

UNIVERSITI TEKNOLOGI MARA

**KNOWLEDGE, ATTITUDES, AND
PRACTICES ON ERGONOMICS AND
WORK-RELATED
MUSCULOSKELETAL DISORDERS
AMONG SCHOOL TEACHERS IN
SEMPORNA, SABAH.**

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ABSTRACT

School teachers are exposed to various ergonomic risk factors such as prolonged sitting and standing, and inadequate monitor height that may contribute to work-related musculoskeletal disorders (WMSDs). If this problem is not solved, it can affect their quality of life during and outside work hours. The purpose of this study is to identify the knowledge, attitudes, and practices of ergonomics and work-related musculoskeletal disorders among school teachers in the workplace. Teachers were asked to complete the self-administered questionnaire, consist of four sections. Observation on the occupational settings at the respected school was done to assess the ergonomic risk among teachers. The finding shows that the level of knowledge, attitudes, and practices of ergonomics among the respondents is poor. Eight out of nine body regions including neck, upper back, low back, one or both hips or thighs, one or both knees, one or both ankles or feet, shoulders, and elbows are the prevalence of work-related musculoskeletal disorders (WMSDs) among respondents in the past 12 months. It shows that knowledge of ergonomics principles, apply ergonomics in daily life, the most usage part of the whiteboard or blackboard, overhead projector, chair height adequate, backrest height adequate and usage of keyboard with a wrist support have significant positive correlation with the repeated eight body region. In conclusion, it is a very important for the school teachers have a knowledge and apply it to their daily life so that the prevalence of their work-related musculoskeletal disorders can be reduce and increase their work performance.

Keywords: ergonomics, work-related musculoskeletal disorders, teachers

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF STUDY

Children learn from teachers who instill mindfulness in them, especially during their formative years. Children learn through their teachers, who also prepare them for other schools and the workforce and are a significant factor in a child's education. One of the components of society's solid and forward-thinking growth is education. They are the children's main sources of information and values, carrying the responsibility and weight of learning apart from their parents (Mesaria and Jaiswal, 2015). Teachers had increased duties, as well as daily tasks that could be harmful to their physical health. Along with educating students, teachers also prepare for class, assess students' work, and participate in various school events and programs. Due to the heavy workload, teachers may experience negative mental and physical health issues (Alias et al., 2020). Good ergonomics practice in work-life can reduce work-related musculoskeletal disorders (WMSDs) among school teachers.

Ergonomics is derived from the Greek terms "ergon," which means work, and "nomos," which means laws; ergon nomos implies a law of work. Ergonomics encompasses all areas of human activity to improve people's well-being at work (El-sallamy et al., 2018). It considers the physical, cognitive, social, organizational and environmental components of work and their effects on workers. Essentially, according to OSHA (2000), ergonomics is the science of creating a task to fit the worker rather than physically pushing the worker's body to fit the job.

The goal of ergonomics is to identify the optimal match between the job's physical demands and the person's physical capabilities. Ergonomics concerns the nature of work, the methods required to perform it, and the broader working