied cross sectional survey method based on adapted questionnaire. In determining whether this questionnaire was a good questionnaire, tests of validity and reliability were performed. For the validity of the researcher has determined the validity of the focus and if it fulfills three conditions namely; all item values were greater than 0.7, composite reliability values were not less than 0.8 and AVE values were greater than 0.5. The researchers also conducted a test of the alpha cronbach's reliability coefficient and found that its reliability was high. This coefficient is very important to indicate the degree of consistency of a survey instrument.

Respondents and Instrumentation

For this study, the survey involved 139 indigenous school teachers in the Kuala Lipis district of Pahang as respondents. In addition, this study also used questionnaire instrument. This questionnaire has been adapted from several previous studies. Among the previous studies that have been adapted for the construction of the questionnaire are Hsin-Hui "Sunny" Hu, Hsin-Yi

Hu and Brian King (2017). The questionnaire by Sharon Conley and Sukkyung You (2014) for measuring role conflict constructs and for role ambiguity constructs has used questionnaires by Sunil Sahadev, Keyoor Purani and Tapan Kumar Panda (2017) while role overload constructs have used questionnaires by Palaniappan Thiagarajan, Subhra Chakrabarty and Ronald D.Taylor (2006).

Sampling

In this study, the researcher used a simple random sampling method. This method was selected based on the suitability and convenience of obtaining feedback and cooperation from the study respondents. The respondents of this study are teachers who teach in indigenous schools in Kuala Lipis district, Pahang. The sample included in this study was 139 teachers in indigenous schools in Kuala Lipis district, Pahang. However, only 131 samples or questionnaires were successfully collected.

Data Analysis

The data obtained from the survey questionnaire will be processed at the basic level using IBM SPSS software. Descriptive statistics analysis was used to obtain the mean values, modes, and standard deviations. For inference analysis, researchers have used SmartPLS software. It has been used to determine the validity and reliability of the instrument and to test the hypothesis of the study (Ringle CM, Wende S and Will A, 2005).

Results and Discussion

Descriptive Analysis

The study found that the mean value of the four constructs ranged from 2.621 to 3.657 with the standard deviation ranging from 0.767 to 1.062 using a five-point likert scale. Based on table 3, the stress level of the role of indigenous school teachers in Kuala Lipis district, Pahang is moderate. This answers the question of study 1. In addition to table 4 it also shows that all the constructs are in the medium level.

Construct	Mean	Standard deviation
Role stress	3.265	0.986
Role Conflict	2.621	0.767
Role Ambiguity	3.657	0.838
Role Overload	2.851	1.062

Table 4: Descriptive Analysis

Analysis of research hypothesis

Based on figure 1, it shows that the inclusion of three independent variables into the SmartPLS route model contributed 17.4 per cent to the change in the dependent variable, which was role stress. In addition, the results of hypothesis testing using SmartPLS route model analysis have yielded three important findings. The first is that role conflict has a positive and significant

relationship with role stress ($\beta = 0.274, t = 3.527$). The second is that role ambiguity has a positive and significant relationship with role stress ($\beta = 0.212, t = 2.104$) and the third is that role overload has a positive and significant relationship with role stress ($\beta = 0.224, t = 2.356$) refer to figure 2. This finding confirms that role conflict, role ambiguity and role overload have been significant predictors of role stress for national school teachers in the study organization. In addition, research findings show that role ambiguity variables are a stronger predictor of role stress than role conflict and role overload.

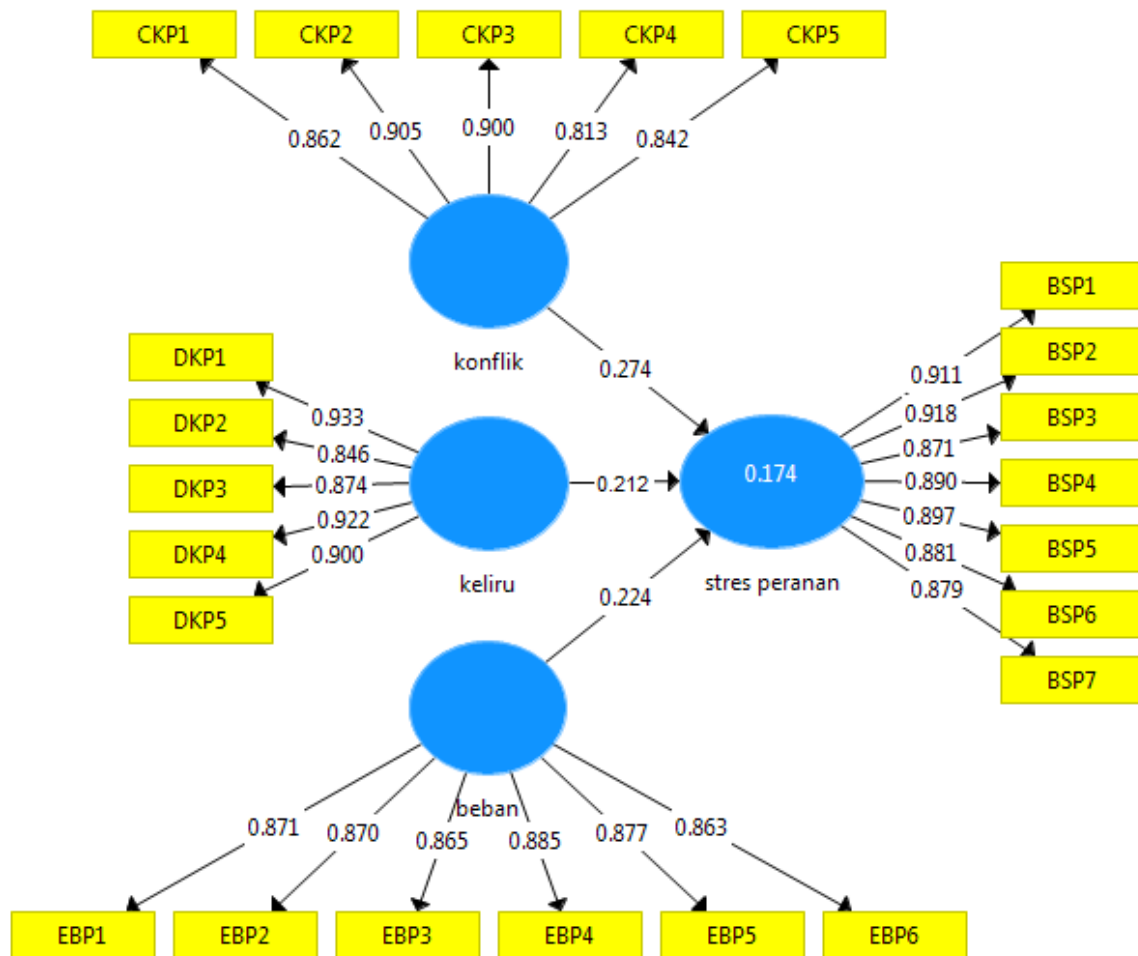


Figure 1: SmartPLS route model analysis

Relationship	Beta, β	t Value	P Value	Result
conflict > role stress	0.274	3.527	0.000	signifikan
ambiguity > role stress	0.212	2.104	0.007	signifikan
overload > role stress	0.224	2.356	0.019	signifikan

$p < 0.05$

Conclusion

Based on the findings of this study, it has been demonstrated that role conflict, role ambiguity and role overload can act as predictors of role stress. Based on the study population, this finding shows that teachers in indigenous schools in Kuala Lipis district, Pahang successfully manage role conflict, role ambiguity and role overload to avoid role stress.

The findings of this study have also given great implications especially to the theory of research, research methodology and organization. Implications from the theoretical point of view for example, this study has shown that the ability to manage role conflict, role ambiguity and role overload can control the level of role stress among indigenous school teachers and is at a moderate level. These findings support the findings of Jan Richard (2012), Nagra and Arora (2013), Fadia Nasser (2015) and Mohd Faizul Mohd Noor, Mohd Saifulkhair Omar and Fauzi Hussin (2016).

In addition, from the point of view of the research method as well as the method of data collection by means of a literature review, pilot studies and questionnaires have been proven to be of high quality and reliability. This situation has helped researchers to produce accurate and reliable research and research. On the other hand, the findings of this study can serve as a guide in addressing and controlling issues related to stress in the workplace especially in educational organizations namely teachers. This can be achieved if the administrators of an organization focus more on aspects related to training programs, including internal courses or professional development courses. These include incorporating these aspects into the course content such as aspects of identifying elements of stress, psychology and signs of stress.

In addition, administrators should also focus on spiritual or spiritual elements in addressing issues related to stress. This is in line with studies by G.Lucchetti, ALGLucchetti, GROliveira, D.Crispim, SLPires, MLGorzoni, CRGPanicio, & HGKoenig (2014), Iyer Ramajanaki Doraiswamy & Mahesh Deshmukh (2015) and Zahra Taheri- Kharamah, Mohammad Abdi, Reza Omid Koopaei, Mostafa Alizadeh, Vahid Vahidabi, & Hesam Mirhoseini (2016).

Administrators should encourage teachers to work in teams. This is a very healthy situation in establishing a positive relationship with each other and forging close cooperation in achieving the organization's objectives and mission. In order to build teamwork, administrators need to increase the efficiency and consistency of tasks based on their expertise to ensure job satisfaction among them and ultimately reduce stress. When this situation arises, the organization members will be more motivated and confident to perform the task.

Unknowingly the issue of role stress has become like a thorn in the flesh in educational organizations. The issue should be focused and monitored aggressively and prudently by top management. Although this study shows the level of stress among teachers in indigenous schools in Kuala Lipis district, Pahang is modest but certainly this issue exists and needs to be addressed wisely. This issue needs to be addressed as it has been proven that it can affect an individual's physical and mental abilities. If the stress of the role can be handled wisely, it will indirectly reduce the stress that the individual is carrying. This is because when an individual is exposed to stress it can affect the credibility of an individual and at the same time directly affect the organization.

Every administrator should be aware that a staff member is a valuable and valuable asset. As human beings, the staff has limited emotions, feelings, responsibilities and energy. As a top management, it is not necessary to point fingers at employees if they fail to perform the tasks provided otherwise they need to be open and chest-tight. This is what is said to be a humanistic approach that enhances staff performance and commitment to the task. Managers who manage to create work satisfaction among employees are excellent and excellent administrators

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