WORKLOAD FACTOR ENCOURAGING JOB STRESS AMONG PT3 TEACHERS IN SCHOOL DISTRICT KAPIT, SARAWAK

[1]BAVANHI A/P RAMAN, [2]NORASMAH BINTI OTHMAN

Universiti Kebangsaan Malaysia

Abstract- This study aimed to identify the factors that are driving workload stress level among teachers in the school district Kapit, Sarawak. The study population comprised 152 teachers who work in four schools in the Kapit Division. A total of 100 teachers selected a sample of four schools are random. This study design involves quantitative descriptive survey method. Questionnaires were used in the data collection process and the results analyzed using Statistical Package of the Social Sciences (SPSS). The analysis was done by using descriptive statistics, namely in the context of frequency, percentage, mean and standard deviation and regression analysis were used for Part C. The results of this study indicate that teachers experience stress at a moderate level and influenced by the workload.

Key Words- the workload, the level of stress among teachers, school district Kapit

I. INTRODUCTION

Nowadays, the teaching profession is a social service that is very challenging. This is because the teachers are giving a great impact on the development of cognitive (mental), affective (attitude) and abilities of students. According to Ismail Abas (2007), generation of competent teachers, controlling character and moral of students is something that is required by the state to meet the challenges of the Seventh Vision 2020. In addition, teachers also considered as an impact on the physical and social skills of each student (Syed and Rohany 2010; Rohaidah, 2015). The teaching profession is a challenging job because the teacher's work now is not just to teach but also burdened with many tasks from other side. Therefore, teachers start to feel a duty to educate is an onerous and did not give satisfaction in the work. In their opinion, this happening due to the stress encountered in the workplace (Rohaidah, 2015).

School-Based Assessment or better know as Pentaksiran Berasaskan Sekolah (PBS) is a curriculum introduced by the MOE in the new education system. PBS is a form of assessment carried out in schools. Its implementation is as designed, administered, scored and reported in a planned based on procedures established by the Malaysian Examinations Syndicate (MES). PBS is a component of the assessment conducted by the school and its assessment conducted by teachers on an ongoing basis during the process of teaching and learning (P&P) (Jamaliah, 2013). After making improvements to PBS, the MOE has introduced the Form 3 Assessment (PT3) which replaces PMR and continue PBS filled offline for Form 1 and 2 students. PT3 was introduced in 2014 replaced the PMR exam and taken by Form 3 students at the end of the year.

Implementation of the PBS should also be carried out by teachers during the year together with PT3 which increase teachers' workload. This is because, the teacher uses a long time in PBS as well as getting involved in a variety of other tasks. The commitment of teachers to the schools affected by this problem even in a small scope. Some studies show that it's increasing the burden on teachers from time to time and they just have a little time to implement it (Azizi; Jamaludin and Mazeni, 2010 and Klassen and Chiu, 2010). Stress is a serious disease and is often associated with job performance, health and productivity of an individual or employee. Stress is also a disease or phenomenon that often attack people nowadays and is often associated with mental health (Raja, 2011, Haryati, 2013 and Norreza, 2014). Review from Virginy (2011), Norreza (2014) and Haryati (2013) also noted that stress is a reaction that is often associated with negative things, which is crazy, edgy, soul anxious, depressed, irritable, unable to think and negative things others.

A study conducted by Rohaidah (2015) stated that if not overcome prolonged stress in a positive way then it can bring to the teachers burnout. Burnout is a phenomenon that is used to indicate the state of a high-pressure job. Virginy (2011); Ooi and Aziah (2015); Sapura (2010); Tajulashikin et al. (2013) and Asraf (2013) says that there are several factors that cause this stress disease. Among the factors set out in their study were as environmental factors, physical, family, change communication, disease, social, decision and include power factor. It is supported in a study conducted by the Raja (2011), that the Ministry of Education always gets complaints from teachers who are experiencing stress. They complain that they cannot stand and think too hard with the workload, working life, financial problems and family.

Accordingly, the researchers felt that this study should be conducted to look at the workload factor encouraging stress among PT3 subject teachers in school district Kapit, Sarawak. In addition, the researchers hope that this study will be useful

guidelines and assist the parties involved, the teachers who do not realize that they are suffering from stress which adversely affect their social and personal lives. Furthermore, this study is expected to assist the school in planning a variety of activities and programme to reduce this problem by involving teachers. For example, in-service training program (LDP) were carried out on stress management courses. Furthermore, these studies help the Ministry of Education in planning and taking appropriate action to reduce this problem and consequently to drive the country's education system.

Thus, the researchers feel that the study is a reasonable action, which can help to provide more scientific information about the level of stress faced by teachers in terms of workload. Next, the goal of this study is to identify the level of stress among PT3 subject teachers in the area that had been selected. Factors to be investigated to determine the level of teacher stress is based on the workload. In addition, this study aims to identify the impact of workload on the level of stress among PT3 subject teachers in Kapit, Sarawak. The objective of this study was to identify the level of stress and identify factors driving the workload stress level among PT3 subject teachers in Kapit, Sarawak.

II. LITERATURE REVIEW

Researchers have discussed the research at home and abroad that have been carried out in accordance with the scope of the study. He reviewed the findings of previous studies on the factors that drive the workload stress level. The problem of stress in the teaching profession is becoming increasingly common among them. This is because, most of the stress occurs because of the increased workload and an increased economic pressure on individuals. The failure of the school to meet the social needs and the needs of work-related stress is the cause of the problem is significant teacher (Rohaidah, 2015; Normarina 2015; Ooi and Aziah (2015) and Fun, 2008). In accordance with the requirements of the Integrated Curriculum for Secondary Schools (ICSS), the educational system of our country now has grown rapidly. Accordingly, changes in the curriculum puts a desire that all teachers must train students for balanced development of self in terms of intellectual, spiritual, emotional, physical and personal development as well as the skills to impart knowledge to them.

According to the study Normarina (2015), Najeemah (2011), Tajulashikin et al. 2013), a teacher also plays an important role in shaping the next generation. This is so because, not only imparting knowledge context are bound to teach, educate and guide students, but also the attitude of the students. In addition, his study also said that teaching is a job that has a high level of stress. This is caused by the consumption of time for 74 hours a week in the line of duty 50.4 hours or 68% related to the curriculum (Normarina, 2015). Her opinion also said that teachers are forced to work overtime until there is a Overuse workload caused by changes in education nowadays force. This problem exists because of unsatisfactory performance of students and student discipline problems are more difficult to control.

The findings of Normarina in 2015 on stress levels among vocational college lecturer in Johor prove that the level of stress experienced by respondents are moderate. However, there are still some signs of stress among the vocational college lecturer. The findings also showed that female lecturers experienced higher stress levels than men lecturer. Accordingly, the change in the system is the dominant factor that occurrence the stress among respondents with 29%, followed by the workload (23%), the attitude of the students (23%), interpersonal relationships (13%) as well as the constraints of time and resources (12%), Hasnah study conducted in 2004 concluded that there are factors that can create stress for teachers, the workload is too heavy and needs a lot of time to prepare the case.

In addition, there are also studies that prove that teachers are burdened with duties outside of teaching, such as attending meetings, conduct programme for students, extra-curricular activities, taking care of the welfare of the students and the duties of the other (Tajulashikin et al. 2013; Kamaruzaman, 2007). According to their study, teachers are under pressure to deal with the implementation of reforms in nowadays education system. Accordingly, the stress experienced by them will affect the emotional, physical and psychosomatic teachers. In the study Tajulashikin et al. (2013) has also been proved that many people concerned with the issue of teacher stress and has started to be investigated from the early 1970's up to today.

Among the researchers who conducted the study related stress are Kyriacou and Sutcliffe (1978); Chaplain, (1995); McCormick, (1997); Lau, (2002); Lemaire, (2009); Ages (2011) and this is stated in the study Kyriacou, C. (2010), Tajulashikin et al. (2013) and Ummi (2014). Their research proves that the workload is a major contributing factor to the problem of stress among teachers and this will bring a negative impact on teacher behavior affects other than their physiology, namely high blood pressure. Overall, the findings Kyriacou, C. 2010 Tajulashikin et al. (2013) and Ummi (2014) proved that stress levels were moderate and there were no significant differences between age-related stress level, work experience and gender.

Next, there are also researchers argue that the burden of the task assigned by the administrator by not just causes the teachers deal with stress. This is because,

they have to create more jobs in a very short time. This is stated in a study conducted by Punanesvaran in 2000 regarding relations with stressful workload of teachers in primary schools. His research is also supported by researchers Sevakame (2003) and Mohd Fitri (2006) carry out surveys in the same scope, but among teachers in secondary schools. In addition, the findings of Muhammad in 2004 for secondary school teachers in identifying that the main causes of teacher stress is because the clerical duties. His findings have found that the level of stress is moderate among the respondents.

In 2014, Norashid and Hamzah done a research at secondary schools in Ranau on workload and motivation of teaching. Their opinion says that a teacher got the stress from lot of workload, do not complete the task and get yelled by the boss. According to them, the growing stress and prolonged will affect one of the psychological aspect. For example, loss of self-esteem, irritable, loss of concentration, aggressiveness and mind be structured. This will make the teacher enthusiastic and less motivated in performing their duties.

Next, study by Norashid and Hamzah (2014), said that the relationship between teachers and students in teaching process itself will be affected if the teacher does not succeed in controlling the self-induced stress. This situation will adversely affect the quality of education and the teaching profession, as well as hinder efforts to create a society that could bring the country towards greater highs. In addition, high stress will also lead to problems of discontent and eventually attitude towards work like avoiding work will begin to form. It would also create severe employment situation and create a desire to stop being a teacher. Accordingly, the findings of their study proves that there is a high level of academic workload as well as non-academic. The level of motivation of teaching was moderate also.

According to the study by Norreza (2014) on the RBT subject teacher prove that teachers are burdened with many tasks outside of the field of P&P. This is because, a teacher needs to conduct curriculum or extra-curricular activities during the year as a advisor teacher. A handful of teachers who teach subjects RBT also given the task to teach other subjects at school. This requires them to carry out the new curriculum policy, namely the Standard Curriculum for Primary (KSSR) while engaging with PBS system. According to his research, an interview was conducted with RBT teachers to prove that the existence of the workload of teachers and it is the main cause of their stress. The findings of these interviews have found that this issue was agreed by some respondents in a survey.

A study conducted by Aziz (2004), emphasized that the school is an organization that is filled with a variety of workload and high responsibility to be prepared by the teachers in school. According to him, the teaching process atmosphere cannot achieve the goals and objectives of an organization if the situation is allowed to continue. This is because the teachers have to pay attention to all the tasks assigned by superiors and this will lead to high stress effects on them. There is also a study conducted among teachers of primary and secondary schools in Canada have found that the workload as well as the attitude of students are the main factor of teacher stress there (Klassen and Chiu, 2010). Blaya (2003) also says that teachers must meet its obligations during the school holidays with extra-curricular activities, extra classes, camps excellence and many others. The excess workload exists when too many tasks to be completed within a short time. This will lead to teachers suffering from stress because other than teach students in their classrooms, they have too many tasks to deal with (Chaplain, 2008).

Furthermore, the findings by Gold in 2003 also supported this statement by pointing out that the findings of the workload faced by teachers in the state have a close relationship with the time factor. According to his opinion, in a short time teachers have to prepare too much work. In addition, problems in most teachers do not get the opportunity to be promoted and recognized for their experience does not hold a position in the organization is also the source of their stress (Joseph, 2000). Canggih (2013) in his study on the factors that influence stress states that the main reason for stress is workload. The findings of the study showed that 33.61% of respondents considered the main cause of stress because of the workload. A study conducted by Ismail Aydogan et. al (2009) proved that the problem of burnout is a common problem among teachers who work in Turkey or abroad.

III. METHODOLOGY

This section discusses aspects such as study design, study population, sample study, where study, research instruments, validity and reliability, the pilot study, data collection procedures and data analysis procedures to be used in this research. Researchers also use quantitative methods for the study because it is convenient to gather information about the level of work stress in a short time. The researchers used a questionnaire in his study as a research instrument to answer questions related to the study that caused stress level based on workload and stress levels in terms of demography, the experience and gender.

The study population consisted of teachers who teach PT3 subjects in secondary schools in Kapit, Sarawak. The total sample was determined by the method of random sample selection, the experience taught PT3 subject more than two years. Accordingly, the population of this study were 152 teachers and the

number of selected samples that been teaching the PT3 subject exceeding two years are 100 people from four schools selected. A pilot study was conducted to test the validity and reliability of the items in the questionnaire. The pilot study was also conducted on 20 teachers who teach in SMK Selirik, Kapit, Sarawak. The results obtained after the alpha index were analyzed using Statistical Package for the Social Sciences (SPSS) was 0.784. Therefore, the questionnaire can be used to gather data for this study.

The procedure was initiated research studies with the selection of a title for the article after discussions with supervisors. Then the researchers asked the title of the application for approval of the University. Next, permission to conduct the study was obtained from the Division of Educational Planning and Research, Ministry of Education for conducting the study. After that, the researchers went alone to the selected schools and meet with principals to get permission to consult a study in the school. It is carried out after obtaining the consent of the parties above.

The researchers distributed questionnaires to teachers at the school were selected with the assistance of the administrator. Information and detail are also given thorough for all teachers to avoid mistakes and problems that may occur. Statistical frequency distribution frequency, mean and percentage were used in the analysis of the data obtained in this study. Furthermore, the formula method and the distribution range of the means used to measure the perception of respondents is 1:00 to 2:33 is the Low Level, 2.34 - 3.67 is a Moderate Level and 3.68 - 5.00 is a High Level (Woo, 2008). Finally, SPSS was used to analyze any information or data required. The analysis was made after all the completed questionnaire collected from schools of Kapit District.

IV. FINDINGS

The analysis includes backround of Respondents, while an analysis was to determine the level of job stress and workload factor that cause stress among PT3 subject teachers.

V. DESCRIPTIVE DATA

1.1.1 Gender

Table 4.1 :
Number Distribution And Percentage Of The Respondents According To Gender

Gender	Number Distribution	Percentage (%)
Male	37	37
Female	63	63
Total	100	100

The respondents consisted of 100 respondents, of which 37 of them are female teachers and the rest are male teachers.

1.1.2 Teaching Experience

Table 4.2 :
Number Distribution And Percentage Of The Respondents According To Teaching Experience

Teaching Experience	Number Distribution	Percentage (%)
1 to 5 years	59	59
6 to 10 years	35	35
11 to 15 years	5	5
16 to 20 years	0	0
Above 20 years	1	1
Total	100	100

The results as seen in Table 4.2 of this study found that the highest number of respondents were 59 people who have teaching experience of 1 year to 5 years. While the reverse is only one (1%) of the respondents had been teaching for more than 20 years in the teaching profession.

1.1.3 Stress Level Analysis Among PT3 Subject Teacher Stress

Table 4.3 :
Analysis of Frequency, Percentage and Mean

NO.	ITEM	SCALE					
		N	R	S	QO	O	MEAN
1	I have negative thoughts and feelings as a result of prolonged stress related problems.	14	38	26	16	6	2.62
2	The quality of my work has deteriorated	28	36	28	6	2	2.18
3	I felt very tired spiritually, emotionally and physically after work.	2	14	44	32	8	3.30
4	I often deal with flu and viral infection of the working day.	18	44	26	8	4	2.36
	AVERAGE	21	36	29	9	2	2.37

Table 4.3 shows the frequency analysis of some examples of items related stress levels of teachers. This shows that the overall level of stress at a moderate rate, mean = 2.37.

Table 4.4 :
Descriptive Analysis of Stress Levels Among PT3 Subject Teachers

	n	Sum	Mean	Standard Deveation
Stress Level	100	236.70	2.3670	.43288
Valid N	100			

Overall, the mean level of stress among respondents is 2.37 as shown in Table 4.4 above, a table of descriptive analysis of the level of stress. The stress is moderate and it is classified according to the Classification Analysis of mean score and assessment phase of the study referred Woo (2008).

1.1.4 Analysis of Respondent's Frequency And Percentage For Entire Stress Level

Table 4.5 :
Descriptive Analysis of Respondent's Frequency And Percentage For Entire Stress Level

Mean of Stress Level	Respondent's Frequency	Percentage (%)
1.00 – 2.33	38	42
2.34 – 3.67	61	61
3.68 – 5.00	1	1
TOTAL	100	100

Table 4.5 shows the frequency of response, percentage and stress levels raised by 100 respondents in this study. Accordingly, a total of 38 persons from 100 respondents label that their stress levels are at a low level, in between the mean level of stress from 1:00 to 2:33. Meanwhile, a total of 61 respondents were in the mean level of 2:34 - 3.67 and 1 respondents were in the mean level of the stress level of 3.68 - 5.00. In conclusion, these findings show that the highest number of respondents who were moderate by Analysis Classification Mean Score, ranging from studies Woo (2008) with a total of 61 people.

VI. HYPOTHESIS TESTING ANALYSIS REVIEW

These data and analysis of testing hypotheses

1.1.5 Work Load Factor Analysis to Support Stress Level Among PT3 Subject Teacher

Ho 1 : Do not have a significant effect between workload and stress level of the PT3 subject teachers in the school district Kapit, Sarawak

Table 4.6 :
Analysis of Frequency, Percentage and Mean For Work Load Factor

Dimensional Stress Factors	Beta	t	Sig.
Work Load	.310	6.629	.000
**p<.05 r^2 = .348	Value F = 49.938		Sig. F = .000

The analysis in Table 4.5 is the overall workload. There are a total of 10 items used for this factor, which measures the stress level based on workload. Overall, the findings in Table 4.5 states that the workload has influence and impact on the level of stress among teachers with the findings of (B = .310, p = .000 <.05). In conclusion, it said that the overall workload is significant and the null hypothesis is rejected. It is also said that the overall workload is also encouraging level of stress among PT3 subject teachers in Kapit, Sarawak.

CONCLUSION

Overall, the level of stress that were studied by the researchers proved that the stress faced by teachers from four schools were selected in Kapit, Sarawak is moderate and influenced by the workload factor. This proves that there is a significant level of stress level by workload factor. The results of this study are consistent with the opinion of Woo (2008) and Alphard (2011). The results of their study showed that most respondents in their study experienced moderate stress levels. Accordingly, the results of this study also to the opinions Safiah (2006), Kamaruzaman (2007), Woo (2008), Fun (2008), Azizi (2010) and also Tajulashikin. et al (2013) emphasizes that the majority of teachers that has been surveyed suffer from stress at medium stress level.

This factor is the level of concern and stress levels can be high if not taken seriously. The findings of this study prove that these factors are leading to the degree of stress among PT3 subject teachers in Kapit, Sarawak. Accordingly, it can be said that teachers are burdened with many tasks in the field and outside the field. They had to inconvenience themselves just to get the job off the field and this will lead to teachers suffering from stress problems. This is consistent with the opinion by Punanesvaran (2000), Sevakame (2003), Mohd Fitri (2006), Muhammad (2004), Azizi (2004), Kyriacou, C. (2010), Tajulashikin et al. (2013) Norashid and Hamzah (2014), Norreza (2014), Rohaidah (2015) and Normarina (2015).

Next, most teachers use the energy outside of the ability to accomplish the tasks entrusted to them. With this, they will easily get tired and lose concentration in the discharge of duties as a teacher. This will encourage them to stress. In addition, changes in the curriculum also weighed on most of the teachers in the school to carry out the task. Therefore, they are prone to stress as a result of a lot of workload. In addition, they aim to set up a redundant tasks will also be detrimental themselves which can lead to serious health problems. In conclusion, this study proves that the workload is a major contributing factor to stress among teachers who will bring a negative impact on the behavior and it also have an impact in terms of physiology such as high blood pressure.

As the implications of the study some suggestions that can be used as an alternative to overcome the shortcomings that would exist to ensure the quality of research better. Although the stress level is still at a moderate, but it must be controlled in an effective manner so that teachers no longer suffer from stress in the future. As a measure to overcome this problem, school administrators can organize sports programme or activities from time to time so the teachers stress can be reduced and thus always think calmly. In addition, courses, workshops or seminars must be based on the content of the programme or agenda.

Next, the school also had to create an harmonious and healthy environment, that is the decision taken by the discussions, good relationships among staff, teachers received a positive response and appreciated, reducing administrative tasks, policies school

comprehensive and systematic as well as any additional duties are based on the ability of the teacher. Next, the school also must create a work environment that is cheerful and good cooperation to overcome any problems that are often encountered. Teachers are also advised to make regular exercise, engaging in leisure activities and physical exercises that can help forget the stress. This is because, a healthy body and fresh mind will have a smart brain. Furthermore, they should be given guidance and concern about healthy eating practices that teachers are also care of the physical, emotional, spiritual and intellectual as well disciples.

As this study has several limitations of the study, the researchers would like to suggest some further research. The scope of this study only focused on population PT3 subject teachers of secondary schools in Kapit, Sarawak, that only consists of four secondary schools only. Therefore, this study cannot provide a generalization of stress for the entire state. Then, the researchers suggest that future studies take into account whether the entire middle school or high school combination of several states. Therefore, future research should also identify the difference in stress between teachers from several other states. In addition, further research can be conducted on different levels of schools, in primary schools in the area and also in other areas of the country. The study also considers the level of stress based on the workload that stress contributes to PT3 subject teachers. Therefore, the researchers recommended that future taking into account and other factors that might be expected to be the basic cause of teacher stress.

Furthermore, the skills needed in the management of stress that must be learned by all members in the organization of education. This is because, failure to control stress can also cause an adverse effect on the image of the organization to the individuals concerned. Therefore, all parties such as the schools, the Education Department and the Ministry of Education should take serious note of the issue of teacher stress. Initial steps should be taken to a brilliant tackle the issue of stress before it continues to spread in the profession of teacher. Thus, teachers are healthy and free from stress can provide a good quality of teaching to students. In conclusion, the teaching profession is an uphill task and requires the sacrifice of a very high order. So, this should be taken into account and given attention at least through implementation or action settlement in stages.

In this study, researchers found that the level of stress among teachers in school subjects PT3 Kapit, Sarawak still not at a serious level. However, measures or actions need to be taken very carefully in order to ensure the level of teacher stress is not up to the level of serious and ultimately a negative impact on the profession of teaching. In addition, teachers also must always be positive in facing obstacles in education at present. This will help them not to continue plagued with stress and thus undermine their profession. Accordingly, the parties involved should also assist and provide support and motivation to reduce the burden of stress experienced by most teachers. Support of the parties involved is essential in overcome or reduce this stress problem. In conclusion, this study is expected to provide some ideas of the level of stress experienced by teachers and how to handle it.

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