

Original Article

The correlation Between Job Stress and Work Motivation Of Special School Teachers In Pangandaran District

Setiawan^{1*}

¹Community of Health, Faculty of Nursing, University Padjadjaran Bandung, Indonesia

Article Information	ABSTRACT
<p>Received: 28 December 2024 Revised: 1 January 2025 Accepted: 20 January 2025 Available online: 31 January 2024</p> <p>Keywords</p> <p>teacher, special school, work motivation, work stress</p> <p>Correspondence*</p> <p>Phone: (+62)82317380314 E-mail: setiawan@unpad.ac.id</p> <p>Website</p> <p>https://journal.umtas.ac.id/index.php/healthcare/index</p> <p>Doi</p> <p>10.35568/healthcare.v7i1.5844</p> <p>©The Author(s) 2025 This is an Open Access article distributed under the terms of the Creative Commons Attribution-Non Commercial 4.0 International License</p>	<p>Work stress for Special School (SLB) teachers is caused by mental and physical fatigue in teachers because Children with Special Needs (ABK) require extra training and attention. The work stress experienced by special school teachers can be negative or positive on motivation depending on how the individual views the stressor. This research aims to determine whether there is a relationship between work stress and the work motivation of Special School teachers in Pangandaran Regency. This research method uses a quantitative and descriptive correlation research design using a cross sectional approach. The population in this study were special school teachers in Pangandaran Regency with a total of 53 teachers. The sampling technique in this research was a total sampling of 53 teachers. The questionnaire used in this research is the Indonesian version of the DASS-42 (Depression Anxiety Stress Scale) which uses a stress scale only to measure work stress variables and a work motivation questionnaire to measure work motivation variables. Data analysis in this research consists of two types, namely univariate and bivariate analysis using analysis in the form of the Spearman rank correlation test. The research results show that there is no significant relationship between work stress and the work motivation of Special School teachers in Pangandaran Regency.</p>

INTRODUCTION

One of the special education in Indonesia is the Special School (SLB) which groups children with special needs (ABK) according to their needs. The education process aims to educate the nation, with Special Education or Special Education (PLB) playing an important role. PLB is designed for children with

physical disabilities, meeting their unique needs through special methods and equipment. In Indonesia, Special Schools (SLB) are one form of special education that groups children with special needs (ABK) based on their needs. (Nasution F. & Anggraini L. Y., 2022).

As of December 2022, Indonesia has 40,928 inclusive schools with 135,928 children with special needs enrolled. In West Java, there are 391 Special Schools (SLB), consisting of 55 public SLBs and 336 private SLBs. In the 2020/2021 academic year, West Java has the largest number of SLB students in Indonesia, namely 24,779 students. In Pangandaran Regency, there are 6 SLBs (2 public and 4 private) with 506 active students and 86 teachers, creating tension for teachers due to the high student ratio.

The level of stress in SLB teachers is higher when compared to regular teachers, this is proven by research using the DASS-42 questionnaire, the results of SLB teachers' DASS scores were 7.65, which is higher than regular teachers whose DASS scores were 3.94 (Mustikarini, 2016). Furthermore, the results of research on SLB Negeri teachers using quantitative methods showed that teachers who experienced mild work stress (18.2%), moderate work stress (77.3%), and high work stress (4.5%). Work stress gives respondents a sense of pressure which has an impact on physical, psychological and behavioral (Wahyudi et al., 2020). Other research on SLB teachers using qualitative methods found that 4 informants experienced mild work stress with symptoms experienced, namely behavioral and physiological and 3 informants experienced severe work stress with symptoms experienced psychological and behavioral (Ferlia et al., 2016).

Stress in SLB teachers is higher than in regular teachers, with a DASS score of 7.65 for SLB teachers and 3.94 for regular teachers (Mustikarini, 2016). Research reveals that 18.2% of SLB teachers experience mild work stress, 77.3% moderate stress, and 4.5% high stress, which have an impact on physical, psychological, and behavioral aspects (Wahyudi et al., 2020). In addition, qualitative research shows that 4 informants experience mild work stress with physical and behavioral symptoms, and 3 informants experience severe work stress with

psychological and behavioral symptoms (Ferlia et al., 2016).

At SLB Pangandaran Regency, interviews on October 9, 2023 with 8 teachers revealed various obstacles in teaching children with special needs (ABK). Teachers reported that the characteristics of each child vary greatly, with some being overactive, forgetful, or having difficulty with simple tasks even though they have been taught. Children's low motivation to learn also increases the physical and mental burden on teachers. In addition, the lack of parental cooperation in child development hinders the learning process. Despite facing various challenges, teachers remain committed and enthusiastic to advancing education at SLB.

Teachers at SLB Pangandaran Regency are committed to providing equal learning for children with special needs (ABK), considering it their responsibility. They feel a sense of satisfaction when their children achieve their targets, although theory states that work stress can lower their enthusiasm and motivation. With teaching experience ranging from 5 to 20 years, these teachers demonstrate strong dedication despite the challenges they face.

METHOD

Research Design

This research is a quantitative research with a cross-sectional approach. This study aims to see whether there is a relationship between teacher work stress and work motivation in SLB teachers. The independent variable in this study is "work stress". The dependent variable in this study is "work motivation".

Operational Definition

Research Variables Operational Definition

Measurement Instrument

Work Stress Work Stress

Measurement Results Stress is the interaction of teachers with their work that has an impact on the physiological, psychological and behavioral aspects of individuals.

Scale : Questionnaire Mild <14 DASS-42 Moderate 14-28 (Severe Depression >28 Anxiety Stress Scale) The DASS 42 questionnaire in this study only takes the dimension of the stress level scale questions with a total of 14 questions with Ordinal answer choices, namely never (TP), sometimes (KD), often (SR) and always (SL)

Work Motivation

Instrument Low: <40 is a questionnaire Medium: 40-60 encouragement from within the work motivation High: >60 and outside the teacher with the number of questions to do as many as 17 something in order to achieve goals, desires and This questionnaire has certain satisfaction answer choices Always (SL), Often (SR), Sometimes (KD) and Never (TP) Ordinal

Population and Sample

The population in this study were 8 teachers from SLBN Cimerak, 11 teachers from SLB BC Bina Harapan, 12 teachers from SLB YPK Cijulang, 14 teachers from SLB Darma Putra Kalipucang, and 8 teachers from SLB Saasih, with a total of 53 people. The sample in this study was 53 people.

Research Instrument

A demographic questionnaire is also used to determine the characteristics of respondents, further explanation is as follows:

Demographic Questionnaire

The demographic questionnaire contains the identity of the respondents. In this questionnaire, respondents are asked to fill in their name/initials, gender, age, telephone number, school of origin, last education, length of service and income.

Stress Variable

The DASS 42 instrument developed by Lovibond. S. H and Lovibond. P. H (1995) which has been translated into Indonesian by Damanik (2006) and has been developed and researched previously by (Simanjuntak et al.,

2022) is used to determine the level of stress in teachers.

This study only uses the dimensions of stress level problems, and the dimensions of anxiety and depression problems are not included in the scope of the study, so the researcher only uses stress scale questions with a total of 14 questions, namely questions 1, 6, 8, 11, 12, 14, 18, 22, 27, 29, 32, 22, 25 and 39.

The questions in the questionnaire cover 3 sub-variables, namely physiological, psychological, and behavioral. This questionnaire has 4 alternative answers, namely never = 0, sometimes = 1, often = 2 and very often = 3. Stress levels based on the DASS-42 (Depression Anxiety Stress Scale) questionnaire, stress is classified into 3 levels of stress, namely mild (<14), moderate (14-28) and severe (>28) (Simanjuntak et al., 2022).

Work motivation variables

The instrument used to determine the level of work motivation in teachers in this study is an adapted instrument from Hamzah B. Uno's book which was previously developed and researched by Rahim & Alkadri (2023) and modified. This instrument contains questions about work motivation with indicators of responsibility, achievements, self-development, independence, meeting needs or incentives and receiving praise consisting of 17 questions. The score assessment on this questionnaire is SL (Always) = 4, SR (Often) = 3, KD (Sometimes) = 2 and TP (Never) = 1. In this study, the contents of the questionnaire are closed questions that ask respondents to mark one of the answers that suits them.

The test method for the correlative hypothesis used in this study with non-parametric statistics is the Spearman Rank correlation test because the researcher wants to measure the level of relationship in data with an ordinal scale with ordinal (Non-Parametric). The Spearman rank test can be used to test the correlation between variables with ordinal data classification. In

the Spearman rank correlation test, the relationship between variables is declared significant if it has a p-value <0.05. Ho is rejected, then there is a meaningful relationship between the independent and dependent variables, while if the p value (p value) is > 0.05 Ho is accepted, then there is no meaningful relationship between the independent and dependent variables.

RESULTS

Data collection was conducted for 3 weeks with a total of 53 respondents who teach at SLB in Pangandaran Regency. Demographic data and work stress data with work motivation. Demographic data contains gender, age, school of origin, last education, length of service and income. Data on work stress and work motivation in teachers at special needs schools contains the relationship between work stress and work motivation in SLB teachers in Pangandaran Regency.

Table 1. Frequency Distribution of Respondent Characteristics (n=53)

No	Karakteristik Responden	f	(%)
1	Teacher Gender		
	a.Female	41	77.4
	b.Male	12	22.6
2	Teacher Age		
	a.20-40 years	47	88.7
	b.40-60 years	6	11.3
	c.> 60 years	0	0
3	Teacher's School/Place of Origin		
	a.Cimerak State Special School	8	15.1
	b. BC Bina Harapan Special School	11	20.8
	c. YPK Cijulang Special School	12	22.6
	d.Darma Putra Kalipucang Special School	14	26.4
	e.Saasih Special School	8	15.1
4	Teacher's Last Education		
	a. SMA/SMK		
	b. D3	5	9.4

	c. D4	2	3.8
	d. S1	0	0
	e. S2	46	86.8
		0	0
5	Length of Teacher Work		
	a.<2 years	9	17
	b.2-10 years	30	54.7
	c.>10 years	14	28.3
6	Teacher Income		
	a.Rp <2,000,000/month	43	81.1
	b.Rp> 2,000,000/month	10	18.9

According to table 1. there are results that most SLB teachers in Pangandaran Regency are aged 20-40 years (88.7%) with the majority being female. The last education of SLB teachers in Pangandaran Regency is mostly at the S1 level (86.8%) with the length of service mostly in the range of 2-10 years (54.7%). Meanwhile, the income of SLB teachers in Pangandaran Regency is mostly in the range of Rp <2,000,000/month (81.1%).

Gambaran Stres Kerja Pada Guru SLB di

Table 2. Frequency Distribution of Work Stress Levels in Special Needs School Teachers in Pangandaran Regency (n=53)

Job Stress	f	(%)
Light	41	77.4
Medium	12	22.6
Heavy	0	0
	63	100

Based on table 2. there are results that work stress in SLB teachers in Pangandaran Regency Most of them fall into the category of light work stress (77.4%) the rest fall into the category of moderate work stress.

Table 3. High Frequency Distribution of Work Motivation in SLB Teachers in Pangandaran Regency (n=53)

Work motivation	f	(%)
Low	10	17.0
Medium	43	83.0
High	0	0
Total	53	100

Based on table 3.1. it is found that the work motivation of SLB teachers in Pangandaran

Regency is mostly in the medium work motivation category (83%) and the rest are in the low work motivation category.

Analysis of the Relationship between Work Stress and Work Motivation of SLB Teachers in Pangandaran Regency

The relationship between work stress variables and work motivation was tested using the Spearman rank correlation test. This correlation test was carried out on data types in the form of categories and ordinal scales.

Table 4. Results of the Spearman Rank Correlation Test Analysis of the Relationship between Work Stress and Work Motivation of SLB Teachers in Pangandaran Regency (n = 53)

Variabel	Correlation	P-Value
Work Stress	-0.126	0.368
Work Motivation		

Based on the statistical results with the sperm rank test in table 4.1, the p value = 0.368, which means that there is no strong significant relationship between the work stress variable and work motivation in SLB teachers in Pangandaran Regency, which means that H_a is rejected and H_o is accepted.

DISCUSSION

Overview of Work Stress in Special Needs Teachers in Pangandaran Regency

The results of filling out the questionnaire given to special needs teachers obtained the results that most special needs teachers in Pangandaran Regency have work stress in the mild category (77.4%). Mild work stress is stress that is often felt by people who do not damage the physiological aspects of the individual. Situations like this usually end in a few minutes or hours and usually will not cause illness unless faced continuously (Wulandari et al., 2017).

The results of the study on employees at PT Royal Coconut are in line with this study where most employees at PT. Royal Coconut Airmadidi feel mild work stress (97.0%)

(Kumambong et al., 2022). Research conducted by Hakman stated that the majority of nurses experience mild work stress (66.2%) (Hakman et al., 2021). Educational background and length of service greatly influence the stress felt by nurses, because the higher the education and the longer the length of service, the greater the responsibility in their work so that good nursing quality is formed and stress is also managed well. Then a study conducted on teachers found that teachers experience mild work stress (20%). In this study, age and gender factors are factors that are related to the emergence of feelings of stress (Wongkar et al., 2023).

The pressure felt by someone because their work tasks cannot be handled is the definition of work stress (Gunawan, 2018). Work stress felt by workers can cause various impacts on the body. Work stress is defined as a psychological response (anxiety, worry, fear, displeasure, feelings of disturbance, even release), physical responses (heart fatigue, palpitations, pain, and disturbed blood pressure), and perceptual responses (assumptions and beliefs). If stress is felt repeatedly and cannot be controlled by someone, it will cause burnout or a combination of physical, psychological and emotional fatigue (Marchelia, 2014). A person who experiences work stress will become unhealthy and less motivated to work if the stress cannot be managed properly (Jorkaef & Febriyanto, 2022). However, in this study, work stress in SLB teachers was included in the mild category.

In this study, there are factors that can influence work stress, namely age, gender, experience (length of service) and salary. In this study, the results showed that the majority of SLB teachers in Pangandaran Regency were in the age range of 20-40 years (88.7%). Early adulthood begins at the age of 18 to approximately 40 years which is a period of adjustment to new patterns of life and new social expectations. This adjustment process greatly influences the stress that will be felt by individuals where if they are

unsuccessful in adjusting, it will cause stressors in the individual (A. F. Putri, 2018). Age is one of the factors that can influence a person, the older a person is, the lower the level of stress they feel (Irkhami, 2015). In the world of work, older employees certainly have more work experience, the work experience they experience provides various knowledge and expertise in doing work so as to form capital that can deal with stressors in the work environment (Sarifa & Wartono, 2020).

Furthermore, this study found that female teachers (77.4%). Research conducted on teachers found that female teachers more often experience increased stress at work compared to male teachers because women are more sensitive and emotional (Wongkar et al., 2023). Supported by research by Amalia et al., (2017) in their research, it was found that female teachers mostly experience stress at work. The results of the study showed that female teachers felt more work stress because women usually prioritize feelings in dealing with something compared to men who tend to use rationality. Women also experience stress more often because they have two roles, namely at work and also at home as housewives which can trigger stress (Amalia et al., 2017)

In this study, the results obtained were that teachers who experienced work stress had 2-10 years of experience (length of service) (54.7%). The 2-10 year work period is a period of stability where individuals will try to stabilize their adjustment after experiencing significant changes in their lives (Sarifa & Wartono, 2020). Sartika said that someone who has a low or recent work period usually has high work stress. Someone who has a long work period is usually better able to cope with work stress that arises due to factors outside the job or the job itself (Irkhami, 2015). People who have a long work period mean they have more experience in doing their jobs. They already know how to deal with work-related stress and are experts in completing work tasks effectively so as not

to trigger work fatigue (Sarifa & Wartono, 2020).

The next factor in this study that affects teacher work stress is wages/salaries. The majority of SLB teachers in Pangandaran Regency in this study earned IDR <2,000,000/month (81.1%) where this figure does not reach the Regency/City Minimum Wage (UMK) in Pangandaran, which is IDR 2,086,126 in accordance with the policy directed by Government Regulation (PP) No. 51 of 2023. Cooper, Davidson and Miler said that satisfaction with salary is one of the factors related to work stress. If the salary is not received according to the specified time or the salary received is low, it will trigger work stress (Bahri & Nurmallasary, 2022). This is in line with research that found that the higher the wages or salary received by workers, the lower the level of stress that will be experienced by a person (Prasetya et al., 2019).

Based on the discussion related to work stress on SLB teachers in Pangandaran Regency that has been explained, it can be concluded that the work stress experienced by SLB teachers in Pangandaran Regency is in the mild category. Supported by several studies showing that age, gender, experience and salary factors greatly influence the occurrence of work stress experienced by teachers.

Overview of Work Motivation of Special Needs Teachers in Pangandaran Regency

In filling out the questionnaire given to special needs teachers, the results showed that most special needs teachers in Pangandaran Regency had work motivation in the moderate category (83%). A person is said to have moderate motivation if they have high hopes but their belief that they are able to face and solve a problem is still low (Uno, 2016). This shows that teachers who have moderate motivation are teachers who are enthusiastic in carrying out their work.

Supported by research conducted by Harmoko, work motivation was in the moderate category with a mean of 44,978

(Harmoko, 2019). Furthermore, research conducted by Tukiyo showed that teachers who have moderate work motivation are (65.625%) (Tukiyo, 2015). Another study in line with work motivation found that as many as 191 Student Organization Administrators had a level of motivation that was in the moderate category (76%) which was influenced by external factors such as the work environment, the quality of leadership or leadership of the head of the institution and colleagues (Mahfudzan et al., 2022).

Work motivation is the drive to do something to meet the needs of workers. People who have high motivation when doing their work will give their best efforts to achieve their goals and objectives, but if workers do not have motivation in working, they will get undesirable results (Jorkaef & Febriyanto, 2022). Motivation can also come from within a person and also from outside. With encouragement from external and internal, a person will feel motivated both to work better and to become a better person overall (Triono et.al, 2021). In this study, there are factors that influence work motivation, namely internal factors (responsibility, achievement, self-development and independence) and external factors (working to obtain incentives and meet life needs, happy to receive praise or rewards for what is done).

The work motivation of SLB teachers in Pangandaran Regency can be seen from several internal and external factors. The first internal factor, namely the responsibility of SLB teachers in Pangandaran Regency, can be seen from teachers who dare to try new learning methods for student development, complete RPP according to time, remain enthusiastic about carrying out tasks even though they are difficult to face. Teachers who have good motivation have a sense of responsibility as educators. A must to complete the obligations and tasks that have been given and received is a responsibility. Therefore, teachers who have high enthusiasm can be measured from the teacher's sense of responsibility in

completing their work (Rahim & Alkadri, 2023).

Furthermore, another internal factor is achievement. The achievement indicators of SLB teachers in Pangandaran Regency can be seen from teachers who are able to guide students so that students' skills and potential develop, teachers who work hard and diligently to achieve achievements. Hasibuan said that achievement is an achievement based on a person's skills, experience and punctuality in carrying out their duties (Rahim & Alkadri, 2023).

The next internal factor is self-development. Self-development in teachers at SLB Pangandaran Regency can be seen from teachers who dare to take on challenging tasks to improve their work abilities, participate in training/seminars and participate in and exchange ideas during panel discussions to find solutions to problems at school (meetings). A teacher must be able to develop themselves, for example, they must participate in training outside of their main duties as a teacher. Teachers who participate in various trainings that have been organized by educational institutions have high work motivation because they are enthusiastic about developing themselves (Rahim & Alkadri, 2023).

The last internal factor is independence, the independence of SLB teachers in Pangandaran Regency can be seen from trying to complete tasks and obligations as educators independently without relying on others and designing their own creative and varied learning media so that it looks attractive. Hamzah B. Uno explained that the independence of a teacher can be seen from the attitude of the teacher who has a sense of awareness in completing his duties and obligations with responsibility even though he is not asked (Rahim & Alkadri, 2023).

The next factor that can influence motivation is the external factor. External factors can be seen from individuals working to obtain incentives and fulfill life and rewards/praise. Teachers who are willing to get additional

work to meet their needs and complete their tasks to get the desired results. Needs are everything that humans need to survive and get comfort and well-being. Humans will do anything to succeed in fulfilling their life needs which are the same, unchanging, and come from genetics or instincts. This means that humans will be motivated to do everything in order to fulfill their needs to obtain well-being and comfort (Muazaroh & Subaidi, 2019).

The last external factor is the pleasure of receiving praise and rewards for what they have done. Teachers at SLB Pangandaran Regency are motivated when they receive praise from friends or superiors when carrying out their duties, the selection of exemplary employees also makes teachers more active in working and developing themselves. Riady said that giving praise is one of the ethics aimed at people who excel, also to motivate (Diana Sopha, 2021).

Based on the discussion related to work motivation in SLB teachers in Pangandaran Regency that has been explained, it can be concluded that the work motivation felt by SLB teachers in Pangandaran Regency is in the moderate category. Supported by several studies showing that this is influenced by several internal and external factors.

Relationship between Work Stress and Work Motivation of Special School Teachers in Pangandaran Regency

The results of the calculation of the questionnaire in this study showed that work stress in SLB teachers in Pangandaran Regency experienced work stress in the mild category as many as (77.4%), SLB teachers in Pangandaran Regency who had work motivation entered the moderate category as many as (83%). The results of statistical tests using the Spearman Rank test to determine the relationship between work stress and work motivation of teachers in SLB Pangandaran Regency obtained a p-value of 0.368 where the p-value result > 0.05 which means H_a is rejected and H_o is accepted. If H_o is accepted, it can be

interpreted that there is no significant relationship between the independent variable and the dependent variable.

Based on this explanation, the conclusion obtained is that there is no significant relationship between work stress and work motivation of teachers at SLB Pangandaran Regency. The results of this study are in line with the research conducted by Jorkaef & Febriyanto, which obtained a p-value = $0.379 > 0.05$ (Jorkaef & Febriyanto (2022)). In addition, a study conducted on teachers found that there was no relationship between teacher motivation and work stress. This result is influenced by work environment factors that support each other and have a big influence on someone to persist with the work they do (Putri et al., 2019). A mutually supportive work environment makes work stress that arises from work not too heavy because of the sense of support for each other without any sense of competition in their work environment. Teachers who feel they have positive support tend to develop a positive attitude towards themselves and respect themselves more. The social support they get also makes it easier for teachers to adapt to the problems they face (Akbar & Tahoma, 2018). Based on the results of these calculations, it can be concluded that there is no significant relationship between the work stress variable and the work motivation of SLB teachers in Pangandaran Regency with a p-value of $0.368 > 0.05$. The results of this study reflect that work stress does not affect the work motivation of SLB teachers because teachers can still carry out their work well even though there are several obstacles during implementation. This is contrary to the theory according to Kurnia & Yoselisa which states that work stress experienced by a person can have a negative impact on that person which causes a decrease in a person's enthusiasm and motivation in carrying out their work (Kurnia & Yoselisa, 2023).

This can happen because in this study, teachers are in the mild stress category where this stress is often felt by people who do not damage the physiological aspects of

the individual. Situations like this usually end in a few minutes or hours so that they do not affect motivation (Wulandari et al., 2017). Mild stress can be managed through an individual approach to reduce stress levels and has been proven effective, namely with time management techniques, additional exercise time, relaxation training, and expanding social support networks (Naradhipa & Azzuhri, 2016).

Supported by data obtained in initial informal interviews that SLB teachers in Pangandaran Regency did experience stress but they were used to dealing with it. The source of motivation can also affect the results of this study. Where in this study it was found that teachers were in the moderate motivation category (83%). In this study, the most influential factor on motivation was the individual's internal factors, namely responsibility, achievement, self-development and independence. These factors are not easily influenced by external factors such as work stress because they are embedded in the individual (Hamzah, 2020). The stress felt by teachers in this study was also not that severe so it did not have much influence on teachers' work motivation.

Job satisfaction can also affect a person's work motivation. Even though the individual experiences stress in their work, they may remain motivated if they feel satisfied with their work. This is supported by the results of informal interviews conducted with SLB teachers in Pangandaran Regency where teachers will feel their own satisfaction when they succeed in making children achieve their achievement targets in the development process.

CONCLUSIONS AND RECOMMENDATION

This section provides an explanation of the conclusions and suggestions obtained from this study regarding the relationship between work stress and work motivation in SLB teachers in Pangandaran Regency. After discussing the research results obtained, the conclusions of this study are Most SLB teachers in Pangandaran Regency experience

work stress in the mild category (77.4%). Most SLB teachers in Pangandaran Regency have work motivation in the moderate category (83%). There is no relationship between work stress and work motivation in SLB teachers in Pangandaran Regency with a p-value of 0.368. The researcher suggests that further researchers can conduct qualitative research in order to find out more about the factors that influence work stress and work motivation in SLB teachers. The researcher also suggests that further research can enlarge the target and area when conducting further research. For Educational Institutions and Teachers The researcher recommends that schools hold more programs or activities that can reduce stressors from work felt by teachers so as to prevent a decrease in work motivation in SLB teachers.

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