

SCHOOL PRINCIPALS LEADERSHIP AND TEACHERS' STRESS LEVEL IN MALAYSIAN PRIMARY SCHOOLS

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ABSTRACT: Teaching is a profession that needs knowledge and the practice of psychological knowledge because this career relates directly to human. It is said that a long condition of stress could cause an individual to retreat from his/her work whether in physical or psychological way. Thus, a step to control the emotion was necessary for every individual. The purpose of this research was to investigate the leadership style of principals in relation to the stress level of teachers. The Leader Behaviour Description Questionnaire (LBDQ) measuring instrument was applied to measure the dimensions of principals' leadership style, initiating structure, and consideration. The teachers' stress measuring instrument was used to measure the stress level of teachers based on principal leadership style. Sample consists of 200 teachers from Primary Schools in Malaysia. The data was analysed based on descriptive and inferential statistics. The findings showed that teachers had high opinion of principals. Moreover, there was a significant relationship between teachers' stress level and the structural and consideration dimensions of the principals' leadership style. It was also discovered that the teacher's stress level had an influence with the style of headmaster's leadership. The factor that was identified as the main factor for work stress among the respondents was the discipline problem among student, this was followed by the factors of the restriction of time and source, appreciation factor, and interpersonal factor.

KEY WORDS: School principal leadership, teachers, stress level, school leadership management, and human capital development.

INTRODUCTION

Education is an important asset to all individuals and very crucial in the development of a country. Human capital development becomes a main drive for the success of a country. Creating a well-balanced human capital in facing the globalisation effect requires a suitable leadership that meet with the current needs. A human capital that is being developed must be balanced from physical, emotion, spiritual, intellect, and social. Therefore, the style of leadership of the headmaster is a foundation to the development of students through the teacher's educating under his/her leadership. The teacher's responsibility is becoming more challenging not only from the education world itself but also from the society that has put great expectations on the headmaster and teacher. Emotional stability is

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needed in executing all the responsibilities that are given. A good quality of school leader becomes a main drive for the excellent schools. The leader should be able to arrange a strategy according to the intent of the National Education Philosophy, Education Development Objective, 2001-2010, and further paralleled with the desire into the direction of realisation of Vision or *Wawasan 2020* in Malaysia.

In this context, the leadership of teaching which involves the element of knowledge and the process of conveying knowledge in teaching and learning, translation, and operational curriculum, staff development, observation process, and supervising, curriculum development and group development is being understood and practiced by every party that is involved especially the leadership level in the school (Haron Md Isa, 2002). In developing the world-class education system, there are many changes and upgrades that should be done by the Ministry of Education to strengthen the education in this country. The seriousness in pioneering and designing to strengthen the available education system will bring the direct or indirect affect to the main driver of the education world that is the teacher. The positive aspect will give spirit to the teachers. Whereas, the negative aspect will bring to the existence of negative phenomena to the teacher him/herself. This state will contribute to the anxiety of mental health, especially the stress among teachers.

The human life in this century is seen as the challenging and complex conditions. The diversity of attractive and challenging life is to satisfy the needs of human. This state has catalysed the emerging of stress phenomenon that needs special attention to be understood. Now, stress is a phenomenon that is frequently mentioned as a big threat to the multi-dimensional that has strong influence towards human life (Hatta Sidi & Mohamed Hatta Shaharom, 2002). Accordingly, R. Bloon (2000) showed that this phenomenon is now at everywhere. It has become an element in the life journey of every individual. Besides that, stress phenomenon among the teachers has enclosed all aspects of teacher's life. It must be related to the cause of individual stress, symptoms that are shown and how a teacher handles the stress in his/her life according L.A. Slavin *et al.* (1991).

As a unique human group, stress among the teachers should be viewed from occupation aspect and personal life overall. A teacher that has his/her own personal life is different with other careers. Stress that exists in this profession will also affect the teacher's life. The same thing also happens to the performance of work when the personal life of a teacher is affected by stress.

BACKGROUND OF THE STUDY

The study about stress that is experienced by teachers was given attention. According to Mohd Taib Dora and Hamdan Abd Kadir (2006), from the study that was conducted by University of Manchester Institute of Science and Technology discovered that the teacher's occupation has a high stress rate, at scale 6.2 from the stress scale 0 until 10. This high level of teacher's stress is contributed by the

change and competition of education world in facing the globalisation era. The teachers feel compelled to carry out the duty to fulfil the expectation from many parties such as school organisation, headmaster, the Office of District Education, Department of State Education, Ministry of Education, and also the expectation from students, parents, society, and country. The possibility for the style of headmaster's leadership in school indirectly caused the teacher's work stress can be measured whether high or low. There are many types of style of headmaster's leadership that used different approach and theory such as characteristic approach, habit, contingency, and contemporary theory.

The style of headmaster's leadership follows the habit theory can be seen from the study made by Ohio State University, Michigan University, and management grid. The study of Ohio State University found out that the style of headmaster's leadership from two dimensions: structural dimension and considerate dimension. The study of Michigan University discovered that the habit of headmaster's leadership was producing oriented – duty. Whereas, the management grid by Robert T. Blake and Jane Mouton (1999) concerned on human and producing.

Headmaster plays an important role at Primary School because his/her leadership style can influence the teachers at school. The success of a headmaster in guiding the teachers can be differentiated in style theory or leadership-oriented. This theory can be applied by the headmaster to identify whether his/her leadership at school is based on considerate style or concerning the structural duty. The study of Ohio State University found out that the style of headmaster's leadership from two dimensions: structural dimension and considerate dimension. The style of considerate dimension displayed that a leader should has a good relationship with his/her workers. The leader should also confident with his/her worker's ability, respecting ideas, listening to other's views, and giving attention towards the feeling of workers. The style of concerning the structural duty emphasised on how a leader defines his/her role and structures his/her duty and how is the duties being handled.

Apart from the style of headmaster's leadership, in West countries are very concerned with works stress among the teachers where the problem has been given attention since two decades ago. This matter can be proved by a lot of stress studies that were conducted on the teachers (Kyriacou & Sutcliffe, 1978 and 1979). In this context, C. Kyriacou and J. Sutcliffe (1978 and 1979) emphasised that over-period stress can weaken the mental and physical and also able to significantly weaken the teacher's career and the performance of student because stress is said that can harm the quality of teaching and teacher's commitment. Whereas in Malaysia, the study about work stress among teachers has attracted many researchers such as Siti Radziah (1982), Ahmad Shakri (1998), and Helen Malaka *et al.* (2005). Thus, it is hope that this study about the relationship between the style of headmaster's leadership and teacher's stress can be done with details so that it can be used as a reference in the future.

Evidences from the study of teacher's stress showed that this problem is at a level that needs an attention. The teachers are well aware that small stress, that is given in executing their duty, will give benefit and affect the performance of work. But, excessive amount of stress will reduce the performance of work and harm the health, especially from the mental and physical of a teacher. Besides that, the decreasing in the work satisfaction of the teachers also causes the deteriorating in work quality, increasing in psychological confusion and work stress among the teachers (Simon, 1978). These aspects can influence the spirit, motivation, and willingness of the teachers to maximise their teaching potential (Borget & Fazlon, 1991).

The negative effect from the stress is not only a personal problem that must be endured by the worker him/herself, but stress is a problem to employer, organisation or government, and also harms the mental and physical health of this group (Hassan bin Hashim, 1994). From the relation aspect, stress and the style of headmaster's leadership have compensation relationship. In teaching profession, teachers reported that a high level of work stress causes a low level of work satisfaction (Simon, 1978; and Kyriacou & Sutcliffe, 1979). The personality influence towards work stress can be seen through many models that put the personality as main prediction or indicator for work stress. These models stated that the interaction between many personality traits and types of occupation can create work stress (Feidler, 1994). According to R. Bloona (2000), personality trait has genetic element that create the individual difference in facing the psychological reaction.

OBJECTIVES, RESEARCH QUESTIONS, HYPOTHESIS, AND PURPOSE OF THE STUDY

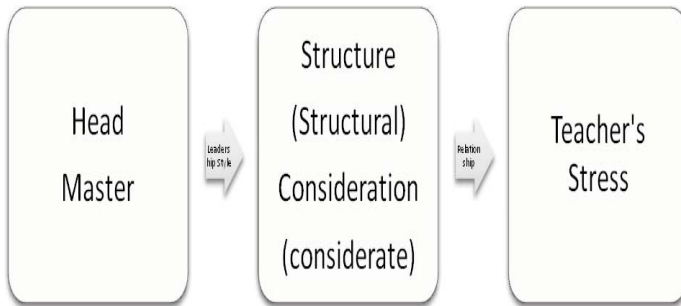
The objectives of this study are: (1) to identify the style of headmaster's leadership through the teacher's view; (2) to identify the level of teacher's stress; and (3) to identify whether there is a significant relationship between the style of headmaster's leadership and teacher's stress.

The research questions of this study that are need to be answered are: (1) What is the style of headmaster's leadership through the teacher's view?; (2) What is the level of stress?; and (3) Is there any relationship between the style of headmaster's leadership and teacher's stress?

The hypotheses of this study are: (1) Ho 1 = There is no significant relationship between the style of headmaster's leadership and the level of teacher's stress; (2) Ho 1.1 = There is no significant relationship between the style of headmaster's leadership or structural dimension and the level of teacher's stress; and (3) Ho 1.2 = There is no significant relationship between the style of headmaster's leadership or considerate dimension between the level of teacher's stress.

Finally, the purpose of this research was to study about teacher's stress towards the style of headmaster's leadership at eight schools in the West Coast of Malaysia. This researcher also wanted to find a strong relationship between the style of headmaster's leadership and teacher's stress at school. For understanding and

supporting the purpose in this research, the diagram on framework for the concept of study is as follows:



LITERATURE REVIEW

On the Leadership Styles. According to F.E. Feidler (1994), the style of leadership is a structural need that motivates the leader's behaviour in many different of leadership situations. Aion Mohd (2005) also said that the difference in the style of leadership has an important impact on the productivity of the individuals that is lead. Therefore, the knowledge about the style of leadership enables a leader to become more confident and expert in management, administration, and leadership.

The style of autocracy, democracy, and *laissez faire* were introduced by K. Lewin, R. Lippit & R.K. White (1994). The characteristics for autocratic, democratic, and *laissez-faire* style as the following:

First, Characteristics of autocratic style are: (1) the leader determines all the policies; (2) the techniques and steps to achieve the goal are directed by the leader, there is one goal only from one moment of time until future which always uncertain; and (3) the tasks and colleagues are determined by the leader; (4) the leader is personal in giving a praise or critic towards the work of every member without giving any objective reason. He/she does not involve in group activities unless when showing something.

Second, Characteristics of democratic style are: (1) all policies are determined by a group of people that is formed and supported by the leader; (2) all activities that will be noticed by the members, will understand from the explanation given about the common steps in first discussion. If the group needs a technical advice, the leader will give two or three alternative procedure that can be chosen by the group; (3) the groups are free to work with anybody they like and the division of task is handed over to the group; and (4) the leader tries to behave with objective in giving a praise and critic. He/she involves in the group activities with high spirit and also does not intervene in the work matter.

Third, Characteristics of *laissez faire* style are: (1) the leader gives an autonomy in the way of working; and (2) the leader only intervenes when an opinion is asked.

The style of autocracy, democracy, and *laissez faire* are differentiated by the level and role of a leader on his workers. The leader with autocratic style is more likely to give a command, task-oriented, and centred to the leader. The leader with democratic style allows the chief and his/her workers to move and work together in making decision. The leader with *laissez-faire* style shows that there no role for a leader in an organisation. Style for concerning the structural task explains how far a leader defines his/her role in determining the structure towards his/her task. The headmaster also arranges the work of his/her staff. This type of headmaster always orders group activities, makes a work list of his staff and tries new ideas. These measurements create work satisfaction. The considerate style explains how far a headmaster has a good relationship with his/her staff and teachers. This style needs the headmaster to feel confident on the ability of teachers. The headmaster should be concerned, respecting ideas, hearing opinions, and considering towards the feeling of teachers and staff. These measurements need two-way communications and can produce work satisfaction. These two dimensions, when is combined, will form four types of behavioural style that contain whether high or low in both dimensions or whether high or low in one of the dimensions.

On the Definition and Concept of Stress. TCCDT (Times Chambers Combine Dictionary Thesaurus) in *Times Language Dictionary* (1995) defined stress as anxious feeling that is experienced by a person that is caused by certain events that happen in life. Stress is also an individual reaction whether from physical or emotional aspect or both aspects that can cause disturbance not only to psychology but also physical. It means that stress can cause a negative effect to a person.

The word stress actually originated from the word *eustres* that carry the meaning for adapting ourselves or stress build-up. This word also originated from the word "distress" that means cannot adapt or can harm ourselves. Thus, stress is a situation that disturbs or builds our daily life. Stress, from the view of language, also carries the meaning for the pressure where it is a nature of life (Harunsani Zakaria, 2006). Stress is a frequent phenomenon that is mentioned as a big threat towards the mental health of universal human.

As a unique human group, stress among the teachers should be viewed from occupation aspect and personal life overall. A teacher that has his/her own personal life is different with other careers. Stress that exists in this profession will also affect the teacher's life. The same thing also happens to the performance of work when the personal life of a teacher is affected by stress. This statement is supported by Hans Selye (1990) who shows that it is very difficult for a person to forget family problem at home when working. And also if there is a problem at workplace, it is not difficult for that individual to think about the problem when he is together with his family.

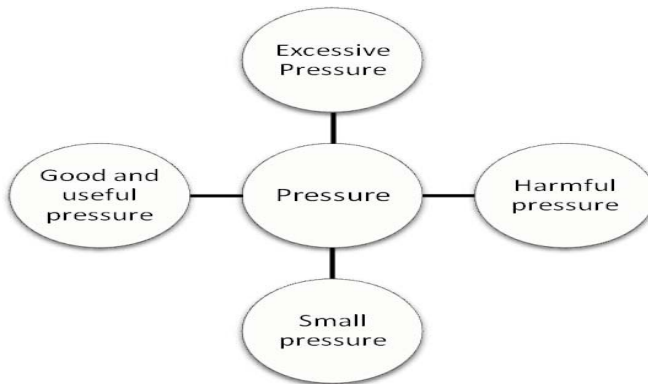


Diagram 1:
Several Types of Pressure that is Faced by Human.
(Source: Hans Selye, 1990)

On the Factors for Teacher Stress and Stress Theory. The behaviour and personality of a person will decide his/her ability to confront with stress. However, the ways of confronting or handling the stress cannot be applied effectively without knowing the factors that cause the stress problem. In the teaching profession, stress is an inevitable problem that will be confronted by those who are called teacher. This profession contains a lot of work situation elements that can cause stress problem especially when the person needs to face with lots of students all day (Noorazifah bt Md Suandi, 2008).

Among the factors that cause teacher's stress are depersonalisation, self success, lacks of emotion, heavy workload, interpersonal relationship, and work environment. Depersonalisation is referred to the state of emotional of a teacher such as the way of communicating with student and how a teacher overcomes his/her student's problem. Self success is referred to the way of a teacher achieves the success in making his/her students achieves a good result in examination. Lack of emotion is referred to the strong feeling of a teacher in carrying out his/her duty without feeling angry, sad, and sentimental. Work environment such as condition of class environment and study facilities also affects the teachers in carrying out their duty.

Harun Arrasyid Haji Tuskan (2006) said that stress problem is caused by the physical and psychological state. The physical state that is dirty, noisy, crowded whether at house or workplace and physical disease that is experienced contributes to the feeling of pressure to an individual. Stress that is caused by psychological factor exists if the change needed an adaptation such as: (1) A change at workplace such as employer, colleague, or a new environment; (2) Starting a marriage; (3) Losing of beloved person or property; and (4) Feeling afraid or threatened. For example, coming late to workplace, feeling guilty to the things that has been done, or fail to fulfil the target.

According to Mohd Azhar Abd Hamid (2004), the elements that cause the stress problem in human life are: (1) Stress factor that is self external factor and self inner factor. Self external factor of an individual consists of organisation or employer factor, occupation, career, and social relationship. Self internal factor is disappointment, anxiety, losing, loneliness, failure, and lack of source; (2) Building of behaviour; and (3) Individual reaction and the meaning of his relationship with stress factor.

Meanwhile, according to Dr. Hans Selye, the founder of stress theory, stress is a reaction symptom that is not specified by an individual towards the burden that comes in the anxiety shape, that is caused by a challenge, threat, or change that needs a response (Selye, 1980).

There are four theories from Mohd Salleh Lebar (1994) that related with the concept of life pressure, namely: (1) Stress from the angle of psychodynamic theory; (2) View of behaviourism about stress; (3) Mind and stress; and (4) Biological influence towards stress.

On the stress from the angle of psychodynamic theory, Sigmund Freud introduced the theory of psychodynamic that relates the anxiety with stress that is experienced by human. A person that experiences the stress will also experience psychodynamic, a disease that is related to mental-emotion disturbance and physical pain. The signs of this disease are asthma, migraine, high blood pressure, and pale. Meanwhile, about view of behaviourism towards stress, according the view of behaviourism, human that confronts the stress will have several behaviour like does not perform the job with systematic, smokes heavily or increase the intake of alcohol, taking a lot medications to cure the stress, easy to forget about something, grasp in fist without any intention, increase or decrease in appetite, and biting the nail or pluck out the hair.

VARIABLE AND INSTRUMENT OF STUDY

In this study, there are two variables: dependent variable and independent variable. The dependent variable of this study is the level of teacher's stress. The level of teacher's stress is given in a level whether it is low, moderate, or high. The decision for the teacher's stress level is made based on the min score of the respondent towards stress level that is felt from the style of headmaster's leadership. The independent variable of this study is the factors of respondent's demography such as sex, age, teaching experience, and marital status. These independent variables will affect to the dependent variable.

According to Mohamad Najib Ghafar (1998), the instrument in the form of inquiry was easy to handle after well built and the data was easy to be processed for analysing. The instrument of this study was divided into three part: Part A (demography), Part B (inquiry about the style of headmaster's leadership), and Part C (inquiry about the level of teacher's stress).

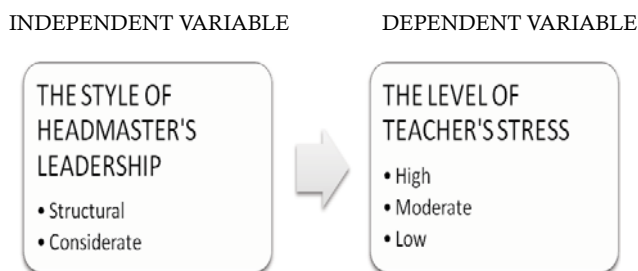


Diagram 2:
 The Relationship between Independent Variable and Dependent Variable

Part C represented an inquiry about the level of teacher's stress that was built by researcher with the way of modifying all items in Part B and it was adjusted with the level of teacher's stress. Part C contained items to get the information about teacher's stress level according to the item for the style of headmaster's leadership that was practiced whether it was structural or considerate dimension. This inquiry contained 30 items to measure the level of teacher's stress in confronting the style of headmaster's leadership based on two dimensional leaderships given. Every item contained five optional answers that had the degree of agreeing in the form five-point scale. The position of the scales were 1 (no pressure), 2 (slight pressure), 3 (fair pressure), 4 (absolute pressure), and 5 (extreme pressure). The negative items were coded back in the form of positive and the mark was given as follows: 1 (extreme pressure), 2 (absolute pressure), 3 (fair pressure), 4 (slight pressure), and 5 (no pressure).

Table 1:
 Total Score for Teacher's Stress Level

Stress Level	Point	Min
Highest Score	150	5
Lowest Score	30	1

Table 2:
 Answer Scale for the Teacher's Stress Level Enquiry

Work Pressure Level	Point	
	Positive Question	Negative Question
No Pressure	1	5
Slight Pressure	2	4
Fair Pressure	3	3
Absolute Pressure	4	2
Extreme Pressure	5	1

The determination of teacher's stress level can be seen from the min obtained. The minimum score is determined by calculation method. Every item had 1 until 5 points. The total minimum score for the teacher's work pressure is 30 points (30 items x 1 point). The total minimum score is used to determine the teacher's work pressure level either the highest or the lowest.

FINDINGS OF THE STUDY

On the descriptive analysis of level of the headmaster's leadership style or structural dimension is able to be seen in the table as follows:

Table 3:
Descriptive Analysis of Level of the Headmaster's Leadership Style or Structural Dimension

Item Number	Description	Frequency & Percentage (%)					Min
		TP	JJ	SS	KK	S	
1.	He ensured that his attitude was easy to be understood by teacher.	0	0	66	134	0	4.33
		0.0	0.0	33.0	67.0	0.0	
4.	He was easy to try new ideas with teacher.	0	1	4	134	61	4.28
		0	0.5	2.0	67.0	30.5	
6.	He administered with compulsion.	2	4	3	131	60	4.22
		1.0	2.0	1.5	65.5	30.0	
8.	He criticised the works of teacher that was not good enough.	0	4	3	122	71	4.30
		0	2.0	1.5	61.0	35.5	
9.	He spoke in the way that cannot be questioned.	1	1	1	128	69	4.32
		0.5	0.5	0.5	64.0	34.5	
12.	He decided certain tasks for every teacher.	0	0	2	109	89	4.44
		0	0	1.0	54.5	44.5	
13.	He decided the work schedule that was need to be executed.	0	0	1	116	83	4.41
		0	0	0.5	58.0	41.5	
14.	He maintained a regular achievement.	0	1	1	121	77	4.37
		0	0.5	0.5	60.5	38.5	
18.	He concerned the all works that were given must be met with deadline.	1	4	0	121	74	4.32
		0.5	2.0	0	60.5	37.0	
20.	He encouraged teacher to use a same work procedure.	0	2	3	123	72	4.33
		0	1.0	1.5	61.5	36.0	
22.	He made sure that all teachers understood his role in school.	1	0	3	117	79	4.37
		0.5	0	1.5	58.5	39.5	

24.	He asked teacher to follow all the rules and work conditions that had been fixed.	1	0	1	115	83	4.40
		0.5	0	0.5	57.5	41.5	
26.	He explained to all teachers his expectations.	1	0	2	121	76	4.36
		0.5	0	1.0	60.5	38.0	
28.	He decided that all teachers must perform their duty with full commitment.	0	0	2	114	84	4.41
		0	0	1.0	57.0	42.0	
30.	He made sure that all teachers' tasks were adjusted.	1	1	1	97	100	4.47
		0.5	0.5	0.5	48.5	50.0	
Overall Min							4.35

Table 3 above shows that the distribution of respondents' perception towards the style of the headmaster's leadership according to structural dimension. The result of analysis shows that all items displayed min value at a high level. From the analysis, it is discovered that the min value of every statement is from 4.22 until 4.47. The overall min value of item for structural dimension is 4.35 which was a high level. It pictures that all the headmasters of school from this study practices a high style of headmaster's leadership with structural dimension. From the result of study, it is known that a high style of headmaster's leadership can cause the teachers in school to be pressured and indirectly affect the performance of teacher during teaching in class.

Table 4:
Descriptive Analysis of the Style of Headmaster's Leadership or Considerate Dimension

Item Number	Statement	Frequency & Percentage (%)					Min
		TP	JJ	SS	KK	S	
1.	He offered personal help to teachers.	8	14	53	104	21	3.58
		4.0	7.0	26.5	52.0	10.5	
3.	He did several works to make himself comfortable as a member of school society.	3	14	45	109	29	3.74
		1.5	7.0	22.5	54.5	14.5	
5.	He was easy to be understood.	7	18	58	79	38	3.62
		3.5	9.0	29.0	39.50	19.0	
7.	He was willing to spend time to give an attention to teacher.	7	21	46	91	35	3.63
		3.5	10.5	23.0	45.5	17.5	
10.	He loved to be alone.	26	31	33	84	26	3.27
		13.0	15.5	16.5	42.0	17.5	
11.	He cared about the welfare of teacher.	7	13	47	100	33	3.70
		3.5	6.5	23.5	50.0	16.5	

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15.	He was unwilling to explain all his actions.	16 8.0	31 15.5	41 20.5	85 42.5	27 13.5	3.38
16.	He acted without negotiating with teacher.	10 5.0	28 14.0	39 19.5	91 45.5	32 16.0	3.54
17.	He supported all teachers' action.	3 1.5	22 11.0	49 24.5	91 45.5	35 17.5	3.67
19.	He assumed that all teachers were same level with him.	12 6.0	24 12.0	50 25.0	79 39.5	35 17.5	3.51
21.	He was ready to make a big change.	3 1.5	15 7.5	39 19.5	94 47.0	49 24.5	3.86
23.	He was very warm and friendly to all teachers.	10 5.0	10 5.0	45 22.5	103 51.5	32 16.0	3.69
25.	The teachers were comfortable when discussing with him.	5 2.5	19 9.5	52 26.0	90 45.0	34 17.0	3.65
27.	He executed the suggestions that were put forward by teachers.	6 3.0	14 7.0	57 28.5	89 44.5	34 17.0	3.66
29.	He got a permission from the teachers first before continuing an important work.	5 2.5	27 13.5	47 23.5	63 31.5	58 29.0	3.71
Overall Min							3.58

Table 4 above shows the distribution of respondent's perception towards the style of headmaster's leadership according to considerate dimension. The result of this analysis shows that all items displayed a high min value. From the analysis also, it is found out that every min value of the statement is around 3.27 until 3.86. The overall min of item for considerate dimension is 3.57 which is a high value. In the style of headmaster's leadership, considerate dimension aspect with teacher is very important. A headmaster that is caring for each teacher's welfare and becomes a good listener to the teachers especially in helping the teacher's problem will create a more effective learning environment.

Table 5:
Descriptive Analysis of Teacher's Stress Level

Item Number	Statement	Frequency & Percentage (%)					Min
		NH	LP	FP	AP	EP	
1.	He did not offer any personal help to the teachers.	2 1.0	80 40.0	74 37.0	43 21.5	1 0.5	3.20
2.	He did not ensure that his attitude to be understood by the teachers.	6 3.0	102 51.0	56 28.0	31 15.5	5 2.5	3.37
3.	He did several works to make himself comfortable as a member of school society.	18 9.0	97 48.5	63 31.5	19 9.5	3 1.5	3.54

4.	He was proactive in trying new ideas in his administration.	11	107	39	37	6	3.40
		5.5	53.5	19.5	18.5	3.0	
5.	He was hard to be understood.	11	80	45	48	16	3.11
		5.5	40.0	22.5	24.0	8.0	
6.	He administered with compulsion.	17	77	35	40	31	3.05
		8.5	38.5	17.5	20.0	15.5	
7.	He did not spend any time to give an attention towards teacher.	16	80	50	46	8	3.25
		8.0	40.0	25.0	23.0	4.0	
8.	He criticised the works of teacher that is not good enough.	11	85	40	47	17	3.13
		5.5	42.5	20.0	23.5	8.5	
9.	He spoke in the way that cannot be questioned.	11	84	40	38	27	3.07
		5.5	42.0	20.0	19.0	13.5	
10.	He did not like to mix with the school society.	13	90	39	39	19	3.20
		6.5	45.0	19.5	19.5	6.5	
11.	He did not care about the welfare of the teachers as an individual.	17	92	39	39	19	3.31
		8.5	46.0	19.5	19.5	6.5	
12.	He did not decide certain tasks for every teacher.	18	89	49	37	7	3.37
		9.0	44.5	24.5	18.5	3.5	
13.	He did not decide the work schedule that is need to be executed.	23	81	50	40	6	3.38
		11.5	40.5	25.0	20.0	3.0	
14.	He did not maintain a regular achievement.	10	89	52	44	5	3.28
		5.0	44.5	26.0	22.0	2.5	
15.	He was unwilling to explain all his actions.	11	73	46	55	15	3.05
		5.5	36.5	23.0	27.5	9.5	
16.	He acted without negotiating with the teachers.	7	83	36	55	19	3.02
		3.5	41.5	18.0	27.5	9.5	
17.	He did not support all the actions that had been done by the teachers.	6	88	41	45	20	3.08
		3.0	44.0	20.5	22.5	10.0	
18.	He did not concern all the works that were given must be met with the deadline.	14	95	39	40	12	3.30
		7.0	47.5	19.5	20.0	6.0	
19.	He assumed that all teachers were not at same level with himself.	12	72	71	35	10	3.21
		6.0	36.0	35.5	17.5	5.0	
20.	He did not encourage all teachers practiced the same work procedure.	10	84	44	58	4	3.19
		5.0	42.0	22.0	29.0	2.0	
21.	He did not ready to make a big change.	16	80	48	51	5	3.49
		8.0	40.0	24.0	25.5	2.5	
22.	He ensured that all teachers understood his role at school.	23	89	54	31	3	3.49
		11.5	44.5	27.0	15.5	1.5	

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23.	He was not friendly and warm.	3	80	47	47	23	2.97
		1.5	40.0	23.5	23.5	11.5	
24.	He asked teacher to follow all the rules and work conditions that had been fixed.	15	83	36	50	16	3.16
		7.5	41.5	18.0	25.0	8.0	
25.	He was not easy to discuss with teacher.	14	70	42	47	27	2.99
		7.0	35.0	21.0	23.5	13.5	
26.	He did not explain to teacher his expectations.	10	90	46	44	10	3.23
		5.0	45.0	23.0	22.0	5.0	
27.	He did not execute all the plans that is bring forward by the teachers.	9	74	60	52	5	3.15
		4.5	37.0	30.0	26.0	2.5	
28.	He did not make sure that all teachers performed the duty with commitment.	11	85	56	42	6	3.27
		5.5	42.5	28.0	21.0	3.0	
29.	He did not get a permission from the teachers before continuing an important work.	9	76	50	49	16	3.27
		5.5	42.5	28.0	21.0	3.0	
30.	He did not adjust the teacher's task.	10	76	57	40	17	3.11
		5.0	38.0	28.5	20.0	8.5	
Overall Min							3.20

Table 5 above shows the distribution of respondent's perception to the teacher's stress level in school organisation. The result of analysis shows that all items displayed an average level of min value. From the analysis, it is found out that every min value of the statement is around 2.97 until 3.54. The overall min of item for teacher's stress level is 3.20 which is a moderate level. This shows that not all teachers can handle the pressure when there is a change at school. The result of analysis showed that every teacher had a medium preparation for preparing any pressure that has to be faced. Therefore, teacher's stress still exists if the school party, like the headmaster that is stressed, will cause an emotional problem among the teachers at school.

Table 6:
Analysis of Result for the Level of Style of Headmaster's Leadership and Teacher's Stress at School
(Findings of Descriptive Analysis)

Variable	Average Min	Level
The Style of Headmaster's Leadership (Structural Dimension)	4.35	High
The Style of Headmaster's Leadership (Considerate Dimension)	3.58	High
Teacher's Stress Level	3.20	Moderate

Table 7:
 The Scale of Stress Level (Findings of Descriptive Analysis)

Scale	Category
1.00 – 2.33	Slight Pressure/Low
2.34 – 3.66	Fair Pressure/Moderate
3.67 – 5.00	Absolute Pressure/High

From the overall analysis above, it is found out that the level for the style of headmaster’s leadership in structural dimension and considerate dimension are at a higher level as shown in the table 6. Only teacher’s stress level is at a moderate level or fair pressure as shown in table 7.

On the other sides, inference analysis was used to obtain a result of hypothesis experiment that was built by researcher. One of the statistics that was used was Pearson Correlation. Results are shown in table below.

Table 8:
 Analysis of Result for the Relationship between the Style of Headmaster’s Leadership with Teacher’s Stress

Variable	Stress	P	Definition
Style of Headmaster’s Leadership	0.455	0.000	Moderate correlation, the connection is strong and firm.
Style of Headmaster’s Leadership (Structural Dimension)	0.433	0.000	Moderate correlation, the connection is strong and firm.
Style of Headmaster’s Leadership (Considerate Dimension)	0.413	0.000	Moderate correlation, the connection is strong and firm.

*Significant at level $p \leq 0.05$

Table 8 above showed that there is a significance relationship between teacher’s stress with the style of headmaster’s leadership (structural and considerate dimension), that is every relationship shows its own significant value 0.000 which is less than the level of significant (0.05). Based on the table above, it is discovered that a connection between teacher’s stress and the style of headmaster’s leadership (structural and considerate dimension) has a moderate correlation value, strong and firm connection. And also the connection between teacher’s stress and the style of headmaster’s leadership has a moderate correlation value, strong and firm connection.

DISCUSSION, IMPLICATION, AND CONCLUSION OF THE STUDY

The first objective of this study was to identify the style of headmaster’s leadership from the teacher’s view whether structural or considerate style. The result of this study found out that the style of headmaster’s leadership from the view of 200 respondents among the teacher’s was a high level at structural style (min = 4.35) and considerate style (min = 3.58). This result is supported by the study that was

conducted by Suaidah Ahmad (1983) who had found out that the percentage of headmasters that practiced the act of consideration and structural main drive was high.

While the second objective was to identify the level of teacher's stress. The result of this study discovered that the level of teacher's stress according to the view of 200 respondents among the teachers was at a moderate level or absolute pressure (min = 3.20). The third objective of this study was to identify whether there was a significant relationship between the styles of headmaster's leadership with teacher's stress. Therefore, there was a relationship between the styles of headmaster's leadership with teacher's stress. According to Rowntree, as cited in Mohamad Najib Ghafar (1998), this value showed a moderate relationship. The result of this study supported Sadri Hj Kormin's study (1998) who had found out that the headmasters tend to have a positive relationship with the teacher's work pressure.

Suaidah Ahmad (1983) also discovered that the behaviour for structural main drive was related to the pressure in a positive way. The level for the style of headmaster's leadership (structural and considerate dimension) was at a high level. Only the level of teacher's stress at a moderate level. The result for the hypothesis experiment that was conducted discovered that all hypotheses for this experiment were rejected. The result of this study showed that there was a significant relationship between the style of headmaster's leadership (structural and considerate dimension) with teacher's stress.

This study was conducted as an effort to increase and expand more knowledge about the style of headmaster's leadership from the dimension that emphasised on structure and consideration and its relationship with the level of teacher's stress according to the style of headmaster's leadership. This matter needs to be known to observe the level of teacher's stress according to the style of headmaster's leadership through the view of teacher. This matter is necessary for the party that is related with education program whether school, district education office, state or ministry to plan a preventing program so that the teacher's stress is in a controlled situation.

This part will discuss the implication and conclusion of the study. Based on the study, it was discovered that the style of headmaster's leadership in both dimensions, structural and considerate was high according from the teacher's view. Some of the items in both dimensions have min. value around 3.00 until 4.00. This showed that the headmaster in schools, that are studied, had practiced a high style of headmaster's leadership in both dimensions.

This study also found out that there was a significant relationship between the style of headmaster's leadership (structural dimension) with the teacher's stress level ($r = 0.433$ and $p = 0.000$). This relationship was at a high level which meant the higher the style of headmaster's leadership (structural dimension), the higher the teacher's stress level. However, the level of teacher's stress was different according to the items in the inquiry form since the relationship was at a moderate correlation only.

This study discovered that there was a significant relationship between the styles of headmaster's leadership (considerate dimension) with the teacher's stress level. The result of this study found out that whatever the style of headmaster's leadership, there is must for a teacher feels an extreme pressure. This was shown by the result of study that showed a high level ($r = 0.413$ and $p = 0.000$). The relationship was a moderate correlation and had strong and firm connection. It explained that why the relationship between the styles of leadership for both dimensions with teacher's stress level was at a high level and there was a significant relationship. According to the study that was conducted by Azizi Yahya Shahrin Hashim *et al.* (2007), it was discovered that the teacher's stress level had an influence with the style of headmaster's leadership. The factor that was identified as the main factor for work stress among the respondents was the discipline problem among students (min = 3.43). This was followed by the factor of the restriction of time and source (min = 2.97), appreciation factor (min = 2.90), and interpersonal factor (min = 2.85).

Teaching is a profession that needs knowledge and the practice of psychological knowledge because this career relates directly to human. Watts and Short, as cited by Noorazifah bt Md Suandi (2008), said that a long condition of stress could cause an individual to retreat from his/her work whether in physical or psychological way. Thus, a step to control the emotion was necessary for every individual.

According to Mohd Azhar Abd Hamid (2004), the first step in adapting to the stress was to identify the level of pressure that was experienced. This step can be done by understanding the process and effect of pressure, identifying the main causes of pressure, identifying and knowing when the pressure occurs or will occur, creating several ways to overcome the pressure, training ourselves to overcome the pressure with the way that is already determined, and knowing the form of pressure that can help us to expand our potential. An individual needs to know him/herself first so that he/she can handle the pressure that is faced. The ability to know ourselves and handling the pressure will make an individual can overcome any form of pressure in the state of stable emotion.

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