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FACTORS INFLUENCING ORGANIZATIONAL STRESS AMONG EDUCATORS IN HIGHER EDUCATION OF BRUNEI DARUSSALAM [captalise, font 16 ;centered; bold]

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Abstract [bold;12;single space after]

This study aims to understand the factors influencing organizational stress among teachers in higher education in Brunei Darussalam. The targeted population of this study were teachers of higher education in Brunei. The problem being addressed in this study is that organizational stress has increased and according to past research, organizational stress can be caused by work environment, family-work interaction and professional and competence development. This research was a quantitative study and data were collected from a sample of 198 respondents, among teachers in higher education in Brunei, whereby the data were analyzed by the use of SPSS. The findings revealed that work-environment, family-work interaction and professional and competence development has a significant relationship with organizational stress. The findings in this study were also supported by the results from prior research. [100-250 words; font 12]

Keywords: Organizational Stress, Work Environment, Family-work Interaction, Professional and Competence [bold Keywords;12;single space before and after]

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1.0 Introduction [bullet on main sub-heading; bold;12 font]

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Organizational stress has been very common to teachers in today's era. With an increased in roles and responsibilities, it can be said that teaching can cause stress to teachers. This is supported by Barabanshchikova, Meshkova & Surova (2014) whereby there are many factors that can contribute to organizational stress among teachers which makes the teaching profession as one as the most stressful social activities among other jobs. Organizational stress has an impact on the student and to the contribution that such institutions can make to society. Stress can affect the performance of the organization by reducing the productivity and efficiency, which can affect the organization negatively (El Shikieri & Musa, 2012). According to Kakada and Deshpande (2018), in reference to Rose (2003), longer working hours, lack of organizational support, pressure from supervisors and colleagues as well as changing the organizational structure can reduce the performance of the employees and can contribute to high level of organizational stress.

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There is no past research that has studied in organizational stress in Brunei Darussalam. The relationship between work environment, family work interaction and professional and competence development are still indistinct. Thus, this study will study the relationship between each of the factors to organizational stress among teachers in higher education in Brunei. The general objective of this study was to identify the effect of work environment,

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family work interaction and professional and competence development on organizational stress among teachers in higher education in Brunei. Specific objectives are:-To examine the relationship between work environment and organizational stress,To examine the relationship between family work interaction and organizational stress, To examine the relationship between professional and competence development and organizational stress
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2.0 Literature Review
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The purpose of this research was to examine the factors that affect organizational stress among teachers in higher education in Brunei. In this chapter, past relevant literatures related to the topic will be illustrated corresponding to the topic presented. In addition to that, three independent variables will be illustrated which are (1) Work Environment, (2) Work-Family Environment and (3) Professional and Competence Development will be discussed along with the research framework of this research.

2.1 Definition of organizational stress [subsequent sub-headings, non-bold]

Organizational stress occurs when employee do not have the capabilities to fulfil the environmental demand (Ongori & Agolla, 2008). According to Areekkuzhiyil (2014) in reference to Cooper and Marshal (1976), organizational stress includes the "environment factors such as work overload, role ambiguity, role conflict and poor working conditions associated with a particular job." Organizational stress is the outcome of when an employee could not keep up with his or her work, and when work demand and pressures do not match with their knowledge and abilities. It may be because of the little support they get from their supervisors or colleagues. Kyriacou (2009) highlights that stress is contributed by the experience of negative emotional states, such as, frustration, worry and anxiety, which will lead to depression in work related. According to Dhar and Magotra (2018), daily workload, isolation, longer working hours, negative working environment and poor relationship between the co-workers and management can contribute to organizational stress. (Wen Xin, et al., 2019). This statement is supported by the study of Chrito and Pienaar (2006) whereby work environment and organizational support can contribute to organizational stress. Moreover, Gulzar, Qamar, Arshad and Haider (2019) states that there are many factors that can contribute to teachers' stress, and it can be separated into individual and organizational stressors. According to Hastings and Bham (2003), there are physical stressor and managerial pressures. Physical stressor include noise at workplace, swarming, large size of class and youth brutality. The consequences of organizational stress are conflict among the employees, changing jobs, burnout, decrease in work performance and less effective interpersonal relations at work.
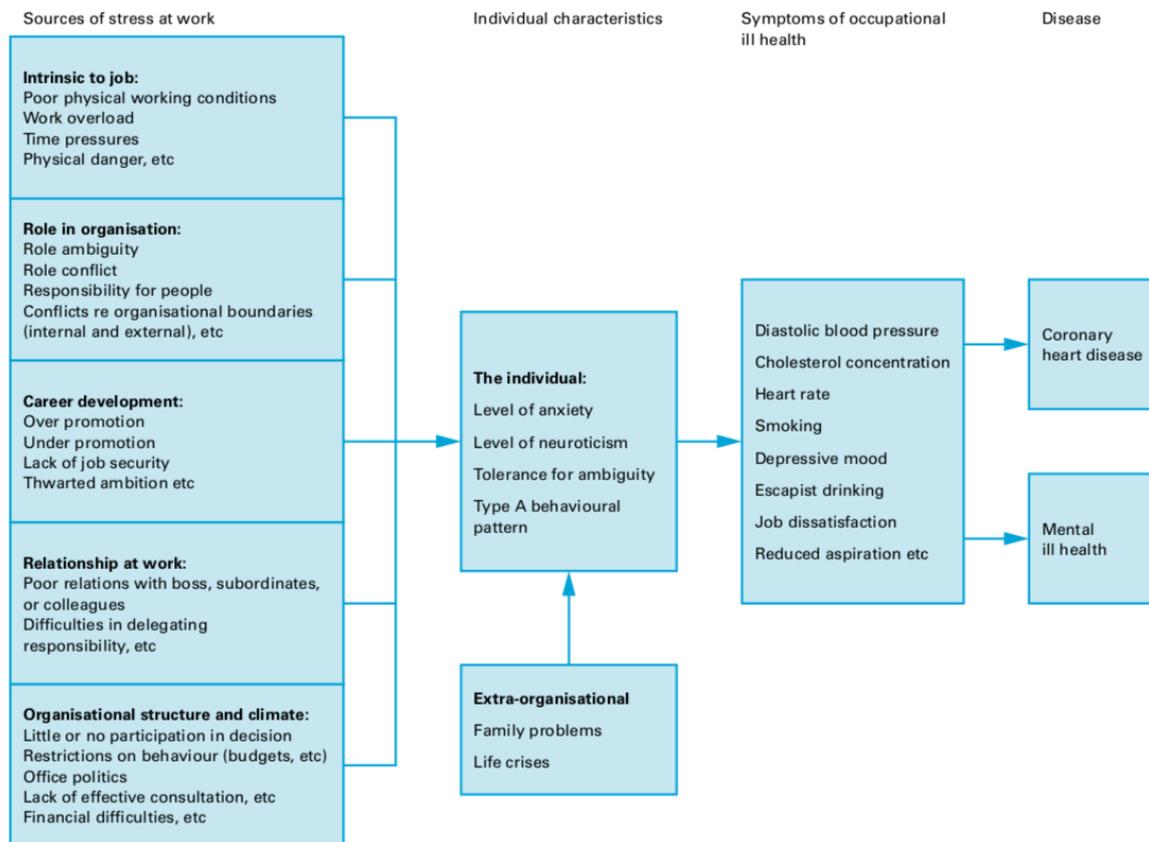
Figure 1 A model of stress at work.[1]

Figure 1. A model of stress of work (Baker, 1985) [12 font size; state under the figure, illustration, outline, etc]

This research study used primary data based on theoretical framework and literature reviews and was based on positivism philosophy. Primary data is acquired when the researcher is taking part of the data collection, or it is done through his command. Quantitative research is utilized to evaluate the problem by method for creating numerical information or information that can be changed into useful statistics. It is used to quantify attitudes, opinions, behaviours and other defined variables – and generalize results from a larger sample population. Moreover, quantitative research is more structured compared to qualitative research. (DeFranzo, 2011). The data for this study was collected through questionnaires which were managed electronically using the internet as it is more convenient, cost-efficient, no pressure, greater anonymity, and it can cover from a large audience. (Debois, 2016). The survey enables the researcher to gather a vast amount of data from a sizeable target population. The data can be analysed using descriptive and inferential tools. (Datt, 2016) The questionnaires will be written in English as English is the medium of instructions used in every school in Brunei. The main focus of the questionnaires will be on teachers in secondary schools without any limitation on the genders. The questionnaires will have five main sections. The questions in Section A, B, C and D are based on the factors affecting organizational stress meanwhile for Section E, the questions are based on the respondents' demographics such as age, gender and education level. The targeted group for this research were teachers in higher education in Brunei. Sampling will be on the overall population of primary and secondary teachers in Brunei. The main respondents for this study were teachers in higher education in Brunei, and the questions are based on how work environment, family-work interaction and competence and professional development influenced organizational stress. In this study, non-probability sampling will be

used. Random sampling will be involved as there is no limitation on genders, as long as they are working in higher education in Brunei. The table below shows the research instrument for each of the variables. The questionnaire consists of 20 questions and five sections. Section E is a set of questions only for demographic details of the respondents. The questionnaires are based on a 5-Likert scale, and the questions are mostly designed with the interval scale of q

Table 1. Research Instrument [state heading above table]

Section	Variables	Item	Scale	Source
A	Organizational stress (DV)	5	5 Point	Sabherwal, Naina; Ahuja, Deeya; George, Mohit; Handa, Arjun (2015)
B	Work Environment (IV)	5	5 Point	Oteer, Rabee (2015)
C	Family-Work Interaction (IV)	5	5 Point	Erdamar, Gürcü; Demirel, Hüsne (2014)
D	Professional and Competence Development	5	5 Point	Akram, Dr. Muhammad; Malik, Muhammad Irfan; Sarwar, Dr. Muhammad; Anwer, Dr. Muhammad; Ahmad, Fayyaz; (2015)

8.0 References [APA referencing; hanging indent 0.5; single space]

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