

Relationship Between Work Pressure (Stress) and Time Management Teachers in Learning Process at National Secondary School

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Abstract

The purpose of this study was to identify the Relationship Between Work Pressure (Stress) and Time Management Factors Among National Secondary School Teachers. Teachers are the key pillars in the educational system, responsible for nurturing intellect and future leaders who will guide the nation in Malaysia's forthcoming generations. In the course of their daily duties, teachers encounter various challenges in their daily lives, particularly work pressure and the task load they face while managing limited time. The research problem aims to identify the workload experienced by teachers and the existence of work pressure throughout their daily teaching and learning activities in schools. Therefore, the objectives of this study are to identify the work pressure factors that influence time management among secondary school teachers. This study will also determine whether there is a significant relationship between work pressure and its impact on the time management of secondary school teachers in general. The respondents for this study consist of secondary school teachers in Nilai, Negeri Sembilan. This research is conducted using a quantitative descriptive approach with the use of a questionnaire as the research instrument. The data collected will be analyzed using *SPSS version 27.0*. The findings of this study reveal that the level of work pressure experienced by teachers is moderate. There are two-time management factors, namely time management mechanisms and the importance of time management to the organization. These time management factors significantly contribute to the relationship between work pressure among teachers in this national school.

Keywords: Stress, Teacher, Work Stress Factor, Student Behaviour, Workload, Work Constraints, Recognition.

Introduction

Teachers are educators who consistently guide and impart knowledge, playing a crucial role in their students' journey towards success. Education is a major contributor to the development of a prosperous nation by producing intelligent and scholarly individuals who will shape the future. As stated by Syed Ismail and Ahmad Subki in 2010, having quality

teachers is essential to achieving an effective educational system in this country. Therefore, the excellence of the education system is often a focal point and a hotly debated issue. The Ministry of Education Malaysia (MOE) continuously strives with dedication to realize excellence and direction following the right guidelines to strengthen a conducive and successful learning system in schools. Hence, the responsibility and role of school teachers as educators in achieving these goals are highly significant. Therefore, effective time management is a factor that can determine the success of the teaching process in schools. Effective time management means that an individual can manage their time efficiently to carry out daily activities and work successfully. Effective time management can also lead to a healthy lifestyle and a positive mindset without the burden of stress. Managing time effectively involves the use of tools and methods or techniques to plan and schedule time appropriately. Failure in wise time management can have consequences on daily life, such as reduced productivity, increased stress, and inability to complete daily tasks according to schedule.

Background

According to Fatimah & Rohaney (2006), stress is a serious issue that is consistently linked to daily work performance, health, and individual or employee productivity. This problem will persist if not addressed properly. Researcher Kyriacou (1987) also stated that prolonged stress can disrupt health and have both mental and physical effects. This statement is supported by Ali Murat (2003), who noted that school teachers often experience significant stress, which can have detrimental effects and disrupt their work performance in schools. The high workload from their workplace and the significant responsibilities they have towards their families can lead some teachers to postpone tasks that should be completed promptly. Therefore, the substantial workload is a primary cause of work-related stress among teachers. Efficiency in effective time management and the use of proper methods can alleviate the workload for teachers, as suggested by researchers (Yilmaz & Gultekin, 2010).

Problem Statement

The research conducted by the National Health and Morbidity Survey (2001) reveals that the prevalent statistics regarding depression rates due to work-related stress are as high as 20%. At the international level, statistics show that nearly 450 million workers experience severe depression. Consequently, the United Nations (UN) has issued a statement that work-related stress contributes to the prevalence of five major diseases worldwide: severe depression, heart disease, lung disease, stroke, and diabetes, leading up to the year 2020. Kamarudin (2017) further asserts that student misbehavior and social factors are significant contributors to the stress experienced by teachers. Student misbehavior is a pressing concern for both teachers and students in schools. Students engage in unhealthy social behaviors such as truancy, gang-related activities, vandalism, smoking, vaping, classroom disruptions, and more. Teachers are committed to investing a significant amount of time in preparing teaching materials, but when faced with such student issues, stress arises as teachers struggle to cover the curriculum as scheduled. Rushed teaching and a lack of classroom quality result in added stress. Researcher Mackenzie (2009) adds that the workload imposed on teachers and student social issues contribute to excessive work-related stress and disrupt their time management. Poor and disorganized time management leads to excessive stress for teachers, which can result in health problems, mental health issues, and even depression. If teachers can effectively manage their time, they can handle their daily teaching workload in schools

without any stress.

Objective

Based on the following problem statement, the objective of the study is

- i) Identify the relationship between job stress and time management factors among teachers.
- ii) Identify a significant relationship between job stress and teachers' time management factors.

Study Review

- i) Does work stress affect teachers' time management factors?
- ii) Is there a significant relationship between work stress and teacher time management factors?

Study of Interest

The interest of the study is the importance of awareness and improvement of teacher pressure and time management factors for an organisation. All information and reference materials can be used as additional information or even guidelines to the parties involved such as teachers, schools and also the Malaysian Ministry of Education (KPM).

Scope of Study

This study focuses on a sample of 30 high school teachers who serve as respondents. The research is conducted at Dato' Mohd Said National Secondary School in Nilai, Negeri Sembilan. The design of the study was to use a quantitative approach and data collection was carried out using a questionnaire instrument. Data were analysed descriptively using SPSS software version 27.0. This study aims to identify teachers' work pressure and also its relationship and significant to the mass management factor among teachers in the school.

Literature Review

1. Timing Factors

The meaning of time management is that a person can manage the time allocated effectively in doing daily tasks and activities and achieve satisfaction in what is done. Time management is very important in helping a person be able to manage and use the time given to be used wisely and responsibly. This effective time management indirectly illustrates one's lifestyle because it can manage time well and achieve goals so that it is successful. If someone is good at managing and using time well, surely the task can be carried out responsibly as mandated. Time management factors can be divided into three namely time management mechanisms, time planning and also its important in an organisation. The time management mechanism factor is something that is scheduled to be made and completed, according to the reviewer Tiger, 1994. The time planning factor is also designing assignments and creating work lists to be planned so that they are prepared according to the set time. Whereas, the importance factor for an organisation is also to do the work at the workplace in a friendly and orderly manner. This will make the person do the assigned task well.

2. Relationship between Work Pressure and Period Management Factors

According to researchers Azman & Yusof (2017), there is a correlation between time management and stress among employees. Through a survey involving 301 workers, the

study found that the respondents' levels of time management and work-related stress were at a moderate level. The study's findings revealed a significant relationship between time management mechanisms and the work-related stress experienced by these employees. Branch (2015) examined the effects of time management as an efficient component in managing work-related stress. This research was conducted among teachers using a questionnaire, and it found that with modified time management factors, a significant relationship existed between work-related stress and time management factors. Therefore, it can be concluded that improvements in time management can alleviate work-related stress among teachers. For researchers Kohandel & Bahari (2014), they discovered a relationship between time management and its importance to the organization as well as coping styles with stress. A sample of 140 sports and youth employees was analyzed using a questionnaire instrument. It was found that there was a significant correlation between coping styles with stress and time management among male employees compared to female employees. However, no significant relationship was found between coping styles with stress and organizational importance. For female employees, not all relationships between coping styles with stress, time management, and organizational importance were found to be significant.

Conceptual Framework

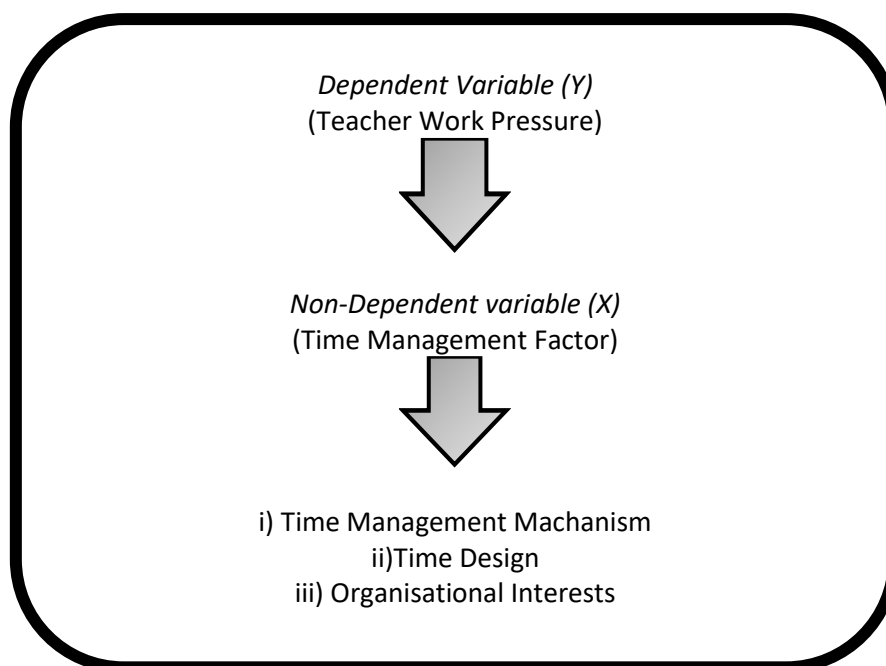
Theoretical Framework

The dependent variable (Y)

Teacher Work Pressure

Non-Dependent Variable (X)

Time Management Factors



Research Design

1. Research Design

The research design used a quantitative approach and the data were extracted using the instruments of the questionnaire and observation.

2. Sample Research

The sample of this study was as many as 30 teachers of National Secondary School as respondents who received from 66 forms of research questions to be analysed. The school studied was Dato' Mohd Said National Secondary School in Nilai, Negeri Sembilan.

3. Assessment Instrument

This study uses a questionnaire as a data collection instrument. The research question of this study is divided into three parts, namely:

Part A	Demographic Profile	Gender, Age, Races, Marital Status, Work Experience, Level of Education, Income
Part B	Measuring Time Management	Design Planning, Time Management Machanism, Organisational Interests
Part C	Measuring Work Pressure / Stress	Student Discipline, Workload, Recognition and support, Lack of Resources, Peer Relations, Others

4. Data Collection

The method of data collection is divided into two;

- i. Primary Data - questionnaire form
- ii. Secondary Data - this study has used Journal Articles as a reference to obtain data and information as info such as journals, documents, past records, theses, internet, newspapers and reports. A total of 66 sets of questionnaires were distributed and only 30 sets of questionnaires were received back, i.e., 45.5% were used for analysis.

5. Data Analysis

By using SPSS software version 27.0, the data was measured using

- i. Demographic Profile - Descriptive Analysis
- ii. Relationship between work stress and time management factors among teachers - Correlation Analysis
- iii. Significant relationship between work pressure and teachers' time management factors - Regression Analysis

Data Analysis And Decisions

1. Demographic Profile

The table below the data analysis from 30 teacher respondents who have completed answered the provided questionnaire.

1.0	Gender 1 - Female - 18 (60%) 2 - Male - 12 (40%)
2.0	Age 1 – 21-30 Years - 6 (20%) 2 – 31-40 Years - 9 (30%) 3 – 40-50 Years - 9 (30%) 4 – 51 Years and above - 6 (20%)
3.0	Races 1 – Malay - 18 (60%) 2 – Chinese - 5 (16.37%) 3 – Indian - 6 (20%) 4 – Others - 2 (6.67%)
4.0	Marital Status 1 – Married - 18 (60%) 2 – Single - 10 (33.33%) 3 – Others - 2 (6.67%)
5.0	Work Experience 1 – 1-5 Years - 1 (3.33%) 2 – 6-10 Years - 6 (20%) 3 – 11-15 Years - 9 (30%) 4 – 16 Years and above - 14 (46.67%)
6.0	Level of Education 1 – Bachelor Degree - 19 (63.33%) 2 - Master - 11 (36.67%)
7.0	Income 1 – RM3000-RM3500 - 8 (26.67%) 2 – RM3501-RM4000 - 5 (16.67%) 3 – RM4001-RM4500 - 7 (23.33%) 4 – RM4501 and above - 10 (33.33%)

Statistics

		Jantina Respondan	Umur Respondan	Kaum Respondan	Status Respondan	Pengalaman Respondan	Pendidikan Respondan	Pendapatan Respondan
N	Valid	30	30	30	30	30	30	30
	Missing	1419	1419	1419	1419	1419	1419	1419
Mean		1.4000	2.5000	1.6667	1.4667	3.2000	1.3667	2.6333
Median		1.0000	2.5000	1.0000	1.0000	3.0000	1.0000	3.0000
Mode		1.00	2.00 ^a	1.00	1.00	4.00	1.00	4.00
Std. Deviation		.49827	1.04221	.92227	.62881	.88668	.49013	1.21721
Variance		.248	1.086	.851	.395	.786	.240	1.482
Skewness		.430	.000	1.026	1.025	-.738	.583	-.210
Std. Error of Skewness		.427	.427	.427	.427	.427	.427	.427

a. Multiple modes exist. The smallest value is shown

2. Correlation and Regression Tests

a) The relationship between work pressure and time management factors among teachers.

			Correlations			Bootstrap ^c			
			Correlation Coefficient	Sig. (2-tailed)	N	Bias	Std. Error	99% Confidence Interval	
								Lower	Upper
Spearman's rho	Perancangan	Perancangan	1.000	.	30	.000	.000	1.000	1.000
		Tekanan Kerja Respondan	.294	.114	30	-.003	.175	-.183	.698
		Keutamaan Organisasi	-.114	.547	30	.001	.187	-.573	.357
		Mekanisme Pengurusan Masa	-.183	.334	30	.004	.161	-.571	.249
	Tekanan Kerja Respondan	Perancangan	.294	.114	30	-.003	.175	-.183	.698
		Tekanan Kerja Respondan	1.000	.	30	.000	.000	1.000	1.000
		Keutamaan Organisasi	-.519**	.003	30	.001	.153	-.855	-.087
		Mekanisme Pengurusan Masa	-.488**	.006	30	.004	.140	-.781	-.066
	Keutamaan Organisasi	Perancangan	-.114	.547	30	.001	.187	-.573	.357
		Tekanan Kerja Respondan	-.519**	.003	30	.001	.153	-.855	-.087
		Keutamaan Organisasi	1.000	.	30	.000	.000	1.000	1.000
		Mekanisme Pengurusan Masa	.300	.107	30	-.004	.174	-.189	.694
	Mekanisme Pengurusan Masa	Perancangan	-.183	.334	30	.004	.161	-.571	.249
		Tekanan Kerja Respondan	-.488**	.006	30	.004	.140	-.781	-.066
		Keutamaan Organisasi	.300	.107	30	-.004	.174	-.189	.694
		Mekanisme Pengurusan Masa	1.000	.	30	.000	.000	1.000	1.000

** . Correlation is significant at the 0.01 level (2-tailed).

c. Unless otherwise noted, bootstrap results are based on 10000 bootstrap samples

The strength of the relationship, as indicated by the correlation value, is categorized and interpreted based on the correlation index value provided. The interpretation of a very weak relationship falls within the correlation range of 0.00 to 0.20, a weak relationship falls within the range of 0.21 to 0.40, a moderate relationship falls within the range of 0.41 to 0.70, a strong relationship falls within the range of 0.71 to 0.90, and a very strong relationship falls within the range of 0.91 to 1.00.

From the table above, several conclusions can be produced, namely:

i) There is no significant relationship between Work Pressure and Time Management among the respondents, i.e., teachers ($r = 0.294$, Significant = 0.114).

ii) There is a significant inverse but moderate (negative sign) relationship between the work pressure experienced by the respondents and Organizational Priority, meaning that as the organizational priority increases, the level of work pressure experienced by the respondents decreases ($r = -0.519$, Significant = 0.003).

iii) There is a significant inverse but moderate (negative) relationship between work pressure and Time Management Mechanisms, indicating that as the organizational importance increases, the level of work pressure experienced by the respondents decreases ($r = -0.488$, Significant = 0.006).

The double asterisks (**) indicate a significant relationship at the 99 percent confidence level. This level of significance is achieved when the obtained Significant value is equal to or less than 0.01.

b) A significant relationship exists between work pressure and time management factors among teachers

Multiple regression analysis was employed to identify the factors influencing time management. The results indicate that only two-time management factors significantly influence the work pressure experienced by the respondents, namely

i) Value $p < 0.01$ (time management mechanism: $B = -0.266$, $t = -2.234$

ii) Value $p < 0.01$; organizational preference: $B = -0.256$, $t = -2.321$, $p < 0.01$).

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.074	.206		10.063	<.001
	Keutamaan Organisasi	-.337	.111	-.497	-3.034	.005
2	(Constant)	2.467	.261		9.452	<.001
	Keutamaan Organisasi	-.256	.110	-.377	-2.321	.028
	Mekanisme Pengurusan Masa	-.266	.119	-.363	-2.234	.034

a. Dependent Variable: Tekanan Kerja Respondan

Therefore, the Work Stress Model with the teacher's Time Management factor through the Regression Equation is;

Respondent's Work Pressure, $Y = 2.467 - 0.266x_1 - 0.256x_2$

x_1 = Time Management Mechanism

x_2 = Organisational Interests

This is meant to be

For each reduction in x_1 = Time Management Mechanisms, there is an increase in Y (Time Management Factors) by 0.266 (holding other factors constant). Likewise, for each reduction in x_2 = Organisational Interests, there is an increase in Y (Time Management Factors) by 0.256 (holding other factors constant).

Recommendations AND Resolutions

Resolutions need to be thought of to reduce the problem of work pressure with time management factors among teachers for the betterment of Education. Indeed, the uncontrolled work pressure of teachers will have a negative effect on the quality of education in the country. If this pressure continues, it will affect job satisfaction, coping strategies, social support and even teachers' self-concept.

Among the suggestions and resolutions that need to be considered related to work pressure among teachers with time management factors are as follows

i) Motivation and support

The research of Fadzli et.al (2005) suggested that stimulating leadership, teachers' contribution to education, support, enthusiasm and more efficiency in the workplace will be able to reduce the work pressure of teachers. Through a research by Chan & Gurnam (2007) stated that leadership behavior is found to have a positive relationship with work pressure where if leadership behavior increases, generally work pressure will decrease.

In addition, the provision of a comfortable and good workplace, clear intensive statements, support for them in times of difficulty can maintain the quality of work and can reduce stress. A teacher in Sarawak (Harian, 2005) who spoke about his work environment in one of the schools proved that in this era of educational modernization there is still an uncomfortable atmosphere at the teacher's workplace. The issue of teacher density in the teacher's room, the problem of sharing desks and the provision of unsuitable and sufficient furniture. Teachers have begun to claim that there is still a work atmosphere that is not conducive. Work performance and workplace environment are two things that are interrelated and influence each other. The work environment should be comfortable and appropriate to their status as officers in the management and professional group. The right party needs to look at the welfare aspect of teachers to improve this situation in line with the goal of further dignifying the field of education.

ii) Review Teacher Workload

Given that one of the causes of work stress among teachers is the workload that may be burdensome, the ministry needs to conduct follow-up studies from time to time to identify problems and implement solutions. Based on the proposed resolution, the Ministry of Education has made several related studies. The implementation of the results of the study to overcome the problem of stress faced by teachers will be carried out in the Ninth Malaysia Plan (RMK-9) (Daily News, 30 August 2005). The Ministry will study and improve through a strategy to restore the true duties of teachers without focusing too much on non-real duties. Among the measures that will be taken are the addition of teachers, the reduction of students in a classroom and hiring more clerical staff so that teachers can focus more on their core task of teaching. The burden of discipline teachers also needs to be handed over to specially appointed counselors and the field of sports is handed over to professional expert teachers (Daily News, 8 July 2005).

iii) Administration Support

According to Young (1978) suggested the support of the administration to relieve the teachers' frustration which increases the level of anxiety/anxiety. Dunham (1977) explains that teachers who have to deal with disruptive students need the support of the administration and colleagues. Lortie (1975) also stated that better facilities are considered as changes that can increase teacher effectiveness, and higher remuneration and promotion are seen as changes that can increase job satisfaction.

While according to Abdel Halim's study (1978), it is suggested that to reduce the negative effects related to teacher work pressure, the role of an organization can adapt to the strategy of job restructuring to enrich the teacher's role. In order to reduce the problem of teacher work pressure with time management, the administration can use crisis-intervention counseling and social support systems. In managing employees' reactions to stress, the administration can apply calmness training, health programs and time management (West & West, 1989:61).

iv) Contribution and Intensives

In Johnston article (1996), thinks that clear intensive statements are one of the factors that can stimulate the maintenance of work quality and reduce stress in the field of education. Lately, the government has changed the number of days and the burden of teachers' working hours where civil servants now no longer work on Saturdays and the working hours on other days have increased slightly. What needs to be re-evaluated is about the duties and contributions of these teachers who have to work on Saturdays because of certain tasks related to education. So far, the government has not allocated any additional allowance to teachers for having to work on Saturdays even though there are other staff who are paid a special allowance if they work overtime. Incentive payments play an important role in reducing teacher absenteeism, although incentive payments are not very large (Jacobson, 1989).

Conclusions

It can be concluded that this study that the existence of stress at a modest level among school teachers. This study that the time management mechanism factor has a significant relationship with teacher work pressure and is at a simple level of relationship based on the stated correlation schedule. This shows that the higher the time management mechanism, the lower the level of teacher work pressure. The study of Azman & Yusof, 2017 of the same view states that it can be seen that the relationship between time management and work pressure is significant. The results of this study show that time management mechanisms have a negative relationship with teacher work pressure.

While the results of the Douglas et al. study, 2016 also stated that teacher work pressure and organisational interests are negatively related (negative sign). The results of this study show that organisational interests have a negative relationship with teacher work pressure. The results of the study suggest that when a person has organisational interests, the way their tasks are organised and the extent to which they maintain a structured way of working in the workplace can reduce existing or potential work pressure. As stated by the Minister of Education 2018, 4.4% of the work pressure experienced by teachers is simple gradual, this needs to be balanced with the best possible method so as not to have a negative effect for the long term. In addition, if this issue persists, it may impact the quality of education and the teaching profession, which plays a crucial role in elevating Malaysian society to higher levels of educational excellence and sustainable quality, as highlighted by Sapora in 2007.

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