

Challenge Appraisal Job, Hindrance Appraisal Job, and Negative Work-Life Interaction with the Mediating Role of Distress: A Survey on Sabah Public Secondary School Teachers

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Abstract : The experience of negative work-life interaction often confronted with work related stress includes workload. The appraisal of challenge and hindrance jobs depend on the type of workload to stimulate stress response. Nevertheless, the effects of challenge and hindrance jobs on distress and negative work-life interaction are scarcely explored. Thus, research objective was to examine the relationship among challenge appraisal job (qualitative workload), hindrance appraisal job (quantitative workload), and negative work-life interaction with the mediating role of distress. A survey with random sampling method was performed on current serving public secondary school teachers in Sabah. Collected data showed 447 respondents completed three questionnaires, namely Challenge-hindrance Appraisal Scale, Stress Professional Positive and Negative Questionnaire, and Survey Work-home Interaction-Nijmegen. Partial Least Square-Structural Equation Modeling (PLS-SEM) was used to analyse mediation effect. Results showed distress fully mediates the relationship between challenge appraisal job (qualitative workload) and negative work-life interaction. The indirect effect was significant and negative. While distress partially mediates the relationship between hindrance appraisal job (quantitative workload) and negative work-life interaction. The indirect effect was significant and positive. The study implied that challenge appraisal job could be a positive resource for teacher to facilitate work and life, whereas hindrance appraisal job could disengage the facilitation. Hence, strengthen challenge appraisal job and control hindrance appraisal job could curb distress at work and underpin life interaction among the teachers.

Keywords : challenge-hindrance job, distress, work-life, workload

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