

A Study of Preschool Teachers' Perceived Stress

And Their Job Satisfaction

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# PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

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This thesis has come to a close, but my life is just getting started.

LING THONG ERN

PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

Approval Form

This research paper attached here to, entitled "Preschool Teachers' Perceived Stress and Their Job Satisfaction" prepared and submitted by Ling Thong Ern in partial fulfilment of the requirements for the Bacheor of Early Childhood Education (Hons) is hereby accepted.

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Declaration

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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A handwritten signature in black ink, appearing to be 'Ling Thong Ern', written over a horizontal line.

Date: 08/05/2023

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## Abstract

Teaching has been viewed as a stressful occupation; hence, preschool teachers are frequently reported to struggle striking a balance between work and personal life. Consequently, this will increase stress in general and decrease their job satisfaction. However, there are still limited research related to preschool teachers' perceived stress and their job satisfaction are being discussed in local context. Hence, the present study investigates the stress and job satisfaction levels of preschool teachers in Selangor, as well as to examine the significant relationship between preschool teachers' perceived stress and their job satisfaction in Selangor. This study applies the Herzberg's Two-Factor Theory to investigate the correlation between teachers' perceived stress and their job satisfaction. Quantitative research method and correlational research design are used in this study. Two questionnaires which are Perceived Stress Scale (PSS-10) by Cohen et al. (1983) and Job Satisfaction Survey (JSS) by Spector (1988) are used. Convenient sampling is used and 73 local preschool teachers in Selangor are involved in this study. Descriptive analysis method is used to analyze the descriptive statistics included demographic profiles, mean and standard deviation of stress and job satisfaction, while Statistical Package for the Social Science (SPSS) is used to analyze the inferential statistics. The current finding's result shows that there is a significant negative relationship between preschool teachers' perceived stress and their job satisfaction ( $r = -.567, p < 0.001$ ). This study is found limited in the generalizability and sample size, and there is a tendency of centres' rejection to involve. As recommendations, this study suggests extending the generalizability by including more regions and respondents for analysis and scheduling a better data collection period to improve participation willingness.

*Keywords:* Preschool teachers, perceived stress, job satisfaction

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## List of Abbreviations

DV	Dependent variable
IV	Independent variable
JSS	Job Satisfaction Survey
PSS	Perceived Stress Scale

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## Chapter I

### Introduction

#### Introduction

This study aims to study the relationship between preschool teachers' perceived stress and their job satisfaction in Selangor. This chapter will discuss the background of the study and the problem statement regarding the research topic and the necessity of conducting this study. This chapter also consists of the research objective, research questions, and hypothesis that needed to be achieved and identified at the end of this study. Besides, this chapter discussed the significance of the study and the definition of terms which include both conceptual and operational definitions.

#### Background of the study

Preschool teachers are those who works with young children in a classroom setting with a focus on safeguarding and caring for the kid as well as academic, social, emotional, and physical preparation for the child within this age range (Phajane, 2014). Preschool teachers are especially necessary since early childhood educators are primarily in charge of the care, instruction, and teaching of young children as well as the planning and evaluation of group activities at school. As part of their duty to educate in preschool, educators must put the local curriculum into practice and create lesson plans considering the children's capacities. Unfortunately, most people believe that instructing young children is a simple task that only requires playing games and singing songs with them (Fattah, 2020). This causes them to view preschool teachers with much less respect than they deserve.

Teaching has been viewed as a stressful occupation due to the excessive invisible workload, long working hours, low salary and stressful interaction. Preschool teachers are

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expected to play a multitasking role in their job, including administrative, extracurricular, and co-curricular tasks as well as teaching (Hosain, 2016). For instance, involving in different teaching activities such as, preparing lesson plans, delivering classes, and assessing students' homework, as well as some non-teaching activities such as organising teacher-parent meetings (Zydzionaite et al., 2020). By this, it can be viewed that most preschool teachers spend most of their time directly with the students, including specific things related to working time outside the classroom, such as supervision time and voluntary activities with parents (Barbera & Reimann, 2014). Due to the time commitment required to do the professional task, this throws their work and personal lives out of balance. Consequently, they might spend less time with their family, friends, and themselves. Additionally, they do not receive compensation for the enormous workload; consequently, their income does not match their workload. As a result, the teachers will not only be less likely to feel valued and appreciated for their works but they will also likely experience financial hardship because they are not able to secure their financial future. Because of these pressures, the teachers' job satisfaction would eventually decline.

Job satisfaction refers to the attitude of those who enjoy and perform their work well, showing traits of pleasure and pride based on various elements (Castaneda & Scanlan, 2014). Both internal and extrinsic motivators, such as the standard of supervision and social ties within the workgroup, have an impact on the degree of job satisfaction (Ali & Anwar, 2021). Employees, for instance, want to be treated fairly by the company since it makes them feel appreciated at work, which encourages retention and boosts productivity (Ali & Anwar, 2021). The degree of job satisfaction among teachers should be considered since it frequently relates to the educational setting and has an impact on teacher commitment, retention, and school performance (Lee & Quek, 2017). In Malaysia, teachers leave the profession yearly (Ong et al., 2019). It has been discovered that certain unmet demands lead individuals to quit their profession and that certain job conditions either make them satisfied or unsatisfied. For instance,

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it has been claimed that some teachers' work satisfaction will be indirectly impacted by the school's decision to offer them limited authority over their classroom autonomy (Tee, 2019). Additionally, lengthy working hours brought on by an excessive workload and stress will lower job satisfaction and raise teachers' intention to leave the profession (Sims, 2017; Allen et al., 2019). Because job satisfaction affects both people and the organization, it is crucial to understand it for a variety of reasons (Ali & Anwar, 2021).

In summary, an individual's stress and job satisfaction are interrelated and may be caused by factors like wage rate, flexible working hours, employee participation in decision-making, hygiene factors like organisational policies, relationships with supervisors, and personal life (Taheri et al., 2020). Since teaching is a profession recognised for being stressful owing to long working hours, a low salary, and stressful interactions with people, it is especially important to determine the relationship between perceived stress and job satisfaction among preschool teachers.

### **Problem statement**

The objective of this research is to study the relationship between preschool teachers' perceived stress and their job satisfaction in Selangor. Due to expanding responsibilities and strict time constraints, teaching becomes one of the most stressful occupations (Agai-Demjaha et al., 2015). Kaur et al. (2022) claim that teacher stress is a crippling problem that has long afflicted Malaysia's educational system. According to statistics, Malaysian teachers express grave concerns about their long working hours, citing an average of up to 77 hours per week (Malaysia Education Blueprint, 2012). The stress caused by the excessive workload directly impacts employee job satisfaction, which leads to turnover intention (Anees et al., 2021). Another concern regarding Malaysia's stress issue is the high turnover rate of local preschool

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teachers. One of the states with significant teacher turnover rates is Selangor, the most developed state in the nation (Saad et al., 2022).

However, the relationship between stress and job satisfaction among preschool teachers needs to be more concerned by scholars locally due to the lack of related research in the local context. There is less concern about relating stress to teachers' job satisfaction, especially among preschool teachers, who reported high turnover rates (Sheng, 2019). Local investigations in this field have tended to focus on a few common factors, for example, relating to teachers' job satisfaction to their salary (Nawaz et al., 2019; Ali et al., 2018), working conditions (Hamid & Sukir, 2022), job demand (Ambotang & Bayong, 2018; Ambotang et al., 2014; Raman & Othman, 2017), school administrators (Yap & Siow, 2016), and workplace environment (Ghani et al., 2013; Yaacob & Abdullah, 2015). This discovery has indicated investigation of factors in relation to teachers' job satisfaction has seemed to neglect the psychological variables, like preschool teachers' stress. Therefore, it is crucial to be concerned about the relationship between preschool teachers' perceived stress and job satisfaction.

Moreover, studies related to stress and job satisfaction based on local preschool teachers are limited in Malaysia. The current literature review has found most relevant past studies are conducted at the primary education level (Hamid & Sukir, 2022) and secondary education level (Tajudeen et al., 2020; Leow et al., 2020; Hamid & Sukir, 2022) or general teacher population (Yaacob & Choi, 2015; Heng et al., 2018). Currently, the discussion concerning teachers' stress and job satisfaction still heavily rely based on Western evidence; for instance, studies by Anghelache (2014), Reilly et al. (2014), Infurna et al. (2018), Okeke & Ogbeche (2022) and Polishchuk et al. (2022). Thus, there is a need for future researchers to continue studying the relationship between stress and job satisfaction among preschool teachers in the Malaysia context. Hence, the purpose of the present research has intended to close the gap by providing local literature concerning preschool teachers' perceived stress and their job satisfaction.

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### **Research Objectives**

The present study has generated two objectives:

1. To investigate the stress and job satisfaction levels of the preschool teachers in Selangor.
2. To examine the relationship between preschool teachers' perceived stress and their job satisfaction in Selangor.

### **Research Questions**

1. What is the level of stress and job satisfaction of preschool teachers in Selangor?
2. Is there a significant relationship between preschool teachers' perceived stress and their job satisfaction in Selangor?

### **Research Hypothesis**

There is a significant relationship between preschool teachers' perceived stress and their job satisfaction in Selangor.

### **Significance of Study**

The current study is expected to contribute to teachers in order to raise awareness of the level of preschool teachers' stress and job satisfaction in Selangor. To further elaborate, the findings of this study could intense preschool teachers to take concerned about their stress levels and plan for self-regulation. Preschool teachers' ability to manage their emotions and present captivating lessons is essential for classroom procedures and the standard of preschool learning settings (Lee & Quek, 2017). For instance, teachers can incorporate some behavioural interventions, including meditation and relaxation practice (von der Embse, 2019). When the



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teachers sense their stress, they can involve themselves in regular practice to reduce their stress. Reducing stress enables increased job satisfaction among teachers.

Moreover, this study also expects to provide insight to reveal whether stress significantly contributes to the job satisfaction of preschool teachers in Selangor. Through this, various adjustments should be made by the preschool principal to realise the significance of perceived stress to improve teachers' job satisfaction. As Ezzati et al. (2014) implied, the preschool principal should raise general awareness of the existence of stress and its detrimental effects in relation to stress. For instance, preschool administrators can exert more control over their workplace and position by restructuring responsibilities and setting up a flexible timetable to suit their needs (Clipa & Boghean, 2015). In addition, the principal may further assist the teachers develop the knowledge and abilities necessary to handle stress by offering cognitive training and strategic behavioural practice (von der Embse, 2019). This aids the teachers to establish more extensive chances for managing teacher stress and provides a basis for innovative stress management techniques (von der Embse, 2019). As a result, the quality of education can be maintained as well as the turnover rate can be reduced, and the talent in this profession can be retained.

Furthermore, the present finding contributes to the existing literature by uncovering whether psychological constructs like life stress can serve as an essential determinant for job satisfaction in Malaysia context. This information may be necessary for future teacher programs or planning by adding stress management as an essential part of teacher training in order to acquire teachers with better-coping abilities with stress. For instance, developing and introducing some strategies for the teachers to manage their stress and hence, it will increase their job satisfaction and, lastly, reduce the turnover intention in the ECE industry.

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### **Definition of Terms**

#### *Conceptual Definition*

**Stress:** According to Dobson & Smith (2000), stress is the result of a person's incapacity to cope with their environment. Besides, stress can be described as the breakdown of the human adaptation system as a response to a threat (Selye, 1950). It is the human's body reaction to the unfavourable demands of the surroundings. The feeling is considered stress whenever human is exposed to any environmental influence, which threatens their survival (Selye, 1984).

**Job Satisfaction:** According to Locke (1976), job satisfaction is a pleasant or positive emotional state brought on by an evaluation of one's job or job experiences. It is based on concepts like "like or dislike" and "love or don't love" (Solomanidina & Solomanidin, 2017). It is a feeling that appears due to the perception that a job meets a worker's material, social and psychological needs (Azeez et al., 2016). Job satisfaction increases employee commitment to the organisation, and increased commitment promotes overall organisational performance (Mwesigwa et al., 2020).

#### *Operational Definition*

**Perceived stress:** The Perceived Stress Scale (PSS) (Cohen et al., 1983) is used in the current study to measure perceived stress. It is a well-known stress assessment tool that aids in understanding how various circumstances impact how stressed out a person feels (Cohen et al., 1983). There are a total of 10 items to assess the extend to which people believe their life has been chaotic, out of their control, and overload over the past month (Lee, 2012).

**Job Satisfaction Survey:** The Job Satisfaction Survey (JSS) is a tool used to gauge how employees feel about their jobs and all of its various facets. It is established by Spector (1985) with reference to both governmental and private human service organizations (Dhamija

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et al., 2019). This study analyses employee satisfaction based on pay, co-workers, promotion, operating procedures, fringe benefits, supervision, contingent rewards, nature of work, and communication (Dhamija et al., 2019).

### **Conclusion**

In conclusion, the research aims to investigate the relationship between perceived stress and job satisfaction among preschool teachers in Selangor. This research will bring benefits for the preschool teachers in identifying and noticing their stress, which will influence their job satisfaction. On the other hand, since there is limited research on the context of preschool teachers in local, this study hopes to shed a greater spotlight on local literature about preschool teachers' reported stress and their job satisfaction.

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## Chapter II

### Literature Review

#### Introduction

This chapter focuses on the discussion between the two variables, preschool teachers' perceived stress and their job satisfaction. Here, the researcher discusses various journal articles across different studies regarding the two variables. This chapter also discusses the theoretical framework that is applied in this study. The conceptual framework explains how the two variables are correlated with one another.

#### Perceived Stress

Stress is a condition or feeling experienced when a person believes that the demands have surpassed the amount of personal and societal resources that an individual can mobilise (Bhargava & Trivedi, 2018). The presence of stressors, which can be anything that challenges a person's adaptation or stimulates their physical or mental states, determines whether stress exists (Bhargava & Trivedi, 2018). In short, a number of factors, including environmental, psychological, biological and social ones, can contribute to stress. Stress will therefore be caused by those who are unable to handle the challenge. It will consequently have a detrimental effect on the person's physical or psychological health.

Some studies suggest that teaching is recognized as one of the most stressful professions, with high global burnout rates (MacIntyre et al., 2019). Research shows that teachers' perceived stress is caused by the strain that spills in various forms for work and home life (MacIntyre et al., 2019). People are known to spend about 70% of their daily life at work (Yuh & Choi, 2017), which can lead to a blurring of the lines between their personal and work domains. As Agha et al. (2017) defined, work-life balance is the harmony of three elements: paid work, unpaid work

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and personal time. Most of the teachers found out that they cannot achieve work-life balance as most of them are uncomfortable with it. They lack the awareness and ability to devote time and effort to a different area of their job and life (Agha et al., 2017). For instance, teachers need more time to complete the paperwork requires them to use the time outside the regular work hour. As a result, it might cause the teachers to have stress over time.

Teacher stress can be defined as the feeling of undesirable and hostile emotions, such as anger, tension, disappointment or depression, as a result of one's teaching responsibilities (Skaalvik & Skaalvik, 2017). A study claims that teachers are experiencing some other stress, such as financial difficulties, living situations and changes in employment (MacIntyre et al., 2019). Due to their inability to manage their stress by juggling their personal and work life, teachers are steadily developing unstable emotions, which tend to raise stress levels, which can be linked to a decline in job satisfaction. Besides, the stress among preschool teachers may come from stressors including lack of rewards and recognition, lack of personal autonomy, time pressure and workload, role overload, low pay, low status, burnout, low personal accomplishment, and emotional exhaustion (Skaalvik & Skaalvik, 2017; Embse et al., 2019). This will cause the stress level to increase along with time. In brief, teachers who experience stress and dissatisfaction but remain in the carers may have lower motivation and teaching effectiveness (Richards et al., 2018).

There has been an increase in demand for efficient interventions to lessen teacher stress ever since it was established and conceptualised. For example, implement some interventions that integrate cognitive-behavioural approaches and informational or psychosocial training and provide behavioural-based interventions, including meditation and relaxation practice for teachers (Embse et al., 2019). This can help reduce stress among teachers and categorize and examine teacher stress intervention to allocate resources more effectively to help the teachers. Besides, it is essential to provide professional learning opportunities for teachers on stress

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management & implement workplace wellness programs to increase teachers' health and well-being efforts to reduce health risks and absenteeism that cause by stress among teachers (Haydon et al., 2018).

As a result, it is crucial for teachers to manage their stress by integrating their work and personal life. Furthermore, it is known that preschool teachers' perceived stress will directly contribute to their job satisfaction due to the fact that they have a work-life imbalance. Thus, the smooth integration between work and personal needs to be refocused since the balance or imbalance will probably affect the preschool teachers' overall satisfaction.

### **Job satisfaction**

Job satisfaction has been researched widely over the years. Job satisfaction refers to the positive and pleasant feeling an employee experiences from their job performance, and it can lead the employees to perform their full potential in work (Ong et al., 2019). It measures how an individual perceives their tasks and their ability to perform them, and it can significantly impact an organisation's productivity and job performance. With this definition, the job satisfaction of early childhood educators is being studied because of the presence of various factors that affect job satisfaction.

There may be a variety of attributes at a job that causes both satisfaction and dissatisfaction; It is suggested that workers who can balance the factors will be able to develop a combined idea of satisfaction within a position, and it is applicable to preschool teachers. Rooted in Herzberg's Two-Factor Theory, some factors such as responsibilities, growth, recognition, and achievement can promote job satisfaction. In contrast, company policy, pay, and co-worker relationships can cause job dissatisfaction (Herzberg, 1968). However, few studies highlight that most teachers' job satisfaction is caused by the overload of work, salary, and stress (Yaacob & Choi, 2015; Heng et al., 2018; Okeke & Ogbeche, 2022).

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First is the overload of work. Research has posited that workload will bring impacts other factors that will affect job satisfaction, such as supervision and stress (Schoen Hepfner, 2017). For instance, preschool teachers are expected to be responsible for providing their curriculum with their own money, which causes them to spend more time working on it outside the classroom. Besides, salary has become the most common topic discussed among preschool teachers, explicitly citing that many studies claim low pay has adversely impacted preschool teachers (Hall-Kenyon et al., 2014).

Schoen Hepfner (2017) also claims that teacher job satisfaction is crucial to be researched, as happiness and satisfaction are related to job performance. For instance, it brings a vital influence towards their teaching quality. An idea suggests that teachers who are unsatisfied with their job, either from the aspects of pay, support or promotion provided, will decrease their motivation to work hard in the profession, leading to ineffectiveness in the classroom. This is corroborated by a study by Goker (2012), who discovered that teachers who are satisfied with their teaching experiences are more motivated and less stressed. This results in improved efficacy in 16 student performances. This has highlighted the importance of job satisfaction among preschool teachers as it will, directly and indirectly, affect the children's and the organization's development.

Besides, teacher job satisfaction is also related to retention in the ECE industry. It is shown that teachers not satisfied with the work environment are more likely to leave, causing school turnover (Schoen Hepfner, 2017). Even if the teachers are not quitting the industry, those still dissatisfied with their job will start to have negative job attitudes and disengage from their work. Lastly, it will cause negative teacher-children interaction, negative quality of instruction and burnout (Jeon & Wells, 2018). The teachers' lack of professional involvement will also result in a lesser level of commitment to the organization, higher absence rates,

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decreased productivity, and active opposition to the rules and procedures of the centres (Jeon & Wells, 2018).

In summary, teachers with high job satisfaction are likely healthier and happier at work because they tend to carry that happiness outside work and experience happiness in other areas of their lives (Lüleci & Çoruk, 2018). Instead, low job satisfaction causes detachment from the job, the realization that the job has little significance for them, frustrated behaviour, resistance to change, and other unfavourable effects (Altnkurt and Yılmaz, 2014). Therefore, in order to enhance motivation and productivity among preschool teachers and the organization's long-term success and reduce industry turnover, the organization needs to foster job satisfaction among preschool teachers.

### **The Association between Perceived Stress and Job Satisfaction among Teachers.**

A study by Tajudeen et al. (2020) has found that teachers' perceived stress is negatively correlated to job satisfaction. 77 teachers in Kuala Lumpur, Malaysia, have participated in this study, and the quantitative method has been chosen as the data collection method. The correlation analysis shows significant and moderate strength of the relationship between perceived stress and job satisfaction ( $r=-0.423$ ,  $p=0.00$ ). The literature has noted that job dissatisfaction may affect teachers' performance and productivity. The stress will also cause the teachers to lose productivity, absenteeism, health problems, and increase job burnout rates. Hence, this study suggests reducing the teachers' stress levels in order to increase their satisfaction as a teacher in the profession.

A study by Yaacob and Choi (2015) found that overall stress is significantly and positively related to job satisfaction ( $r=0.13$ ,  $p<0.05$ ). There are 386 teachers in Malacca, Malaysia, involved in this study, and the quantitative method is applied. Some job satisfaction related factors have caused to increase the stress level among the teachers, this includes the lack of clarity in their roles, heavy work overload, and relationship conflict at home and work.



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The high-stress level is also due to the lack of knowledge and ability to cope with work demands and pressure, which challenges the teachers' ability to cope with the problem. This study suggests that the higher the stress, the lower the teachers' job satisfaction.

Heng et al. (2018), based on a group of teachers of private and international schools in Malaysia (N=249), reported that there is a small and definite negative correlation between stress and job satisfaction ( $r=-0.318$ ,  $p=0.000$ ). It is found that international school teachers had higher job satisfaction than private school teachers. It is claimed that there are some factors such as salary, increasing workload and gender will lead to some unpleasant feeling and emotions which will cause stress if the individual is unable to cope with it. This will decrease their job satisfaction and lead to withdrawal behaviours.

Hamid and Sukir (2022), based on a group of teachers in Selangor, Malaysia (N=385), reported that there is a significant negative relationship between burnout and job satisfaction ( $r=-0.890$ ,  $p<0.05$ ). It is claimed that burnout is a significant issue in the teaching profession and that burnout among educators will negatively affect the educational system, indirectly leading to an unproductive learning environment for the students. The high workloads, low salary and benefits, expanded job duties, and insufficient rest are among the factors which will lead to stress. The stress will hence increase teachers' emotional exhaustion, which cause their perceived job satisfaction to decrease and vice versa. In short, teachers who are satisfied with their job tend to be more effective in work and inversely affect the industry's turnover rate.

A study by Leow et al. (2020) in Kuala Lumpur, Malaysia, has revealed a significant positive relationship between teachers' satisfaction with co-workers and mental wellbeing ( $r = .23$ ,  $p < .05$ ). 111 full-time teachers are selected in this study. According to the study, job satisfaction is closely related to how well teachers get along with their co-workers. Hence, a supportive and encouraging work atmosphere can increase the teachers' satisfaction with their job as it can help employees comprehend that they belong and are related to their peers within

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the organisation. Thus, this study implies that reducing the levels of stress among teachers can raise teachers' job satisfaction, and reduce the possibility in teachers' absenteeism and illness.

Based on research by Reilly et al. (2014) that involved 121 teachers from Dublin, Ireland, it is reported to have a moderate negative relationship between perceived stress and job satisfaction ( $r=0.41$ ,  $p<0.01$ ). This study indicates that teachers who perceive more stress are less satisfied with their job than those who sense less stress due to the lack of self-esteem. Teachers with less confident in their ability in managing their tasks in both work and life are reported may not be satisfied with their job as they may feel stress due to the reason in unable to control in their task. It has also been noted that perceived stress is a modifiable variable that might be successfully targeted at both the individual and organisational levels to enhance teachers' job satisfaction. For instance, the lack of planning and preparation time as well as a heavy workload that creates an unbalanced work-life balance have the most significant effects on teachers' job satisfaction.

The study by Polishchuk et al. (2022) in Europe investigates the relationship between job satisfaction and professional burnout. The research is based on a sample of 90 preschool teachers. Their finding indicates a significant inverse negative relationships between job satisfaction and burnout ( $r=-0.487$ ). The finding suggests that job related factors like the quantity of duties, the calibre of the rewards, workplace dynamics, and alignment of values with organisational requirements are found to be the potential motivators that help to regulate burnout and improve job satisfaction. It has been demonstrated that an employee who is highly burned out will tend not feel satisfied in his job. In conclusion, teachers' burnout is related to their work motivation and job satisfaction and will significantly impact their behaviour and organisational performance.

A study by Okeke & Ogbeche (2022) in Nigeria employed a survey research design on a population of 362 early childhood educators. The correlation analysis shows a negative

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relationship between work stress and early childhood educators' job satisfaction ( $r=-0.63$ ). It is claimed that undesirable stress will affect an employee's overall performance, and teaching is commonly believed to be a highly stressful profession. The factors that may induce stress among teachers include the salaries, demand of officials working on private time, lack of resources to accomplish the job, difficulties dealing with children, and identifying suitable teaching methods. Therefore, this study has highlighted the importance of school administration controlling the stress among preschool teachers so they will not be dissatisfied with their jobs.

However, there is a finding that is inconsistent with the previous studies. In a study conducted by Elfita et al. (2022), based on a group of teachers in Indonesia ( $N=45$ ), reported that there is no significant influence between stress and job satisfaction ( $r=-0.033$ ,  $p=0.678$ ). Although this study has shown a result of not significant, it concludes that stress still has a negative effect on teacher job satisfaction, with the unhealthy competition between colleagues that make the teachers experience uncomfortable at work and fail to carry out their duties. Besides, Elfita et al. (2022)'s study also highlighted teachers' experience on teaching process, the environment, colleagues, and working hours at their workplace, will likely to affect the teachers' stress, which impacts job satisfaction.

### **Theoretical Framework**

**Herzberg's Two Factor Theory** was developed by an American psychologist, Frederick Herzberg, in 1957. It is a fundamental content theory of motivation that integrates motivation and job satisfaction into a single model (Sirusi & Cheche, 2021). This theory suggests that employees' satisfaction and dissatisfaction with a job are affected by motivator and hygiene factors, which will determine an employee's pleasure toward their work and influence their job performance (Alrawahi et al., 2020).

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**Motivator factors.** It is connected to ‘the need for growth or self-actualisation’ (Alshmemri et al., 2017). By this, it can be described as the intrinsic factors to the job which will increase job satisfaction. It operates as enhancing the motivator factors can boost job satisfaction. The motivator factors included achievement, recognition, work, responsibility, advancement, and the possibility for growth (Herzberg, 1966; Herzberg, 2003).

**Hygiene factors.** It relates to ‘the need to avoid unpleasantness’ (Alshmemri et al., 2017). This can be described as the extrinsic factors of the job that will lead to job dissatisfaction. It works as the improvement of hygiene factors will decrease job dissatisfaction. The hygiene factors included company policies and administration, supervisor relationships, interpersonal relationship, working conditions, and salary (Herzberg, 1966; Herzberg, 2003).

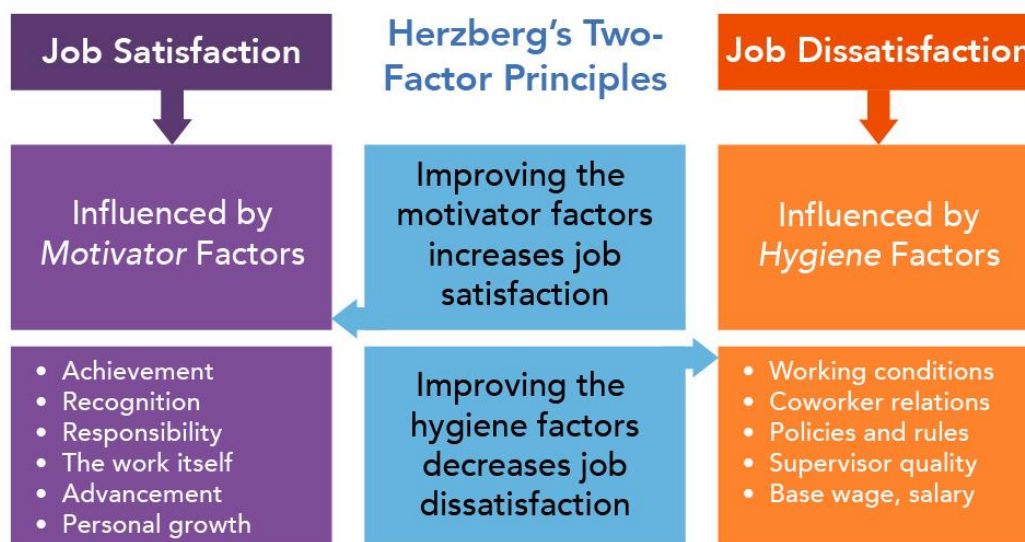


Figure 1. Herzberg's Two-Factor Theory

### *Application of Herzberg's two-factor theory into the current study*

According to Schoen Hepfner (2017), Herzberg's theory can be applied to a multitude of occupations, including the teaching profession. Job satisfaction and dissatisfaction are affected by situational occurrences such as basic needs, including meals and rest, as well as situational characteristics, including co-workers and working conditions (Karadeniz, 2023).

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There are distinctive factors faced at work and in life, which can be the reason for teachers' perceived stress and job satisfaction (Sehar & Alwi, 2019). Preschool teachers often struggle with achieving a work-life balance due to the demanding nature of their job. It can be related to some stressful life events, including having difficulties in interpersonal relationship with peers (Allen et al., 2016). Furthermore, having financial insecurity due to the unfair wage (Fisher & Royster, 2016) suppose the teachers start to feel stressed about their financial situation, making it challenging to afford personal and family living and well-being. In addition, having frustration due to long working hours may cause them to have limited time for personal and family time. This causes them to diminish their work-life balance and hence start to experience high stress levels and feel that their work is not meaningful.

In summary, Herzberg's Two-Factor Theory proposes that hygiene and motivator factors play a role in employee stress and satisfaction at the workplace. Polishchuk et al. (2022) claim that teachers may experience job dissatisfaction when hygiene factors are not met, as well as in line with Alrawahi et al. (2020), also highlights that in order to attain job satisfaction, motivator factors and hygiene factors must function together.

### Conceptual framework



*Figure 2.* Conceptual Framework of the Study

This study was carried out to examine whether preschool teachers' perceived stress (IV) influences preschool teachers' job satisfaction (DV). This study hypothesised that the teachers'

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perceived stress is related to their job satisfaction. This assumption is supported by past literature. For example, Tajudeen et al. (2020) found that there is a relationship between perceived stress and job satisfaction among teachers, which is in line with Yaacob & Choi (2015), Heng et al. (2018), Reilly et al. (2014), Polishchuk et al. (2022) and Okeke & Ogbeche (2022). At overall, majority of the studies agree that a stressful individual who is unable to manage their stress will tend to decrease their job satisfaction.

### **Conclusion**

The researcher has included the subtopics related to the topic, including stress and job satisfaction. The researcher also looked into the association between perceived stress and teachers' job satisfaction in previous studies. The theoretical framework, which is Herzberg's Two-Factor Theory and conceptual framework, is also discussed accordingly.

### **Chapter III**

#### **Research Methodology**

##### **Introduction**

Chapter 3 of the research paper consists of the research design, sampling and respondents, research instrument, data analysis, and research procedures.

##### **Research Design**

A quantitative approach will be applied in this study in order to accomplish the objectives of the study. Quantitative research involves gathering and analysing numerical data to find patterns and averages, make predictions, test causal relationships, and generalize results to larger populations (Bhandari, 2022). It allows the researcher to utilize and analyze the numerical data using certain statistical approaches to directly and quantitatively respond to questions like who, how much, what, where, when, how many, and how (Apuke, 2017). In quantitative research, numerical data are collected and analyzed using statistical methods (Apuke, 2017), for example, using survey method. The survey will be done by distributing questionnaires with two instruments used which are Perceived Stress Scale (PSS-10) and Job Satisfaction Survey (JSS). For PSS-10, it contains 10 items, composed using a 5-point Likert-type scale ranging from 0, which means never to 4, which means very often. For JSS, this instrument contains 36 items, composed using a 6-point Likert-type scale ranging from strongly disagree to strongly agree.

Correlational design, according to Apuke (2017), is a quantitative methodology that is used to ascertain the existence and strength of a relationship between two or more variables within a population, in which the correlation coefficient expresses the degree of relationship. It focuses on establishing a relationship between two variables in which they are independent and normally distributed (Gogtay & Thatte, 2017). In this study, the research will use the

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Pearson product-moment correlation coefficient (PPMCC) to investigate whether there is a linear relationship between the variables, IV-perceived stress, and DV-job satisfaction. The relationship is deemed to be described as linear if one variable increases significantly at the exact same rate as the other variables change by one unit (Mindrila & Balentyne, 2017). In a correlation research design, a positive correlation occurs when two variables change in the same direction; a negative correlation occurs when two variables move in the opposite direction (Tan, 2014). Through using the correlation design, the relationship between perceived stress and job satisfaction among preschool teachers in Selangor can be investigated. The closer the value of  $r$  towards  $\pm 1$ , the stronger the correlation between the two variables (Schober et al., 2018).

### **Sampling method, respondents, and population**

A population is an entire group of individuals who share a particular set of characteristics (Banerjee & Chaudhury, 2010). The research population of this study is preschool teachers in Selangor. A sample is a subset of the population, with the inclusion and exclusion criteria being well-defined (Banerjee & Chaudhury, 2010). As this study is focusing on the preschool teachers in Selangor, the sample size of the study consists of 73 preschool teachers who are working in preschools in Selangor, such as Kajang, Cheras, Setapak, Kepong and etc. The characteristic of the selected preschool teachers included the identity of Malaysian, which work full-time and is expected in teaching normal developing children. As the findings of Kebbi (2018) suggests that general education teachers exhibit lower levels of stress than special education teachers as special education teachers need to pay extra attention, resources, and time to the student with special needs compared to regular students, therefore, selecting respondents with similar demographic characteristics is able to maximize the consistency and accuracy of the result of the study.



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Convenient sampling is a type of nonrandom or nonprobability sampling in which participants from the target population are included for the purpose of the study if they meet certain practical requirements, such as ease of accessibility, geographic proximity, availability at a specific time, or willingness to participate (Etikan et al., 2016). Based on the selected technique, the participants are selected based on their availability and familiarity to the research (Jager et al., 2017). The preschool teachers are used as the current study's participants as to investigate the preschool teachers' perceived stress and their job satisfaction. In order to apply the convenience sampling in this study, the researcher first defines the population that want to study, which is the preschool teachers in Selangor. Then, the researcher starts to recruit participants who fulfill the characteristics such as full-time Malaysian teachers who teach normal developing children by contacting the preschool principals for agreement and data is collected using questionnaire.

### **Research instrument**

In order to collect the data for this study, online and physical questionnaires will be distributed to the respondents. This survey consisted of three sections: Section A, Section B, and Section C. Section A was the demographic information of the respondents which help to provide a brief understanding of the background of the respondents in the study. It consists of eight questions that concern gender, age, race, income range, education level, years of teaching experience in the ECE industry, working days per week, and working hours per week.

In Section B, the Perceived Stress Scale (PSS-10) was used to measure the local preschool teachers' perceived stress (Cohen et al., 1983). This questionnaire is designed to help to researcher better understand how various contexts will influence how stressed-out people feel (Cohen et al., 1983). The target group is preschool teachers who worked full-time in local ECE centers in Selangor. The PSS-10 is originally developed by Cohen et al. in the year of

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1983. This instrument consisted of a total of 10 items with no subscales. Based on Cohen et al. (1983), the PSS-10 is a reliable instrument as it has achieved a reliability level of 0.87. It contains four reverse score items, which are no.4, 5, 7, and 8 are needed to be calculated in reversed scoring. The research needs to be done on a 5-point Likert scale from 'never' to 'very often'. For example, 0 = never, 1 = almost never, 2 = sometimes, 3 = fairly often, 4 = very often. To calculate the score, the four reversed items are reversed score, then to sum up all the items, with scores ranging from 0 to 40. In order to determine in which, range the individual's stress level is located, scores ranging from 0-13 would be considered low stress, scores ranging from 14-26 considered moderate stress, and scores ranging from 27-40 considered high perceived stress (Cohen et al., 1983).

In Section C, Job Satisfaction Survey (JSS) is used to measure local preschool teachers' job satisfaction levels (Spector, 1985). It is developed by Spector (1985). This questionnaire is designed to measure the overall satisfaction, as well as assess the nine facets of job satisfaction (Spector, 1997). The target group is local full-time preschool teachers in local ECE centers in Selangor. This instrument consisted of a total of 36 items with 9 subscales which are pay (1, 10, 19, 28), promotion (2, 11, 20, 33), supervision (3, 12, 21, 30), fringe benefits (4, 13, 22, 29), contingent rewards (5, 14, 23, 32), operating procedures (6, 15, 24, 31), co-workers (7, 16, 25, 34), nature of work (8, 17, 27, 35), and communication (9, 18, 26, 36). It also contains 19 reverse items, which are no.2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, and 36 that needed to be calculated in reversed scoring. The research needs to be done on a 6-point Likert scale from 1=disagree very much, 2=disagree moderately, 3=disagree slightly, 4=agree slightly, 5=agree moderately, and 6=agree very much. To calculate the scores, the 19 reversed items are reversed-score, then sum up all 36 items, with scores ranging from 36 to 216. In order to determine the range of satisfaction level, the range for dissatisfaction is 36 to 108, the range

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for ambivalence is between 108 and 144, and the range for satisfaction is 144 to 216 (Spector, 1985).

### **Data analysis**

The researcher uses descriptive analysis to analyze the descriptive statistics which include demographic profiles of the participants and the total score of the two main variables, perceived stress and job satisfaction. According to Mishra et al. (2019), descriptive statistics is a statistical technique for valid and insightful data summarization. Simply put, it summarises data in an ordered manner and describes the relationship between two variables in a sample (Yellapu, 2018). The researcher uses mean, standard deviation, table, frequency, percentages, and histogram to analyze the demographic and descriptive data collected. The mean of a dataset is its arithmetic average, which is the sum of all values divided by the total number of observations. It is used to calculate the average score of the variables including the mean score of the total PSS-10 and JSS. Standard deviation (SD) is used to quantify the dispersion by illustrating how values can deviate from their mean value (Mishra et al., 2019). Besides, table, frequency, and percentage are used to summarize the demographical data, for instance, gender, age, race, income range, education level, years of teaching experience in the ECE industry, working days per week, and working hours per week. Histogram is used to display the distribution of data values along the number line, including the total of perceived stress and job satisfaction. It is intended to check whether the data is normal distributed (Frost, 2019).

Additionally, the researcher employs inferential analysis to investigate the linear relationship between perceived stress and job satisfaction among preschool teachers, which is known as the linear inferential statistics. A Pearson product-moment correlation coefficient is used to analyse the relationship between perceived stress and job satisfaction. The Pearson correlation coefficient's  $r$  value indicates the strength of the linear relationship between the two

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random variables (Zhou et al., 2016). To assess the strength of the relationship between the two variables, the range of -1 (perfect negative correlation) and +1 (perfect positive correlation) is employed. When two variables are directly correlated, the correlation coefficient has a positive value; when they are inversely correlated, it has a negative value. If  $r = 0$ , then  $x$  and  $y$  are said to be uncorrelated (Zhou et al., 2016). The closer the values of  $r$  toward  $\pm 1$ , the stronger the measures of closeness to a linear relationship. To distinguish between small, medium, and large effects, Cohen (1988, 1992) also recommends using Pearson  $r$  values of 0.10-0.29, 0.30-0.49, and 0.50. The P-value is defined as the probability, calculated under the null hypothesis, that a test statistic is as extreme or more extreme than its observed value (Benjamin et al., 2018). When the value of  $p$  is equal or smaller than 0.05, the findings are statistically significant and vice versa (Zhu, 2016). Besides, a two-tailed test is used to interpret the statistical significance of the collected data. The researcher used Statistical Package for the Social Sciences (SPSS) to analyze inferential statistics.

### **Research procedure**

The data collection process will take about 2 weeks. Before collecting the data, the researcher will create a questionnaire using Google Forms and prepare a consent letter for the respondents. After done with questionnaire and consent letter, the researcher will survey the Selangor area and get the contact information of the preschool principal around this area. Then, the researcher will contact the preschool principal through WhatsApp and explain the research objective to the principal to get an agreement. After obtaining consent and approval from the principals, the researcher will send an online questionnaire link to the principals for them to distribute to the teachers. Besides, the researcher will visit the preschool centre to distribute the physical questionnaire for a faster data collection process if the principals agree with it. Those teachers who are willing to participate in the study will sign the consent form and complete the

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questionnaire. Throughout these two weeks of data collection, the researcher will also send a follow-up reminder message to the principal. This process will repeat until a sample of 70 preschool teachers has participated in this study. The questionnaire is expected to take approximately 5 to 10 minutes to complete. The consent letter is attached with the questionnaire link to ensure the respondents voluntarily agree to participate in the study and are free to withdraw at any time. There is a contact information provided for the respondents to contact the researcher with any questions concerning the study. However, if the preschool principal rejects the request to help distribute, the researcher will stop contacting the principal and search for other preschool principals who are available.

Besides that, the researcher will also look for respondents who fulfil the research criteria through social media. The researcher will look around on social media such as Instagram, Facebook and Red to look for respondents who are also preschool teachers and ask for willingness to participate in this study. Once they agree, the researcher will spread the online questionnaire link to them, and they can sign the consent form and complete the questionnaire.

## PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

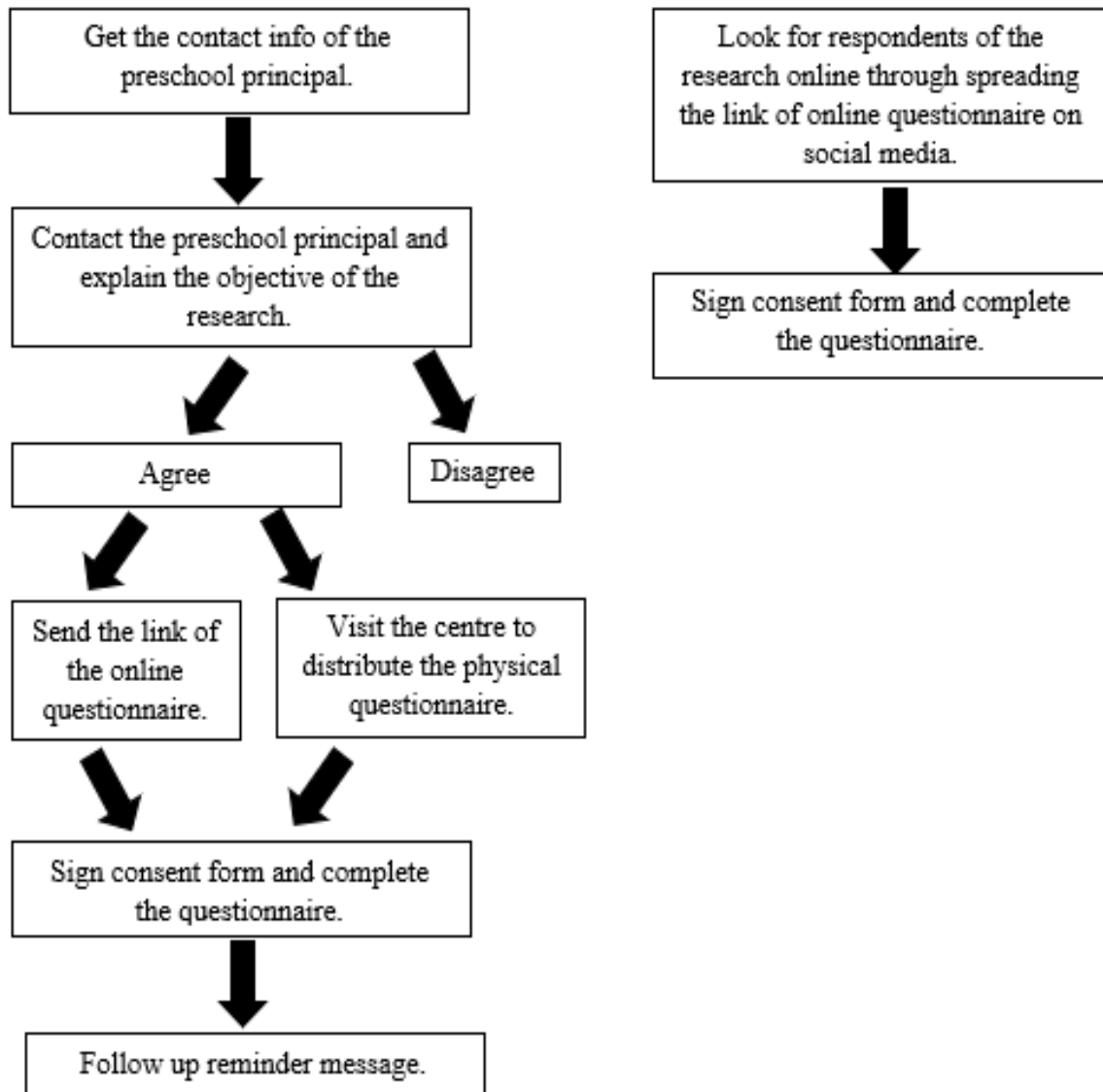


Figure 3. Flow Chart of Data Collection

## PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

**Chapter IV****Findings and Analysis****Introduction**

In this chapter, the researcher will present the descriptive analysis and inferential analysis result that investigated the relationship between preschool teachers' perceived stress and job satisfaction. The data analysis for this study has been conducted using IBM SPSS Statistics 26.0.

**Descriptive Statistics and Analysis**

The demographic items will be presented included gender, age, race, educational level, income range, years of teaching experience in ECE industry, working days per week and working hours per week.

Table 1

*Gender of Teachers*

Gender	Frequency (N)	Percent (%)
female	64	87.7
male	9	12.3
Total	73	100.0

Most of the teachers involved in this study are female. Table 1 shows 64 teachers (87.7%) are female and 9 (12.3%) are male.

## PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

Table 2

*Age and Race of Teachers*

	Item	Frequency (N)	Percent (%)
Age	<20 years old	4	5.5
	21-25 years old	44	60.3
	26-30 years old	12	16.4
	31-35 years old	5	6.8
	36-40 years old	6	8.2
	>40 years old	2	2.7
	Total	73	100.0
Race	Malay	5	6.8
	Chinese	61	83.6
	Indian	7	9.6
	Total	73	100.0

Table 2 shows the age and race of the teachers. Majority of the teachers are fall between the ages of 21-25, with the frequency of 44 (60.3%), followed by 12 teachers are 26-30 years old (16.4%), 6 teachers are 36-40 years old (8.2%), 5 teachers are 31-35 years old (6.8%), 4 teachers aged less than 20 (5.5%) and 2 teachers aged more than 40 years old (2.7%).

While for the races, 61 teachers are Chinese (83.6%), followed by 7 teachers are Indian (9.6%) and 5 teachers are Malay (6.8%).



## PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

Table 3

*Education Level of Teachers*

Education Level	Frequency (N)	Percent (%)
Secondary education (SPM)	4	5.5
Post-secondary education or pre-university (STPM/Matriculation certificate/University Foundation or Asasi certificate)	2	2.7
Diploma/Teacher education at Teacher Teaching Institutes	14	19.2
Bachelor's degree	49	67.1
Master's degree/PhD	4	5.5
Total	73	100.0

As shown in Table 3, majority of the teachers has the certificate in Bachelor's degree (67.1%), then followed by 14 teachers certified with Diploma or Teacher education at Teacher Teaching Institutes (19.2%). There are a same number of teachers certified with the secondary education (SPM) and Master's degree or PhD, which was about 5.5%. Only 2 teachers with post-secondary education or pre-university (STPM/Matriculation certificate/University Foundation or Asasi certificate), which was about 2.7%.

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Table 4

*Income Range and Years of Teaching Experience in ECE industry of Teachers*

	Items	Frequency (N)	Percent (%)
Income Range	< RM2000	34	46.6
	RM2000-RM4000	30	41.1
	> RM4000	9	12.3
	Total	73	100.0
Years of Teaching Experience in ECE industry	<1 years	33	45.2
	1-3 years	19	26.0
	4-6 years	11	15.1
	7-9 years	5	6.8
	>10 years	5	6.8
	Total	73	100.0

Table 4 shows the income range and years of teaching experience in ECE industry of teachers. 46.6% teachers have income range less than RM2000, followed by 41.1% of teachers have income range between RM2000-RM4000. Only 12.3% of teachers have income range more than RM4000.

Majority of the teachers are having less than 1 years of teaching experiences in ECE industry (45.2%), followed by 19 teachers with 1-3 years of experiences (26.0%) and 11 teachers with 4-6 years of experiences (15.1%). There is both 5 teachers having 7-9 years and more than 10 years experiences in ECE industry (6.8%).

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Table 5

*Working Days and Working Hours per Week of Teachers*

Items		Frequency (N)	Percent (%)
Working Days per week	5 days	65	89.0
	6 days	7	9.6
	7 days	1	1.4
	Total	73	100.0
Working Hours per week	≤ 40 hours	27	37.0
	41-50 hours	38	52.1
	>50 hours	8	11.0
	Total	73	100.0

Table 5 show the working days and hours per week of the teacher. Majority of the teachers work 5 days per week (89.0%), followed by 6 days per week (9.6%). Only 1 teacher work every day (1.4%).

While for the working hours per week, 38 teachers work from 41-50 hours (52.1%), followed by 27 teachers work less than or equal to 40 hours (37.0%) and only 8 teachers work more than 50 hours (11.0%).

## PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

Table 6

*Mean and Standard Deviation of Total Perceived Stress Scale (PSS)*

	Total PSS
N	73
Mean (M)	19.38
Std. Deviation (SD)	5.402

Table 6 indicates the Mean (M) and Standard Deviation (SD) of IV-perceived stress. The sample size (N) of the data is 73. For perceived stress, the result shows that the M=19.38 and SD=5.402.

Table 7

*Frequency and Percentage of Total Perceived Stress Scale (PSS)*

Total PSS	Frequency (N)	Percent (%)
Low (0 – 13)	9	12.3
Moderate (14 – 26)	59	80.8
High (27 – 40)	5	6.8
Total	73	100.0

Table 7 shows that most of the respondents are having moderate stress level (80.8%), followed by having low stress level (12.3%), and only 6.8% of respondents are having high stress level.

## PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

Table 8

*Mean and Standard Deviation of Total Job Satisfaction Survey (JSS) and its Subscales*

Items		N	Mean (M)	Std. Deviation (SD)
Total JSS		73	135.63	23.392
Subscales	Nature of work	73	17.16	3.941
	Supervision	73	16.53	3.346
	Co-Workers	73	16.23	3.577
	Communication	73	15.71	3.784
	Promotion	73	14.51	3.761
	Contingent Rewards	73	14.51	2.921
	Fringe Benefits	73	14.25	3.503
	Pay	73	14.08	3.992
	Operating Conditions	73	12.42	3.179

Table 8 indicates the Mean (M) and Standard Deviation (SD) of DV-job satisfaction and the nine subscales. The sample size (N) of the data is 73. For job satisfaction, the result showed that the M=135.63 and SD=23.392.

Among the nine subscales, the three subscales with highest score are co-workers (M=16.23), supervision (M=16.53) and nature of work (M=17.16). While for the three subscales with lowest score are operating conditions (M=12.42), pay (M=14.08) and fringe benefits (M=14.25).

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Table 9

*Frequency and Percentage of Total Job Satisfaction Survey (JSS)*

Total JSS	Frequency (N)	Percent (%)
Dissatisfaction (36 – 108)	6	8.2
Ambivalence (108 – 144)	44	60.3
Satisfaction (144 – 216)	23	31.5
Total	73	100.0

Table 9 shows that most of the respondents are having ambivalence feeling towards their job (60.3%), followed by having satisfaction feeling towards their job (31.5%), and only 8.2% of respondents are having dissatisfaction feeling towards their job.

## PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

**Inferential Statistics and Analysis**

Inferential analysis in the present study is performed using Pearson correlation coefficient to determine the relationship between the IV-perceived stress and DV-job satisfaction based on 73 local preschool teachers in Selangor.

***Hypothesis: There is a significant relationship between perceived stress and job satisfaction among preschool teacher in Selangor.***

Table 10

*Correlation between Total Perceived Stress and Total Job Satisfaction.*

	N	r	P
Total PSS	73		
Total JSS	73	-.567**	.001

Based on Table 8, the result shows there is a negative significant relationship between teachers' perceived stress and their job satisfaction,  $r = -.567^{**}$ ,  $N = 73$ ,  $p < 0.001$ . According to Cohen (1988, 1992),  $r$  value between -0.50 and -1.0 indicates strong correlation-ship between the variables. Negative value of  $r$  implies negative linear relationship between the variables in the study. Therefore, the higher the perceived stress will likely reduce the job satisfaction of the preschool teachers, and vice versa. As shown in the table, the  $p$  value is 0.001. According to Beacom (2023), the significant level of equal and below 0.05 ( $p \leq 0.05$ ) shows that the finding is considered significant. In short, the hypothesis is accepted.

## PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

**Summary**

Table 11

## Summary of Findings

Hypothesis Assumption	Result	Decision
There is a significant relationship between preschool teachers' perceived stress and their job satisfaction in Selangor.	$r = -0.567, N = 73, p < 0.001$	Accepted

The findings show that there is a negative significant relationship between perceived stress and job satisfaction among preschool teachers in Selangor. In brief, the hypothesis is accepted.



## Chapter V

### Discussion and Conclusion

#### Introduction

In this chapter, the researcher will discuss the descriptive and inferential analysis findings in Chapter 4. This chapter also included implications, limitations of the study, and recommendations for future study and conclusion.

#### Descriptive Analysis and Discussion

This section presents the descriptive information of respondents' stress and job satisfaction levels. This discussion session has intended to answer the first research question express in the present study: What is the level of stress and job satisfaction of preschool teachers in Selangor?

##### *Perceived Stress of Selangor Preschool Teachers*

The present findings have revealed that Selangor preschool teachers' perceived stress has at averagely reached to moderate level, which might potentially cause stressful feeling. In detail, 80.8% are reported feeling moderately stress in general. This situation can be explained with a few reasons. Firstly, due to the life stress caused by the high living demands in Selangor. According to the Department of Statistics, there is a significant increment in the aspects of prices and living costs since 2019 across different states in Malaysia (Rajikan et al., 2019). Selangor was one of the highly affected areas. Detail investigation shows most of the current respondents are earning below RM2000 (46.6%) and followed by RM2000 – RM4000 (41.1%). As reported by Hamid and Hashim (2019), Malaysian teachers are often having difficulties surviving with limited pay in order to fulfil their basic needs living, such as food, clothing, rental, and transportation. Expectedly, those who opt for a better quality of life might be facing stress with the high living demand in Selangor.

## PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

Secondly, most respondents have less than 3 years of teaching experience (71.2%) in the ECE industry; therefore, they are mostly expected to be novice teachers. According to Curry et al. (2016), a novice teacher is defined as a teacher with less than 3 years of experience. Novice teachers tend to feel overwhelmed by the work demands as they need more time to be ready to encounter challenges. As they are lacking teaching experience, hence, they may be less skilful in their skill in classroom and in behaviour management when dealing with children (Battal & Akman, 2022), and might contribute a part to their stress levels.

In addition, research claims that long working hours will cause teacher burnout (Amzat et al., 2021). Based on the current study's findings, most teachers have worked 5 days per week, and 52.1% of teachers have worked more than 8 hours a day. These long working hours may cause an imbalanced work-life balance as they must sacrifice their personal time. Besides, several studies found an association between long working hours and psychological stress (Wong et al., 2019). When the individuals are working long hours continuously, it is possible to cause fatigue, exhaustion and frustration toward life and work (Yu et al., 2014). By this, there is a potential of increased chance of experiencing stress when the individual works more than 34 hours per week and 48 hours per week (Wong et al., 2019).

### *The Job Satisfaction Level of Selangor Preschool Teachers*

On the other hand, the present analysis shows Selangor preschool teachers have at overall reported having ambivalent feelings towards their job. Detail analysis has revealed 60.3% are reported having ambivalent feelings, followed by satisfaction (31.5%) and dissatisfaction (8.2%). This indicates more than half of the respondents are having conflicting feelings or emotions as thinking of their job. Based on the descriptive findings, at one end, the respondents are found most dissatisfied with their centre's operating conditions (e.g., restriction of rules and policies, excessive workload, and paperwork), pay (e.g., fairness in salary, increment of salary),

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and fringe benefits (e.g., distribution of benefits), in which these three factors have achieved the lowest satisfaction score compared to other aspects. At the other end, the respondents have reported that they are highly satisfied with the factors like co-workers (e.g., people working together at the workplace and less conflict with their colleagues), supervision (e.g., receiving adequate supervision at work and getting treated fairly), and the nature of work (meaningful and enjoyable jobs and having a sense of pride in doing their job).

To discuss more indepth this finding via Herzberg's Two-Factor Theory, among the six sub-factors of job satisfaction listed, five belongs to hygiene factors (operating conditions, pay, fringe benefits, co-workers, and supervision), while only one is motivator factor (nature of work). Among the five hygiene factors, three earned the lowest score. Herzberg's two factors theory explains the fulfilling of hygiene factors helped to arise sense of comfortable and secure in employees, hence, lead to job satisfaction (Ong et al., 2020). In contrast, employees will feel a sense of lose, which lead to dissatisfaction feeling. Nevertheless, Herzberg's Two-Factor Theory indicates motivator factors are essential in increasing job satisfaction (Herzberg, 1966; Herzberg, 2003). The motivator factors also serve as a more important factor in continuously maintaining satisfaction towards job comparing to hygiene factor by providing and enhancing the appropriate recognition, achievement, and work itself to encourage personal growth (Ong et al., 2020). Concerning this, the Selangor preschool teachers are reported feeling satisfied with the nature of work (motivator factor), which scores the highest ( $M=17.16$ ). This indicates that majority of preschool teachers view their professions as meaningful and pleasurable, and they also feel a feeling of accomplishment and personal reward from their work. Supported by this theory, this finding explains the reason why the present findings found that job satisfaction score at overall is not too low even the respondents are reported having dissatisfied feeling towards more hygiene factors.

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### **Inferential Analysis and Discussion**

The study's result proves a significant negative relationship between preschool teachers' perceived stress and job satisfaction,  $r = -.0567$ ,  $p < 0.001$ . This present result is in line with the majority of studies reviewed. This included Tajudeen et al. (2020), Heng et al. (2018), Hamid & Sukir (2022), Reilly et al. (2014), Polishchuk et al. (2022), and Okeke & Ogbeche (2022).

The present findings are supported by past literature that indicated stress can lead to low job satisfaction, and the dissatisfaction in job among teachers has consequently leads to frustration, withdrawing behaviours, absenteeism, and turnover (Heng et al., 2018). Based on Yaacob and Choi (2015), teaching profession has been indicated as stressful and teachers somehow experience certain level of stress. The local evidence has shown that preschool teachers has been underpaid (Heng et al., 2018; Tajudeen et al., 2020), having heavy workload (Reilly et al., 2014; Yaacob & Choi, 2015), and having long working hours (Yaacob & Choi, 2015; Okeke & Ogbeche, 2022). Okeke and Ogbeche (2022) further discuss local preschool teachers are reported having financial insecurity due to the inequity in the rewards and salary (potential stressors) based on their relevant workload. Teachers who constantly do not feel that their job is being fairly compensated and rewarded will feel that their efforts are not being recognised, which will demotivate them to work more and perform better (Heng et al., 2018; Okeke & Ogbeche, 2022). This will result in less inspired at work and not confident in their ability to meet their financial requirement in life, which will cause life stress and reduce their job satisfaction as they feel they have little control over their own lives (Purwanto, 2020).

The current study's result proves that teachers' general perceived stress has an inverse significant large correlation with their job satisfaction. According to Polishchuk et al. (2022), prolonged stress will lead to general exhaustion, in which reducing the professional achievement, and gradually result in emotional burden. The prolonged experience of stress will

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also cause a tired state of mood, lower the teachers' attitude and behaviour in their job performance (Hamid & Sukir, 2022). As a result, stress is acknowledged to be able to lead to low job satisfaction, and vice versa if the issues are not addressed immediately. It is in agreement with Okeke and Ogbeche (2022), who found that teachers' psychological wellbeing (e.g., being less stressful) can help to generate a better sense of satisfaction towards their job by helping to boost teachers' morale and their productivity in the industry.

Moreover, teachers are often having difficulties in achieving good work-life balance (Sehar & Alwi, 2019). The overtime working and overwork will consequently neglect their personal life (Nart & Batur, 2014). Being constantly overworked and under pressure will also lead to burnout and stress, which will lower their motivation for their work and decrease their level of job satisfaction. As indicated by study by Reilly et al. (2014), teachers are often expected to play multiple roles in professional and personal life compared to other occupations. For instance, preschool teachers are frequently being assigned with too much administrative responsibilities and teaching duties which are not exactly their responsibility (Okeke & Ogbeche, 2022). It will cause teachers to perceive stress especially when the school principal is regarded being unable to support them adequately despite the volume of work. At the same time, teachers need to sacrifice their personal time that devote to housework and children, which cause them to have limited time for personal and family (Yaacob & Choi, 2015). Based on the current finding's result, most of the respondents are female, who are often expected in family obligations, particularly when it comes to caring for and raising children, which can easily lead to work-family conflict (Harini et al., 2019). The strain and unbalanced division of labour between roles within the family and work will cause stress. It will inevitably result in low job satisfaction due to the teachers struggle to balance their time, effort, and opportunities between work and family responsibilities (Purwanto, 2020). As a result, it will increase the teachers' desire to turnover in order to find a better balance between it.

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To highlight more, the present finding suggests perceived stress and job satisfaction is associated at a large effect size. This finding is contradicting with past literature from Western (Reilly et al., 2014; Polishchuk et al., 2022; Infurna et al., 2018), Southeast Asia (Jiang et al., 2019), and even some local studies (Yaacob & Choi, 2015; Leow et al., 2020; Tajudeen et al., 2020; Heng et al., 2018). This discovery may be unique to the urban context being studied in the present study. Azman (2021) claims that people live in urbanised areas are often burdens to pay greater monthly costs with lower salaries. It is especially stressful for those who intended to have a higher standard of living but their incomes do not seem to be comfortable with their living costs. As a result, stress can be a more significant factor relating to job satisfaction in an urbanized context.

### **Implication**

The current finding has contributed to provide latest satisfied to reveal the Selangor preschool teachers are moderate stress and have ambivalent feelings towards their job. This finding has generated implications to alert the Selangor preschool teacher to take more concern about their stress levels. It helps to notify the teachers to constantly perform self-regulation to release their stressful feeling and find more ways to achieve a work-life balance. At center-based level, the present finding contributes to propose a need to help teachers to reduce stress level, for example, to enroll them into a stress-free campaign. Besides, it helps to notify the administrators to review the centre policies, especially regarding the operating conditions, pay and fringe benefits, in order to improve their job satisfaction. When the administrators review the center policies, the administrators get the chance to seek for teachers' feedback and make adjustments that suit with their requirements. Regular review of policies can also ensure it is continuously meet with the changing needs of teachers. Furthermore, school administrations can provide continuous professional development for teachers to learn to adapt themselves at

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their own pace. The continuous professional development enables teachers to learn to better adapt their ability to their responsibility and workload.

In addition, the present finding helps to statistically proven stress is significantly and negatively related to job satisfaction. Not only that, but the study analysis also showed stress and job satisfaction is correlated at a large effect size, which  $r = -.0567$ , based on Selangor preschool teacher sample. This helps to alert that stress may be a more critical factor relating to job satisfaction, especially within the urbanized areas like Selangor. On the other hand, the majority of the local studies are only considering the general population, while this study has contributed explicitly to the preschool population, which is rarely being researched in the local context. Therefore, the present finding provides important insight for future research in order to replicate the present study to further investigate the relationship between general stress and job satisfaction among preschool teacher population.

### **Limitation**

The present study has expressed several limitations. First is the issue of the generalizability of the findings. Generalizability is intended to produce knowledge that is applicable to all elements of a population while only studying a sample (Ercikan & Roth, 2014). Since this research is focused on the population in Selangor, a highly urbanised area, this finding can only apply to the context in which preschool teachers working in the Selangor area or the other regional areas with a similar urbanisation degree as Selangor. As a result, it limited this finding to be applied in some other states, predominantly suburban and rural areas.

Secondly, this study covers a small sample size involving only 73 preschool teachers. It is known that the conclusion drawn from samples are intended to be generalised to the population; hence, a larger sample will be more accurate and representative of the population (Andrade, 2020). Based on the current information, it seems the respondents involved in this

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study contains more female, are mainly Chinese (83.6%) and young teacher (82.2%), which reflect the need to involve a larger sample size to include respondents of other ethnicity and age to participate in this study. By recruiting more samples can produce analysis result that can better represent the actual population.

Thirdly, there is a tendency for centres to reject participating in answering the survey due to the unsuitable time for data collection. Among the 15 centres being approached, the principals of at least four centres have prohibited their teachers to join the project. Besides this, there are also participants showing reluctance to participate when being approached. The researcher conducted the data collection in early to mid-March, in which this is a busy time for many preschools due to their center's enrolment season and other job duties, such as attending teacher training. Therefore, many teachers have rejected to participate in survey answering as they are less available. This has slowed down the data collection process, and the researchers need to contact more preschools to approach potential respondents. This situation has prolonged the data collection duration and caused slightly delay in data analysis.

### **Recommendation**

Based on the research, the researcher recommends that if any future studies regarding the topic should be carried out, it is good to extend the generalizability of the study to obtain a better result. The greatest way to produce broad generalizability is by extending the results and conclusions from the sample population to a broader population. The findings can be more broadly applied when the sample population is greater (Colorado State University, 2017). One of the suggestions is to extend the targeted population to other states to include more variety of locations. By extending the targeted population, the results can be more broadly generalised the greater the sample population (Barnes et al., 2023). Besides, future research can separate the finding into urban and rural areas. This is because the living needs and economic needs



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between urban and rural areas will be exceptionally different; hence, it will somehow influence the stress and job satisfaction of preschool teachers in Malaysia. However, considering the finding of covering preschool teachers in urban and rural areas, a comprehensive understanding of preschool teachers' stress and job satisfaction in Malaysia can be obtained.

Apart from that, to ensure the sample can better represent the actual population, a variety of respondents with different demographic profiles should be recruited in the study. According to Andrade (2020), a larger sample can yield a more accurate result. Hence, the researcher needs to expand the sample size to obtain accurate results. Using random sampling, for instance, can be used to gather data. The participants in this sampling are chosen at random and purely by chance (Bhardwaj, 2019). When compared to other methods of sample selection, the result acquired through the use of random sampling have a high level of generalizability (Showkat & Parveen, 2017). However, with a study that involve a larger sample size, the researcher may need to consider allocating more time, financial and human resources in future studies in order to get desired response from participants (Faber & Fonseca, 2014).

Furthermore, the following recommendation is to schedule the data collection process before the school open period, in general for preschools situated in Selangor, ideally in early February or after the enrolment period, which is April. This enables the respondents to increase their willingness to participate in the research. The respondents can also attend to the survey more thoughtfully as they have more time to read through all the questions and answer with fullhearted. In brief, it is more likely to contribute to a more accurate result by involving a larger sample size, and the data collection process can be fastened.

### **Conclusion**

In short, the researcher concludes that there is a significant relationship between preschool teachers' perceived stress and their job satisfaction. There are several stressors that

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will cause the teachers to have a work-life imbalance which will reduce their job satisfaction.

The current study also shows a unique finding, claims that preschool teachers' stress becomes a more significant factor that relates to their job satisfaction in the ECE context.

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### **Conclusion**

In conclusion, the study discusses about the relationship between preschool teachers' perceived stress and their job satisfaction in Selangor. The current study aims to address the gap between the limited studies that focus on local context on preschool teachers' perceived stress and their job satisfaction since the discussion concerning teachers' stress and job satisfaction still heavily rely based on Western evidence. Furthermore, particularly among preschool teachers, there is less concern about the link between stress and job satisfaction. Therefore, this study intends to investigate how perceived stress and job satisfaction relate in preschool teachers. The quantitative method is used in this research and two questionnaires are used, which are Perceived Stress Scale (PSS-10) and Job Satisfaction Survey (JSS).

Based on the descriptive findings, the respondents have reported having a moderate stress level and ambivalence feeling towards their job. The ambivalence feeling is caused by the mixing feeling between satisfied and dissatisfied towards their job. Hence, the current finding has implications for alerting Selangor preschool teachers about their stress levels and job satisfaction, as well as urging them to attain work-life balance. Additionally, according to the study analysis, which shows a large effect size, stress is one of the significant determinants that is significantly and negatively related to job satisfaction. There are some limitations during this research, including restricted generalizability of the findings, a small sample size of respondents, and a potential tendency for respondents to withdraw from the survey due to an inappropriate timing for data collection. Some recommendations can be made to improve future research, including extension of generalizability to obtain better result, recruitment of a variety of respondents with different demographic profiles, and scheduling a better and adequate data collection period.

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## PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

## Appendix

## Appendix A: Questionnaire

**INFORMED CONSENT LETTER**

Dear teachers,

You are invited to participate in this research study to examine the relationship between preschool teachers' perceived stress and job satisfaction in the ECE industry. This study is conducted by Ling Thong Ern, who is pursuing Bachelor of Early Childhood Education at Universiti Tunku Abdul Rahman (UTAR).

**PURPOSE OF STUDY**

This current study aims to investigate the relationship between perceived stress and job satisfaction among preschool teachers in Selangor.

**BENEFITS AND RISKS**

In this questionnaire, the information obtained may help to determine preschool teachers' perceived stress and job satisfaction in terms of their job. The preschool teachers not only can start to take concern about their stress level, and also, administrators can have a better understanding of the teachers' conditions in the workplace.

**STUDY PROCEDURES**

This questionnaire may take approximately 5 to 10 minutes to complete the questionnaire and it consists of three sections, which are:

Section A: Demographic information

Section B: Perceived Stress Scale (PSS-10), a 10-item survey that measures teachers' perceived stress.

Section C: Job Satisfaction Survey (JSS), a 36-items survey that measures teachers' job satisfaction in the workplace.

**CONFIDENTIALITY**

Any identifying information will be anonymous and confidential. Hence, all information provided in the survey would be kept private and used for academic purposes only, not for business purposes.

**VOLUNTARY PARTICIPATION**

Your participation in this study is voluntary. You are required to complete this survey within 3 days once you receive this questionnaire. If you decide to take part in this study, you are still free to withdraw at any time and without giving a reason.

**CONTACT INFORMATION**

If you have questions at any time about this survey, you may contact the researcher, Ling Thong Ern (thongern24@lutar.my / 011-16532628).

Sincerely appreciate your participation in this survey,

Ling Thong Ern

- I have read and understand the provided information. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I voluntarily agree to take part in this study.

## PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

**Section A: Demographic Information**

Please complete this section by choosing only ONE answer.

Gender \*

- Male
- Female

Age \*

- < 20 years old
- 21 - 25 years old
- 26 - 30 years old
- 31 - 35 years old
- 36 - 40 years old
- > 40 years old

Race \*

- Malay
- Chinese
- Indian
- Other...

Income Range \*

- < RM2000
- RM 2000 - RM4000
- > RM4000



## PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

## Education Level \*

- Secondary education (SPM)
- Post-secondary education or pre-university (STPM/Matriculation certificate/University Foundation or A...
- Diploma / Teacher education at Teacher Training Institutes
- Bachelor's degree
- Master's degree / PhD

## Years of Teaching Experience in ECE industry \*

- < 1 year
- 1 - 3 years
- 4 - 6 years
- 7 - 9 years
- > 10 years

## Working Days (per week) \*

Short answer text

.....

## Working Hours (per week) \*

- ≤ 40 hours
- 41 - 50 hours
- > 50 hours

## PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

## Section B: Perceived Stress Scale (PSS-10)



PSS-10 is an instrument used to measure the local preschool teachers' stress level.

Please choose only **ONE** number for **EACH** question that indicate how often you felt or thought a certain way.

- 0 = Never
- 1 = Almost Never
- 2 = Sometimes
- 3 = Fairly Often
- 4 = Very Often

1. In the last month, how often have you been upset because of something that happened unexpectedly? \*

	0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Often

2. In the last month, how often have you felt that you were unable to control the important things in your life? \*

	0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Often

3. In the last month, how often have you felt nervous and stressed? \*

	0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Often

4. In the last month, how often have you felt confident about your ability to handle your personal problems? \*

	0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Often

5. In the last month, how often have you felt that things were going your way? \*

	0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Often

## PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

6. In the last month, how often have you found that you could not cope with all the things that you had to do? \*

	0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Often

7. In the last month, how often have you been able to control irritations in your life? \*

	0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Often

8. In the last month, how often have you felt that you were on top of things? \*

	0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Often

9. In the last month, how often have you been angered because of things that happened that were outside your control? \*

	0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Often

10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? \*

	0	1	2	3	4	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Often















## PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

## Appendix B: Original Data

Table A1

SPSS output of descriptive statistics – Respondents' Gender

*Gender*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	64	87.7	87.7	87.7
	male	9	12.3	12.3	100.0
	Total	73	100.0	100.0	

Table A2

SPSS output of descriptive statistics – Respondents' Age

*Age*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<20 years old	4	5.5	5.5	5.5
	21-25 years old	44	60.3	60.3	65.8
	26-30 years old	12	16.4	16.4	82.2
	31-35 years old	5	6.8	6.8	89.0
	36-40 years old	6	8.2	8.2	97.3
	>40 years old	2	2.7	2.7	100.0
	Total	73	100.0	100.0	

Table A3

SPSS output of descriptive statistics – Respondents' Race

*Race*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	5	6.8	6.8	6.8
	Chinese	61	83.6	83.6	90.4
	Indian	7	9.6	9.6	100.0
	Total	73	100.0	100.0	

## PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

Table A4

SPSS output of descriptive statistics – Respondents' Income Range

*IncomeRange*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RM2000 and below	34	46.6	46.6	46.6
	RM2000-RM4000	30	41.1	41.1	87.7
	RM4000 and above	9	12.3	12.3	100.0
	Total	73	100.0	100.0	

Table A5

SPSS output of descriptive statistics – Respondents' Education Level

*EducationLevel*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Secondary education (SPM)	4	5.5	5.5	5.5
	Post-secondary education or pre- university (STPM/Matriculation certificate?University Foundation or Asasi certificate)	2	2.7	2.7	8.2
	Diploma/Teacher education at Teacher Teaching Institutes	14	19.2	19.2	27.4
	Bachelor's degree	49	67.1	67.1	94.5
	Master's degree/PhD	4	5.5	5.5	100.0
	Total	73	100.0	100.0	

Table A6

## PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

SPSS output of descriptive statistics – Respondents' Years of Teaching Experience in ECE

Industry

*YearsofTeachingExperienceinECEindustry*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<1 years	33	45.2	45.2	45.2
	1-3 years	19	26.0	26.0	71.2
	4-6 years	11	15.1	15.1	86.3
	7-9 years	5	6.8	6.8	93.2
	>10 years	5	6.8	6.8	100.0
	Total	73	100.0	100.0	

Table A7

SPSS output of descriptive statistics – Respondents' Working Days per Week

*WorkingDaysperweek*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5 days	65	89.0	89.0	89.0
	6 days	7	9.6	9.6	98.6
	7 days	1	1.4	1.4	100.0
	Total	73	100.0	100.0	

Table A8

SPSS output of descriptive statistics – Respondents' Working Hours per Week

*WorkingHoursperweek*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<40 hours	27	37.0	37.0	37.0
	42-50 hours	38	52.1	52.1	89.0
	>55 hours	8	11.0	11.0	100.0
	Total	73	100.0	100.0	

## PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

## Appendix C: Result

Table A9

SPSS output – Group Statistics for Total Perceived Stress Scale (PSS)

*Statistics*

<i>TotalPSS</i>		
N	Valid	73
	Missing	0
Mean		1.95
Std. Deviation		.437

Table A10

SPSS output – Respondents' Total Perceived Stress Scale (PSS)

<i>TotalPSS</i>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	9	12.3	12.3	12.3
	Moderate	59	80.8	80.8	93.2
	High	5	6.8	6.8	100.0
	Total	73	100.0	100.0	

## PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

Table A11

SPSS output – Group Statistics for Total Job Satisfaction Survey (JSS) and its Subscales

		TotalJSS	Pay	Promotion	Supervision	Fringebenefits
N	Valid	73	73	73	73	73
	Missing	0	0	0	0	0
Mean		2.23	14.08	14.51	16.53	14.25
Std. Deviation		.590	3.992	3.761	3.346	3.503

		Contingent rewards	Operating conditions	Coworkers	Natureofwork	Communication
N	Valid	73	73	73	73	73
	Missing	0	0	0	0	0
Mean		14.51	12.42	16.23	17.16	15.71
Std. Deviation		2.921	3.179	3.577	3.941	3.784

Table A12

SPSS output – Respondents' Total Job Satisfaction Survey (JSS)

*TotalJSS*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dissatisfaction	6	8.2	8.2	8.2
	Ambivalence	44	60.3	60.3	68.5
	Satisfaction	23	31.5	31.5	100.0
	Total	73	100.0	100.0	

## PRESCHOOL TEACHERS' PERCEIVED STRESS AND JOB SATISFACTION

Table A13

Pearson Correlation Result for Preschool Teachers' Perceived Stress and Their Job Satisfaction

*Correlations*

		TotalPSS	TotalJSS
TotalPSS	Pearson Correlation	1	-.381**
	Sig. (2-tailed)		.001
	N	73	73
TotalJSS	Pearson Correlation	-.381**	1
	Sig. (2-tailed)	.001	
	N	73	73

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