

UNIVERSITI TEKNOLOGI MARA

**A STUDY ON OCCUPATIONAL STRESS AND
WORK COMMITMENT OF TEACHERS TAKING UP
LONG-DISTANCE LEARNING IN KUCHING,
SARAWAK.**

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**Thesis submitted in fulfillment of the requirements for the degree of
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ABSTRACT

The purpose of this study was firstly, to investigate the level of occupational stress and work commitment of teachers taking up long-distance learning in Kuching, Sarawak. Secondly, to rank the occupational stress domains they experienced and finally, to determine the relationships between the occupational stress and work commitment. The samples comprised 121 TESL teachers conveniently selected from Open University Malaysia, Sarawak. The five domains of occupational stress were identified and discussed. The relationship between occupational stress domains and demographic information such as gender, marital status, school level, school location and years of teaching experience were studied. Frequency and correlation analyses were utilized to investigate the hypothesized relationship. Findings indicated that majority teachers were very stressful and the main stressor was the external domain. This was later followed by the time, student, school and personal domains. The findings revealed a significant relationship between occupational stress and work commitment of teachers taking up long-distance learning. However, there was no strong significant relationship between occupational and demographic variables. Therefore, it was concluded that causes of stress among teachers were the result of constant changes in the education system and the demand by the Ministry of Education. The study also implied that the more committed the teachers to their work, the more stressful they would become. The overall results of the finding showed that teachers doing long-distance learning were moderately stressful but preferred to be committed to their work.

Candidate's Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to my other academic institution or non-academic institution for any other degree or qualification.

In the event that my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

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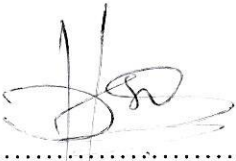
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CHAPTER 1

INTRODUCTION

1.0 Introduction

Stress is an integral part of life. Everyone needs to face challenge in order to get as much out of life as they can. The danger is that some challenges are more difficult than others to handle or overcome. If these challenges are not dealt with, they can cause high levels of negative stress.

Studies on stress have often been carried out among the helping professions such as counselors, teachers, lecturers, social workers, doctors, nurses, psychologists, police personnels and other professionals that provide social services to the society. The public services offered by these professions require a high level of competency in performing their jobs. In 2001 and 2002, a study in United Kingdom estimated 2.3 million people believed they suffered from an illness that was caused or made worse by, their current or past work (Jones, Huxtable, Hodgeson, and Price (2003).

Teaching profession is one particular occupation which is always demanding and changing (Claxton, 1989 in Azizi, Shahrin and Tee (2005). For several years, the teaching profession has been seen as very stressful, and school factors associated with stress among teachers have been analyzed and debated at length (Tuettemann and Punch, 1992). Teachers not only carry a great deal of responsibilities but also having to educate and impart knowledge to students.