

UNIVERSITI TEKNOLOGI MARA

**PSYCHOSOCIAL RISK
ASSESSMENT AMONG TEACHERS
IN SELECTED PRIMARY SCHOOL
IN AMPANG, SELANGOR**

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In the name of Allah, The Most Gracious, The Most Merciful.

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TABLE OF CONTENTS

TITLE PAGE	
DECLARATION BY STUDENT	ii
INTELLECTUAL PROPERTIES	iii
APPROVAL BY SUPERVISOR	iv
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS	xiii
ABSTRACT	xiv
ABSTRAK	xv
CHAPTER 1: INTRODUCTION	1
1.1 Background	1
1.2 Problem statement	2
1.3 Research Objective	4
1.3.1 General objective	4
1.3.2 Specific objective	4
1.4 Research questions	4

ABSTRACT

Psychosocial risk assessment is becoming more important for research and health and safety at work because of changes in the law that require employers to include psychosocial work factors in general risk assessment. Teachers spend one-third of their day on work-related duties and the amount of that time contributes significantly to the situation outside of working hours. Numerous problems are raised regarding the factors contributing to teachers' stress and mental health status. Regarding the source of stress, is it the result of the job or does it come from another source. Therefore, the objective of this study is to determine the psychosocial status and its risk factors among teachers in primary school. This study was conducted in a selected school in Ampang, Selangor. There were 65 of primary school's teachers involved in this study. They met certain criteria, such as having a minimum of six months of teaching experience and not being diagnosed with any sort of psychiatric disease. There were three parts of the questionnaires including the demographic characteristics, Depression, Anxiety, and Stress Scale (DASS21), and Environment & Occupation Likelihood Scale on Workers Mental Health Status (LEOs). The study found that majority of respondents were female teachers who were married, aged 40 or older, had worked for more than 12 years, and held a bachelor's degree. The results of this study showed that the percentage of psychological symptoms among primary school teacher in selected school in Ampang were at normal level and psychosocial status of the teachers were in low risk. There were very low percentage of teachers who experience severe to extremely severe psychological symptoms which including depression, anxiety and stress. Therefore, majority of teachers in this study had good mental health status which required low priority for mental health action. However, there was no significant association between depression levels with occupation risk factor. Future research should focus on risk factors for psychosocial status and other mental illnesses to all Malaysian teachers, since it is critical for teachers to have good mental health in order to improve the quality of the teaching process and students' educational outcomes.

Keywords: *Psychosocial risk, psychological symptoms, teachers, working environment*

CHAPTER 1

INTRODUCTION

1.1 Background

Psychosocial risk assessment is becoming more important for research and health and safety at work because of changes in the law that require employers to include psychosocial work factors in general risk assessment. The Department of Occupational Safety and Health of Malaysia (2021), has reported 11 cases and only four are confirmed cases as “psychosocial problems” under “types of diseases” by the year 2019. Although employee mental and physical health has become more crucial in building a successful Malaysian sector, over 70% of Malaysian employees have seen an increase in stress-related illnesses (The Isosceles Group, 2017). It has been established that psychosocial risk factors influence components such as motivation, emotions, feelings, and attitudes, also resulting in increased rates of depression, stress, exhaustion, and emotional burden (Heredia Gálvez et al., 2018). According to the World Health Organization (2017), depression is one of the primary causes of disability globally, affecting an estimated 350 million individuals. There is mounting evidence that the workplace environment has a significant effect on the psychosocial status and well-being of employees.

Stress is defined as “an interaction between a person towards a situation.” which includes both physical and mental conditions that make a person unable to deal with the pressures and demands of a certain situation (Harish, 2018). Stress has been proven to correlate closely with the working environment (Idris & Dollard, 2011). Teaching is a stressful profession, and teacher burnout due to stress is rapidly becoming a worldwide epidemic. Teaching ranked as the second most stressful occupation among twenty-six occupational groups (Feuerhahn, Kühnel, & Kudielka, 2012). Teaching, role conflicts or