

FACTORS THAT IMPACTS ON WORKING PRESSURE OF TEACHERS IN ENSINO SECUNDARIO GERAL SÃO FRANCISCO DE ASSIS

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ABSTRACT

The purposes of this research are to identify the internal and external factors and to discover the fatór internal no fatór external oppresses on teachers Ensino Secundário Geral São Francisco de Assisi Fatuberliu in 2019. This research is using a quantitative approach. All the teachers at Mentioning School become population meanwhile 20 of them are samples. It determines through random sampling. The data collected through interviews and questioner. This instrument that research arranged based The technique of analyzing the data used SPSS 21 for Windows. The result of the research proved that oppression influence on teachers services with score and interval class is $154,5 > X < 174,75$. This means a high category because total frequency = 8 (40%) with normal category are frequencies = 5 (25%). It showed a category higher 4 with 20% and minimum category are 3 (15%); the two factors that used to is internal and external factors. It proves that factors external especially salary become oppression for the teachers with frequencies = 7 (35%). It can be concluded that category is high because frequencies = 8 (40%) and the climate of the works is highest because total frequencies = 10 (50%). This is the more influential factor of oppression on teachers.

INTRODUCTION

Developing education quality needs effort from each one, including teachers. The teachers become the first person to transfer the skills and knowledge to the student. It means that the teacher is the first one in rotating the education curriculum. Because the teachers have the capacity and competence to help a student through education. Furthermore, the main task of the teachers is to educate the student in

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elevating their human resources. Serving to attend the student, teachers have many methods and competence such as patient, the spirit of educative, and motivated. Mirroring at this moment, Timor Leste is on the processing of development including the national education system.

National education needs to set the priority of elevating the capacity of formators in a specific area, especially in the Portuguese language. Based on education law Chapter 2, session 1 article 8 emphasized of using Tetum and Portuguese as the education language. This legal basis urged each teacher to capacities them-self in mentioning the language in order to guide the student in obtaining skills and knowledge. The services of the teachers depend on internal and external factors.

Based on the two factors above the researcher focus on four indicators such as privacy, attitude, salary and working climate. Service become indicators of responsibility of individual and group work. Working as an instrument to obtain the object of the organization (Barnawi & Arifin, 2014). Services of the teachers rooted in the Constitution of the Republic of Timor Leste article 50 (Parlament, 2002) states that every citizen has the right and obligation to choose a profession. It means that each teacher works based on their capability and competence.

The teacher is an individual that has the spirit to be educators, Trainor, orientation, advisor, innovator, model, researcher, motivator, and etc. However some of the teachers did not realized their obligation as a teacher. This reality this obligation is not really going well according to expectation in Ensino Secundário Católico São Francisco de Assis Fatuberliu. At that school teacher faced at least three challenges such as lack of knowledge in Portuguese. It because Language becomes as key to develop curriculum, science and technology; Teachers have low motivation to work because their salary no sufficient to fulfill their basic needs; the Working attitude of teachers is not effective because they do not feel enjoy in the team working under regulation. The rules without job descriptions make teachers feel conscious of their duty. Therefore, the principal of the school needs to formulate the job description of each teacher for the effectiveness and efficiency of teaching.

The description raised two questions such as what is the internal and external oppression of teachers in Ensino Secundário Geral São Francisco de Assisi Fatuberliu? What is the indicator of that oppression?

LITERATUR REVIEW

1. Working Preasure

Kreitner and Kinicki (2010) describe pressure is an active process. Pressure has a relation with the characteristic and individual psychological process as an external Consequence of each action. This condition has an impact on the psychological and physical of anyone. Robbins (2003) stated that pressure as a dynamic condition that individuals encounter in relation to others. Robbins (2003) divided working pressure symptoms into three parts namely: (a) Physical Symthoms as pressure that caused sick inside the body that gives the signal; blood pressure, headache and heart attack. (b) Psychology Symthoms caused, nervous, angry, boring, moody, disappoint, jealous and etc. (c) Attitude symptoms that caused changing in relation to others (Kapıkıran1 & Kapıkıran, 2016).

Source of pressure according Gibson (1992) as follows: stress because of physical environment such as atmosphere pollution; individual pressure as result of war, working stress, responsibilities stress, working is not improving; group pressure come from the bad relationship in the group especially in the workplace; Organization pressure in relation to the recognizing and avoidance of individual's the idea in organization (ASCA, 2015).

Based on the definition above, it can be a resume that pressure is a condition that individuals face as a physical and mental sickness. This "sickness" comes from the work that individuals get from authorities. The result of this working not success as well.

2. Teacher

The teacher is an individual that has skills and knowledge in a specific area and has a willingness to transfer to the student. It also becomes an important component in the education area. The teacher can transform their education quality to the student. It enables the student to deal with the challenges in their life. The teacher has the capacity to teach and to guide the students to be able to develop their characters and science. These skills encourage the student to change their life in the future (Caprara et al., 2013; Verger & Zancajo, 2016).

Syaiful (2009) described that teacher everyone that has the capacity and take responsibility in the effort of educating student individual and classical as well. The teacher also has the authority and responsibility to educate students. The responsibility that the teacher has become a challenge for them. It because the teacher needs specific competence, knowledge, ability and attitudes as an indicator of capabilities as professional teachers. Competence is understood as all the knowledge, creativity, and attitudes that been developed by the student as a result of the guidance from the professional teacher (Syaiful, 2009). Danin & Khairil (2010) and Amaral (2016) stated that the function of the teacher as follows: motivator, innovators, evaluators and administrator in the education system (Froiland et al., 2012; Vero & Puka, 2017).

Rachmawati & Daryanto (2013) formulated 6 indicators of teacher's working capacities as follows: capacity of planning for study and preparation for teaching, knowing well the subjects of teaching for their student, know teaching strategy, give homework to the student, capacity of controlling class, capable of giving the value and evaluation to the student.

Based on those understandings can be summarized that teachers as a professional person that work in education area such as teaching, training, orienting, advising, counseling, innovating, and as a rule model in all teaching and learning process at the formal and informal education system.

METHOD

The method that used in this research is quantitative (Tan et al., 2016). The populations of this research are all the students of grade 11 in Ensino Secundário Católico São Francisco de Assis Fatuberliu and the sample of this study is 20 students. The data collection used instrument interviews and observations that arranged. The instrument that used to collect data is questioners, observation and

documentation. This research uses descriptive analysis (Levitt et al., 2018). It based on the purpose of the research is to describe the data. Hadi (1989) formulate the determination calcification score as follows:

$$I = \frac{V_{\text{Max}} - V_{\text{Min}}}{K}$$

This description to know structure presentation some phrases. It to describe the percentage of the condition that been suggested especially the subject and object of research. Arikunto (1998) defines the initial technique about factor the affects on teaching capacity and to know steps as follows:

$$PD = \frac{n}{N} \times 100 \%$$

The result of the quantitative calculation as mentioned above to continue the character of quantitative, especially identification factors that impact on working pressure.

- a. Maximum Percentage : $(4/4) \times 100\% = 100\%$
- b. Minimum Percentage : $(1/4) \times 100\% = 25\%$
- c. scale Percentage : $100\% - 25\% = 75\%$
- d. Interval class Percentage : $75\% / 4 = 18,75\%$

Category descriptive percentage that obtain should be clasify as follows:

81,28 – 100	Excellent
62,52 – 81,27	High
43,76 – 62,51	average
25,00 – 43,75	low

RESULT

1. Teachers Working Pressure

The working pressure of the teacher in Ensino Secundario Geral São Francisco de Assis Fatuberliu discover through score their working pressure. To know better the result of the working pressure. Each response to the questionnaire is explained as follows:

Table 1 Descriptive Interval

		Frequência	Percentage	% válido	% cumulative
Válido	114 - 139	4	20,0	20,0	20,0
	140 - 165	6	30,0	30,0	50,0
	166 - 191	9	45,0	45,0	95,0
	192 - 218	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

In relation to the table showed that interval value from 114 – 139 and total frequency 4 (20%), interval 140 – 165 total frequency 6 (30%), interval 166 – 191 total frequency 9 (45%) and interval 192 – 218 total frequency 1 (5%). Also, the frequency of the descriptive statistic data descriptive as follows table:

Table 2 Description Frequency teachers working pressure

		data	Interval
N	Válido	20	20
	invalid	0	0

Medum	158,70	2,35
Above Medium	166,00	2,50
Mode	130 ^a	3
Standard Deviation	20,805	,875
average	81	3
Mínimum	114	1
Máximum	195	4
excellent	3174	47

a. Ha vários mode. Low values of the master

Table 2 show that minimum values = 114, masimum value = 195, medium value = 158,7 and value of standard deviation = 20,805. It means the total frequency teachers working presure factor devided into 4 categories:

Table 3 Teachers working presure

Category	score	Frek.	%
Highest	$X \geq 174,75$	4	20
High	$154,5 \geq X < 174,75$	8	40
medium	$134,25 \geq X < 154,5$	5	25
low	$X \leq 134,25$	3	15
Total		20	100%

To know better teacher working pressure categories description in Ensino Secundario Geral São Francisco de Assis Fatuberliu. Table 3 shows that the teacher working pressure at highest level = 20%, High = 40%, medium = 25% and low = 15%

2. Teachers Working Pressure Factors

a. Internal Factors

1) Privacy

In this research, the researcher analyzed the factor that impacts teacher working pressure. The result showed the privacy factor is explaining as follows:

Table 4. Interval Description

		Frequênce	%	% válid	% Cumulative
Válid	28 - 34	5	25,0	25,0	25,0
	35 - 41	12	60,0	60,0	85,0
	42 - 48	3	15,0	15,0	100,0
	Total	20	100,0	100,0	

Table 4 displayed that interval factors from 28 – 34 with a total frequency of 25%, interval 35 – 41 total frequency 60%, no interval 42 - 48 total frequency 15%.

Tabel 5 Estatistic of Privacy Factors

		privacy	Interval
N	Válid	20	20
	Invalid	0	0
Medum		37,10	2,05
Above Medium		38,50	2,00
Mode		39	2

Standard Deviation	5,220	,945
average	17	3
Mínimum	28	1
Máximum	45	4
excellent	742	41

Table 5 showed that minimum values= 28, maximum values = 45, medium values = 37,10 and estandard deviattion values = 5, 220. It displys that total frequences privacy factors has 4 categories:

Table 6 Privacy factors

Category	score	Frek.	%
Highest	$X \geq 40,75$	5	25
High	$36,5 \geq X < 40,75$	8	40
medium	$32,5 \geq X < 36,5$	2	10
low	$X \leq 32,5$	5	25
Total		20	100%

Table 6 displayed that teacher working pressure categories description in Ensino Secundario Geral São Francisco de Assis Fatuberliu. Table 3 shows that the teacher working pressure at highest level = 25%, High = 40%, medium = 10% and low = 25%.

2. Attitude

Here, the researcher analyzed attitudes that pressure of teacher working. The result of attitudes analysis is displayed in the following table.

Table 7 Description of Interval

		Interval			
		Frequência	%	%m válida	% Cumulative
Válid o	25 - 30	8	40,0	40,0	40,0
	31 - 36	4	20,0	20,0	60,0
	37 - 42	8	40,0	40,0	100,0
	Total	20	100,0	100,0	

Table 7 displayed that interval factors from 25 – 30 with total frequency 40%, interval 31 – 36 total frequency 20%, no interval 37 - 42 total frequency 40%.

Tabel 8 Estatistic about attitudes factor

		Attitude	Interval
N	Válid	20	20
	iinvalid	0	0
Medum		33,10	2,00
Above Medium		36,00	2,00
Mode		36 ^a	1 ^a
Standard Deviation		6,439	,918
average		19	2
Mínimum		23	1
Máximum		42	3
Excellent		662	40

a. Ha várian model. Low lavue of master

Table 8 showed that minimum values= 23, maximum values = 42, medium values = 33,10 and estandard deviattion values = 6, 439. It displys that total frequencies attitude factors has 4 categories

Table 9 Attedude FActors

Category	Score	Frek.	%
Highest	$X \geq 37,75$	8	40
High	$33,5 \geq X < 37,75$	4	20
medium	$29,25 \geq X < 33,5$	1	5
low	$X \leq 29,25$	7	35
Total		20	100%

b. External Factors

1) Salary

The researcher analyzed about salary factor that pressure on teacher working. The result shows the following table.

Table 10 Description Interval

		Frequência	%	% válida	% Cumulative
Válido	11 - 14	3	15,0	15,0	15,0
	15 - 18	5	25,0	25,0	40,0
	19 - 22	5	25,0	25,0	65,0
	23 - 26	7	35,0	35,0	100,0
	Total	20	100,0	100,0	

Table 10 displaid that interval factors from 11 - 14 with total frequency 15%, interval 15 - 18 total frequency 25%, and interval 19 - 22 total frekuence = 25%, %, and interval 23 -26%. = 35%

Tabel 11 Estatistic about Salary

	Salary	Interval
N	Válid 20	20
	Invalid 0	0
Medum	19,35	2,80
Above Medium	19,00	3,00
Mode	19 ^a	4
Standard Deviation	4,705	1,105
average	15	3
Mínimum	11	1
Máximum	26	4
Excellent	387	56

a. Ha várias modas. O menor valor é mostrado

Table 11 showed that minimum values= 11, maximum values = 26, medium values = 19,35 and standard deviation values = 4,705. It displays that total frequencies attitude factors have 4 categories

Tabela 12 Salary Factors

Categories	Eskor	Freq.	%
Highest	$X \geq 22,5$	7	35
High	$18 \geq X < 22,5$	5	25
medium	$14,75 \geq X < 18$	5	25
low	$X \leq 14,75$	3	15
Total		20	100%

2) Working Climate

Here, the researcher analyzed the working climate that pressure on teachers working. The result showed in the next table.

Table 13 Description Interval

		Frequência	%	% válida	P% Cumulative
Válido	16 - 21	3	15,0	15,0	15,0
	22 - 27	5	25,0	25,0	40,0
	28 - 33	5	25,0	25,0	65,0
	34 - 39	7	35,0	35,0	100,0
	Total	20	100,0	100,0	

Table 13 displayed that interval factors from 16 - 21 with total frequency 15%, interval 22 - 27 total frequency 25%, and interval 28 - 33 total frequency = 25%, %, and interval 34 -39%. = 35%

Tabel 14 Estatistic about Working climate

	Working climate	Interval
N	Válid	20
	Invalid	0
Medum	30,65	2,80
Above Medium	31,50	3,00
Mode	27	4
Standard Deviation	4,771	1,105
average	21	3
Mínimum	16	1
Máximum	37	4
Excellent	613	56

Table 14 showed that minimum values= 16, maximum values = 37, medium values = 31,50 and estandard deviation values = 4,771. It displays that total frequencies attitude factors has 4 categories

Table 15 Working climate

Category	Score	Frek.	%
Highest	$X \geq 31,75$	10	35
High	$26,5 \geq X < 31,75$	9	25
medium	$21,75 \geq X < 26,5$	0	25
low	$X \leq 21,25$	1	15
Total		20	100%

DISCUSSION

The result of the research proved that teachers working pressure frequencies been score and interval $154,5 \geq X < 174,75$ with highest and total frequencies are 40% compared with medium category with total frequencies are 25%, the low category is 15%. Furthermore, teachers, working pressure got influenced by internal and external pressure. Internal pressure composed of privacy and attitudes and external pressure composed of salary and working climate. These two factors have an impact on teachers' working pressure. Therefore, the result of the research proved values of frequency is highest than $36,5 \geq X < 40,75$ by high category. It showed high calculation because total frequencies are 40%. This proved that teachers in Ensino

Secundário Geral São Francisco de Assis Fatuberliu with high privacy because they did not open to each other.

The privacy influenced teacher attitude with a total frequency of 40%. This indicated that teacher gets working pressure because their attitude is proper as teachers. It encourages leaders to keep an eye on them to change their psychological attitudes (Steinberg, 2007; Milojev, Osborne, & Sibley, 2014). As mention in the literature review, the psychological pressure of students brings negative impact on teachers working pressure. The external indicator inducing salary impact of teacher working pressure as previous research showed that the low low salary impact on working pressure. This finding showed that salary influence working pressure, the total frequencies 35% then the high-frequency category is 25% and the low category is 15%.

Furthermore, the working climate gave pressure to teacher working pressure in Ensino Secundario Geral São Francisco de Assis Fatuberliu. The calculation showed the working climate also gives pressure to the teacher working pressure with a total frequency of 50% compare with high category total frequency are 45%. The previous research showed that the climate of working also influences on working pressure. According to Soemitro (2003) salary, pension, honor and prize become a source of willingness and capacity of each one to work for fulfilling their necessary. The economic necessary motivates a person to work hard to get many for the needs of their family.

CONCLUSION

Based on the result of this research and discussion that mention above proved that internal factors such as privacy and attitude and external factors including salary and climate impacts on teachers working pressure. So, the researcher concluded three conclusions namely:

1. Pressure influenced on teachers working in Ensino Secundario Geral São Francisco de Assis Fatuberliu. It frequencies highest are score and class interval $154,5 \geq X < 174,75$ with high category because total frequencies are 40% compared with medium category with total frequencies 25%, and the low frequencies are 15%.
2. Internal factors that composed of privacy and attitude and external factors composed of salary and working climate impacts on teachers working pressure with a total frequency no are 35%. It compares a high category because the total frequency is 40% and the working climate with the highest category because the total frequency is 50%.
3. The factor that gives the highest influence on teacher working pressure is the working climate because its influence with the highest values of total frequencies is 50%.

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