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(IJEPC)**www.ijeipc.com**IDENTIFYING CONTRIBUTING FACTORS TO JOB STRESS
AMONG FULLY RESIDENTIAL SCHOOL (SBP) TEACHERS IN
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DOI: 10.35631/IJEPC.1061034**Abstract:**

Public service stress refers to the psychological and physiological strain experienced by individuals working in government or public sector roles, and it is particularly relevant for teachers in Fully Residential Schools (the official term used on the website). These schools have unique challenges that exacerbate the demands of the teaching profession. According to Ahmad (2018) and Jamaludin (2019), Malaysian public servants, especially teachers, face several stressors, including heavy workloads, role ambiguity, and limited resources. These stressors can lead to burnout, job dissatisfaction, and even intentions to leave the profession. The research, utilizing the SPSS technique, revealed insightful findings on the extent and impact of stress on teachers in these specialized educational settings. Key findings from the study highlight that the overwhelming pressure from workload and lack of clear roles and expectations can significantly affect teachers' mental and physical health, contributing to increased stress levels. The study also underscores the importance of addressing these stressors to improve job satisfaction, reduce turnover, and enhance overall productivity in the education sector. By examining these issues through statistical analysis with SPSS, the research provides valuable insights into the causes of stress in the teaching profession, offering a foundation for future efforts to improve working conditions and support for teachers in Fully Residential Schools.



Introduction

Job stress was defined as the psychological and physiological reactions that result when there is a perceived disproportion between the degree of job-related tasks and an individual's ability to fulfill those obligations (Ganster & Rosen, 2013). It comprises multiple elements like workload, time pressure, uncertainty about roles, and interpersonal challenges in the workplace. The job stress estimator all suggested the conclusion, underlining the prevalent challenge being confronted by the modern worker. Data were systematically collected in multiple metropolitan regions from developed and developing countries (Johnson, 2023). The results pointed to a worrying prevalence of work-related stresses, highlighting everything from overwhelming workloads and demanding deadlines to poor support systems and vague work-life divisions.

According to Gallup's Global 2024 Workplace experience, employees experience high levels of stress. Stress levels vary substantially among regions. Chart 1 shows that people in the Middle East and North Africa are the most stressed. South-East Asians, on the other hand, experience the least amount of stress. However, the data cannot be treated lightly and must be addressed carefully by those involved.

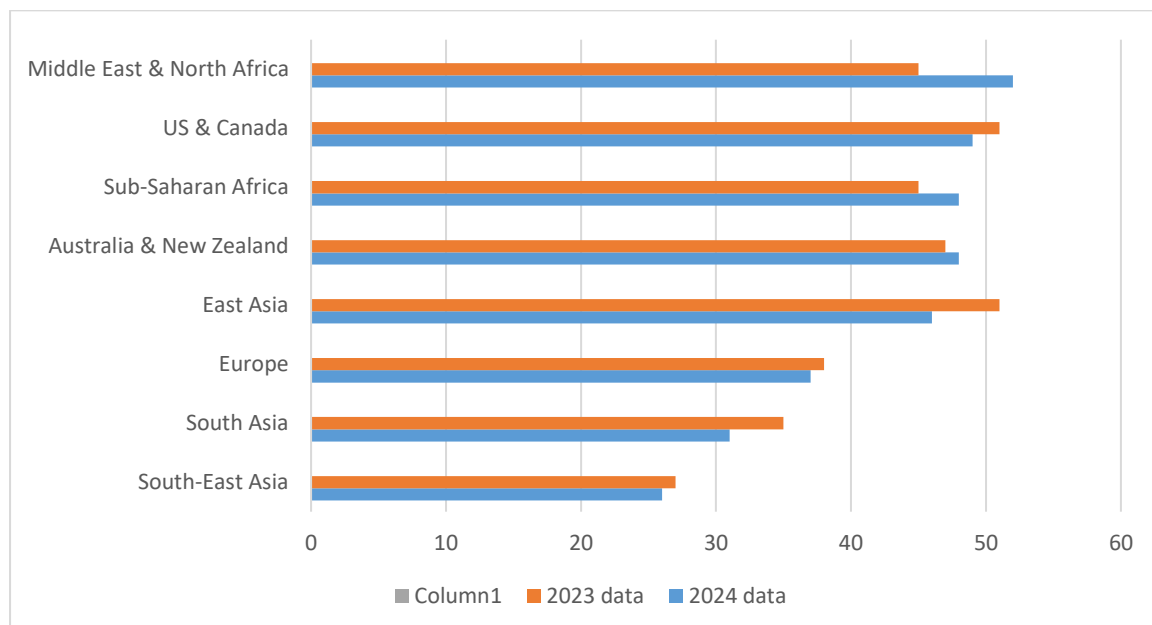


Chart 1: Job Stress by Region

Source: 2024 Gallup State of Global Workplace

Job stress is a common issue in Malaysia, particularly in the areas of education, healthcare, and the corporate sector. Major contributors to workplace stress include excessive workloads, long hours, job insecurity, and high-performance expectations (Ahmad et al., 2021). Within the education sector, teachers in Fully Residential Schools (hereafter labeled as SBP) face unique stressors due to the high achievement focus of these institutions. SBP teachers not only manage

academically gifted students, but they also navigate rigorous academic standards, extensive extracurricular programs, and heightened parental expectations, all of which contribute to significant stress and burnout (Yusoff et al., 2013). Healthcare workers, notably doctors and nurses, suffer from considerable emotional exhaustion due to extended shifts, high patient demands, and insufficient staffing, a situation worsened by the COVID-19 pandemic (Rahman et al., 2022). The corporate environment also battles with stress, as workers frequently encounter unrealistic deadlines, interpersonal conflicts, and job insecurity, further heightening stress levels (Lee & Chan, 2020). A recent study conducted by Unison (2023) showed that 87% of 14,000 local government employees struggled to cope with rising workloads. This can result in serious mental health challenges such as anxiety and depression, which adversely affect both job performance and overall well-being (Sadiq et al., 2020). Additionally, cultural stigma surrounding mental health prevents many employees from seeking help, further exacerbating the issue (Hassan & Ismail, 2019).

Furthermore, public service stress in the education sector, which included administrative demands and relationships with those involved, added another level of complexity. The very local factors in the educational context have external global bearings to interpret the pressure situations of students, teachers, and educational institutions. According to Parker (2017), international and local factors such as high stakes testing, academic peer pressure, and social economic disharmony have heightened stress levels in education further. In a survey conducted by the National Union of the Teaching Profession of Malaysia (NUTP), about 70% of 9000 teachers were found to be dissatisfied due to the enormous workload combined with the administrative affairs and parent-student interactions. The former Minister of Education of Malaysia (MoE) thinks that non-teaching activities overburden teachers in Malaysia, while at MoE they are trying to address mental health issues of teachers. A holistic approach, with laws, curriculum reforms, and an extensive safety net, was needed to promote well-being and resilience in students and teachers as they face educational demands.

Problem Statement

Because of the frequent contact with the public, public service positions are frequently linked to high levels of stress, posing particular difficulties for staff members. Stress is greatly increased by these difficulties, which include demanding workloads, short turnaround times, and conflicting priorities. Job stress is the subject of ongoing research. The evidence about this topic is displayed in Table 1 below. The data below was taken from the Google Scholar search engine.

Table 1: Evidence of Published Articles/Thesis on Job Stress (2009-2025)

YEAR	ARTICLE/THESIS TITLE	AUTHORS	JOURNAL
2025	Teaching on the Edge: How Workload Drives Burnout among Malaysian Educators	Sharliana Che Ani, Nurul Atifah Mohd Zake, Nurul Amanina Ali Akbar, Nurul Ain Nabilah Ramzi, Nurul Azira Mohd Zamziba	International Journal of Academic Research in Business and Social Sciences Vol. 15, No. 5, 2025 (71- 83)

	Promoting Mental Health Awareness Among Teachers in Malaysia: Assessing the Role of Sustainable Development Goals in Enhancing Well-Being	Normazhazlin Alzahari Yarina Ahmad Noraine Bahari	International Journal of Academic Research in Business and Social Sciences Vol. 15, No. 5, 2025
	A study of Preschool Teacher's Job Stress and Their Job Satisfaction in Klang Valley	Lim Yik Hwa	A research project submitted in partial fulfilment of the requirements for the Bachelor of Early Childhood Education (Hons) Faculty of Creative Industries University Tunku Abdul Rahman
2024	The relationship between Emotional Intelligence and Work stress on the Quality of Primary School Teachers in Ayer Keroh, Melaka	Nik Azlina Nik Mat* 1, Shahlan Surat1	Special Education [SE] Volume 2, Issue 1, 2024
	The Influence of Workload and Organizational Culture on Teachers' Work Stress Levels.	Hidayatullah, N. ., Gistituati, N. ., Yahya, & Alkadri, H. . (2024).	<i>Indonesian Research Journal in Education [IRJE]</i> , 8(2), 836–852.
2023	Role stressors, workload and job stress among teachers in Putrajaya, Malaysia	M. Ikhwan bin Tamat	MASTER OF HUMAN RESOURCE MANAGEMENT UNIVERSITI UTARA MALAYSIA MAC 2023
	Pengaruh bebanan kerja dan kenehan pelajar dalam menyebabkan tekanan kerja guru [Influence of work load and student's discipline in causing stress among teachers].	Venoo, S.	<i>Muallim Journal of Social Sciences and Humanities</i> , 7(4), 23-31.
2022	The Source of Teacher Work Stress: A Factor Analysis Approach	Arismunandar, Nurhikmah H, Andi Wahed, Hengki Wijaya, Hasnawi Haris	Cakrawala Pendidikan Jurnal Ilmiah Pendidikan Vol. 41 No. 1, February 2022, pp.112-128
2021	Road to School Transformation 2025: A Systematic Literature Review on Teacher Autonomy in Malaysia	Anniliza Mohd Isa, Al-Amin Mydin, Abdul Ghani Kanesan Abdullah	International Journal of Academic Research in Progressive Education and Development, 10(3), 34–45.

2020	Work-Related Stress and Performance among Primary School Teachers	Asaloei, Sandra Ingried; Wolomasi, Agustinus Kia; Werang, Basilius Redan	International Journal of Evaluation and Research in Education, v9 n2 p352-358 Jun 2020
2019	Depression, Anxiety, and Stress among Secondary School Teachers in Klang, Malaysia	Zahiruddin Othman1), Vevehkanandar Sivasubramaniam2)	International Medical Journal Vol. 26, No. 2, pp. 71 - 74 , April 2019

Source: Google Scholar

A study by Sadiq, Ahmed, Gul, and Irfan (2020) revealed that nearly 30% of Malaysian civil servants, including teachers, exhibited symptoms of depression and anxiety. Additionally, mental health stigma exacerbates the situation, as many teachers avoid seeking help, which further worsens their condition. Research by Yusoff et al. (2013) found that around 40% of Malaysian teachers reported experiencing moderate to severe stress, with workload identified as a primary stressor. The severity of this issue is tragically illustrated by the case of a female teacher found dead by hanging, believed to have been suffering from emotional stress (Berita Harian, 2018). These findings underscore the critical mental health challenges faced by educators in Malaysia and highlight the urgent need for more supportive strategies to address this issue.

Changes in policies have significantly impacted on the well-being of the public sector. These shifts often lead to increased stress due to heavier workloads, unclear job expectations, and additional administrative duties. Teachers, already managing the challenges of specialized education, feel the strain even more when faced with new curricula, standardized assessments, and administrative reforms. Additionally, a study by Othman and Sivasubramaniam (2019) found that teachers in Malaysia had a high prevalence of depressive (43.0%), anxiety (68.0%), and stress (32.3%) symptoms. While this study encompassed teachers from various school types, including SBP, it highlights the significant mental health challenges faced by educators in the country. Recognizing this issue, former Education Minister Teo Nie Ching highlighted the burden of non-teaching responsibilities and stressed the need for policy adjustments to support teachers' mental health. Addressing these challenges requires comprehensive reforms that reduce administrative tasks and establish strong support systems to protect educators' well-being.

Job Stress

According to Vijayan (2017), occupational stress has a significant negative influence on employee performance and impacts every area of their work life. The health and family lives of 40%–60% of workers are significantly impacted. Stress can have negative impacts on people and lower their performance, claim Ehsan and Ali (2019). Moreover, it might affect an organization's performance by raising the number of sick leave absences and staff turnover rates (Abbas & Kumari, 2021, Vijayan 2017). In Malaysia, there are about 40,000 public servants that experience stress. Their health and productivity may suffer as a result, which would impair national administrative systems. Furthermore, according to Wan Ahmad Dahlan, the findings of the Malaysian Psychological Well-Being Index (IKPM) survey, which was carried out inside the civil service, indicated that civil workers' psychological well-being was at moderate level. Therefore, the government's latest attempts to improve risk behavior

prevention programs include the launch of the public Servant Psychological Health Digital Profiling System (MyPsyD) on March 1 to help develop stress management recommendations for public workers as mentioned by Bernama (2024).

Additionally, as noted by the Health and Safety Executive (2000), among professions including healthcare, management, professional work, and community service, teaching is the most stressful. This is due to the fact that a teacher's duties in a school involve performing a variety of tasks and dealing with many people. According to Mukosolu, Ibrahim & Rampal (2015), stress was more common across local educators 23.1% as compared to non-educators 19.8%. These people often represent a variety of roles, authority, abilities, and personalities that vary in their compatibility with one another. As determined by Hassard (2018), teachers are required to engage in regular engagement and cooperation. Stress at work, however, might result from an unbalanced dynamic between these contacts. Additionally, excellent teachers employ intelligent, innovative and captivating teaching techniques. Conversely, findings from studies by Noriah and Nor Shakinah (2003) reveal that teachers who care about their students are more committed to their work. These teachers were more attentive to their students' needs and had improved listening skills.

Response-Based Model on Job Stress

The Response-Based Model of Job Stress as proposed by Sutherland and Cooper (2000), encompasses several essential elements that clarify the process through which individuals experience and respond to job stressors within the workplace. Specifically, this model focuses on how individuals react to stressors in the workplace and the resulting psychological and physiological responses. Hence, it emphasizes that stress is not solely determined by external factors such as workload or interpersonal conflicts but also by individuals' perceptions and coping mechanisms. According to this model, when individuals encounter stressors, they undergo a series of cognitive and emotional processes that influence their stress response. As stated by Cooper and Marshall (1976), this viewpoint emphasizes the significance of seeing stress as a reaction to outside stimuli and putting measures like stress management programs, creating supportive work environments, and organizational reforms into place to lessen negative consequences. By emphasizing employee responses and encouraging resilience, this strategy offers a workable framework for managing stress at work.

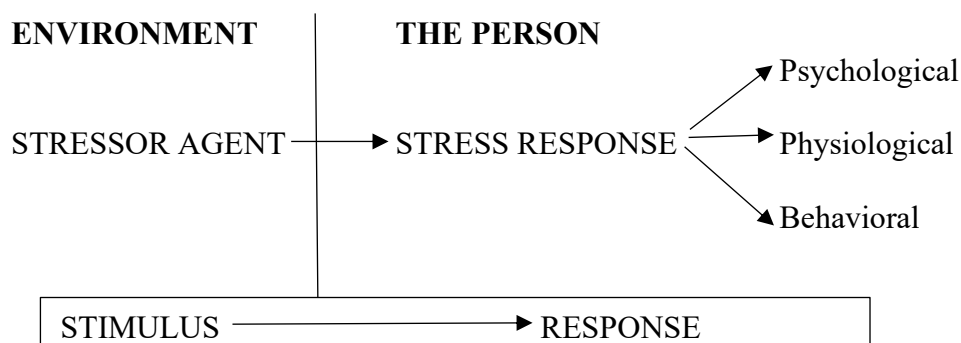


Figure 1: A Response-Based Model of Job Stress

As shown in figure 1, the model offers a thorough framework for creating solutions that effectively reduce stress, support employee well-being, and improve organizational performance by concentrating on both individual and organizational variables impacting job stress (Sutherland & Cooper, 2000). This model has led to a deeper understanding of the subjective nature of stress and the importance of considering individual differences in stress responses. Additionally, the model has informed the development of interventions aimed at mitigating job stress and promoting employee well-being. Hence, a teacher may have psychological stimulation (fear and sadness), physiological reactions (headache, high blood pressure), and attitude-related reactions (addiction to alcohol and cigarettes, lifestyle choices, and insomnia) in response to stress.

Methodology

This study utilized a cross-sectional quantitative technique and relied on respondents' primary data. This implies that in this study, the quantitative approach was used by sending a questionnaire to Fully Residential School (SBP) teachers to investigate the factors of job stress. As a result, our research approach was able to gather information from a diverse group of respondents. Furthermore, hypothesis testing was employed to achieve the study's goal, which comprised null and alternative hypotheses associated with dependent and independent variables. It enables the researcher to test the hypothesis to establish the importance of the link between the variables. The population of this study was 418, with the majority being totally Fully Residential School (SBP) teachers in Kedah, hence the sample size of 231 represented the population in the findings. Therefore, 231 questionnaires would be delivered to Fully Residential School (SBP) teachers in Kedah as a sample.

Table 2: Sampling Frame

No	Name of Schools	Total Teachers	Sample Size (%)
1	Sekolah Menengah Sains (SMS) Sultan Mohamad Jiwa	126	(70%)
2	Sekolah Menengah Sultan Abdul Halim, Jitra (SMSAH)	67	(65%)
3	Sekolah Menengah Sains Pendang (PENDETA)	34	35%
4	Sekolah Menengah Sains Pokok Sena (SAINA)	60	60%
5	Sekolah Menengah Sains Kubang Pasu (KUPSIS)	64	62%
6	Sekolah Berasrama Penuh Integrasi Kubang Pasu (I-KUPS)	67	65%
	Total	418 (Sample Size: 231)	

In this study, the researchers particularly recruited teachers as respondents from the population of Fully Residential School (SBP) in Kedah. The data was analysed by using SPSS. The researcher used a selection approach known as purposive sampling or non-probability sampling. Purposive sampling is when researchers purposefully choose individuals who have certain features or satisfy certain criteria that are relevant to the study aims. Researchers picked SBP Teachers because they wish to get insight and perspective on teachers' experiences or any other features that are unique to teachers at SBP in Kedah. The emphasis is on choosing respondents who can offer significant and detailed information on the research.

Finding

This study provided a conceptual framework for future research, particularly in Fully Residential School (SBP) teachers. The independent variables, which included workload, work environment, social support, and posited that they had positive factors of job stress. Using these variables, this study determined the factors of job stress and was able to draw recommendations that could improve a more resilient and productive workforce, ultimately leading to improved outcomes for both employees and the organization.

Table 3. The Dependability Result

Variables	Cronbach Alpha's Value	Number of Items
Job Stress	0.584	7
Workload	0.831	7
Work Environment	0.838	7
Social Support	0.835	7

To assess the reliability of the questionnaire, researchers achieved 231 respondents of teachers from SBP in Kedah that contributed to answer survey questionnaires which assisted in collecting data for this study. According to the dependability results shown in Table 3 by using Cronbach's value, it establishes a strong validity and reliability ranging from moderate to high in ensuring confidence in subsequent analysis and interpretation that provide effective support in research objectives for further continuation of analysis.

Table 4. Level of Job Stress among Fully Residential School Teachers (SBP)

Variable	Minimum	Maximum	Mean Value	Standard Deviation	Decision
Job Stress	15.00	32.00	26.72	4.38	High

The table 4 shows that job stress among Fully Residential School (SBP) teachers in Kedah is high, with scores ranging from 15 to 32 and an average of 26.72. A standard deviation of 4.38 indicates moderate variation in stress levels among teachers. These findings emphasize the need for interventions to address the significant stress experienced by this group.

Table 5. Descriptive Analysis on Job Stress Among Fully Residential School Teacher (SBP)

Statements	N	Mean
I feel that sometimes I am unable to satisfy the conflicting demands of various people around me.	231	3.22
I feel that I am fully qualified to handle my job.	231	3.24
Sometimes I am not confident in making decisions that can affect the lives of people around me.	231	3.99
I know my manager's expectations of me.	231	4.03
I always think about work after working hours.	231	4.27

I take more responsibility at work than I ought to.	231	3.95
I can sleep very well without thinking about my daily work.	231	3.99

According to the results in Table 5, the greatest mean value was found is 4.27 and the lowest mean value which is 3.22. Sekaran and Bougie (2003) stated that the range falls within the high category of mean. This shows that teachers in Fully Residential School (SBP) in Kedah are highly affected by job stress.

Table 6. Relationship Analysis

Variables	R-Value	P-Value	Decision
Workload → Job Stress	0.649	P=.000, p<.005	H1 is supported
Work Environment → Job Stress	0.739	P=.000, p<.005	H2 is supported
Social Support → Job Stress	0.668	P=.000, p<.005	H3 is supported

As shown in Table 6, the finding highlights a significant link between workload and job stress among SBP teachers.

Table 7. Regression Analysis

Variables	Beta Standardized	P-Value	Decision
Workload	.108	P=.000, p<.005	Significant
Work Environment	.344	P=.000, p<.005	Significant
Social Support	.163	P=.000, p<.005	Significant

Shown in Table 7, the work environment emerged as the most significant predictor of job stress as compared to workload and social support. This suggests that among the factors analyzed, the conditions and characteristics of the work environment play a crucial role in influencing the stress levels of Fully Residential School (SBP) teachers in Kedah.

Discussion and Conclusion

Stress might thus result from an unbalanced personal and professional life. As stated by Noriah et al, (2010) found that teachers at residential schools may have worked with talented students who had distinct educational needs than other students. It may also suggest that teaching in residential schools is more difficult than in ordinary schools. Last but not least, it could suggest that in order to support student's academic success, instructors at residential schools need to keep up with the significantly high criteria established by the Ministry of Education and school administrators. A study by Valerie J. Sutherland and Cary L. Cooper (2000), the Response-Based Model of Job Stress includes a number of crucial components that explain the process in which people encounter and react to job stressors in the workplace. Based on finding results, it highlights that most of the teachers have a high level of stress. This is because results in analysis shows that half of respondents have experience sought for a counselling session which

indicates the severity of job stress. The serious problem of workplace stress among Kedah's Fully Residential School (SBP) teachers, with major stresses associated with an unbalanced work-life schedule, an overwhelming amount of obligations, and difficulties making decisions. These forms of pressure have a significant impact on teachers' professional performance and to their mental and physical health. Hence, a need for structural improvements are crucial by including increased support for professional development and the implementation of work-life balance legislation.

This approach specifically focuses on how people respond to job pressures and their associated physiological and psychological reactions. This is also supported in statements by Levine and Ursin (2009) claiming that this stress reaction is a physiological alteration and a way to help people who are under stress. In addition, it suggests that pressure should not be taken lightly since it can lead to unacceptable behavior, including harsh responses, disputes, physical altercations, drug abuse, criminal activity, and more. This demonstrates how, if improperly handled, even minor pressures may have terrible impacts on individuals concerned. Stress also can be harmful not only to the teachers but also towards their environment such as pupils. It causes the teacher's mental and physical level to be low and so on exposed to negative behaviors as a form of response to the pressure faced. For instance, the Educational, Welfare & Research Foundation Malaysia (EWRf) said that newspaper reports from 2022 to 2024 show that teachers are most likely to face challenges in terms of mental health and issues related to mental stress because they often give dangerous punishments to students. According to the statement, among the reports included the teacher inflicting inappropriate punishment by hitting the student repeatedly for more than 30 minutes, shouting, slapping and pushing the students to the side of the stage in an event at the school (Mohamad, 2024).

In conclusion, the objectives of this research have been achieved in identifying factors of job stress among SBP teachers. Based on the survey, the work environment has a significant impact on workplace stress among SBP teachers in Kedah. Management procedures, complex regulations and standards, and continual policy and computer system modifications all contribute to these teachers' high levels of stress. Addressing these challenges through supportive management, simplified policies, and effective training programs may help teachers reduce stress and enhance their entire work environment. Ensuring that teachers have the support and tools they need to manage their workload and adjust to changes is critical for their well-being and classroom success. Comparative studies can be conducted across the entire education system and schools in Malaysia to determine the extent of stress that educators and instructors endure.

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