

Principals' Leadership Style and Stress among Teachers with Intention of Leaving the Teaching Profession

ABSTRACT: The principal plays an important entity in the school's success. In order to produce an excellent school, the principal must pay attention to good working conditions for teachers. Factors of the principal's school management and leadership greatly affects aspects of teachers' satisfaction and their comfort in handling their jobs as a teacher in the school. This study aims to investigate the leadership style and stress among teachers with the intention of leaving the teaching profession. A total of 165 respondents were involved in this study. This study is a survey using quantitative methods. The questionnaire used in this study. Data were analyzed by computer software Statistical Package for the Social Sciences (SPSS) version 20.0 using *t*-test, one way ANOVA, and Pearson correlation analysis; and the data obtained are described through descriptive statistics and inferential statistics. The results showed a significant relationship ($r = .195, p < 0.05$) between the style of leadership with the intention of leaving the teaching profession. The results also showed a significant correlation ($r = .293, p < 0.01$) between teacher stress with the intention to leave the teaching profession among teachers. In addition, the study also showed that the intention to leave the teaching profession based on demographic factors of gender, age, education level, job category, and length of service among teachers is simple. At the end of the discussion, the researchers expressed some implications of the study and further research recommendations.

KEY WORDS: Leadership style, stress, intention of leaving the teaching profession, the role of teacher in Malaysia, and demographic factors.

INTRODUCTION

A massive development in each country lies critically on its place within the education and development agenda. Once you have signed the agreement as being an educator, it is certain rise and fall of a nation lies on his or her shoulder. Responsibility pledged not only to disseminate knowledge to students, but people usually expect more than that. It is undeniable that phrases like teachers are like candles that burn themselves to light the way for others since they are facing many challenges over the years until the present time. Indeed, the teacher not only undertake the task as teachers who are committed to teaching, but also educate and transform man named students who have not mastered the basic skills

of reading, writing, and arithmetic to be a successful man (Dirwan & Seman, 2001; and Ambotang, 2010).

Therefore, there is no denying that teachers need to handle all responsibility for achieving a more rapid development of the country. In embracing globalization without boundaries, the role of the teacher is needed because without them, progress to be achieved will be retarded. Teachers are given a role in the forefront to block everything that could undermine the country.

Through the perspective of community, great teachers are those who have high self-esteem, integrity, knowledgeable, efficiency, creativity, dedication, diligence, and competence in pedagogy and attitudes to

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continue to drive excellence. Teachers' ability to disseminate knowledge translated in appearance, attitude, and high self worth that will accelerate the appreciation of teaching and learning. A great teacher will be able to advance the profession of education and teaching at a higher level.

Responsibility and trust given to the teacher, then finally move the Ministry of Education (MoE) Malaysia to introduce the Education Development Master Plan (2006-2010) in the interest of upholding the teaching profession. Therefore, teachers need to be aware of the importance of their role in the educational arena to produce a method or a more high-impact strategies in strengthening the education community in our country.

Prime Minister, Datuk Seri Najib Tun Razak, at the launch of the Preliminary Report Education Development Plan 2013-2025, recently described the plan as a comprehensive and thorough. This long-term plan has outlined 11 shifts that must be addressed, include the transformation of teaching as a profession of choice and ensure high-performance leader stationed at each school (cited in *Mynewshub*, 13/12/2012).

Through the MoE Malaysia, the transformation of the education system developed by Education Development Plan 2013-2025, among others, aims to produce an education system based on five features aspirations of access, quality, equity, solidarity, and efficiency. In an increasingly competitive global environment, the country needs a transformation in the entire education system to meet the demands of developing countries under the New Economic Model (NEM), Economic Transformation Programme (ETP), and Government Transformation Programme (GTP).

RESEARCH BACKGROUND

The data, taken from the Ministry of Education (MoE) Malaysia in October 2012, stated that civil servants who worked as a teacher is of 412,720 people. This gives an impression that civil servant who works as teachers represent about 29 per cent over the total civil servants in Malaysia. This data also shows the number of teachers working

in Secondary Schools is of 176,407 people, whereas the number of teachers working at the Primary Schools level is the total of 236,313 people. Meanwhile, new data obtained from the Information and Communication Unit, the Sabah State Education Department found that the number of Secondary School teachers in the Sabah until 10 April 2013 stood at 15,033 people. Of this amount, a total of 6,143 people, or 40.86 per cent, are males and 8,890 people, or 59.14 percent, are females.

Meeting the challenges in the learning environment of the 21st century, the government through the MoE Malaysia has outlined a number of strategies in an effort to upgrade the teaching profession at the same profession as the top choice in the job market in the near future. Among the work that has been done, including the MoE Malaysia to increase the professionalism of teachers through the Special Program for the Teaching Diploma, Graduate Teacher Programme, Twinning Program of the Institute of Aminuddin Baki (IAB) with the University Officer Training Scheme and abroad, upgrading the lecturer in Teaching Institute that have basic degrees are encouraged to apply for scholarships for a master's degree or Ph.D., either locally or abroad, and many more. At the same time, educators are also offered with a variety of rewards and promotion opportunities as the post of the Outstanding Principal, Excellent Teachers, and promotional posts for "Time Base" (Ambotang, 2010).

Zaidatul Akmaliah Lope Pihie (2001) explains that one of the reasons there is a problem in school administration, when school leaders or less taking into account, the tendency of teacher dissatisfaction factors. A review taken from F.C. Lunenberg & A.C. Ornstein (2000) also found that leadership behaviors practiced by school leaders have a major influence on job satisfaction of the teacher. Abdul Shukor Abdullah (2004) asserts that elements of management and leadership are a key factor in achieving effectiveness and downs of school.

Thus, at the school level, principals are leaders, managers, and administrators who will perform a variety of functions and should have the competence and wisdom

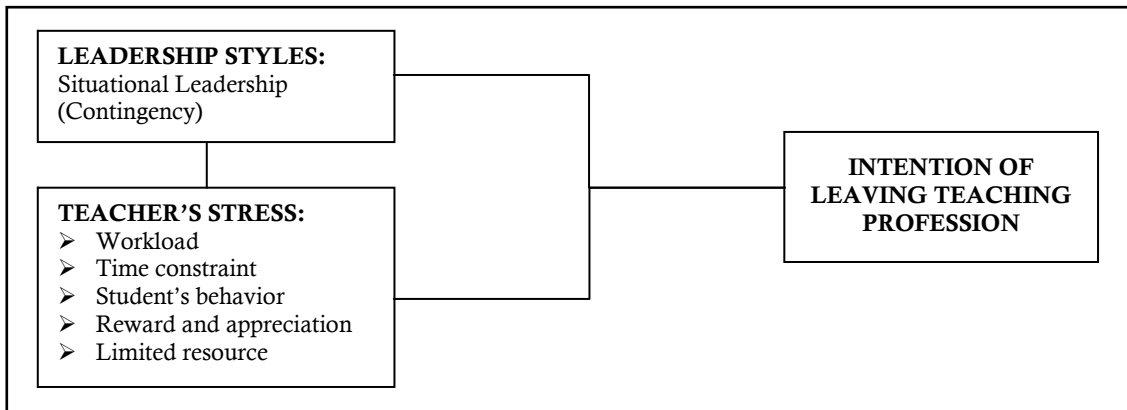


Figure 1:
The Conceptual Framework of Principal Leadership Styles and Stress among Teachers' Intention of Leaving the Teaching Profession

to affect leadership. In order to ensure there is an increase in productivity, teachers are burdened with multiple tasks and additional responsibilities. In 2005, the National Union of the Teaching Profession (NUTP) claimed that the level of stress among teachers in this country is a serious concern due to the increasing workload (cited in Mohd Noor, 2011).

Ishak Mad Shah (2004) states that the cause of the stress management in the workplace is the workload. We are currently making a progress in the field of knowledge-based economy, thus claiming the all educators to work even harder in terms of improving their level of knowledge, especially in education arena. In other words, the teacher demanded to change their view of their surroundings. Ishak Mad Shah (2004) was also stated that the cause of the stress management in the workplace is causing by workload.

To the extent that Malaysia is currently illustrates a massive progress in the field of the knowledge-based industries; claiming all educators to double up their effort to improve the level of their knowledge, especially in the education system. This change will certainly cause stress and workload among teachers. Massive reforms in education system happens in our country such as the implementation of education Curriculum for Primary Schools or KBSR (*Kurikulum Bersepadu Sekolah Rendah*), Integrated Curriculum for Secondary Schools (ICSS), the implementation of

the Teaching and Learning of Science and Mathematics in English or PPSMI (*Pengajaran dan Pembelajaran Sains dan Matematik dalam bahasa Inggeris*), life long learning, proposal for all students to passed in their requiring English, *Bahasa Malaysia* (Malay language), and uphold policies to strengthen English or MBMMBI (*Memartabatkan Bahasa Malaysia dan Memperkukuh Bahasa Inggeris*), and the implementation of the Standard Curriculum for Primary Schools or KSSR (*Kurikulum Standard untuk Sekolah Rendah*) has added more responsibilities and workload among teachers in schools.

Due to the changes which challenge teachers' traditional roles, responsibilities, practices, and a sense of professionalism with current teacher's workload and inefficiencies of managing multiple times of task in hand enough to explain the changes in the minds of the teachers of their future in the teaching profession.

However, Shuib Dirwan & Johari Seman (2001) indicated that teachers' work is easier, with shorter working hours and more school holidays. Instead, teachers perceived problems are faced with a various attitudes from their students, and their problem is also reflected in the comment from their student's parents and their attitudes towards the teacher. To make it even worst, teachers are now faced with an added responsibility of involving the higher authorities, governments, NGOs (Non-Governmental Organizations), and other

organizations that involved and a variety of personal problems causing these teachers intended to leave the profession early. In addition, teachers recount huge or excessive work load that is sometimes carried to the bedroom. Overtime is rarely appreciated not to mention the lack of incentives received by these teachers.

Based on the conceptual framework shown in figure 1, the focus of the study is the extent to which the independent variables of leadership style and teacher stress in a relationship with the intention of leaving the teaching profession. This means that the frame of this study is not meant to showcase the evaluation in terms of student outcomes such as improved productivity or increased brilliance, but more focused on the process of leadership played by school leaders to show the same to the perception of teachers on the development and future of their career. In addition, the study also provides a framework how stress factors under study could reflect the level of acceptance of teachers and implications for the teaching profession as a whole within the study population.

In the context of this research, the researchers are more emphasis on leadership style or contingency situations. Assuming the leadership styles and its different leadership model is better in any different situations and it flashed easily changed for the leaders to choose a style that suits the present situation that they want to apply. According to S.P. Robbins (2000), in his "Theory of Organizational Behavior", divide this situation into five main theories: (1) Theory of Fiedler; (2) Hersey and Blanchard's Situational Leadership Theory; (3) Leader-Member Exchange Theory; (4) Path-Goal Theory; and (5) Model-Leader Participation.

Based on previous studies, Mohd Kassim Ibrahim (2003), and adaptation in the context of education, there is no doubt that the study of leadership in terms of the behavior displayed by the leaders were able to identify a consistent relationship between the style of leadership behavior and their group performances. However, what is not taken into account regarding the situational factors that influence success and failure. For example,

the school principals in urban and rural area schools can demonstrate effective leadership, but in a different leadership styles.

How could this happen? The answer is both urban and rural areas are different in terms of infrastructure and access advantages and different environmental situations. Universal theory fails to take this into account. Principals who work in remote areas can be an effective leader, but is his leadership style can be effective in the urban schools areas? Probably not, situations change and leadership style will vary according to circumstances. Unfortunately, approach behavior (behaviorism) does not take the changes in the situation. Thus, the researchers are interested to learn more leadership situational based on the perception among secondary school teachers that involved in the study.

Effective leadership depends on the individual's right to condition, or the current situation, and the availability of appropriate groups for the current situation and the subordinate groups. Thus, the behavior of the leader, its followers or subordinates, organizational climate, and the goal should be taking into account. Situational leadership, or contingencies such leadership, is a leadership theory emerged because of the weaknesses and failure of leadership theories available.

Thus, through this theory assumed that different situations require personality patterns and styles of leadership to give a greater impact to be an effective leadership. According to Aminuddin Mohd Yusof (1990), situational leadership theory seems simple and can be applied in many situations. However, as shown in the theories that have been discussed before, the world-of-work is definitely a complex world because there are many factors that influence the relationship between leader effectiveness.

Meanwhile, S.P. Robbins (2000) predicts that leadership success is more complex than a set number of selected attributes or behavior. Failure to achieve a consistent result in a focus on the influence of circumstances or situations. The relationship between leadership style and effectiveness is proposing under situations A whereby X style is more suitable, while the Y style is more appropriate to the situation B, and

Z style is suitable in the style of C. But what is the situation A, B, C, and so on? It is one thing to say that effective leadership depends on the situation and other things to isolate the situation.

According to S.P. Robbins (2000) also, critical situations can influence leadership effectiveness. The development of contingency theory or situations involving variables such as the structure of the task being performed, the quality of the leader-follower relationship, the power of the leader, follower role clarity, group norms, availability of information, compliance against the leader, and follower's maturity variable stress that they possessed.

The stress variable covers very extensive discussion and present in a variety of contexts and situations in various stages. Various theories and models associated with stress. But, in the context of this research, it narrowed down the scope of the study to lead to stress faced by Secondary School teachers selected based on population. Therefore, the stress teachers discussed was the factor workloads, time constraints, bureaucratic students, appreciation, and support and lack of resources.

The principal plays an important entity in the school's success. As a leader, principals do not interact with the last of his subordinate staff in a positive and committed to the school. This assertion is supported by R.L. Andrew & J. Morefield (1991) and also Shahrin Hashim & Nordin Yahya (2008), who stated that in order to produce an excellent school, the principal must pay attention to good working conditions for teachers. They found that factors of the principal's school management and leadership greatly affects aspects of teachers' satisfaction and their comfort in handling their jobs as a teacher in the school (Andrew & Morefield, 1991; and Hashim & Yahya, 2008).

In addition, the skills or the ability to understand the style of his followers also an advantage to prevent or resolve problems related to human relations in organizations (Subramanian, 2006). The main criterion of leadership is the ability to learn from experience to improve the ability to deliver their abilities.

There is a research that has been done

by Mohd Kassim Ibrahim (2003) on the relevance of the leadership style of the teacher job satisfaction; and through this research, it involve teachers and students in 61 schools using questionnaires and interviews. The study found that the directing leadership style is the dominant leadership style practiced in the schools, rather than participative leadership style, leadership style, and achievement oriented leadership style. The study also found that Path-Goal Theory is relevant to the study of leadership styles of secondary school principals (Kassim Ibrahim, 2003).

A study was conducted by Hussein Ahmad (1993) on leadership style involving over 154 respondents among the principals in Malaysia at Aminuddin Baki Institution. The results showed that there were significant differences on the practice of leadership styles of school principals in Malaysia. The study also shows that the dominant leadership style practiced by the principal is human-oriented (people-oriented-leadership style) and no significant relationship between leadership style and human oriented with their background factors such as gender, professional qualifications, experience, and location (Ahmad, 1993).

According to Hatta Sidi & Mohamed Hatta Shaharom (2005), the stress is a part of human life since time immemorial and it is unnoticed. It is a fact that stress changes over time. It is also commonly experienced by all people when you are in bad situation (Sidi & Shaharom, 2005). Meanwhile, B.L. Seaward (2006), according to its latest findings show that 70 percent to 80 percent of disease experienced by humans now are the effects of stress. The data presented by the National Center for Health Statistics reported in the year 2000 asserts that most problem of human disease correlates with stress (eg, cancer, heart disease, and stroke); and it is difficult to control and prevented with medication (Seaward, 2006). Stress requires comprehensive healing which include changes in lifestyle, thinking, emotional, spiritual, or behavior that takes long and strong commitment based on a systematic procedure.

S.P. Robbins (2000) also mentioned that stress can be seen in various ways and can be divided into three types of categories:

physiological, psychological, and behavioral. The management level does not bother the low-to-moderate levels of stress experienced by their employees. This is due to stress at this stage can improve the quality of work. But, if the level of stress is too high or too low for a long period of time, it can lower a person's morale; thus, their job performance and satisfaction will decreased. Thus, the leader of the organization must take reasonable steps to overcome this problem.

M. Borg & G. Mark (1990) have found that in Britain, the phenomenon of stress in the teaching profession when a comparison was made with their other work; it shows that the teaching profession was found to have high levels of stress. This assertion is supported by data provided by the health and safety executive to support teaching is one of a very stressful job. It founds that 41 percent of teachers reported have a high stress level. This study compares the teaching profession with a career as a nurse who has a stress level of 31 percent; those, who involved in management work with 29 percent and in other professional and support field consist of 27 percent (Borg & Mark, 1990).

Based on the results of interventions carried out by the MoE (Ministry of Education) Malaysia, in 2012 found that there were about 530 people, or 0.128 percent of teachers in Malaysia, face a mental disorder due to stress. The findings also revealed that stress contributes to 24 percent of the 12 causes of mental disorder identified by the MoE Malaysia. The implementation of the transformation of education and education reform has previously made the role and responsibility of the teacher to be larger, challenging, and more complex. Due to the challenges and increased responsibilities and changing curriculum and the new curriculum in the education system is often associated with the phenomenon of teachers decided to change their careers and retire earlier (Syed Sofian Syed Salim & Rohany Nasir, 2010). This shows that this stress has caused many problems that lead to the intention to leave the profession.

According to the NUTP (National Union of the Teaching Profession)'s research in 2005,

in related to stress among teachers, found that the teaching staff who work in stressful conditions is around 69 percent of the total respondents which is 9,328 teaching staff (cited in *Utusan Malaysia*, 16/1/2006; and Mohd Noor, 2011). The study found that among the factors that cause stress among teachers are the workload, time constraints, student's behavior, appreciation, and support and lack of resources.

Many studies conducted related stress among the teachers (Fitri Shahari, 2006; Valli & Buese, 2007; Lemaire, 2009; and Mohd Noor, 2011) relate the stress among teachers can have greater impact on their career. A research has also been conducted by Woo Sew Fun (2008) on the factor that drives the working pressure (stress) among teachers of SJKC (*Sekolah Jenis Kebangsaan China* or Chinese Vernacular School) in Malaysia, involving 50 respondents in three schools in *Wilayah Persekutuan* (Federal Territory) Kuala Lumpur by using a questionnaire to obtain data. The results shows that the stress levels or stress experienced by teachers from the three schools selected to be at moderate pressure on the mean scores of 2.348 (Sew Fun, 2008).

Therefore, in this study showed that the main factor that causes stress is a factor of time constraints than other factors. This is due to the teachers tied to their profession, while at the same time are also burdened by other ancillary tasks that ultimately cause stress to teachers. Human relationship is vital to ensure the stability and harmony of an education system. Thus, the principal is the person responsible for creating a conducive atmosphere with his subordinates. Principals who are not skilled in interpersonal relationships would have problems to get cooperation or collaboration from the teachers.

Principals also often seem to ignore human relationships when appointed to that position. Principals should be able to distinguish the role of school administrators in the role of education managers. There are handfuls of professional principals who criticize and rebuke any teacher who is not a prudent manner and regardless of place or situation. As a result, some of the teachers who prefer to marginalize themselves, to be passive, do not

respect the head, and daring move to another school. So, unfortunately, there is a desire to leave the profession immediately, due to the effects of conflict between principals and their subordinates (Yahya, Yahya & Ismail, 2008).

A study done by H.C. Tan (1996), in related to stress among teachers working in Chinese Primary School in Gombak District, shows that the average level of stress in the teaching profession is at a moderate level. The study that has been conducted by Noor Azzuddin Aziz (1990), in regards with the relationship between job stress, job satisfaction, and propensity to quit among teachers working in rural areas using the quantitative methods, has been found that there is a relationship between job stress and job satisfaction in the teacher's career. The findings of the study by Syed Sofian Syed Salim & Rohany Nasir (2010), related to emotional intelligence on job stress and intention to stop due to excessive workload of the teaching profession, found also that emotional intelligence has a positive and significant relationship with the intention to leave the profession.

Other aspects such as social skills can be an important factor on the behavior of members of the organization, especially on one's devotion to career fields and organizations where they work. These skills need to be used by teachers to administrators, teachers and their colleagues, teachers and students, and parents of students have been able to prevent the teacher from teaching the intention of leaving their work early. A study conducted by Syed Sofian Syed Salim & Rohany Nasir (2010) also found that gender does not give effect to the intent variable pressure and resigned from the teaching profession. This is in line with the results obtained by Mohd Azhar (2004) shows that emotional intelligence of men and women are more alike than different. This indicates that gender does not give any effect on the level of emotional intelligence.

PROBLEM STATEMENT, OBJECTIVES, AND RESEARCH HYPOTHESES

Becoming a teacher is a noble career that is considered to be a profession that is coveted by many job seekers (Mad Shah, 2004). However,

it has also been highlighted that many teachers nowadays, who are serving in the profession, expressed their desire to leave the profession at an early stage. Ghazali Othman (1979) shows that there were approximately 38.7 percent of teachers in Malaysia are on the low level of job satisfaction is caused by high levels of stress and reduced morale and prompted to quit the job before their retirement.

According to the Teachers Service Unit, until 2004, there are many teachers have been applied to leave the teaching; and in 2003, there were 529 teachers who resigned from the profession and among them were 412 teachers have been resigned due to personal reasons. The effectiveness of a school in this country is closely linked to the performance of the principal leaders, whether it is efficient and effective (cited in <http://www.moe.gov.my/en/praperkhidmatan>, 5/4/2014).

Nursuhaila Ghazali (2007) says that the principal is a top leader in the school and they need to interact with teachers' attitudes to achieve their goals. Instead, schools nowadays are facing various problems and the complexity is also associated with a leadership style which is less prominent (Subramanian, 2006). Criticism associated with leadership ability for a long time should be no longer heard (Salwana Alias, 2010).

The findings of the study made by Azlin Norhaini Mansor (2006) reported that in some situations, the principals seem still less proactive, less creative, less innovative, often lose focus and concentrate on the actual goals of their management as often face the same problem. Azlin Norhaini Mansor also noted that there are some principals do not open up and show a passive attitude, particularly when facing management problems (Norhaini Mansor, 2006). Therefore, the leadership style may be one of the aspects that contribute to the desire for these teachers to leave the teaching profession.

According to the NUTP (National Union of the Teaching Profession) in 2005 review, in related with stress among teachers, found that the teaching staff who work in stressful conditions is 69 percent of the total respondents, which is comprise of 9,328 teaching staff (cited in *Utusan Malaysia*,

16/1/2006; and Mohd Noor, 2011). Moreover, much research related stress among the teachers, which includes Mohd Fitri Shahari (2006); L. Valli & D. Buese (2007); Woo Sew Fun (2008); J. Lemaire (2009); and Fazura Mohd Noor (2011), which relates the stress in teachers, can bring a greater impact on their careers. A string of challenges and increased responsibilities in the education system is often associated with the phenomenon of teachers decided to change their careers and retire earlier (Syed Salim & Nasir, 2010). This shows that the stress has caused all sorts of problems down to a desire for many teachers to leave the teaching profession.

Research objectives of this study are: (1) to identify the desire to leave the teaching profession based on demographic factors such as gender, age, job category, education category, and length of service; (2) to investigate the relationship between leadership style with the desire to leave the teaching profession; and (3) to examine the relationship between teacher stress with the desire to leave the teaching profession

And research hypotheses of this study are: (1) H_{01} , "There is no significant relationship between the leadership styles with the desire to leave the teaching profession"; and (2) H_{02} , "There is no significant relationship between teacher stresses with the desire to leave the teaching profession".

RESEARCH METHOD

This research is using a quantitative method. Therefore, this study will be using a questionnaire as an instrument. Chua Yan Piaw (2006) states that a survey research strategy is appropriate in order to get a descriptive picture of the research. Meanwhile, according to Mohd Najib Abdul Ghafar (1999), a quantitative approach is based on categories, such as quantity and frequency of use scores in analyzing the data. Mohd Majid Konting (1990) noted that the questionnaire can be used to get the facts, beliefs, feelings, and desires. In addition, the questionnaire more practical use for large populations.

According Chua Yan Piaw (2006), the study of the relationship or correlation is intended to investigate the extent to which variations in one factor balanced with variations in one

or more other factors based on the correlation coefficient. Mohd Majid Konting (1990) states that correlation study examined the relationship between the variables that exist in a problem.

This study was to examine the relationship between variables; thus, giving researchers the opportunity to make a prediction score and explain the relationship between the variables. The research was conducted in all Secondary Schools in the district of Pitas, Sabah. In this study, it refers to a target group of the research activities carried out (Yan Piaw, 2006). The study populations are taken from all teachers from the Secondary Schools in the district of Pitas, Sabah. According to figures obtained from the Information and Communication Unit, the Sabah State Education Department or JPNS (*Jabatan Pendidikan Negeri Sabah*), total population (N) consists of Secondary School teachers who served in the Pitas district until the month of April 2013 was estimated 287 people. Sampling refers to the process of selecting a certain number of respondents from the population to the understanding of the properties of the sample in order to show the researcher to make generalizations about the properties of the sample population (Salant & Dillman, 1994; Sekaran, 2003; and Lee Chuan, 2006).

In determining the sample size of this study, the researchers refer to the determination of sample size tables provided by R.V. Krejcie & D.W. Morgan (1970). Therefore, based on the sample size determination formula of R.V. Krejcie & D.W. Morgan (1970), if the population is of (N) = 287, then the appropriate sample size is the sum of (S) = 165. However, to increase the level of confidence and to reduce the error to the findings, the larger the sample size used a total of 170 people. Therefore, in this study, a total of 170 questionnaires were distributed in person directly to the respondents. Out of the total number of forms that have been distributed, around 167 questionnaires were obtained and only 165 questionnaires only used as research data after the data cleaning process is done. In this study, the sampling method used was stratified random sampling and simple random sampling.

Stratified random sampling allows the study population is divided into sub-populations that do not overlap in terms of demographic characteristics desired.

A research instrument for the purpose of this study is using a questionnaire. It aims to collect as much data and information. The questionnaire is divided into four sections, namely: (1) Part A: demographic information; (2) Part B: to measure leadership style adopted from Mohd Kassim Ibrahim in 2003; (3) Part C: to see the stress level among teachers adopted from Fazura Mohd Noor in 2011 and Woo Sew Fun in 2008; and (4) Part D: focused on information about teachers desire to leave the teaching profession adopted from Sulin Eban@Suelyn in 2004.

This questionnaire is using five point Likert scale. The data collected through questionnaires were analyzed using the computer software of SPSS (Statistical Package for the Social Sciences) version 20.0 for the validity and reliability of the instrument. Data were analyzed using two statistical methods of descriptive statistics and inferential statistics. Descriptive statistics were used because the data generated can be considered as a summary of the entire set data. It also can provide information directly and easily (Walsh & Fisher, 2005).

In this study, descriptive data analysis is used to describe the demographic information of the respondents' gender, age, job category, education level, and length of service in terms of frequency, percentage, and mean score. Inferential statistics such as independent t-test, oneway ANOVA, and Pearson correlation (r) were used in analyzing the data. The test was to see the score of the intention to leave the profession based on the gender of male and female. Pearson correlation analysis (r) was to determine the strength of the relationship between the dependent variable, namely the desire to leave the teaching profession with the independent variables of leadership style and teacher stress level. This analysis was also used to determine the strength of relationship intention to leave the profession based on the principal situations leadership style and teacher stress factors (Yahya *et al.*, 2007).

A pilot study was conducted involving 30

respondents consisting of teachers working in the state of Sabah in Kota Kinabalu and Tuaran. The results obtained showed that the Cronbach alpha for the variable leadership style is 0.946, for teachers as a whole stress factor is around 0.891 to 0.950. Meanwhile, the Cronbach alpha for the variable intention to leave the teaching profession is 0.737. This means that, on a scale of F.J. Hair *et al.* (2007), shows an analysis of the instrument's reliability was good to excellent.

RESULT AND DISCUSSION

First, Intention to Leave the Teaching Profession Based on Demographic Factors.

The mean score analysis carried out for the variable means the desire to leave the teaching profession based on demographic factors such as gender, age, education level, job category, and length of service. Based on table 1, the results showed that the mean score ($M = 3.30$, $SD = .425$) were taken from the male respondents, while the mean score ($M = 3.25$, $SD = .543$) were coming from the female respondents.

A detailed analysis show, the mean score for intention to leave the profession by gender is at the average level. Thus, these findings showed that the intention to leave the teaching profession based on male and female among teachers was in a moderate level.

Meanwhile, based on table 2, the results showed that the mean score ($M = 3.30$, $SD = .455$) was showed in the age category of 21-30 years; mean score ($M = 3.27$, $SD = .562$) were taken from the age category of 31-40 years; mean score ($M = 3.27$, $SD = .208$) for the age category of 41-50 years; and the mean score ($M = 2.86$, $SD = .764$) for the age category of 51 years and above.

Advanced analysis shows the mean score for intention to leave the profession in each age category is located at the mean score ($M = 2.34 - M = 3.67$) which is at the average level. Thus, these findings showed that teacher's intention of leaving the teaching profession based on age demographics among teachers was shown in a moderate level.

In addition, by referring to table 3, the results showed that the mean score ($M = 3.09$, $SD = .706$) for the education category STPM

Table 1:
 Intention to Leave the Teaching Profession Based on Gender

Gender	N	Mean	Standard Deviation
Male	82	3.30	.425
Female	83	3.25	.543

N = 165

Table 2:
 The Intention of Leaving the Teaching Profession Based on Age

Age	N	Mean	Standard Deviation
21 – 20 years	72	3.30	.455
31 – 40 years	72	3.27	.562
41 – 50 years	19	3.27	.208
51 years and above	2	2.86	.764

N = 165

Table 3:
 The Intention of Leaving the Teaching Profession Based on Education Category

Education Level	N	Mean	Standard Deviation
STPM/Diploma	20	3.09	.706
Undergraduate	141	3.31	.443
Others	4	2.95	.446

N = 165

Table 4:
 The Intention of Leaving the Teaching Profession Based on Job

Post	N	Mean	Standard Deviation
Senior Assistant	5	3.37	.290
Head Department	6	3.57	.492
Head of Panel	37	3.23	.600
Teachers	117	3.27	.452

N = 165

(*Sijil Tinggi Persekolahan Malaysia*) or Diploma; mean score (M = 3.31, SD = .443) are taken from the undergraduate category; and the mean score (M = 2.95, SD = .446) for others.

Overall, the mean score for teacher's intention to leave the profession in every level of education is to be a mean score (M = 2.34 – M = 3.67) which is at the average level. Thus, these findings indicate the category of teacher's intention to leave the teaching profession based education was at the moderate level.

Based on table 4 shows that the findings taken from the questionnaire that the teacher's intention of leaving the teaching profession based on their job descriptions. The mean score (M = 3.37, SD = .290) is taken from the senior assistant; a mean score (M = 3.57, SD

= .492) was for the post of head department; a mean score (M = 3.23, SD = .600) was from the head of panel; and the mean score (M = 3.27, SD = .452) for those from the regular academic teachers.

Overall, the mean score for intention to leave the profession based on the demographic level of education was to be a mean score (M = 2.34 – M = 3.67) which is at the average level. Thus, these findings indicate the desire to leave the teaching profession based on their position was at the moderate level.

Based on table 5, the study showed that a mean score (M = 3.27, SD = .504) were those with the teaching length service of 6 years and under; the mean score (M = 3.22, SD = .493) were those length of service for the tenure of

Table 5:
Intention of Leaving the Teaching Profession Based on Length of Service

Length of Service	N	Mean	Standard Deviation
6 Years and below	76	3.27	.504
6 – 10 years	41	3.22	.493
11 – 15 years	29	3.38	.542
16 - 20 years	11	3.34	.177
21 years and above	8	3.18	.385

N = 165

Table 6:
Principal Leadership Style's in Relationship with the Intention of Leaving the Teaching Profession

		Intention of Leaving the Teaching Profession
Principal's Leadership Styles	Pearson's Correlation	.195
	Sig	.012
	N	165

p < 0.05 (2-tailed)

Table 7:
Relationship between Teacher Stresses with Intention of Leaving the Teaching Profession

		Intention of Leaving the Teaching Profession
Teacher's Stress	Pearson Correlation	.293
	Sig	.000
	N	165

p < 0.01 (2-tailed)

6-10 years; the mean score (M = 3.38, SD = .542) for the tenure of 11-15 years; the mean score (M = 3.34, SD = .177) for the tenure of 16-20 years; and the mean score (M = 3.18, SD = .385) were for those teachers who have been taught for 21 years and above.

Overall, the mean score for intention to leave the profession in the service was located at the mean score (M = 2.34 – M = 3.67) which is at a moderate level. Thus, these findings indicate the teacher's intention to leave the teaching profession based on their length of service was at the moderate level.

Second, Principal Leadership Styles Relationship with the Intention of Leaving the Teaching Profession. H₀₁ stated that "there is no significant relationship between the leadership styles with the desire to leave the teaching profession". Based on table 6, the results showed a significant relationship (r = .195, p < 0.05) between the leadership style with the teacher's intention of leaving the teaching profession.

Based on the interpretation of the

correlation coefficient of J.A. Davis (1971) asserts that this relationship is a positive, but weak. Therefore, the hypothesis (H₀₁) stating that "there is no significant relationship between the leadership styles with the teacher's desire to leave the teaching profession" was rejected.

Third, Teacher Stress Relationship with Intention of Leaving the Teaching Profession. H₀₂ stated that "there is no significant relationship between teacher stresses with the desire to leave the teaching profession". Based on table 7, the results showed that a significant relationship (r = .293, p < 0.01) between stress teacher with the desire to leave the teaching profession. Based on the interpretation of the correlation coefficient of J.A. Davis (1971), it indicates that this relationship is a positive, but weak. Therefore, the hypothesis (H₀₂) stating that "there is no significant relationship between teacher stress and their desire to leave the teaching profession" were rejected.

Overall, these findings indicate that the desire to leave the teaching profession based

on demographic factors was in moderate level. This means that there is a tendency to leave the teaching profession among teachers, but did not reach the level of concern or too critical to affect the energy requirements for development of teacher education and elevate the teaching profession. This is in line with the statements of the Prime Minister of Malaysia, Datuk Seri Najib Tun Razak, during the launch of the National Education Development Plan 2013-2025, among others, has outlined eleven major shift, including the transformation of the teaching profession as the next choice to produce a high performing leaders (cited in *Mynewshub*, 13/12/2012).

Unlike explanation, Isabel Rots, G. Kelchtemes & A. Aeltermen (2012) noted that some countries were found to be lacking in the teaching profession and the problems associated with the number of applicants for the position of teacher of the very few, too many pre-service teacher educators are leaving the profession, and too many students are not interested in education to enter the teacher workforce. Similarly, the finding Akihito Shimazu (2003) stated that in 2000, of 0.24 percent of the teachers had to postpone a job as a teacher because of mental problems or stress time, the behavior of students that the students perceived in the classroom, parents, and the excessive pressure of work.

However, this scenario is quite different in Malaysia, particularly in this profession. Based on information from the Division of Teacher Education MoE (Ministry of Education) Malaysia, the number of applicants for Postgraduate Teaching Course or KPLI (*Kursus Perguruan Lepas Ijazah*) in 2009, reached up to 68,000 candidates compared to the real needs of 2,000 candidates needed only (cited in <http://www.moe.gov.my/en/praperkhidmatan>, 5/4/2014).

This study also pointed out that there is a relationship between leadership styles with a desire to stop working as teachers. This means, the leadership style is not as dominant factor to the problem. However, the relationship that exists between these two variables is not trivial at first glance. According to Abdul Ghani Abdullah, Abd Rahman Abd Aziz & Tang Keow Ngang (2008), leadership style

bias affects the emotional and physical affects teachers and teacher professionalism and their life. Long-term effects involve social problems and work performances caused teachers to be depressed, rigid quality decision making in terms of teaching and learning, increased absenteeism, and a desire to move to another school.

Leadership style, which is too geared towards a leadership style, caused a feeling of protest or dissatisfaction among teachers. Instead, variations of the leadership style that can be imparted in any circumstances are able to reduce the tension or resistance among teachers. According to Azizi Yahya, Nordin Yahya & Sharifuddin Ismail (2008), asserts that the principals's way of management that covers in all aspects in handling the teachers under his leadership is essential to absorb the pressure so as not to produce conflict among the stakeholders.

The finding is consistent with the explanation of S.P. Robbins (2000) that the critical situation certainly influences the effectiveness of leadership. The leadership styles involves structural situation in the task being performed, the quality of the leader-follower relationship, the power of the leader, follower role clarity, group norms, and conformity followers against the leader and follower maturity. The results can be correlated by F.E. Fiedler & J.E. Garcia (1987), which control the situation very well when a very good relationship with our employees can be produced; this study has been thoroughly conducted.

The result of the findings was also meets the Situational Leadership Theory proposed by P. Hersey & K.H. Blanchard (1996), which emphasizes that the leadership styles need to be flexible and must adapt themselves according to the situation that can be modify using the the situation and task, and relationship behaviors approach. Abdul Ghani Abdullah, Abd Rahman Abd Aziz & Tang Keow Ngang (2008) were also suggesting that leaders who have personally admirable teacher can reduce the desire to move or leave the teaching profession.

Path-Goal Theory by R.J. House (1993) states that the primary function of a leader is

to make an important goal for the followers or employees and outline the path to the achievement of those goals. The findings show that there is among the teachers felt their principals set goals or targets that must be taken and work accomplished, but not followed up by a factor of consideration and by proving a support and clear instructions. Situation has led to feelings of depression and unsatisfied with the type of leadership shown by the head administrator.

Despite the weak link between the leaders and subordinates, this study shows there is among teachers who intend to leave the profession due to the leadership style which sets out their goals that are too high and, at the same time, not balanced with reward factors or support that these subordinates must deserves. According to S.P. Robbins (2000), in the Path-Goal Theory, there are four behaviors identified which are the directive, supportive, participative, and achievement-oriented leaders. Therefore, Mohd Kassim Ibrahim (2003) explains that the concept of leadership that should be flexible, there must be a point and time that leaders need to incorporate more of a leadership style based on approach to the current situation in need.

CONCLUSION

The results showed that there was a significant relationship between teacher stresses with their intention to leave the teaching profession. Although this study found a weak findings but nevertheless, this issue must be dealt with stress wisely so as not to affect the lives of our teachers, the development of the profession, and to inhibit the quality of the education system. This study reinforces the findings of the study by the NUTP (National Union of the Teaching Profession) in 2005 that found a total of 69 percent among the 9,328 respondents participated in the survey agreed that they work under stress due to the whims of students and excessive workloads (cited in Mohd Noor, 2011).

This finding can be attributed to the theory that has been discussed before. For example, the findings fit associated with models developed by J.G. Boyle *et al.* (1995) states that there are five sources of stress among teachers,

including excessive workload, the student's behaviors, and the recognition that cause stress to teachers. The study is also expressed in the level of demand that exceeds one's ability as expressed through Stress Model by J.M. Atkinson (1988). In this model indicated that the source of stress comes from external and internal pressure. External pressure as job characteristics (time limits, job abuse); social culture (competition); and physical environment (do not providing a conducive working environment) for the teachers to do their job. Meanwhile, the internal pressure involves numerous of variables such as teachers' cognitive level, teacher's work efficient, emotional and their physical health (Atkinson, 1988).

Based on this research, there are some other suggestions in related to teacher's desire to leave the teaching profession can be considered to extend the scope of the leadership style and teacher stress or other factors as appropriate. Further research could also focus on other components found in the leadership style and teacher stress factor in relationship with teacher's intent to leave the teaching profession. Possible research can be seen from another angle style as autocratic leadership, transformation, and so on focused on the stress problem.

Perhaps there are other factors as it deems appropriate stress associated with the desire to leave the teaching profession as a career opportunity, self attitudes, relationships with parents, and so on. The findings only involved leadership style and teacher stress in this research. However, the results show that the relationship of these two variables is a weak positive relationship with teacher's intention of leaving the teaching profession. Thus, there are likely other factors or other more dominant reasons that can be associated with this study.

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