



Irrational Beliefs as Mediator between Event of Stressor and Level of Stress among Boarding Schools Teachers in Johor, Malaysia

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ABSTRACT

This is the study of Irrational Beliefs (IrB) as mediator between the Event of Stressor (A) and Level of Stress (C). The aim of this study is to examine the relationship between IrB as mediator between the A and C among Boarding School (SBP) teachers in Johor. This study utilized a survey using Questionnaire of Teacher's Belief Systems (SSKG) and Questionnaire of Events of Stressor and Level of Stress (SPTG) involving 115 respondents from several districts SBP in Johor selected based on stratified random sampling method. Data were analysed using inferential statistics. The results shows that there was a significant relationship between A, IrB and C. The A were more influencing to C based on Beta value, $\beta = .77$ than IrB. As conclusion, IrB were not a significant mediator between A and C in SBP, Johor. The implication of this study can be seen from the point of view that the MOE and the employer can start looking for ideas to overcome students' attitude as it was the highest rated Event of Stressor among Boarding schools teachers, and to figure out a way to give exposure to the teachers and students about beliefs system. Furthermore, this method can encourage teachers and students by themselves to create a rational belief of avoiding stress at all time.

Keywords: Relationship Quality, Channel Function, Interdependence, Satisfaction, Trust, Commitment, Conflict

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INTRODUCTION

Teaching profession is the organization that responsible in contributing education system and produce future leaders of the country. This profession is also labelled as the most stressful jobs (Kyriacou, 2000). According to the principal of Rational Emotive Behaviour Therapy, Irrational Beliefs (IrB) perform as mediator between Event of Stressor (A) and Level of stress (C), among boarding school teachers. However, there are no studies have been conducted about this topic. In Malaysia, the term of irrational belief is even more unfamiliar in the teaching profession. This is based on many studies that examined factors, causes and effects of stress, found an event was the factors and causes of stress, compared to self-belief system (Kamarudin & OmarFauzee, 2007). In the study of (Azizi yahya, 2008) who conducted a study on "Tahap Stres

dan Faktor-faktor yang mempengaruhinya" to over 400 secondary school's teachers in Johor, Melaka, Negeri Sembilan and Selangor has found that aspects of student's discipline problems as the most dominant stress factor that contributed to teacher stress level compared to other factors, such workload and interpersonal problem. Previous studies of Kyriacou (2000), Yang et al. (1999), Montgomery dan Rupp (2005), Kim (2006) and Fun (2008) agree that the attitude of students were the event of stressor had contributing to the teachers stress the most. Benard (2004) on his study, viewed that the teachers could not see the real cause of sadness or depression experienced, but consider it as a result of a stressful event. In fact, other studies on rational beliefs as mediators shows that it was not events that determine an individual's stress response, but rather a person's beliefs about the event that happened (Ellis, 1977). According to (Ellis,

1977), irrational beliefs can be detected by asking oneself the following four questions: i) Look for your awfulizing. Ask yourself: "What do I think of as awful in connection of antecedent event?" ii) Look for something you think you can't stand. Ask yourself: "What is it about antecedent event do I think I can't bear?" iii) Look for your musturbating. Ask yourself: "What should or must I keep telling myself about in this situation?" iv) Look for your damning of yourself or others. Ask yourself: "In what manner do I damn or down anyone in connection with what went on at A?". Therefore, SSKG distributed to respondents, are using the strategy recommended by Ellis to identify the level of IrB among boarding schools teachers, and the relationship between IrB and the levels of stress. Moreover, although the government has undertaken, proposed rules and recommendation to reduce stress factors among teachers, but it has been unsuccessful. This is because the number of teachers suffering from mental disorder is still high as reported by the intervention of the Ministry, which is 23.52% of teachers face mental disorder due to work stress compared to 76.47% due to hereditary factors, while the remaining 52.94% because of personality musturbation (Sinar Harian, 12 Desember 2012). According to (Ali, 2011) in the study of "Faktor-faktor yang mendorong Tekanan Kerja (Stress) di kalangan guru-guru Sekolah Menengah di Daerah Pasir Puteh", found that the effects of stress reactions experienced by teachers including psychological reactions such as fatigue, emotional distress and depression, physiological effects of headaches and high blood pressure and reactions related to the attitudes such as consumption of alcohol, smoking, lifestyle and insomnia. The effects of stress that not addressed can lead to teacher later suffered a mental masturbation.

According to Cooper and Bright (2001), although there were strong support for irrational beliefs as a mediator to the relationship between events and emotional reactions, but irrational belief is said to be the variables that have the medium potential and less convincing. In addition, this study is the first study of irrational beliefs among boarding school teacher based on REBT theory. By this case, this study should be carried out as a preliminary to give exposure and support for the approach of REBT. Without this research, researcher will have difficulty in obtaining reference material on irrational beliefs from Malaysia in the future. This study was conducted with some significance to certain parties as awareness to the teachers that the IrB in one-self can give negative impact on teacher reactions to stress. In addition, this study has significantly provided information to the administration about the impact of stressor events and irrational beliefs experienced by teachers may negatively impact the entire organization, including students. In fact, the results can be used as a guide for the school administration to find precautionary action or initiatives to overcome the irrational beliefs in teachers.

METHOD

This study used two types of Likert Scale's questionnaires, Questionnaire of Teacher's Beliefs Systems (SSKG) and Questionnaire of Events of Stressor and Level of Stress (SPTG). SSKG and SPTG was designed by a lecturer from Universiti Teknologi Malaysia, (Bernard, 2004); Mahfar

(2011) based on the guidance and reference of previous measuring devices for irrational belief from the West, to adapt to group norms of SBP teachers in Malaysia. To ensure that this questionnaire can be applied, the validity and reliability have been tested to 70 respondents through pilot test. In this study, 115 respondents were selected based on a stratified random sampling method to answer the questionnaire, to verify the Events of Stressor that often experienced by teachers, teachers' stress levels, level of IrB and the relationship between IrB, A and C among teachers in SBP. Data were analysed using descriptive statistics and inferential statistics in order to achieve the objectives. Based on the pilot study, this instrument has reliability $\alpha > .7$, shows the validity of instruments.

FINDING AND DISCUSSIONS

This chapter describes the findings of the analysis of the data obtained using the software SPSS-20 (Statistical Package for the Social Science versi 20). Descriptive analyses that were carried out has found that the level of IrB among boarding schools teachers as being at moderate ($M = 181.81$). Based on irrational expression that gets the highest frequency is the Demandingness ($M = 3.57$), compared to other irrational expression scale Awfulizing, Low Frustration Tolerance and Global evaluation. The findings of this analysis also probably were influenced by the conducive working environment and encouraged fellow teachers as Teacher and Employer's Attitudes is the minor event of pressure. This statement was consistent with the findings of a study done by (Bernard, 2004; Ibrahim, 2012) who found good and friendly relations among teachers could avoid conflict. Further, analysis of the level of stress showed the student's attitude contributes the highest stress ($M = 3.54$) among boarding school teachers. However, the overall level of stress faced by teachers as being at medium stage. The researcher argues, a moderate level of stress among boarding school teachers may be associated with motivation and self-belief that teachers consider teaching as an act of worship. This is consistent with the statement of Hamat (2001) that feeling and sense of responsibility is the most important attitude in performing a task or job. Thus, the pressure will not occur to someone who is committed to their work, because they are happy with the job they do.

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Analysis of the relationship between A, IrB and C were analysed using regression analysis has found a significant relationship between A, IrB and C with the value of P ($Sig < 0.01$). This study put C as the dependent variable to determine the influence of A and IrB to C. Analysis found a greater Beta value of A, $\beta = .75$, ($Sig = .00$) influence C the most compared to IrB with Beta value, $\beta = .12$, ($Sig = .08$). Adjusted R Square value shows A and IrB only affect 62% on C, $F = 75.01$, $df(2,99)$, and ($Sig = .00$) shows regression analysis are acceptable in this study. In conclusion, this study analysis has proved that A and C have a significant relationship with the IrB. However, IRB is not

the mediator between A and C as REBT theory. A is more significant variable that affect and influence boarding schools teacher's level of stress compared to IrB. Results show that A and IrB influences are only 62% on C, meaning that there are another 38% of other variables that were not identified may have affected C.

CONCLUSION

In conclusion, it can be concluded that this study has found that IrB is a partially mediator to the event and level of stress among boarding schools teachers in Johor. Study has found that Events of Stressor was a stimulus of level of stress among boarding schools teachers in Johor. Although the

results of the analysis were quite contradicted from the theory of research, it is probably associated with a moderate level of stress among teachers. Jacofsky (2005) believe that certain variables may emerge as a significant predictor of various stress levels. More specifically, the variables that emerged as significant predictors of stress will not necessarily be consistent variables. It is hoped that this study will provide information to the boarding school administration and MOE about teacher beliefs system, so that they can find an appropriate alternative to avoid irrational thoughts that may affect the response of teachers to the community, especially students.

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