

**UNIVERSITI TEKNOLOGI MARA**

**FACTORS OF OCCUPATIONAL STRESS THAT  
INFLUENCE WORK PERFORMANCE AMONG  
SECONDARY SCHOOL TEACHERS IN SEREMBAN**

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Research project submitted in partial fulfillment of the  
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**DECLARATION OF ORIGINAL WORK**  
**BACHELOR OF SPORTS MANAGEMENT (Hons.)**  
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I am, Nor Izatul Shima Binti Russlan , hereby, declare that:

This work has not previously been accepted in substance for any degree, locally or overseas, and is not being concurrently submitted for this degree or any other degrees.

This research project was the best result of my independent work and investigation, except where otherwise stated, I absolved Universiti Teknologi Mara and its Faculty of Sports Science and Recreation from my blame as a result of my work.

All verbatim extracts have been distinguished by quotation marks and sources of my information have been specifically acknowledged.

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## ABSTRACT

This study was to determine the factors of occupational stress that influence work performance among secondary school teachers in Seremban. A survey using questionnaire approach to 214 of secondary school teachers in Seremban was used. The respondents were chosen using the cluster sampling. The instrument used consists of two sections of questionnaires which consisted of demographic profiles and factors of occupational stress that influence teacher performance. This research addressed fifth main purpose, which are: (1) to identify the demographic of teachers in Seremban secondary school; (2) to determine the occupational stressor among secondary school teachers in Seremban; (3) to examine the level of stress among secondary school teachers in Seremban; (4) to compare the level of stress in a sample of male and female teachers; and (5) to examine the stress differences between male and female teachers for each stress factor. This study utilized descriptive analysis and independent sample t-test analysis. This study also found that demographic variables of : (1) gender; (2) age; (3) race; (4) marital status; (5) highest academic qualification; (6) length of teaching experiences; and (7) monthly salary. The study also highlighted five factors of occupational stress are: (1) student characteristic; (2) school environment; (3) administrative procedure; (4) condition of service; and (5) teacher characteristic.

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