

Relationship Between Pressure and Job Satisfaction of Teachers of Child Care Center in Children's Abuse

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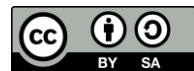
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ABSTRACT

This study aimed to identify the relationship between stress and job satisfaction of nursery teachers in the Klang Valley. The current study used quantitative methods. The location of the study involved randomly selected kindergartens around the Klang Valley. The study subjects consisted of 110 kindergarten teachers. The three types of measurement tools used are Teacher Stress Inventory (TSI), Minnesota Job Satisfaction (MSQ) and Measurement Child Abuse for the abuse survey questions. Descriptive analysis used by researchers aimed to identify stress levels and job satisfaction of preschool teachers. While inferential statistical analysis involved a correlation test explaining the relationship between the variables of the study. The findings show that teachers' stress levels are high with values (mean = 2.83, sd = 0.420) and the study also found that levels of job satisfaction are also high with values (mean = 2.54, sd = 0.725). On the other hand, the correlation analysis showed that there was an inverse relationship between teacher pressure on child abuse with a value of $r(-.203)$. And the second analysis of relationships showed that the value of $r(.726)$.

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1.0 Introduction

1.1 Background of Study

The scenario of misbehavior against child violence such as abuse is becoming more prevalent with the neglect of children by adults being taken for granted by the average local community. If you look at the statistics released by the Malaysian Department of Social Welfare (JKM), child abuse in Malaysia in 2016 increased by 555 cases of abuse involving children in 2017. It is the highest increase compared to previous years which recorded an increase of only 158 cases in 2015.

In a study conducted by Salleh et al. (2018) found that the problem of abuse is increasing from year to year starting from 2015. The increase in these cases is not only from the physical and mental aspects, but abuse from the aspect of sexuality and the neglect of children's rights.

In addition, previous studies also reported that the problem of abuse among children is a problem that is difficult to diagnose. Because from another point of view, adults can manipulate this incident of abuse as an accident or an inherited hereditary disease when it is a deliberate injury by an adult.

Although the Malaysian Government places great emphasis on the cognitive development and social development of children, there are still cases related to child abuse. With such a situation, the Department of Social Welfare (JKM) can see in general about this category of abuse. It consists of the categories of physical, emotional, sexual abuse and neglect.

Abuse is not only done by parents, but also done by guardians or teachers. The abuse that is done not only injures the child's body, but the child is also even raped and forced to work even if he is underage. This can expose children to harm such as affecting cognitive development such as gross and fine psychomotor, stunting growth and can delay the emotional health process of the child involved (Clinard & Meier, 1985). For example, the incident reported by Hazlihaddy Hassan in Berita Harian Online regarding a baby with a fractured right arm bone is believed to have been abused by its babysitter. This thing can totally ruin the child's life which can indirectly wipe out the child's future in fine and gross psychomotor development.

Since the last decade, the society in Malaysia has been reported with tragic events regarding the misconduct of a child named Harurawari Saridi who was 10 years old who was raped and killed. The incident happened when the victim was on his way to his school located in Kampung Ratau, Menggatal Kota Kinabalu, Sabah. After this event, the country was shocked again with several more cases of abuse that also involved children leading to murder.

Based on the latest statistics obtained from the Department of Social Welfare (JKM), the increase in cases of misbehavior against children, that is, abuse, has become more common in recent times. Various efforts have been made to reduce the problem of abuse, for example the re-opening of the Nur line to enable the community to contact the authorities to solve the problem of abuse, but even so it still does not show any change to the problem of abuse, especially in TASKA following the increasing number of abuse statistics increased.

In addition, Kuoriyanov and Zhdanov (2014), stated that stress is a frequent problem that occurs in human life. Stress can be a problem for a person when the stress experienced is not controlled or treated well, it can harm the personal health and mental health of the teachers. Especially when the pressure faced has a negative impact on the function of a teacher's life. This is agreed by Lin da Huang (2014) who stated that such a large amount of pressure will be harmful to everyone including teachers who work in early childhood education institutions.

Malakolunthu (1994) in the study of Syed Kamaruzam et al. (2017) conducted a study on 9 schools in Kuala Lumpur using a total of 360 teachers and the results found that the teachers in the school were under stress and the stress level was at high level. This stress can become a long-term disease if not overcome from the early stage. Most teachers will experience stress throughout their teaching career, not just in the early stages of their careers. This is supported by Edworthy (1987) in Syed Kamaruzam et al. (2017) who reported that the level of stress experienced by teachers will be higher as they become more experienced. This is because, various parties will try to place high hopes and expectations on the teachers involved to educate children.

In relation to that, the Malaysian Ministry of Health (KKM) has also confirmed that things that cause changes to a job demand will get a teacher's physical, emotional and mental response and it is called stress. This pressure can occur when teachers are faced with burdensome work assignments and the work is beyond a person's skills and knowledge level (Leka, Griffiths and Cox, 2004). This pressure is also a situation where teachers experience physical and psychological tension due to factors that can be linked to environmental factors, relationships with colleagues (Mat et al., 2017).

When a teacher does not reach the optimal level of job satisfaction as desired. The effect of job dissatisfaction will cause the teacher involved to act aggressively such as injuring other individuals including children. Quality as an educator is very meaningful from a physical and mental aspect when the practices and values that are absorbed in a teacher achieve excellent quality and can create a superior personality in job satisfaction Ajang & Bakar (2019). According to Applebaum et al. (2008), if teachers are able to organize and organize their work schedules well, then the teachers involved will definitely be able to increase job satisfaction well, followed by positive attitudes and behaviors.

1.2 Problem Statement

Lately, the problem of children being abused in TASKA has become more and more prevalent, leading to death. As reported by Berita Harian Online dated 20 August 2018 which stated that two kindergarten teachers had abused four children. The abuse is believed to have occurred at a Child Development Center (CPKK) in the Melaka District. This issue can have a traumatic impact on the child in the functioning of his whole life. For example, the fear of facing people, becoming aggressive and so on because of past events (Kamaruzaman Kamaruddin, 2019).

According to an informal study through interviews with TASKA teachers, the probability of child abuse is because teachers face stress and lack of job satisfaction. For example, there is a lot of workloads to be implemented such as the learning and teaching process, children's activities and child care until the lack of rest time for the teachers, the children, facing interpersonal relationship problems and so on. This situation occurs

because the TASKA organization involved suffers from a lack of resources such as teachers, has diverse demands and lacks facilities to make assignments for learning activities with children (Ahmad & Amir, 2018).

In addition, the recent changes in the culture of the Education era as well as the reforms implemented in the field of education can also contribute to the factors of teachers experiencing stress and lack of satisfaction in work. For example, job satisfaction from the amount of salary set by the employer, better promotion opportunities, a conducive work environment and also colleagues who are always positive. This is supported by Muniandy & Kannan, (2018) who stated that most teachers experience stress because they cannot control their emotions well when this change in early childhood education policy happens so quickly and the amount of salary received is too low with the atmosphere of life now.

Therefore, this makes the researcher want to know if the teachers at TASKA have pressure on their work at TASKA or a lack of job satisfaction as TASKA teachers until the occurrence of abuse at TASKA until there are cases of children dying. Failure to complete the task as a teacher can inhibit emotional stability leading to extreme pressure and then the teacher abuses children without realizing it (Ajang & Bakar, 2019). This situation, child abuse can have a big impact and can have a negative effect on every child. For example, children can experience delusional problems, confusion, have excessive feelings of anger and fear for example, cannot face other people, like to be alone and find it difficult to interact with others.

1.3 Research Objectives

- 1.3.1 Identify the level of stress among TASKA teachers in Klang Valley.
- 1.3.2 Identify the level of job satisfaction among TASKA teachers in the Klang Valley.
- 1.3.3 Identifying the relationship between the level of work pressure of TASKA teachers at Klang Valley against child abuse.
- 1.3.4 Identify the relationship between the level of job satisfaction of TASKA teachers at Klang Valley against child abuse

1.4 Research Questions

- 1.4.1 What is the level of stress among TASKA teachers in the Valley Klang?
- 1.4.2 What is the level of job satisfaction among TASKA teachers in Klang Valley?
- 1.4.3 Is there a relationship between the level of work pressure of TASKA teachers in Klang Valley against child abuse?
- 1.4.4 Is there a relationship between the level of job satisfaction of TASKA teachers in Klang Valley against child abuse?

1.5 Research Hypothesis

- 1.5.1 H1: There is a significant relationship between the level of work pressure of TASKA teachers in the Klang Valley against child abuse.
- 1.5.2 H2: There is a significant relationship between the level of job satisfaction of TASKA teachers in the Klang Valley towards child abuse.

1.6 Significance of Study

For the researcher, this study is seen as very important and meaningful to see and determine if there is a relationship or relationship between work stress and job satisfaction with the problem of abuse among TASKA teachers in the Klang Valley Area. In addition, this study was conducted to increase knowledge and deepen the true soul of a teacher who works in TASKA, especially TASKA in the Klang Valley Area. In conclusion, this study can provide exposure and knowledge to parents and teachers for reference before they send their children to TASKA.

2.0 Literature Review

2.1 Theoretical Approach

2.1.1 Lazarus' Theory of Work Stress

Lazarus Stress Theory is a theory that discusses the feeling of stress or a situation that does not provide a pleasant peace to a person when he gets any compulsion and insistence from his surroundings (Lazarus & Folkman, 1984). Furthermore, this theory explains that there are three aspects that lead to stress, namely stimulus, response and process. From the stimulus aspect, it is a situation that gives stimulation to the individual. Strong stimulation of human stimulus movement will result in pressure and it can result from a

feeling of compulsion, insistence or demand that exceeds the individual's ability to be fulfilled. However, the pressure faced by teachers can also occur as a result of their own insistence in meeting their needs and wants in life.

As we all know, there are various types of stress stimuli in a human's life, especially in daily activities as a teacher. According to Lazarus Stress theory (Lazarus & Folkman, 1984), they think that some types of stimuli can contribute to extreme stress. Among them is the stimulus when there is an unexpected big change and it involves many people, not only the individual but it involves family members, places of residence and so on.

Usually, these changes are unexpected and beyond the individual's control. For example, when there is a war, mass migration, natural disaster or economic downturn. Next is the stimulation that results when there is a change involving the individual and the closest people. For example, a parent falls ill, a fight with a colleague, a divorce or being fired from a job. In addition, problems that occur repeatedly in the daily life of teachers are also capable of stimulating the occurrence of stress. This is because, problems that occur repeatedly will disturb and put pressure on some teachers even if the problems that occur are few and small. Therefore, this pressure requires adaptation from the individual to adapt from all aspects.

2.1.2 Job Satisfaction Theory (Herzberg's Two Factor Theory)

The theory of job satisfaction was invented by Frederick Herzberg in 1996. In the theory it has been explained where a person's environment can be a factor as a motivation for people to do something. This can be seen through the work environment of a teacher in various aspects in achieving satisfaction in the work done. Herzberg presented two different and unrelated human needs, namely physical and psychological. This theory has also presented two main factors that are often used as benchmarks to achieve job satisfaction, namely motivator (content factor) and hygiene (relationship factor).

Furthermore, in this theory it is stated that when a job provides many content factors, then job satisfaction can be felt by the teacher. Among the examples are respect from parents, colleagues and employers, achieving targets in the learning process of children and many more. This is the case, teachers will not have satisfaction in their work if this content factor is not met, even teachers will be more neutral in working at TASKA. Psychological needs will motivate individuals to behave towards their own achievement. This achievement will bring pleasure and satisfaction for a person to continue working. Failure to do so will lead to dissatisfaction (Locke, 1976).

The two things that form the basis of the theory that was developed are maintenance or health (hygiene factor) and driving factors or (motivator factor). Health factors consist of administrative policies, future guarantees, employment status, workplace conditions, wages and supervision. This factor is an individual's desire to obtain all the above components that are external to be fulfilled by an organization for its members. Meanwhile, motivator factors consist of achievement, recognition, responsibility, authority, growth and development as well as the job itself. It is a factor that is intrinsic to an individual.

Job satisfaction is also an individual's action towards work experience on something (Berry, 1997). This is because, according to Landy and Conte (2004), the work experience of an individual is able to have a good effect on the process of adaptation to the conditions of the workplace environment. It is also a positive behavior or a stable emotional state as a result of the work done. Furthermore, Ahmadi & Alireza (2007) stated that job satisfaction can also be achieved when a teacher has a deep interest in the field of work he is engaged in.

2.1.3 Killen's Interaction Theory of Abuse

The interaction theory of abuse was put forward by Karl Killen (1990). The approach includes the social interaction between the inner world of the child and the outer world of the abused child. The factors of lack of satisfaction in the teacher's work can contribute to high pressure to the point that the teacher can be at the level of hurting the people around him, namely the children. Both the perception of abuse, emotional and physical, will affect the child's development either in the physical aspect or the mental aspect. A positive environment needs to be used as a stimulus to ensure that the child can grow up normally (Killen, 1990).

At the same time, according to him, child abuse is one of the social activities that are too complicated and very complex. Therefore, it is not appropriate for every researcher to focus on one aspect or a certain approach only because there is no accurate theoretical approach to this problem of abuse and no study that can fully cover this phenomenon (Young, 1964).

In addition, this theory argues that teachers who are prone to this abuse use the general reason to give physical punishment to children as an act of disciplining children for not listening to words and being naughty in class and there are some kindergartens that culture punishment physical to children. The abuser's personality is mostly from the interaction of past experiences that are still affected in the abuser involving family and friends.

Past life events of teachers, for example, were isolated when they were born, did not get love so they did not know how to love others.

2.2 Past Studies

2.2.1 Pressure

Ahmad & Amir (2018), in her study, found that teachers have experienced pressure, but it can be well controlled by the teachers. The stress of the teachers - the teachers in this study were reported to be at the level of expert stress. Therefore, it is important for a teacher to deal with stress well because if a situation of work stress cannot be overcome well, it will have a continuous negative effect on teachers, children and will also affect employers. The job as an educator will indeed have various aspects of pressure, however a teacher needs to be clever and able to control the pressure in his job and indirectly, teachers can reduce the pressure (Roslan et al., 2019).

The next study is a study by researchers from the field of psychology namely Mohd Zaidi & Abdol Raop (2017). They stated that the most dominant thing that affects stress in a job is the climate and organizational structure. In fact, a person experiencing stress will be associated with the work environment and the workload carried at a time. It is also related to the challenges of working time and improving the standard of living, especially in the era of increasing self-sufficiency costs (Yozgat et. al, 2013). Furthermore, when a teacher has no interest in the field of education, especially in early childhood education, they are more likely to receive high pressure. Therefore, a good and positive workplace atmosphere and organizational conditions contribute to a good stress effect in an employee.

At the same time, teachers are under pressure due to several factors such as economic factors and social factors which consist of the teacher's relationship with the school, relationship with colleagues and so on. This study involving 165 early childhood education teachers found that feeling extreme and uncontrollable pressure will have a negative impact on TASKA teachers through emotional, physical, health, social and career pressure for the teacher as an early childhood education teacher (Ajang & Bakar, 2019).

At the same time, systematic work schedule management and good workplace environment management can prevent a teacher from experiencing work pressure. This matter is supported by Mat Som et al. (2018) where they state that the level of work pressure for teachers is the highest when teachers are unable to manage the learning schedule and provide teaching aids that are sufficient and preferably according to the suitability of an environment surrounded by children with various characters.

Gagnon et al. (2019) did a study on the stress relationship in children's learning process in the Journal of Early Childhood Education. They stated that the source of teachers' stress consisted of excessive workload and insufficient resources to provide goods for the learning process of children and equipment for the teaching process. This study was conducted by 44 teachers working at TASKA using the Index of Teaching Stress and Teacher Relationship Scale.

In addition, a study was carried out by Muniandy & Kanan (2018) involving a total of 289 NURSERY teachers from all over Perak using a simple random method and found that overall, the teachers were under a moderate level of stress. According to Curtaz (2009) in Muniandy & Kanan (2018), work pressure is a difficult thing to avoid in the field of teaching because progress in this field demands that teachers strive to improve the level of knowledge, especially in the field of education.

2.2.2 Job satisfaction

According to Sayuti & Hamid (2018) in their study on the leadership and job satisfaction of principals at Sekolah Amanah Daerah Sepang in the State of Selangor stated that when transformational practices can be achieved by a principal, then the job satisfaction of a teacher will be achieved. This is because the leadership style of the principal or entrepreneur who is fair and good can give a good level of satisfaction to the teachers. Teachers will enjoy working in a good leadership situation and will indirectly be able to raise the teachers' morale to provide good services to TASKA and children.

The element of job satisfaction which consists of the aspects of salary receipt, supervision from employers and principals, salary increase opportunities, relationships with colleagues are among the dominant factors in studying the relationship between teachers' job satisfaction and work commitment. This study was conducted by Sanusi, Ishak and Sabirah in 2018 using an online survey form and received 80 responses from teachers working at TASKA. In the findings of this study, the researcher also stated that there is a very significant and positive relationship between teacher job satisfaction and work commitment.

While the study conducted by Abu Bakar & Alias (2020), in studying job satisfaction among 132 teachers from five schools in Tampin district, found that there is a significant moderate relationship between head teacher

leadership and teacher job satisfaction. This is because, Alderfer (1972) stated that teachers' job satisfaction is related to the needs of existence, relationships and developmental needs. Positive and continuous job satisfaction will cause teachers to work hard to carry out their duties to children.

Other than that, a researcher from Indonesia has conducted a study on the relationship between teacher job satisfaction and job performance involving a total of 179 teachers in the city of Batam Indonesia stating that teacher job satisfaction in Batam Indonesia has a high relationship and a significant positive value to teacher work performance. This is because, if the teacher can achieve a high level of job satisfaction, the teachers will further improve their work performance. Not only from the aspect of educating children but the improvement from the aspect of relationships with children's parents and colleagues (Othman et al., 2018).

2.2.3 Abuse

According to research conducted by Salleh et al. (2018), the statistics of child abuse cases in Malaysia experienced a significant increase. This study was conducted using a document analysis approach. The report documents analyzed are the results of reports issued by the Department of Social Welfare (JKM) itself. This report that was taken is a report in the last five years, from 2013 to 2017.

Salleh et al. (2018) can see where in 2017 the number of cases involving abuse has increased by 555 cases where 5537 cases have been reported that year compared to 4119 cases in 2003. All these cases are not only focused on one aspect of abuse, but this study covers all aspects of abuse cases from various categories such as physical, emotional, sexual abuse and neglect. In this study as well, they were able to identify that girls are the highest victims of abuse. This is because girls are more likely to be victims of sexual abuse crimes by abusers.

Furthermore, children need to be protected because they are vulnerable to various dangers whether the child is a victim, or the child is involved in criminal behavior. In today's world surrounded by the advancement of science and technology, children are also exposed to the threat of pedophilia. It is even more terrifying when this pedophilia begins to approach children directly. It will give the effect of emotional and sexual abuse of the child (Azhar et al., 2018).

Apart from that, a study by Ramalingam & Alavi (2020) has examined the challenges of social workers in protecting child abuse in TASKA by using a qualitative approach guided by case studies. The researcher has selected 10 respondents by using data collection techniques through written structured interviews and the study location is TASKA around Bandar Baru Bangi. The results of the study found that there is an attitude of teachers who do not have a deep interest in the care and learning of children. There are teachers who do easy jobs without knowing the real task in depth. Things like this will affect the child's development and indirectly can be exposed to abuse.

In China, rural residents there will experience separation from their biological family because their parents' migration to the city and the environment where their parents live in the city cannot accommodate the large number of family members. Therefore, a large number of children have to be abandoned and often experience sexual abuse due to the crippled and closed rural areas far from the city (Wang et al., 2020).

In fact, according to the Journal of Child Sexual Abuse (2020), residents in rural China, they also apply the concept of ritual law which makes the position of the country's legal system powerless against sexual assaults perpetrated on children left behind in rural China. The traditional customs and rituals that are practiced permeate and are embedded in the people there to the extent that they limit the reach of the judicial system in rural areas by allowing sex offenders to avoid prosecution.

In contrast, Malaysia has signed an international agreement under the United Nations called the Convention on the Rights of the Child (CRC) in 1989. In this agreement as well, Malaysia agreed and made reservations to some of the provisions of the convention on year 1995. This convention is a commitment that binds member countries to ensure that the laws of member countries related to the protection and welfare of children comply with all the rules in this agreement (Azhar et al., 2018). Therefore, children are indeed protected by all parties and the government has also established the Social Welfare Department (JKM) to deal with this problem. The Social Welfare Department (JKM) plays an important role in providing services that protect children from all dangerous things such as abuse, torture, abuse, discrimination and exploitation.

3.0 Method

3.1 Research design

The researchers conducted a quantitative study to identify the relationship between the stress faced by teachers and job satisfaction against abuse among teachers who work at TASKA. The study carried out uses two

quantitative methods which are often used by researchers, which are descriptive and inferential studies. The method was chosen because it is able to provide the information required from each respondent. Through this method it is also able to help the researcher to gather direct feedback from the study subject. In addition, it did not limit the time for the respondents to answer the questions on the distributed questionnaire so that the respondents could focus on each item given.

Furthermore, the data that has been collected will be analyzed using the Statistical Package for Social Sciences for Windows (SPSS) version 26 software for descriptive statistical analysis and also for inferential statistical analysis such as mean score, percentage/frequency and correlation. Descriptive methods will be used to explain the situation related to the study population and make accurate statements about certain data.

As for the inferential analysis method, this study used the data analysis method to test the hypothesis in the research conducted. The confidence level used in this study is 95% ($p < 0.05$) to determine the level of significance of the study findings using Pearson's correlation analysis to measure and evaluate the relationship between two variables.

3.1.2 Population and Sample Study

This population is the total number of a group or respondent who will be given a questionnaire. Through this study, respondents were selected as teachers working at TASKA Lembah Klang. Based on data obtained from the Social Welfare Department, there are 20 TASKAs that have been registered with the Social Welfare Department (JKM) and thus, the researcher has made the decision to select 110 TASKA teachers as respondents for this study.

3.1.3 Population and Sample Selection Procedures

This study used a simple random sampling procedure to ensure that each unit and subject in the study population has an equal opportunity to be selected as a respondent for the study conducted (Chua Yan Piaw, 2014). In the opinion of Krejcie & Morgan (1970) as in table 1, they have introduced a table for the researcher's guidelines to identify the total population of the population in determining the sample size more accurately. Furthermore, the number of samples that the researcher needs to take for this study is as much as $N=150$ teachers and the sample that the researcher needs to take is as much as 108 teachers.

Table 1. Sample Size Determination Table, Krejcie & Morgan (1997).

| N | S | N | S | N | S |
|------------|----------|----------|----------|----------|----------|
| 10 | 10 | 220 | 140 | 1200 | 291 |
| 15 | 14 | 230 | 144 | 1300 | 297 |
| 20 | 19 | 240 | 148 | 1400 | 320 |
| 80 | 66 | 420 | 201 | 3500 | 346 |
| 100 | 80 | 500 | 217 | 6000 | 360 |
| 150 | 108 | 750 | 254 | 15000 | 375 |
| 200 | 132 | 1000 | 278 | 75000 | 382 |

Indicator: N = Population, S = Number. Sample

The sample selection procedure in this study is referred to through simple random sampling. This is because, the researcher chose this method to ensure that each item in the population has an equal chance to be selected as a sample of this study.

3.1.4 Study Instruments

In any study, research instrument is an important item for choosing the method of data analysis. The researchers chose a questionnaire-type instrument in obtaining feedback on the stress and job satisfaction of the problem

of abuse. Furthermore, by using this questionnaire it is easy for the researcher to get accurate information. Questionnaires can also avoid the occurrence of bias in the study of the subject as occurs in the interview session. Next according to Yahaya et al., (2007) this method also makes it easier for researchers to get raw data from respondents for analysis. The content of the questionnaire in this study has been divided into four parts, namely parts A, B, C and D. Each instrument used by the researcher aims to answer the research objectives and questions as shown in the table below.

Table 2. The contents of the questionnaire

| Research Objective | Research Question | Research Instrument | Research Analysis |
|--|--|---|--|
| Identify the level of stress among taska teachers in Klang Valley. | What is the level of work pressure in the circle TASKA teachers at Klang Valley. | Teacher Stress Inventory (TSI) | Descriptive statistics |
| Identify the level of job satisfaction among teacher's nursery in Klang Valley. | What is the level of job satisfaction in the circle teachers NURSERY at Klang Valley. | Minnesota Satisfaction Questionnaire (MSQ) | Descriptive statistics |
| Identify the relationships between teachers' work pressure Taska teachers in klang valley against child abuse. | Is there a relationship between the stress levels of teachers NURSERY at Klang Valley against child abuse. | Teacher Stress Inventory (TSI) & Measurement of Child Abuse | Inference Statistics (Pearson Correlation) |
| Identifying the relationship between teachers' job satisfaction levels at TASKAs in Klang Valley against child abuse | Is there a relationship between TASKA teachers' job satisfaction and child abuse. | Minnesota Satisfaction Questionnaire (MSQ) & Measurement of Child Abuse | Inference Statistics (Pearson Correlation) |

Source: Adapted from Wong Kung Teck (2019).

The research instrument used in this study contains four parts, namely Parts A, B, C and D. Part A is a demographic part, part B is a stress questionnaire, part C is a job satisfaction questionnaire and part D is an abuse questionnaire.

4.0 Results and Discussion

4.1 Descriptive Results

Descriptive statistics are statistics implemented by researchers to describe the characteristics of a variable. Among the indicators used in this study are such as searching for the mean value, deviation value, standard, frequency value, median, mode and many more. In the meantime, the researcher only looked for the mean value, standard deviation, variance and percentage to express the level of job stress and job satisfaction of the teachers working at TASKA. Results of descriptive data analysis are as follows:

Table 3. Study Sample Distribution by Gender

| Gender | Number of samples | Percentage % |
|--------------|-------------------|--------------|
| Male | 8 | 7.3 |
| Female | 102 | 92.7 |
| Total | 110 | 100 |

Table 3 has shown that 7.3% of the sample is from male teachers and 92.7% of them are female teachers. Here the researcher can see where jobs in the NURSERY sector are more pioneered by female teachers, perhaps because the interest in educating children is more ingrained in a woman's soul.

Table 4. Age group

| Age | Number of samples | Percentage (%) |
|--------------|-------------------|----------------|
| <20 | - | - |
| 20-30 | 107 | 97.3 |
| 31-40 | 3 | 2.7 |
| 41-50 | - | - |
| >50 | - | - |
| Total | 110 | 100 |

In table 4 it can be seen that the teachers who work at TASKA are individuals aged 20 to 30 years with a percentage of 97.3% which is higher than other age groups. In fact, there are TASKA teachers aged 31-40 who still teach children at TASKA with a percentage of only 2.7%.

Table 5. Academic achievement

| Level of academic | Number of samples | Percentage (%) |
|-------------------|-------------------|----------------|
| SPM | 15 | 13.6 |
| Diploma | 26 | 23.6 |
| Bachelor's Degree | 60 | 54.5 |
| Master's Degree | 9 | 8.2 |
| Total | 110 | 100 |

Table 5 shows that 54.5% of the study sample were teachers who graduated with a Bachelor's Degree, followed by teachers with a Diploma with a percentage of 23.6%. There are also TASKA teachers with a Master's Degree who work as TASKA teachers by 8.2% but lower than SPM graduates with a percentage of 13.6%.

Table 6. Income of the respondents

| Income | Number of Samples | Percentage (%) |
|-------------------|-------------------|----------------|
| <RM1,000 | - | - |
| RM1,001 – RM2,000 | 39 | 35.5 |
| RM2,001 – RM3,000 | 67 | 60.9 |
| RM3,001 – RM4,000 | 4 | 3.6 |
| RM4,001 – RM5,000 | - | - |
| Total | 110 | 100 |

Table 6 shows that the majority of TASKA teachers around the Klang Valley and Melaka get salaries in the range of RM2001 to RM3000 with a percentage of 60.9% followed by teachers who have a monthly income of RM1000 to RM2000 per month with 25.5%.

4.2 Analysis of Teacher Stress Level

This section is to discuss the results of the study regarding the level of stress faced by teachers who teach at TASKA. This level has three scales to calculate it, namely high level, medium level and low level based on the interpretation stated in table 7.

Table 7. Stress level among teachers

| Min | Frequency | Percentage (%) | Level |
|--------------|-----------|----------------|--------|
| < 2.33 | 2 | 1.8 | Low |
| 2.34 – 3.66 | 14 | 12.8 | Medium |
| > 3.66 | 93 | 85.3 | High |
| Total | 110 | 100 | |

Table 7 shows the frequency and percentage of TASKA teacher stress levels around the Klang Valley. In the table mentioned above, overall, the results of the analysis show that the number of TASKA teachers which is a total of 93 people equal to (85.3%) have a high level of stress, this means that the majority of teachers experience stress while on duty at TASKA. While a total of 14 teachers (12.8%) have a moderate level of stress and only 2 teachers (12.8%) have a low level of stress. Overall, the stress level of the teachers who teach at TASKA has a high level of stress with (mean=2.83, sp=0.420).

4.3 Analysis of Job Satisfaction Levels

Table 8. Job satisfaction levels among teachers

| Min | Frequency | Percentage (%) | Level |
|--------------|-----------|----------------|-----------|
| < 2.33 | 15 | 13.6 | Rendah |
| 2.34 – 3.66 | 21 | 19.1 | Sederhana |
| > 3.66 | 74 | 67.2 | Tinggi |
| Total | 110 | 100 | |

Table 8 shows the frequency and percentage of job satisfaction levels of TASKA teachers around the Klang Valley. According to table 4.1.6, the analysis of the results of the study in total shows that TASKA teachers, a total of 74 people equal to (67.2%) have a high level of job satisfaction. A total of 21 teachers (19.1%) has a moderate level of job satisfaction and only 15 teachers (13.6%) have a low level of job satisfaction. In conclusion, the level of job satisfaction of TASKA teachers is at a high level (mean=2.54, sp=0.725).

4.4 Inference Results (Correlation)

Inferential analysis is performed to explain the characteristics of the population using data collected from the study sample. It is closely related to the objective of the study that has been built. This method also aims to test the extent to which research hypotheses or research questions can be tested. In addition, with this method, researchers can make generalizations that "statistical significance" or "statistical significance" can be used widely and convincingly. The researcher also uses the Pearson correlation analysis method to identify the relationship between the variables presented and the researcher also refers to the correlation coefficient to see whether the relationship is strong or weak. The following is the research hypothesis that has been formed:

H1: There is a significant relationship between the level of work pressure of TASKA teachers against child abuse.

Table 9. Relationship between the level of work pressure and child abuse

| Variables | Abuse | |
|-----------|-----------------------|--------|
| | Pearson's coefficient | -.203* |
| Stress | Significant | .033 |
| | N | 110 |

Note: Correlation is significant at the 0.01 level (2 – halves)

Hypothesis H1 that has been formed is analyzed by using Pearson's correlation to examine the relationship between work pressure and abuse that occurs among children involving TASKA teachers. The sample in this study is (n=110), the strength of the correlation between the level of work pressure (M=2.83, SD=0.425) and abuse (M=2.02, SD=0.486) is low, $r=-0.203$, $p=0.033$. Based on table 4.2.1, the correlation coefficient for the two above is equal to -0.203 where it shows the level of inverse relationship between variables (-) and this means that it is at a low level and scale of relationship. The significant value obtained in this analysis is 0.033, where this value is less than the value of 0.01. Therefore, the hypothesis of this study has been accepted.

H2: There is a significant relationship between the level of job satisfaction of TASKA teachers towards child abuse.

Table 10. Relationship between the level of job satisfaction of TASKA teachers towards child abuse

| Variables | Abuse | |
|-----------|-----------------------|--------|
| | Pearson's coefficient | .726** |
| Stress | Significant | .000 |
| | N | 110 |

Note: Correlation is significant at the 0.01 level (2 – halves)

For hypothesis H2, the researcher has also chosen to use Pearson's correlation analysis to see the relationship between the level of job satisfaction of teachers against child abuse at TASKA. For the sample of this study (n=110), the strength of the pearson correlation between the level of job satisfaction (M=2.54, SD=0.725) and abuse (M=2.02, SD=0.486), $r=0.73^{**}$, $p=0.00$. By referring to the table above, the research findings found that the correlation coefficient for the two above is equal to 0.73 where it shows a strong level of relationship between the two variables stated. This has been stated in correlation strength based on Guilford's rule of thumb (Guiford, 1959). In conclusion, the correlation value shows a very strong relationship between TASKA teachers' job satisfaction and child abuse. The significant value obtained is 0.00, where this value is smaller than the significant value of 0.05 and the hypothesis is rejected.

4.7 Discussion

4.7.1 Summary of the Study

The focus of the discussion is to see first; the level of teacher work pressure experienced by those who work at TASKA in the Klang Valley. Second; level of satisfaction with the job as a TASKA teacher. Third; identify whether there is a significant relationship between the level of work pressure of TASKA teachers against child abuse. and the fourth is to identify whether there is a significant relationship between the level of job satisfaction of TASKA teachers against child abuse. It covers all comments in this study and comparisons with previous studies to support the findings.

The researcher has carried out this study with a quantitative research design involving teachers working in TASKA located around the Klang Valley. Based on this study, 110 teachers were selected. Apart from that, this study used the Minnesota satisfaction questionnaire instrument (MSQ) by Weiss et al. (1967). This instrument has been used by several researchers in Malaysia to study the level of work stress among public

employees in Malaysia. Apart from that, the questionnaire has been tested for validity and modified according to the researcher's research.

4.7.2 Discussion of Study Results

The discussion of the results of this study is based on research questions that are divided into four parts, namely:

1. Discussion of research findings on the level of work stress of TASKA teachers in the Klang Valley area.
2. Discussion of the results of the study on the level of job satisfaction of TASKA teachers at
3. Klang Valley area
4. Discussion of the results of the study on the relationship between the level of stress of teachers
5. TASKA against child abuse
6. Discussion of the results of the study on the relationship between the level of job satisfaction of TASKA teachers against child abuse.

4.7.3 Discussion of the results of the study on the level of work pressure of TASKA teachers in the Klang Valley area.

The discussion about the level of work pressure among teachers working in TASKA is very important because TASKA teachers are the closest and closest to children after their parents. Good stress management can help teachers in dealing with problems such as disturbed emotions and can create a better environment for teachers to focus on their work. Descriptive analysis was used for researchers to see the level of stress among TASKA teachers. The analysis has established that there are three levels, the most minimal or low level of pressure is at a mean rate of < 2.33 . The average level is at the rate of mean value which is $2.34 - 3.66$, and the highest level is at the rate of mean value which is > 3.66 .

Like the descriptive analysis table in Chapter 4, the findings of the study can be seen that the highest frequency is 93 teachers who have collected as much as 85.3 percent which is at a high stress level. In addition, at a moderate level, has collected a percentage of 12.8 percent where the number has a difference of 72.5 percent from a very high level of stress. This finding also means that the level of stress experienced by TASKA teachers is high and under control.

The results of this study are supported by a study conducted by Ajang & Bakar (2019) on early childhood education teachers stating that teachers are under pressure due to several factors, namely economic factors and social factors consisting of relationships teachers with school management. The pressure that occurs without control will now have a very negative impact on the teachers which affects the emotional, physical, social and career as a TASKA teacher.

According to Manning et al. (2017), teachers who work as TASKA teachers who are not from the field of education will have lower knowledge than teachers who already have knowledge in the field of education. In this study, those who work as TASKA teachers mostly do not have an educational background, especially in the field of early childhood education.

However, due to the difficulty of finding work in related fields, some of these TASKA teachers decided to work as TASKA teachers.

The difficulty of balancing work as educators in TASKA with different educational backgrounds will create pressure on teachers to play their role as TASKA teachers, especially in the preparation of the teaching and learning process. Furthermore, the scale of learning at TASKA which is constantly changing according to current trends and economic changes that are getting worse now adds to the burden on teachers in providing teaching aids for teaching and learning.

4.7.4 Discussion of the results of the study on the level of job satisfaction of TASKA teachers in the Klang Valley area

As for the level of job satisfaction of the teachers who work at TASKA, it needs to be emphasized by employers, especially TASKA operators to ensure the continuity of children's learning activities can be done perfectly. This is because, job satisfaction is very necessary for a TASKA teacher to control children who have various characters, exactly as the proverb says, patient, tireless, diligent, close bearer.

Therefore, with positive job satisfaction, teachers will be more motivated to work and educate children. Indirectly, teachers are able to deal with various problems and solve problems regarding children and parents with excellence. In order to identify the level of job satisfaction, the researcher used the same descriptive

analysis to see the level of job satisfaction faced by TASKA teachers. The findings of the study have established that where the three levels are the most minimal or low level of job satisfaction is at a mean rate of < 2.33 . The average level is at the mean value rate which is $2.34 - 3.66$, and the highest level is at the mean value rate which is > 3.66 .

The findings of this study found that the highest frequency value was 74 teachers who got high job satisfaction by collecting as much as 67.2 percent compared to other levels. Apart from that, the average level has collected a percentage of 19.1 percent with a frequency value of 21 teachers. In this study it can be seen that there is a difference of 48.1 percent between a moderate level and a high level of job satisfaction. Indirectly, the findings of this study state that the level of job satisfaction of TASKA teachers is high.

At the same time, this study is supported by a study by Sanusi, Ishak and Sabirah (2018) which states that job satisfaction is closely related to teacher work performance where when there is high satisfaction in a job undertaken by teachers, indirectly teachers can increase their work commitment in educating children and work harder in the teaching and learning process of children. Therefore, if there is good job satisfaction in a teacher, it will be more likely to motivate teachers to work for a long period of time. With that, TASKA operators can avoid the occurrence of a shortage of TASKA teachers because existing teachers have quit their jobs as a result of not getting job satisfaction at TASKA.

In conclusion, the aspect of content and relationship has an important role for a teacher to achieve a high level of satisfaction. Among the aspects of the content found are the salaries received by teachers, opportunities for promotion and the workplace environment. According to Sanusi et al. (2018) again, the factor of salary received or wages can increase the job satisfaction of a teacher in addition to a high promotion can increase the discipline of teachers at work and will create a positive attitude of teachers towards their environment.

4.7.5 Discussion of the results of the study on the relationship between the level of pressure of TASKA teachers against child abuse

By using the Teacher Stress Inventory (TSI) questionnaire by Boyle in 1995, this questionnaire was modified by Mazlan in (2002) to be implemented and adapted to the school context in Malaysia. The researcher can analyze the relationship between the level of work stress and the problem of child abuse that often occurs in TASKA today.

For the first alternative hypothesis, the researcher has stated that the research hypothesis has been accepted. This is because the significant value resulting from the correlation is at the 0.01 level which means that the results are 99% supportive. Since the significant score in the analysis is 0.055, it means that the hypothesis is greater than the value of 0.01. Based on the questionnaire that has been used, the questions listed in testing the level of stress consist of children's care, workload, time constraints in the process of managing children, the teaching and learning process and appreciation in the workplace.

Meanwhile, according to research carried out by Ishak Mat Shah & Mohd Azhar (2004) in a study published by the Dedicated Research Journal Volume 15, 2018 stated that teachers need to have knowledge in various fields. In today's era, teachers also need to deepen knowledge related to progress in the field of economics and basic courses in the field of education, especially in early childhood education because not all teachers only have to educate children but there are also TASKA teachers who are involved in TASKA management. With that, teachers need to attend courses and workshops from time to time which indirectly contribute to the feeling of stress towards the work they face. The point is, work pressure as a teacher and educator is indeed difficult to avoid. (Curtaz, 2009 in Vasuki & Baskaran, 2018).

4.7.6 Discussion of the results of the study on the relationship between the level of job satisfaction of TASKA teachers against child abuse

In the meantime, to test the relationship between TASKA teachers' level of job satisfaction and child abuse, the researcher used the Minnesota Job Satisfaction Questionnaire (MSQ) which was created by Weiss et al. (1967) which later this questionnaire was used by Yusof & Ba'yah in 2019. The researcher has analyzed the relationship between the level of job satisfaction of teachers towards child abuse by using the Measurement of Child Abuse questionnaire developed by Stevens in 2002.

As for the second alternative hypothesis, the researcher has stated that the research hypothesis has also been rejected. This is because the significant value resulting from the correlation is at the 0.01 level which means that the results are 99% supportive. Since the significant score in the analysis is 0.00, this means that the hypothesis is less than the value of 0.01. Based on the questionnaire that has been implemented by the researcher, the questions listed in testing the level of job satisfaction are from the content aspect as well as the

relationship aspect at the workplace. In terms of the content aspect, the researcher has looked at the amount of salary received by the teacher, the opportunity to be promoted to a better level and the workplace environment whether it is conducive or not. While from the relationship aspect, the researcher has looked at the relationship between teachers and colleagues as well as the supervision of TASKA operators.

The results of this study, it is supported by several studies including the study by Kamaruzaman et al (2017). They described that the teacher's relationship with colleagues is a very high aspect, followed by the amount of salary received, relationship with the supervisor and the opportunity to be promoted at a better level. The teacher's relationship with his comrades is an important thing in carrying out the learning process with the children well. This is due to the cooperation between teachers in contributing ideas in the process of making teaching aids together. This situation is exactly what the scholars say where this culture of cooperation can be likened to a circle of water because of sewers, a circle of words because of the consensus of teachers.

4.7.7 Implications, Recommendations and Improvements

In conclusion, the results of the study and data in chapter 4, the researcher has some suggestions and views based on the results of the study obtained. In the context of this researcher's study, the overall results of the study show that the level of stress and the level of job satisfaction among teachers are at a high level. However, there is still a weakness in this study where the researcher only focuses on teachers who are around the Klang Valley.

Because of that, it is still less relevant to the overall level of teacher pressure across the country because in this study, the researcher only focused on the Klang Valley area because there are constraints that the researcher cannot avoid such as time, additional finances when the country is shocked by the spread of the Covid-19 pandemic. 19. Therefore, the researcher suggests that further research should be done on teachers in other areas, especially in Sabah and Sarawak as well as inland areas in peninsular Malaysia with a more extensive assessment of factors. Emphasis on efforts to reduce stress among TASKA teachers will definitely bear fruit if the government and the private sector play a role and provide various proactive and innovative initiatives to reduce excessive workload which is the main factor in the work pressure of TASKA teachers. In addition, a re-evaluation of the scope of work of TASKA teachers also needs to be done in order to ensure the scope of work as a TASKA teacher in line with the passage of time and developments in information technology. With this, the actions undertaken can reduce the burden on TASKA teachers in their efforts to educate children and subsequently teachers can achieve optimal job satisfaction.

This is because, the stress factors experienced by teachers can be avoided and reduced if all parties are aware and cooperate in the development of children. As an analogy, TASKA operators can make a monthly course for teachers on the basics of teaching and learning at TASKA. This course is not only for teachers who are in the field of Early Childhood Education but for all TASKA teachers in different fields of education. With this, it can reduce the burden on teachers to prepare and plan the learning and teaching process because they have been taught by their superiors or TASKA operators themselves.

In the meantime, the employers or the government can sit together and discuss the salary level of a TASKA teacher. Most TASKAs give salaries below RM1000 to TASKA teachers. A low salary with a heavy workload will make teachers face pressure and be less enthusiastic to work. Not only that, TASKA operators need to be more sensitive about the welfare of TASKA teachers such as travel allowances from home to work if teachers need to do field work, a more structured work schedule and systematic replacement of teachers.

As you already know, in a TASKA there is definitely a situation where there is a shortage of teachers, therefore the management needs to be quick to prepare a good teacher replacement schedule. This is because, in order to ensure that no untoward incident happens to the teacher or the child, if a teacher needs to focus on more children than they should. In this context as well, a teacher needs to be smart to find a basis for thinking in order to allocate the appropriate time to prepare teaching aids. Indirectly, it can provide good job satisfaction for teachers in educating children well and excelling without any negative pressure.

Among the improvements that can be made by other researchers after this is the specialization of a special inventory for teachers in TASKA and kindergarten teachers to identify the level of stress and job satisfaction as well as the involvement of external factors that can contribute to the stress and job satisfaction of TASKA teachers. In addition, the next study also needs to take into account the factors of age and work experience as a TASKA teacher. This is because, the young age factor allows teachers to be less patient with children where when pressure occurs, teachers will tend to do violence to children compared to experienced teachers who are calmer.

This study has also used a questionnaire inventory as a measuring tool to obtain the results of the study. This measuring tool has a bias towards the results of the study conducted. Therefore, in order to obtain clearer and more accurate results, the researcher suggests that follow-up studies be conducted face-to-face as in the qualitative method.

5.0 Conclusion

Limitations of the Study

This study is limited in identifying the level of stress that occurs among TASKA teachers and job satisfaction against the problem of abuse that occurs where the researcher only obtains study data in the Klang Valley area only. This is the case, time constraints as a full-time student, financial factors and the recent pandemic problems that caused the researchers to only conduct research around the Klang Valley district because they were not allowed to cross state borders.

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Collate acknowledgements in a separate section at the end of the article before the references. List here those individuals who provided help during the research (e.g., providing language help, writing assistance or proof reading the article, etc.).

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