THE RELATIONSHIP OF WORK STRESS ON THE JOB SATISFACTION AMONGST PRIMARY SCHOOLS COUNSELLORS AND GUIDANCE TEACHERS

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Abstract

The aim of this study is to identify the relationship of work stress on the job satisfaction. This study focuses on two factors; work stress and job satisfaction. The dependent variables of this study are the workloads, work complexity, authority, social interactions and facilities. Respondents were 85 counsellors and guidance teachers from sixty one primary schools in the district of Brunei Muara. The data were analyzed using SPSS version 17. Descriptive statistics showed that the authority factor generates the highest mean value at 3.6900 (SD=0.7853) followed by the second highest mean value of 3.3639 (SD=0.9034) coming from the work facilities factor. This indicated that these two factors are the most dominant factors that can contribute to work stress. The most selected statements by respondents with the three highest mean values represented the authority components in the job satisfaction questionnaire. The results of the regression analysis showed that workload and facilities to give the most impact towards the job satisfaction hence making these two factors the predictor variables for job satisfaction. Lastly, there was no significant difference between stress stimulus such as work facilities, work complexities, workloads, authority and social interaction on the job satisfaction when compared to gender and the level of counsellor's and guidance teachers' education. Thus supporting the null hypothesis.

Keywords: Job Satisfaction, Work Stress, workloads, work complexity authority, social interactions and facilities.

1. INTRODUCTION

Guidance and counseling has markedly become one of the most important components of the Brunei's Education System since 2007. According to Yang BerhormatPehin Orang Kaya Seri Lela Dato Seri Setia Haji Awang Abdul Rahman bin DatoSetia Haji Mohamed Taib, the Minister of Education of Brunei Darussalam, these services are vital in schools (Aishah et al, 2007, p.2). It was clearly indicated that every school in the country must have guidance and counselling unit at all level of educational settings to cater for the academic, social and emotional needs of students. Now becoming part of a School Counselling Policy, all secondary and primary schools should provide a well-structured, professional and ethical guidance and counseling services to the school community (*Handbook of Guidance and Counselling Services in Schools of Brunei Darussalam,* p.36).

Given the increasing importance of the role of counselor and guidance teachers in the country, the Department of Counseling and Career Guidance under the Ministry of Education, play a major role in monitoring the professional development of counseling and guidance teachers by holding the annual "Basic Course of Guidance and Counseling" since 1996. This course is given to prospective teachers and consolidated with advanced workshops throughout the year in order to upgrade their capacity and skills to become competent in delivering commendable counseling and guidance services to students (Aishah et al, 2007, p.2).

In Brunei, guidance teachers and counsellors are appointed by the Department of Schools, Ministry of Education in collaboration with Universiti Brunei Darussalam through a comprehensive selection and evaluation processes (Aishah et al, 2007, p.36). Counsellors are defined as professionals who should at least underwent a one-year Certificate or Diploma in counseling training awarded by a local or oversea institution (Aishah, et al, 2007, p.17). On the other hand, guidance teachers are assistants to counsellors' whom do not possess the relevant counselling qualifications. They comprises of teachers who attended workshops, seminars or short courses lasting two to three months only (p.19). Generally, a counsellor is more qualified than a guidance teacher. Many initiatives have been made by the government to improve the counselling services and counselors' professionalism such as upgrading guidance teachers and counselors for further studies as well as workshops and seminars in this field. According to (Aishah et al, 2007), in the *"Handbook of Guidance and Counselling Services In Schools of Brunei Darussalam"* from 2006 continuous effort of upgrading teachers had been carried out via training in Certificate or Diploma in Counselling in order to extend the services to 85 primary schools to help students cope with learning, social and discipline problems.

2. BACKGROUND OF STUDY

In Brunei, guidance and counseling in primary schools is still relatively new and undeniably many aspects of this service still needs to be 'fine-tuned' and further improved. Appraising the current counselling systems at this level is necessary to minimize any shortcomings which could lead to unsatisfactory delivery of services to students. The status of secondary schools counselors and counselling services in Brunei in 2007, according to (Salwa, 2009), "Most of the school counselors were satisfied with the support from school principal and ministry". (p. 54). However this study was conducted over the secondary schools counselors in Brunei and not from primary schools counselors. This shows if the school counselors get a good support from the school principal, it could lead to job satisfaction among the school counselors. In other words, when the counselor lack of support that he or she required in the work environment, it could lead to work stress and job dissatisfaction. Based on the above findings, the author thinks it is necessary to make a study of counselors and guidance teachers in primary schools in particular to find out the relationship of work stress and job satisfaction.

Work stress is one of the most widely researched areas in organizations worldwide. It consistently attracted researchers" attention because it has been shown to play a role in certain job related attitudes i.e. job satisfaction and organizational commitment; and behaviors such as employee turnover (Sager, 1994). Not very surprisingly; modern age is referred to as "age of anxiety and stress" (Coleman, 1976). As noted by Robbins et al. (1998) &Siu et al. (1999), work stress has been recognized as one of the crucial workplace problems in different countries around the globe. Work stress is considered important because almost every job causes stress to the job incumbent (Cooper et al., 1988). Many authors took initiative to define work stress in their studies. French et al. (1976) defined work stress in his study as "any characteristic of the job environment which poses a threat to the individual, either due to excessive demands or insufficient supplies to meet his needs". Sauter and Murphy (1999) defined work stress as the "harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources or need of

the worker". From these definitions, we may conclude that stress that is experienced at work is (often) negative in nature and thus it is very vital for employees to know what makes them feel stressed and how they can mitigate the negative outcomes of the work stress.

Occupational stress is defined as 'a particular relationship between the person and the environment that is appraised by the individual as taxing or exceeding his or her resources and endangering his or her well-being" (Holt, 1983 13, p.19). In other words, not only the characteristics of the environmental factors, but also the perception of the person about the demands of the environment, his/her coping resources, his/her sources, and type of social support are important in defining occupational stress.

Overall job satisfaction has been found to be closely related to work stress (Rout, 1999). Some research studies suggest a reciprocal relationship between work stress or strain and job satisfaction. Work stress and job satisfaction have been conceptualized in numerous ways in other research studies. General measures of work stress have an inverse relationship to overall job satisfaction (Forgarty et al., 1999). Work stress was identified as a significant predictor of job satisfaction in a structural equation (Rush et al., 1995). The result of this study demonstrated that work stress was inversely related to job satisfaction and was a moderate predictor of job satisfaction.

3. STATEMENTS OF THE PROBLEM

There are many literatures which highlighted the challenges in the field of counseling and guidance in educational setting. Most research addresses the pertaining problems that are considered as an impediment to the effectiveness of service delivery to the requiring students. There are several reports on issues related to professional guidance and counseling services delivered in primary schools in other countries and to a lesser extent here in Brunei as we are still relatively 'young' in terms of counselling services. In Brunei's context, one of the main problems that impede the efficacy of service delivery is the failure of administrators to complement with the professionalism of primary school counsellors (Johari, 2009). This could be attributed to the lack of knowledge about the role played by counselors in school (Myrick, 2001). As a result, a counselor is often asked to perform other tasks less related to counselling (Merawi, 2003) which later could lead to tasks conflict (Baker, 2000; Frederick, 2007).

However the study will focus on the work stress according to Person-Environment Fit Theory and Maslow Theory. In recent years, the Person-Environment Fit (PE) fit approach to stress has become widely accepted among organizational stress researcher (Eulberg, Weekly, and Bhagat, 1998).

4. PURPOSE OF THE STUDY

The purpose of this study is to identify the relationship between work stress on the job satisfaction amongst primary schools counsellors and guidance teachers in Brunei Muara district. This study also will explore the level of work stress such as work facilities, work complexities, workloads, level of authority and social interaction amongst the primary school counselors and guidance teachers as well as this study will explore the level of job satisfaction amongst the primary school counselors and guidance teachers.

4.1 Research Objective

1) To determine the predictors of stress stimulus such as work facilities, work complexities, workloads, authority and social interaction on the job satisfaction amongst primary school counsellors and guidance teachers.

2) To identify the differences between stress stimulus such as work facilities, work complexities, workloads, authority and social interaction on the job satisfaction according to the gender and level of counselor's and guidance teachers' education.

4.2 Hypothesis

1) The regression coefficient of stress stimulus such as work facilities, work complexities, workloads, authority and social interaction factors equal to zero when regressed against work stress amongst primary school counsellors and guidance teachers.

2) There is no significant differences between stress stimulus such as work facilities, work complexities, workloads, authority, social interaction on the job satisfaction according to gender and the level of counselor's and guidance teachers' education.

5. SIGNIFICANCE OF THE STUDY

The findings of the research will be a bench mark or the spring board for the policy makers and the implementers in torching the avenues of improvement in raising the level of job satisfaction and decreasing the level of work stress among the counsellors and guidance teachers, specifically in primary schools in Brunei Muara district and generally in all primary and secondary schools in Brunei.

A lot of authors found the strong connection between job dissatisfaction and decrease of job performance related to work stress.

This will provide understanding to the relevant authorities the need to eliminating the inappropriate activities and responsibilities on the primary school counselors and guidance teachers.

6. SCOPE OF THE STUDY

The main purpose of this study is to identify the relationship between work stress and job satisfaction amongst primary school counselors and guidance teachers in Brunei Muara district. The study includes only the primary school counselors and guidance teachers in Brunei Muara district. The Brunei Muara district primary schools were divided into five zones, Brunei I, Brunei IIA, Brunei IIB, Brunei III and Brunei IV. Brunei I has 11 schools, Brunei IIA has 11 schools, Brunei IIB has 13 schools, Brunei III has 11 schools and Brunei IV has 15 schools. There is a total of 100 counselors and guidance teachers in primary schools in Brunei Muara districts. The sample size is randomly selected from this population of counselors and guidance teachers by using systematic random sampling.

7. METHOD

Methodology may be referred to a scientific method for the summary of approaches and methods applied in a particular study (Mok Soon Sang, 2008). Wellington (2004) interprets methodology, under the study context, as an activity or selection for conducting reflexes, evaluation, and justification of applicable methods. According to Wellington (2004), justification of a research method is an important act for preparation of research report or thesis which may include a justification of decision or result from a study method. This explains that no one may evaluate or determine the value of study usability without first understanding its methodology.

8. RESEARCH DESIGN

According to Azizi*et al.,* (1997), design techniques and methods of the study is certain to obtain the necessary information to solve problems. This study design is a descriptive. According Azizi*et al.*, (1997), descriptive research is research that seeks to explain a phenomenon that is happening. This type of research is in the form of study. In field studies, research will be conducted in natural environments and situations that are realistic.

The survey approach was used for this research because data from a large number of respondents could be obtained quickly and economically (Gall, Gall, & Borg, 2003). The independent variables will be manipulated by researchers in controlled conditions to see the effects on the dependent variable.

In this study two independent variables was used namely work stress stimulus and its effect to job satisfaction. Investigation to determine whether there will be a significant correlation between independent variables such as work stress stimulus and dependent variable (job satisfaction). As well, researchers would like to see the strength of the relationship between the independent variables and dependent variables.

9. PLACE OF STUDY

Table 1.0 below shows the distribution of samples from the primary schools for the study. The numbers of selected primary schools in Brunei Muara district were used in this study. School counselors from primary schools consist from the different background.

Table 1. Sample Distribution of Conselors and Guidance Teachers

No.	Respondents	Research sample		
1.	Counsellors			13
2.	Guidance Teachers			77
	Total			**97**

10. POPULATION OF STUDY

Population is the set of all the individuals of interest in a particular study (Gravetter and Wallnau, 2009) fulfill the specification (Azizi et al., 2006). The population for this study comprised of counsellors and guidance teachers of primary schools in the district of Brunei Muara. List of all primary schools in Brunei Muara were obtained from Career and Counselling Department, Ministry of Education.

11. SAMPLE OF STUDY

According to Azizi et.al (2007), in general there is no unified consensus or understanding among researchers regarding the number of suitable subjects. Hence, most research writers suggested that the sample size be at least thirty. The amount of thirty is selected as it is the minimum required in order to form a normal distribution curve. According to Schumacher and McMillan (1993), a suitable survey for the number of study subjects is 100 for a study. While Gay &Airasan (2003) states that the size of sample received for a particular descriptive study is ten to twenty percent depending on the size of population.

The quality of research/study that either consists of characteristics such as validity, likelihood of belief, and objectivity or even none of these, are highly dependable on the way of selection on participants via sampling process that is based on the prescribed criteria. Hence, the selected sample for this study is able to represent the population determined for the study. The sample respondents were chosen randomly by using cluster over cluster method and simple random sampling. Each person in the population has equal and independent chance to be part of the sample and the population members are similar to one another on important variable. So, to ensure high degree of representatives and avoid wasting time, simple random sampling will be chosen because this technique requires the researcher to select the population of the counsellors and guidance teachers in the Brunei Muara primary schools.Determination of sample size based on a method applied by the Krejcie and Morgan chart (1970). The type of sample selected was based on simple random sampling.

12. RESEARCH INSTRUMENT

A questionnaire is an instrument utilised to acquire data. According to MohdMajid (1994), the usage of a questionnaire is capable of increasing the accuracy provided by respondents as it does not influence researcher's behaviour. Due to limited cost and time, this is the most suitable method applicable. Cockburn (1996) states that by using questionnaire, respondents do not have to write the name and this enables them to answer questions honestly.Base on this view, researcher used questionnaire instruments. The questionnaires were divided into three sections.

12.1 Questionnaires Form

In this research, survey is one of the methods that greatly utilize questionnaire in collecting study data. The primary purpose of utilizing the questionnaire methodology in a research is to identify factors that may be applicable for testing a hypothesis or extending the likelihood or validity of a particular theory (Mok Soon Sang, 2008). Hence, a Likert Scale will be used in this study. According to Swisher and McClure (1984), a Likert Scale is a type of questionnaire that requires the respondent to provide a reaction towards certain statements. The advantage of utilizing a Likert Scale for this study is to enable respondents to easily give a reaction towards provided statements. The questionnaire methodology will also provide ease of analysis. Likert Scale in this study utilised several grades base on the questions. In addition, questionnaire also contained multiple choice questions that require respondents to choose the most appropriate answer from several options provided.

12.2 Job Satisfaction questionnaires

Section B will consist of 18 questions. The questions are derived from the Minnesota

Satisfaction Questionnaires (MSQ) which measure job satisfaction.

12.3 Work Related Stress Questionnaires

Section C comprises 39 questions related to work related stress. Various studies have used a variety of instruments to measure work related stress. This questionnaire is closely based on the Management Standards Indicator Tool produced by the HSE (Health and Safety Executive). The Management Standards define the characteristics, or culture, of an organisation where the risks from work-related stress are being effectively managed and controlled. The questionnaire was issued by UNITE Health and Safety. Representatives within Fujitsu following reports of work-related stress in some parts of ITG.

Five categories were included in this measure: *authority, workloads, work complexity, social interaction* and *facilities.*

12.4 Reliability

A test is reliable to the extent that it measures whatever it is measuring consistently (Best & Kahn, 1998). The reliability test that is used to for all scale is to obtain the Cronbach's Alpha to ensure internal consistency (Creswell, 2002; Best & Kahn, 1998). This was done on the responses from a pilot study.

According to Zuraidah (2007), a test is said to have high reliability if the value of Alpha-Croncbach exceed 0.80. For Rosnah (2006), the value of 0.60 to 0.79 indicates tested questionnaire has acceptable reliability. Reliability provides degree of consistency to the measurement instruments.

The reliability of this instrument was obtained from past researches conducted by previous researchers, for example a research done by Curry (2004). For the risk perception instrument, the internal consistency is $\alpha = .86$. The internal consistency of the sensation seeking and impulsivity is $\alpha = .90$ and $\alpha = .91$ respectively while the reliability of the positive and negative affects instrument is $\alpha = .80$.

13. DATA ANALYSIS

The data gained from questionnaire was analyzed based on the research objective and research hypothesis, expressed as percentages to determine the frequency and work stress towards the level of job satisfactionamong counsellors and guidance teachers in Brunei Muara primary schools. Manova and Multiple regression was used to analyze the hypothesis. The data obtained was analysed using "SPSS" Version 22.

Table 2 Types of Statistical Approach used

Research Question (1)		
Are there any predictors of stress stimulus such as work facilities, work complexities, workloads, authority and social interaction with work colleagues on the job satisfaction amongst primary school counsellors and guidance teachers?		
Ho1:	The regression coefficient of stress stimulus such as work facilities, work complexities, workloads, authority and social interaction factors equal to zero when regressed against job satisfaction amongst primary school counsellors and guidance teachers.	Multiple Regression
Research Question (2)		
Are there any differences between stress stimulus such as work facilities, work complexities, workloads, authority, social interaction on the job satisfaction according to gender and the level of counselor's and guidance teachers' education?		
Ho2:	There is no significant differences between stress stimulus such as work facilities, work complexities, workloads, authority, social interaction on the job satisfaction according to gender and the level of counselor's and guidance teachers' education.	Manova

14. PILOT STUDY

The main purpose of pilot study is to determine and ensure that the instructions to answer the questions are clear and well understood, and to determine the suitability of items. In addition, pilot test was conducted to ensure that the respondents understand each statement and questions that have been used.

Prior to commencement of an actual study for this research, a pilot study was conducted. Following the principal's consent, the researcher met up with 10 randomly selected school counsellors (from various primary schools in Brunei Muara) for the intention of acquiring the reliability of items in this questionnaire form. The researcher provided prior explanation to respondents on the procedures for answering this questionnaire. Respondents were required to answer all presented items and provide the necessary views and comments for improving the questionnaires. If respondents were unclear with each item, the researcher

also welcomed any form of feedback regarding the questionnaires as such process aids the researcher to identify any form of error and room for improvement.

Pilot study is also a method that enables the respondents to give comments towards the research instruments (Borg and Gall, 1979). Pilot study is crucial to determine the reliability of questionnaires before the research can be carried out to real respondents. However, researchers have to ensure that they obtain over 0.70 on Cronbach Alpha Scale in order to continue the research. On Cronbach Alpha Scale, a value between 0.80 to 0.7 shows that the questionnaires has a high reliability and validity while a 0.6 to 0.7 shows an acceptable reliability of a questionnaires. According to Azizi et.al (2003), value over 0.7 is a must to ensure the reliability of questionnaires.

The analysis result of the pilot study showed a reliable value of more than 0.8-0.7 on the Cronbach Alpha Scale.

15. RESULT

Objective (i) Are there any predictors of stress stimulus such as work facilities, work complexities, workloads, authority and social interaction with work colleagues on the job satisfaction amongst primary school counsellors and guidance teachers?

Table 3: Results of Linear Regression Analysis of stress stimulus (work facilities, work complexities, workloads, authority and social interaction) on job satisfaction.

Model	R	R Square	Standard Error	R Square Change	F	Sig.	Standard Coefficients Beta	t	Sig
1	.409a	.168	0.41	.158	16.720	.000a	.409	8.141	.000
								4.089	.000
2	.494b	.244	0.39	.225	13.203	.000b	.310	7.304	.000
							-.293	3.031	.003
								-2.869	.005

a.Predictors: (Constant), Facility

b. Predictors: (Constant), Facility, Workload

c.Dependent variable: Job satisfaction

Model 1: F= (1, 83=16.720 α<0.05)   Model 2: F= (2, 82=13.203 α<0.05)

The outcome of Table 3 above is to answer the research question on " Are there any predictors of stress stimulus such as work facilities, work complexities, workloads, authority and social interaction with work colleagues on the job satisfaction amongst primary school counsellors and guidance teachers" . The data analysis results show that for the population (n=85), only two variables i.e. work facility and workload act as the constant predictors for the effect. The other predictors such as work complexities, authority and social interaction are not the predictor factors for the effect.

The correlation between criterion variable and regressor variable work facility was 0.41, correlation between criterion variable and linear combination between work facility and workload was 0.49. The ANOVA results shows that there are significant relationship between the criterion variable and regressor variable at the significant level of p<.05.

Table 4: Results of Predictors and Beta for the impact of work facility and workload towards the effect (job satisfaction)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	Facility	.270	.089	.310	3.031	.003
	Workloads	-.275	.096	-.293	-2.869	.005

a. Dependent Variable: Job Satisfaction

From the Table 4, it shows that work facility has the highest value of Beta which is 0.310 while workload with Beta value of -0.293. Significantly, work facility [(1, 83) =16.720, p<.05] contributes 16.8 percentage variance (R^2=.168) to effects. In the other words, when work facility factors increase by one unit, then effect score will increase 16.8 percent. It can be seen that work facility (β= .41, p <.05) is the main factor in effects. The combination of work facility (β= .31, p <.05) and workload (β= -.29, p <.05) add (24.4 – 16.8) percent or 7.6 percentage to the variance (R^2=.244) in the criterion variable effect [(2, 82) = 13.203, p<.05]. Therefore, work facility and workload were the predictor variables for the effect.

Are there any difference between stress stimulus such as work facilities, work complexities, workloads, authority and social interaction on the job satisfaction according to gender and the level of counsellor's and guidance teachers' education?

There is no significant differences between stress stimulus such as work facilities, work complexities, workloads, authority, social interaction on the job satisfaction according to gender and the level of counsellor's and guidance teachers' education as shown by the table below.

The result from Box's M test shows that there is no significant difference (p>0.5). This showed that the data supports similarities between covariance in MANOVA test i.e. in all 6 sample of dependent variables across both independent variables there is similarities in population.

Table 5: Results of Multivariate Tests[a] for the differences in level of stress stimulus based on the counsellor's and guidance teacher's gender and level of education.

Multivariate Tests[a]									
Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[d]
Intercept	Pillai's Trace	.990	1166.842[b]	6.000	72.000	.000	.990	7001.053	1.000
	Wilks' Lambda	.010	1166.842[b]	6.000	72.000	.000	.990	7001.053	1.000
	Hotelling's Trace	97.237	1166.842[b]	6.000	72.000	.000	.990	7001.053	1.000
	Roy's Largest Root	97.237	1166.842[b]	6.000	72.000	.000	.990	7001.053	1.000
Gender	Pillai's Trace	.030	.367[b]	6.000	72.000	.898	.030	2.201	.147
	Wilks' Lambda	.970	.367[b]	6.000	72.000	.898	.030	2.201	.147
	Hotelling's Trace	.031	.367[b]	6.000	72.000	.898	.030	2.201	.147
	Roy's Largest Root	.031	.367[b]	6.000	72.000	.898	.030	2.201	.147

Academic Qualification	Pillai's Trace	.164	.714	18.000	222.000	.795	.055	12.856	.515
	Wilks' Lambda	.842	.713	18.000	204.132	.795	.056	12.084	.481
	Hotelling's Trace	.182	.713	18.000	212.000	.796	.057	12.827	.512
	Roy's Largest Root	.132	1.628[c]	6.000	74.000	.151	.117	9.766	.589
Gender* Academic Qualification	Pillai's Trace	.149	.647	18.000	222.000	.860	.050	11.642	.465
	Wilks' Lambda	.857	.638	18.000	204.132	.867	.050	10.807	.427
	Hotelling's Trace	.160	.629	18.000	212.000	.874	.051	11.331	.450
	Roy's Largest Root	.096	1.181[c]	6.000	74.000	.326	.087	7.083	.437

a. Design: Intercept + Gender + AcademicQualification + Gender * AcademicQualification

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

d. Computed using alpha = .05

The table above showed results from Multivariate Tests that showed there are no major effect on independent variables based on gender [F(6,72)=.367, P>.05, partial eta square = .030, power = .147] and on the level of education[F(18,222)=.714, P>.05, partial eta square = .055, power = .515]   across all 6 dependent variables in the study. Additionally, there is no interaction effect between both independent variables and the 6 dependent variables based on Gender *Level of education towards the dependent variables in the study [F (18,222) =.647, P>.05, partial eta square = .050, power = .465].

This result indicated that the two independent variables individually did not have an influence over the dependent variables in the study. This meant that there was no interaction between the two independent variables with the dependent variables.

Table 6: Results of Levene'sTestsof Equality of Error Variances[a] for the differences in level of stress stimulus based on the counsellor's and guidance teacher's gender and level of education.

Levene's Test of Equality of Error Variances[a]

F	df1	df2	Sig.
.928	7	77	.490
1.137	7	77	.349
1.208	7	77	.309
.547	7	77	.796
1.743	7	77	.111
1.594	7	77	.150

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Gender + AcademicQualification + Gender* Academic Qualification

The Levene's Test of Equality of Error Variance analysed whether variance for dependent variables across all categories are the same. The result showed that all 6 dependent variables (job satisfaction, authority, workload, work complexity, social interaction and facility) achieved no significant outcome at level of P>.05.

Table 7: Results of Tests of Between-Subjects Effects for the differences in level of stress stimulus based on the counsellor's and guidance teacher's gender and level of education.

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig
Gender	JobSat	.000	1	.000	.002	.968
	Autho	.030	1	.030	.139	.710
	WorkLoad	.000	1	.000	.000	1.000
	WorkComp	.000	1	.000	.002	.961
	SocioInt	.088	1	.088	1.604	.209
	Facility	.001	1	.001	.005	.944
AcademicQualification	JobSat	.384	3	.128	.638	.593
	Autho	.044	3	.015	.068	.977
	WorkLoad	.550	3	.183	.767	.516
	WorkComp	.449	3	.150	.973	.410
	SocioInt	.145	3	.048	.880	.455
	Facility	.317	3	.106	.386	.763
Gender*AcademicQualification	JobSat	.050	3	.017	.082	.969
	Autho	.164	3	.055	.252	.859
	WorkLoad	.472	3	.157	.658	.581
	WorkComp	.339	3	.113	.735	.535
	SocioInt	.167	3	.056	1.016	.390
	Facility	.499	3	.166	.608	.612
Error	JobSat	15.435	77	.200		
	Autho	16.712	77	.217		
	WorkLoad	18.412	77	.239		
	WorkComp	11.839	77	.154		
	SocioInt	4.224	77	.055		
	Facility	21.063	77	.274		

a. R Squared = .085 (Adjusted R Squared = .002)
b. R Squared = .023 (Adjusted R Squared = -.065)
c. R Squared = .043 (Adjusted R Squared = -.044)
d. R Squared = .114 (Adjusted R Squared = .033)
e. R Squared = .050 (Adjusted R Squared = -.036)
f. R Squared = .050 (Adjusted R Squared = -.037)

The result of the analysis showed that there was no major effect on gender towards all 6 dependent variables in the study i.e. Job satisfaction [$F_{(3,77)}$=.002, P>.05] , Authority [$F_{(3,77)}$=.139, P>.05], Workload [$F_{(3,77)}$=.005, P>.05] , Work complexity [$F_{(3,77)}$=.002, P P>.05] , Social interaction [$F_{(3,77)}$=.1.604, P>.05]and Facility [$F_{(3,77)}$=.005, P>.05] .

The result in the study also showed that there was no significant major effect to the level of education towards all 6 dependent variables i.e. Job satisfaction [$F_{(3,77)}$=.638, P>.05] , Authority [$F_{(3,77)}$=.068, P>.05], Workload [$F_{(3,77)}$=.767, P>.05] , Work complexity [$F_{(3,77)}$=.973, P>.05] , Social interaction [$F_{(3,77)}$=.880, P>.05]and Facility [$F_{(3,77)}$=.386, P>.05].

Additionally, the outcome of the analysis was able to show no significant interaction (P>.05) between the two independent variables Gender *Level of education with the 6 dependent variables.

The R square values in the table above indicated that the Gender and Level of Education contributed to .085 or 8.5% towards the dependent variables Job satisfaction, .023 or 2.3% towards Authority, .043 or 4.3% towards Workload, .114 or 11.4% towards Work Complexity, .050 or 5.0% towards Social Interaction and .050 or 5.0.% towards Facility respectively.

The outcome of the analysis also indicated that there was no significant difference in the size of the population in the study according to Gender and Level of Education towards the 6 dependent variables i.e.

Job satisfaction, authority, workload, work complexity, social interaction and facility.

16. DISCUSSION

The data analysis results show that for the population (n=85), only two variables i.e. work facility and workload act as the constant predictors for the effect. The other predictors such as work complexities, authority and social interaction are not the predictor factors for the effect. Repetitive work is a contributor to workload and has been described as a form of work stress. French and Caplan (1973) differentiate work overload in terms of quantitative and qualitative. Quantitative refers to how much work to do while qualitative refers to level of difficulty of the work.

Employees suffering from excessive workload are not uncommon. According to the National Bussiness Group on Health/Towers Watson in their 2009/2010 Staying@Work survey (2009) of 352 responses from employees reported excessive workload and/or long hours; 68% report a lack of work/life balance; 67% report fears about job loss; 59% report technologies that expand employee availability during non-working hours; and 51% report lack of teamwork or inadequate staffing.

In two multivariate analysis studies conducted on samples of physicians, specific types of work stress measures; time pressures/interruptions at work, working environment / communication and career/goal achievement were found to be high level predictors of job dissatisfaction (Cooper, Rout &Faragher, 1989; Rout, 1999)

McGregor (1960) and Bass (1965) argue that job satisfaction lies in the need-satisfying potential of the job environment. Employees are concerned with their work environment for both personal comfort and better performance. If the working condition is good, the personnel will find it easier to carry out their job. In other words, if things are good, there may not be any job satisfaction problem. This demonstrated that employees prefer physical surroundings that are not dangerous or uncomfortable. In addition, most employees prefer working relatively close to home, in clean and relatively modern facilities, and with adequate tools and equipment (Locke 1976)

The researcher sought to find out whether gender and the level of does not give significant impacttowards job satisfaction.

The result from Multivariate Pillai's Trace' analysis showed that there are no major effect on the independent variables based on gender and on the level of education across all dependent variables.This indicated that the two independent variables individually did not have an influence over the dependent variables in the study. This contradicted the findings from a study done by Adetayo (2008).

Al-Ajmi (2006) in his study conducted in Kuwait found that there was no significant impact between genders and job satisfaction thus both men and women have the same level of job satisfaction. Linz (2003) however noted that gender differences did not emerge among the Russian employees participating in her survey.

furthermore, it is also worthy to note that most of the studies have found no significant difference in the level of job satisfaction between male and female employees, particularly when a number of other variables were statistically controlled (Hunt and Saul 1975; Lorence and Mortimer 1985; Verca*et al.* 1983; Azim, Haque&Chowdhury 2013; Scott, Cox &Dinham, 1998; Ma & MacMillan, 1999; McCann, 2002, Newby, 1999; Gesinde&Adejumo, 2012).

17. CONCLUSION

A large proportion of primary school counselor and guidance teachers (79%) in Brunei Muara district were found to be burdened with more than 21 teaching periods which could be considered as undesirable workload for them. Authority factor turn up twice as the predictor of work stress for the school counselors and guidance teacher in the study. This gave the representation that there is a need to tackle this variable in order to reduce the problem of work stress and improve the level of job satisfaction amongst this profession. The work facility factor also contributed to work stress and job dissatisfaction amongst this profession in Brunei Muara district. The lack of facilities can lead to reduce motivation to provide good services for the school in general and towards the client in particular. Limitation in budget provision to provide conducive work environment and counseling units in the schools also to an extent could have contributed to work stress and job satisfaction.

The analysis of the study also supported the initial null hypothesis that there was no significant difference between gender and the level of education attained by the primary school counselors and guidance teachers in Brunei Muara district. Several recommendations were put forward that were considered relevant in

managing the problem of work stress and job satisfaction amongst counselor and guidance teachers. Several recommendations for future studies were also made that could be beneficial in improving the depth of knowledge and informations gathered from conducting a similar version of the study. Overall it is hoped that the informations gathered from this study could help the relevant parties in handling the issues of work stress and job satisfaction.

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