

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



STUDY ON THE SOURCES OF STRESS AMONG LECTURERS AND
INSTRUCTORS OF WIT COLLEGE



MASTER OF SCIENCES
(OCCUPATIONAL SAFETY AND HEALTH MANAGEMENT)
UNIVERSITI UTARA MALAYSIA
JANUARY 2018

**STUDY ON THE SOURCES OF STRESS AMONG LECTURERS AND
INSTRUCTORS OF WIT COLLEGE**



LANGKATHARAN A/L MUNIYASAMY

UUM
Universiti Utara Malaysia

Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business
Universiti Utara Malaysia
In Fulfillment of the Requirement for the Master of Science
(Occupational Safety and Health Management)



**Pusat Pengajian Pengurusan
Perniagaan**

SCHOOL OF BUSINESS MANAGEMENT

Universiti Utara Malaysia

PERAKUAN KERJA KERTAS PROJEK
(Certification of Project Paper)

Saya, mengaku bertandatangan, memperakukan bahawa
(I, the undersigned, certified that)
LANGKATHARAN A/L MUNIYASAMY (818711)

Calon untuk Ijazah Sarjana
(Candidate for the degree of)
MASTER OF SCIENCE (OCCUPATIONAL SAFETY AND HEALTH MANAGEMENT)

telah mengemukakan kertas projek yang bertajuk
(has presented his/her project paper of the following title)

**STUDY ON THE SOURCES OF STRESS AMONG LECTURERS AND
INSTRUCTORS OF WIT COLLEGE**

Seperti yang tercatat di muka surat tajuk dan kulit kertas projek
(as it appears on the title page and front cover of the project paper)

Bahawa kertas projek tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan.
(that the project paper acceptable in the form and content and that a satisfactory knowledge of the field is covered by the project paper).

Nama Penyelia : **DR. MUNAUWAR BIN MUSTAFA**
(Name of Supervisor)

Tandatangan :
(Signature)

Tarikh : **3 JANUARI 2018**
(Date)

PERMISSION TO USE

In presenting this dissertation/project paper in partial fulfilment of the requirements for a Post Graduate degree from the University Utara Malaysia (UUM), I agree that the Library of this university may make it freely available for inspection. I further agree that permission for copying this dissertation/project paper in any manner, in whole or in part, for scholarly purposes may be granted by my supervisor(s) or in their absence, by the Dean of Othman Yeop Abdullah Graduate School of Business where I did my dissertation/project paper. It is understood that any copying or publication or use of this dissertation/project paper parts of it for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the UUM in any scholarly use which may be made of any material in my dissertation/project paper.

Request for permission to copy or to make other use of materials in this dissertation / project paper in whole or in part should be addressed to:



ABSTRACT

This is a study on occupational stress experienced by lecturers and instructors of WIT College in the state of Selangor. The objective of this study is to prove that the cause of stress among lecturers and instructors is due to mainly five independent variables such as demand on staff, relationship with the management, control exercised, role to be played and support from management. A total set of 38 questionnaires were distributed and findings tabulated. The results of the findings of this study showed that generally lecturers and instructors of WIT College experience occupational stress. The most common factors that caused occupational stress among lecturers and instructors were lack of support from management, lack of facilities, lack of information about what is going on, lack of participation in decision making and feeling work not valued. It is also clear that there were no significant differences in the occupational stress levels among the different demographic variables such as gender, teaching program, marital status and education level. Based on the research findings it is recommended that organisation concerned should help the staff to achieve mental, emotional and physical preparedness to cope with occupational stress effectively.

Keywords: Stress, Job Demand, Management Relationship, Management Support

ABSTRAK

kajian ini adalah mengenai tekanan kerja yang dialami oleh pensyarah tenaga pengajar Kolej WIT di negeri Selangor. Objektif kajian ini adalah untuk membuktikan bahawa punca tekanan di kalangan pensyarah dan tenaga pengajar adalah disebabkan oleh lima pembolehubah bebas seperti permintaan kerja, hubungan dengan pihak pengurusan, kawalan yang dijalankan, peranan yang akan dimainkan dan sokongan daripada pihak pengurusan. Sebanyak 38 set soal selidik telah diedarkan dan penemuan telah disusun. Hasil daripada penemuan kajian ini menunjukkan bahawa, umumnya pensyarah dan tenaga pengajar kolej WIT mengalami tekanan pekerjaan. Faktor yang paling umum yang menyebabkan tekanan pekerjaan di kalangan pensyarah dan pengajar adalah kurangnya sokongan daripada pihak pengurusan, kekurangan kemudahan, kekurangan maklumat tentang apa yang sedang berlaku, kekurangan penyertaan dalam membuat keputusan dan merasakan kerja tidak dinilai. Ia juga jelas bahawa tidak terdapat perbezaan yang signifikan dalam tahap tekanan pekerjaan yang berbeza pembolehubah demografi seperti jantina, program pengajaran, status perkahwinan dan tahap pendidikan. Berdasarkan penemuan penyelidikan, disarankan agar organisasi yang bersangkutan dapat membantu kakitangan untuk mencapai kesediaan mental, emosi dan fizikal untuk mengatasi stres pekerjaan dengan berkesan.

Kata kunci: Stres, Permintaan Kerja, Hubungan Pengurusan, Sokongan Pengurusan

ACKNOWLEDGEMENT

First and foremost, I would like to thank god for enabling me to undertake and accomplish this task successfully. My special gratitude is to Dr. Munauwar Bin Mustafa, my supervisor of this project paper, without his guidance, support and encouragement it would not have been possible for me to complete this final project paper which is for the fulfilment for the Masters of Science (Occupational Safety and Health Management).

I would also wish to thank Miss Rajeswary A/P Arunasalam for giving me appropriate advice on the area of study for this research project. Last, but not least, I thank my parents and my immediate family for giving me endless moral support and encouragement to complete this final research project.



UUM
Universiti Utara Malaysia

TABLE OF CONTENT

Title Page	i
Certification of Thesis Work	ii
Permission to Use.....	iii
Abstract.....	iv
Abstrak	v
Acknowledgement	vi
Table of Content	vii
List of Tables.....	ix
List of Figures.....	x
CHAPTER 1 INTRODUCTION.....	1
1.1 Background of Study	1
1.2 Overview of Kolej WIT.....	4
1.3 Problem Statement	6
1.4 Research Question	9
1.5 Research Objectives	10
1.6 Significant of Study.....	10
1.7 Scope of Study	11
1.8 Limitation of Study.....	12
1.8 Organization of Thesis	12
CHAPTER 2 LITERATURE REVIEW	14
2.1 Introduction.....	16
2.2 Overview of Stress	16
2.3 Stress Concept	16
2.4 Stress at the Workplace	18
2.5 Job Stress Symptoms.....	20
2.6 Sources of Stress	21
2.6.1 Role.....	21
2.6.2 Demand	22
2.6.3 Control.....	23
2.6.4 Relationships.....	23
2.6.5 Support.....	24
2.7 The Job Stress Model	25
2.8 Factors Contribute to Job Stress	26

2.9 Chapter Summary	32
CHAPTER 3 RESEARCH METHODOLOGY	34
3.1 Introduction	34
3.2 Research Framework.....	34
3.3 Research Hypotheses.....	35
3.4 Research Design	36
3.5 Operational Definition	36
3.6 Measurement of Variables / Instrumentation	37
3.6.1 Instrument and Measurement.....	38
3.6.2 Pilot Test.....	40
3.7 Data Collection.....	41
3.8 Sampling	41
3.9 Techniques of Data Analysis.....	42
3.10 Chapter Summary.....	43
CHAPTER 4 FINDINGS.....	44
4.1 Introduction	44
4.2 Descriptive Analysis.....	44
4.2.1 Descriptive Analysis on Respondents Background.....	44
4.2.2 Descriptive Analysis of Stressor.....	45
4.3 Inferential Analysis.....	47
4.3.1 Correlations Analysis.....	47
4.3.2 Sources of Stress Between Demographic factors.....	52
4.3.3 Sources of Stress According Marital Status.....	53
4.3.4 Sources of Stress Between Teaching Programs	54
4.3.5 Sources of Stress According for Education Level.....	56
4.4 Chapter Summary	57
CHAPTER 5 DISCUSSION AND CONCLUSION	58
5.1 Introduction.....	58
5.2 Discussion.....	58
5.3 Conclusion	60
5.4 Recommendation.....	62
REFERENCE	65
APPENDICES	68

LIST OF TABLES

Table 1.1: Department and Programme at WIT College	5
Table 3.1: Likert Scale Score Used in Study.....	40
Table 3.2: Sample Size Determination Based on Population.....	42
Table 3.3: The Guildford's Rule of Thumb.....	43
Table 4.1: Demographic of Respondents.....	44
Table 4.2: Mean Score Table.....	46
Table 4.3: Descriptive Statistics- Among Variables	46
Table 4.4: The Guildford's Rule of Thumb	47
Table 4.5: Correlations Analysis.....	48
Table 4.6: Results Analysis Hypotheses 1.....	48
Table 4.7: Results Analysis Hypotheses 2.....	49
Table 4.8: Results Analysis Hypotheses 3.....	49
Table 4.9: Results Analysis Hypotheses 4.....	50
Table 4.10: Results Analysis Hypotheses 5.....	50
Table 4.11: Results Analysis Hypotheses 6.....	50
Table 4.12: Results Analysis Hypotheses 7.....	51
Table 4.13: Results Analysis Hypotheses 8.....	51
Table 4.14: Results Analysis Hypotheses 9.....	52
Table 4.15: Results Analysis Hypotheses 10.....	52
Table 4.16: Gender - Group Statistics.....	52
Table 4.17: Gender - Independent Sample Test.....	53
Table 4.18: Marital Status – Group Statistics.....	53
Table 4.19: Marital Status – Independent Sample Test.....	54
Table 4.20: Teaching Program – Group Statistics.....	54
Table 4.21: Teaching Program – Independent Sample Test.....	55
Table 4.22: Education Level – Descriptive Statistics.....	56
Table 4.23: Education Level – ANOVA Statistics.....	57

LIST OF FIGURES

Figure 2.1: Cooper and Marshal (1976) Occupational Stress Model.....	25
Figure 2.2: Cooper and Palmer (2001) a Stress Model.....	26
Figure 3.1: Research Framework.....	34



UUM
Universiti Utara Malaysia

CHAPTER 1

INTRODUCTION

1.1 Background of the study

“Education in Malaysia is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physical balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysia Citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving a high level of personal well-being as well as being able to contribute to the harmony and betterment of the family, the society and the nation at large” (Ministry of Education, 1993).

Knowledge is the key determinant of the destiny and survival of the nation. The purpose of education is to enable the Malaysian society to have a command of knowledge , skills and values necessary in a world that is highly competitive and globalised, arising from the impact of rapid development in science, technology and information. Education plays a vital role in achieving the country’s vision of attaining the status of a fully developed nation in terms of economic development, social justice and spiritual, moral and ethical strength, towards creating a society that is united, democratic, liberal and dynamic. It is the mission to develop a world class quality education system which will realize the full potential of the individual and fulfil the aspiration of the Malaysian nation. The National Education policy is based on the National Philosophy of education which is expressed as follow. The above policy is to

be executed through a national system of education which provides for the national language to be the main medium of instruction, a nation curriculum and common examinations. The education provided being varied and comprehensive in scope and which will satisfy the needs of the nation as well as promote national unity through culture, social, economic and political development in accordance with the principles of Rukunegara. It is considered desirable that regard shall be had, so far as is compatible with that policy, with the provision of efficient instruction and with the avoidance of unreasonable public expenditure in accordance with the wishes of their parents (Education Act 1996).

Career in education is increasingly demanding high commitment. In Malaysia, those involved in this career are called as teachers, lecturers and academic staff. The scope of teacher, lecturer and academic staff task, are increasingly challenging day-to-day and needs highly demands patience, commitment, and sacrifice from the teacher, lecturer and academic staff. If in primary or secondary school, the teacher can call as teachers, while in higher level education or in tertiary education level the teachers are called as lecturer or academic staff. This study investigates the stress factors among lecturers and instructor in WIT College. The increasing role functioning and workload had caused stress in WIT College academic staff. This study explores and reviews the relationship between stress and job stress among lecturers and instructor in WIT College.

Job stress, sometimes will contribute to a more positive or negative effects to who are stress suffered. Many previous studies that investigate the relationship between stress

factors and the careers in the field of education. Career in the teaching profession is one of the most career that causes the staff to suffer stress which in turn adversely affects mental problems, health, decreased work performance, lack of job satisfaction and employee eventually burnout (Cooper & Khan, 2013).

Job stress happens in workplace when the job requirements do not match and suit with employee capabilities, capacity, skill resources and requirement. This situation leads to affect the human psychological and physiological. The employee who feels stress by their work will be identified with prolongs depression. The employees who are in depression are psychologically disturbed and they will not able to give good commitment and make good decision. In turn, will effect to their job performance and the organization itself. The negative job stress will lead less productivity and also effect the psychology of the employee are stress suffered (Cooper & Khan, 2013). National Institute of Occupational safety and Health, Ministry of Human Resources Malaysia suggested, there is a policy in the workplace to help employees deal with stress. The policies are such that mental health monitoring system to reduce stress workplace. (Retrieved from Ministry of Human Resources Malaysia web page). Career as a teacher, lecturer, or academic staff (in education line) is identified as most stressful occupational. (Cooper et. al, 2005). Other hand, Nwadiani (1996) stated, academic staff in universities is one of occupation that function under high stress condition. Selye (1936) are in his classic Stress of Life was described the effect of long term environmental threats, which recognized as stressor or the job stress factor. He writes that the person who suffers from the stress will lead to heart disease, ulcers, digestive disorder, headaches and high blood pressure.

1.2 Overview of WIT College

WIT College formerly known as Workers Institute of Technology is a leading engineering college and a technical training centre for human resource development in Malaysia. WIT college main objectives are to provide engineering studies, vocational and technical skills training. In line with these objectives, WIT College also conducts many part-time courses under its continuing education programmes to enhance the skills and knowledge of the currently employed industrial workers.

Today WIT College is recognized as an Approved Training Provider of the Malaysian Human Resource Development Fund (PSMB), Jabatan Pembangunan Kemahiran (JPK), Jabatan Perdana Menteri (JPM) and collaborates with various industries and bodies in training at various level for their technical employees. WIT College is one of the pioneers in technical based education which covers engineering area such as Automotive Engineering, Mechanical Engineering, Electrical & Electronics Engineering, Computer Science and Mechatronic Engineering. Besides that, these programmes are accredited by Malaysian Qualification Agency (MQA) and recognized by Jabatan Perkhidmatan Awam (JPA). WIT College is a well-known skills training centre and conducting various trade for skill training programs under the Malaysia Vocational Training (MLVK) standards (now known as Sijil Kemahiran Malaysia). WIT College is currently offering skills training from Level 1 to Level 4 in Motor Mechanics, Mechanics Industry, Electrician, Computer System, Automation and Maintenance and Beautician.

The management and staff of WIT College have strived for the enhancement and recognition standard in its measures to acquire quality assurance award since 2008. Hence, WIT College was awarded the ISO 9001:2008 Quality Management System status by SIRIM QAS Malaysia Berhad in 2010. Under this procedure development we are committed that the delivery and management of the programs are at the best level and quality assured (Retrieved from WIT College web page).

Below is information about the departments and programmes in WIT College such in Table 1.1.

Table 1.1:
Departments and Programmes

No	Departments	Programmes
1.	School Of Engineering	<ul style="list-style-type: none"> • Diploma in Mechanical Engineering • Diploma in Automotive Engineering • Diploma in Mechatronic Engineering • Diploma in Electrical & Electronics Engineering • Computer Science • Certificate in Mechatronics Engineering
2.	School of Business & Logistics Management	<ul style="list-style-type: none"> • Diploma in Business studies • Diploma in Logistics Management • Diploma in Accounting
3.	School Of Extension Studies	<ul style="list-style-type: none"> • Motor Mechanics (Automotive) • Mechanics Industry • Electrician • Computer System • Automation and Maintenance • Welding • Beautician • Sewing

4.	Short courses programs	<ul style="list-style-type: none"> • Computer Aided Design • Sewing • Chageman AO • Welding
----	------------------------	---

In the diploma program students with minimum MQA requirement of SPM 3 credits are enrolled. As for the certificate skill programs, the basic requirement is only the ability to read and write in Bahasa Malaysia. The duration for diploma programs is two years and six months and the skill program are taught in levels of one year duration in each level.

1.3 Problem Statement

Stress among workers is becoming more and more prevalent year by year. Stress can lead to other health related problems. Much research has been done to know the causes of stress among workers. In this study, academic staff belonging to a college namely WIT College was chosen to test whether the causes posed to them were factors causing stress.

Academic staff is also responsible to manage and implements the short courses. Each academic staff is required to be responsible for the short courses. The short course short courses are recognized as one of performance indicators and performance evaluation tool in WIT College. The task of managing the short course task is divided to before, during and after a short course runs. The tasks performed before short course is running are, finding the short course participants by the staff themselves academic staff, providing materials and equipment for undergoing the course, allocate the place

to run the short course, find the external instructors if the academic staff is not able to teach the course and need to book a vehicle to take and deliver the short course participants. The tasks during the short course are like, registration, take the picture of the activities, teach or supervise the short courses. The task carried out after short courses are, submit a report to the department and ensure that the places of the short course are cleared.

Academic staffs are also required to undertake duties such as coordinator at the examination unit, student recruitment, student affairs, sports, college time table and schedule, quality assurance, innovation, research, industrial training and alumni, data and more. In addition, academic staff in WIT College also should perform other tasks including planning and implementing such celebration or feast like, Independence Day, involved in student recruitment, do promotion for college, and others. In addition, there are also academic staffs that bear administrative duties such as finance, administration, development and others. Long hours of teaching and learning, coupled with other tasks that demand commitment from academic staff was contribute to stress among academic staff in WIT College.

WIT College strives to ensure that all requirements of MQA are met all the time. In addition, WIT College staffs also have to work hard to ensure the adoption of ISO 9001. All these situations demand a very high commitment from all academic staff to ensure the successes. The imposed of job burden, surely puts stress among academic staff. The number of tasks that need to be carried out by an academic staff, then, there will be contributes to the conflict in carrying out the task assign to them. WIT College academic staff in School of Engineering & School of extensions studies are facing

more problems of workload, role conflict and role ambiguity. The following are occurrence of stress problems among academic staff in WIT College.

An increasing the number of students also contributed to the increased in responsibilities and workload of academic staff. An increasing the number of students such in technical courses, such as electrical & electronics, automotive, mechanical, computer science, electrical installation field, mechatronics, welding, beautician, sewing, chargeman AO and computer aided design lead pressure on academic staff because of the shortage of facilities for the implementation of teaching and learning. The shortage is like, lack of workshops, rooms, computer laboratories, electronics laboratories and materials will effects the learning and teaching session. For example, electrical installation courses strapped lack of teaching aids such as cable and the workshop are narrow compared with the number of students. This (increase in the number of students and lack of teaching materials and learning spaces let the uncomfortable condition) will certainly increase the workload, thus contributing to the problem of stress among academic staff in WIT College.

The working environment and relation among of WIT College academic staff also was contributed to the occurrence of stress. The differences in the length of service of academic staff tend to create the perception of old (senior) and new (junior) academic staff also contributed to the conflict and thus put pressure on academic staff either new or old academic staff. For an old academic staff, they think, they should be given the opportunity to occupy the position of seniority list and promotion, while for the new academic staff else, they felt that, their talent needs to be highlighted because they have new ideas to be implemented for strengthen WIT college. This perception was

created a conflict that eventually contributed to the stress among lecturers and instructors of WIT College.

This study look at the factors of stress that occurs to the lecturers and instructors of WIT College. WIT College is a higher educational institution that provides training and skills to the community. This study was conducted due to lack of job stress study conducted involving higher education institutions that provide education and skills training in relation and selected demographic factors.

1.4 Research Questions

This study attempts to study the factors that lead to job stress among lecturers and instructors of WIT College.

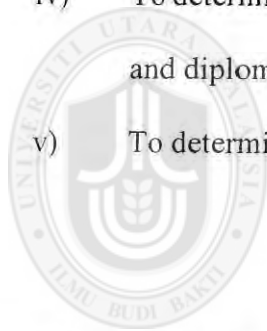
- i) Are there significant relationships among sources of stress (demands, control, relationships, role and support).
- ii) Is the mean sources of stress the same between genders?
- iii) Is the mean sources of stress the same between single and married lecturers and instructors of WIT College?
- iv) Is the mean sources of stress the same or different education levels of lecturers and instructors of WIT College?
- v) Is the mean sources of stress the same between certificate and diploma programs?

1.5 Research Objectives

The general objective of this research is to identify the reasons for stress among of academic staff in WIT College.

The specific objectives are:

- i) To determine the relationships among sources of stress.
- ii) To determine the difference of sources of stress between genders.
- iii) To determine the difference of sources stress between married and single lecturers and instructors of WIT College.
- iv) To determine the difference of mean source of stress between certificate and diploma programs.
- v) To determine the difference of mean source vary on level of education.



UUM
Universiti Utara Malaysia

1.6 Significant of Study

This study hopefully will give the significant in academic and managerial aspect. Thus, contribute for improvement the WIT College system.

This study is conducted when there have stress symptoms are detected and have seen in the WIT College academic staff.

1.6.1 Significant of the study in theoretical aspect

This study purposely is to identify the relationship between the job stress factor and job stress among WIT College academic staff. That is the main objective of this study.

This study, will add the publication of academic study in job stress field especially in higher educational institute are provide skill and training.

1.6.2 Significant of the study in managerial aspect

This study, hopefully will use as references in planning the activity that will reduce the job stress among WIT College academic staff. This study will enclosed and provide the knowledge and information about job stress among WIT College academic staff. Hopefully, the information gather from this study will helps the management part to plan the system, policies or procedures that will monitoring the job stress among WIT College academic staff. And, the factor of job stress will reduce and manageable. Job stress if it are in manageable condition it will bring positive effect among the staff and organization, but if the job stress are allowed and the staff are suffered cause of job stress, thus the organization are in risk. The staff are suffered from job stress are negatively affect the organizational itself.

1.7 Scope of Study

These studies are focused to a few things that are:

- 1) This studied is focused to five stress factors such demands, control, relationships, role and support as independent variables. Meanwhile the job stress as dependent variable.
- 2) This study was conducted in WIT College because of its many faceted work responsibilities in the various disciplines such as Electrical, Mechanical, Automotive

and etc. The college mainly conducts two sections namely Diploma in Engineering and Certificates courses in skill areas.

1.8 Limitations of Study

This study involves the academic staff in WIT College, Port Klang as the target group. Target group with the sample size of 38 were chosen to fill up the questionnaire survey, which comprised of questions that relates to causes of stress (control, relationships, demands, role and support) and its influence on the staff.

In the survey measurement, two basic assumptions that are made on the study.

- i. Respondents who completed the questionnaire did so on their own free will.
- ii. Respondents who completed the questionnaire answered the questions honestly accurately.

Nevertheless by using the survey questionnaire instruments, the study is prove to face limitations, and below is an example.

The study was limited to self-supported data with no observational follow up to verify the condition as it was submitted.

1.9 Organization of Thesis

The first chapter of this study are related the background of these study. These includes the general information about WIT College, the problem statement that the cause of

job stress in WIT College, the research questions, the research objective, the significant of this study and the limitation of this study.

For second chapter, this chapter is related with literature review. In this chapter, introduction of the dependent variable which is job stress. In this chapter also discusses three job stress models was developed by previous researcher that are related with this study.

The third chapter of this study relates to the research methodology. This chapter consists of the research framework, overview of this study such as the sources of stress, dependent variable, research location, population and sample, research instrumentation, structure of the research questions, and the statistical procedure.

The fourth chapter is on the analysis and results of this study. The analyses used are the descriptive analysis and inferential analysis on the data collected.

The fifth chapter is the research conclusion and recommendation. The discussion in this chapter relates back to the study objectives and new findings.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter are discovered the definition of the stress term and analyses the stress concept, stress in workplace the effect of stress to the employee health. This chapter also discussed there model of job stress was developed by previous studied. In this chapter also, discovered and discussed the job stress factors are happen in workplace and the overview of the previous studied and related. This chapter are explaining deeps in to job stress in workplace.

2.2 Overview of Stress

When stress occurs in one's life it will be changing the fate of them to positive or vice versa. This is because each person reacts and responds differently to stress that they experienced. In fact, everyone has their own ways to cope with stress that happen to them (Cooper & Khan, 2013).

There have the individuals who are able to cope with stress calmly and there are some individuals who had asked for the support and help of others. Differences to tackle the stress that occur in their lives, leading to success or failure in the future of the individual (Cooper & Khan, 2013).

Stresses are defined as our internal response to external events. Stresses are happen when our bodies and minds try to adapt the continuously changing environment. Stress will affects us positively and negatively. Positive stress such we are meet the dead line, or when we are need to sit the examination. The stress can make us attractive to take the proper action. And negative effect such, we are in stressful thought. From emotional aspects, the negative stress will make the person in stress are feel irritability, anxiety, fear, worry, anger, sadness, crying and others. Physical aspects, negative stress will effect such muscle tension, frequently illness, sleep disturbance, and many more (Cooper & Khan, 2013).

Stress is a prevalent problem in modern life (Chang & Lu, 2007). Stress is common in everyone's life. Stress affects the lives of everyone. Stress can be bad and good. Stress will contributes to the increase and decrease a person's performance. Stress require proper stress management for avoid adverse effects on our lives.

Stress occurs as a result of the existence of optimal conditions in which individuals are unable or find it difficult to correct. Stress is difficult to measure the extent to which it occurs where the workplace and can affect every employee. In one situation there is stress that is beneficial, but if there is too much stress it will have a negative impact on an individual or organizational itself (Holley & Jennings, 1983).

Stress is a condition to describe the stress experienced by the people in his life. Excess stress can cause interference on the performance and health of employees. Causes of stress are reflected in the scope of the two sources of organizational stress and causes stress due to non-employment. Stress will create either positive or negative stress.

Moderate stress will increase work capacity, but when it grew in excess it can cause decreased ability to return (Newstrom & Davis, 1993).

Malaysia Ministry of Health suggest some tips for controlling and dealing with the stress such as always been calm, breathe in, plenty of worship, speak and share the problem with someone, get a massage, relax and listen to music, play, work and always think positive (Retrieved from Malaysia Ministry of Health web page).

2.3 Stress Concept

Word stress may mean different for each individual view. Various assumptions, concepts and definitions of stress that have been documented and discussed at the seminar, convention, colloquia medical field and in the management of an organization itself.

Stress comes from the Latin word "stringers" which means to draw tight (Selye, 1964). Selye was the first scientist tare use and describe the term "stress" The term "stress" by Selye (1964) are describe a set of physical and psychological responses to adverse conditions or influences. Originally, the syndrome of just being sick was explain the original of stress meaning (Selye, 1936). There are nonspecific response of the body to any demand made upon it. The nonspecific term is explained as each demand made upon our body is in a sense unique, that is specific. It will arise above normal level as supposedly.

In the first stage, the alarm reaction is low resistance phase followed by shock when individuals become active resistance mechanisms. At this level of change in internal body system occurs when it is exposed to stress factors.

In the second stage, the phase of the body right resistance adapt to continuous stress. This level is the maximum level of adaptation. This is because the level of resistance above the normal level. Emotional signs, respiration and heart rate began to decline. Your blood contains hormones associated with stress. However, when the stress factor continues to increase resilience mechanisms do not work, then the individual will move to the third level.

At the third level, the level exhaustion. It occurs when the mechanism of adaptation has been lost or useless. It is also the same acceptance level on an ongoing basis and in a long period of time involving fatigue or maceration for acclimation. This is dangerous because it can lead to death.

On 1956, Selye used the term “stressor” to described the external force or influence acting on the individual stress to denote and explained the resulting reaction and terminology adopted by many others. Next, on 1964, Selye was construct and use the term “eustress” and “distress”. Eustress is a good stress and distress as bad stress. The mean “eustress” can adapt or stress constructively and “distress” that means the individual is cannot adapt and or going to self-destructive. The cause of stress known as “stressor”.

Stress is actually divided into two, namely physiological stress and psychological stress. Physiological stress is often viewed as physiological reaction of body. That

means, effect of stress to human body such as headache, migraine, abdominal pain, chest pain, sleep disturbance because of changes in eating, drinking, sleeping. The changes are causes of stress in workplace. For psychological stress is an emotional reaction because of stress that shown and can be seen to those who have a problem with stress such anxiety and depression burnout, tension, depression, anger, frustration, and nervous. Other, the psychological effect because of stress can be seen such job alienation, hostility, irritability among of stress person. (Selye, 1983).

Nowack (1989) explain that stressor is an environmental variable which the nature and effects of the stress might be understood, and when it interpreted by individual (by cognitive interpretation), it may lead to stress. The stress experienced was faced by the individual may cause strain and might be contribute long term negative effects. Individual experience and effects are depends on individual characteristic such as social support, hardiness, and coping strategies.

2.4 Stresses at the Workplace

According to Larson (2004) in organizational context, job stress also known as occupational or work stress. These term are often use in organization, but its meaning is refers to same thing. Many factors of stress have been study for years such as, work overloads, role conflict, ineffective, hostile and incompetent bosses, lack of personal fit with a job, lack of recognition, lack of clear job description, prejudice among on age, gender, ethnicity, religion and career progress uncertainty. But in the present day, some additional stressful should be concern. There are like competition and change in organization, technological change, increasingly diverse workforce, downsizing,

employee empowerment and teamwork, work and home conflict, elder and child care and violence in the workplace (Ivancevich & DeFrank, 1998).

According to Briner and Reynolds (1999) states, work-related stress has not only led to high levels of sickness and absence among of the staff but also contribute to the high turnover of staff and reduce the staff performance in the organization.

Stress is associated with impaired individual functioning in the workplace. The negative effects of stress in workplace such as reduce efficiency, decrease capacity to perform, less initiative and reduce interest in working among of worker, increase rigidity of thought, a lack of concern for the organization and team mate and loss of responsibility (Greenberg & Baron, 1995).

Cooper and Khan (2013) also written the effect to organizational because the staff are suffered too much stress at workplace are reduced productivity. The reducing productivity is effected by too much stress suffered by the employee. The reducing of productivity in organizational such higher turnover of staff, staff coming late to work and leaving early, the staff are sitting by doing nothing, poor reputation, higher level of staff absenteeism, poor quality of work, more workplace accident and others (Newstrom & Davis, 1993). States that stress is a condition that describes the stress experienced by the people in her life. The existence of stress in the workplace is common. When there is excessive stress on the employee, it may cause interference on the performance and health. Pressure between a jobs with other jobs also are different. Pressure from one job to another job is different. They also clarify the scope of stress in organization are from the organization itself and not the organization. Stress will create either positive or negative stress. Moderate stress will increase work

capacity while extreme stress will cause the ability to work will decrease. Among the causes of stress is the workload, time pressure, poor quality of supervision, political insecurity, not enough power, role conflict, and role ambiguity.

The research about stress among teacher and academic staff was discussed by previous study such as: Rowley (1996), was states that academic staff has a major role to play in achieving the institutional objective. Cormick (1997) states that teaching is an occupational that demands many roles. Teaching is stated as one of stressful occupation. (Tarver & Cooper, 1993). Nwadiani (1996), states that, academic staff in universities is one of occupations that functions under high stress conditions.

Cooper et al. (2005) states from the study done in UK found that six type of occupation were identified as the most stressful occupational regarding physical and psychological and having the lowest level of job satisfaction. The six type occupational are ambulance, teachers, social service, customer service, prison officer and police. The study also finds that are experiencing and faced higher stress level and lowest job satisfactions. It related with the fact that teacher are working in close contact with children every working days, and therefore the teacher are face and experiencing the high level emotional labour.

2.5 Job Stress Symptoms

Cooper and Khan (2013) by 50 things you can do to day to manage stress at work list such the short term outcomes of stress. There have signs that associated when

experiencing too much stress and it has divided into the three groups, that are how body may react, how people can feel, and how people may behave in stress conditions.

- i. Due to stress the body of the victims will show symptoms such headaches / migraine, aches and pains, high blood pressure, poor sleep patterns, indigestion, stomach ulcers, asthma, anxiety, depression, heart disease, changes in appetite, exhaustion, increased consumption of tobacco, increased consumption of alcohol, inability to concentrate, erratic moods, low self-esteem / confidence and others.
- ii. People due to stress felt at workplace will be found to be irritated, angry, frustrated, helpless, anxious, depressed, and unable to concentrate, over tired and others.
- iii. Behaviour of people in short term of stress are like finding it to make decisions, difficult to concentrate, avoiding difficult situations, biting our nails, finding it difficult to talk to others, denying there's a problem, frequently crying and others.

2.6 Sources of Stress

This studied have identified and categorized the job stress factors among lecturers and instructors of WIT College. The job stress factors are used in this study are related with selected stress models and previous studies. The job stress factor also related and relevant with the working environments that occurrence the job stress among lecturers and instructors of WIT College.

2.6.1 Role

The job roles need to be carried out well there are cause for failure to do this. Those causes were tested here to see if there were causing stress. Among the causes related to roles are conflicting demands on the job role, unclear job descriptions, lack of support in the job role and lack of career development opportunities are some.

Teacher have become stressful because of role demands in institution, for instance when organization member expectation about teacher behaviour are unclear (Cormick, 1997).

As a result, the employee are faced stress because of role conflict factor that will reduce their job satisfaction, increase in anxiety, and doesn't communicate with other people.

The role conflict is most associated with gastrointestinal problem. (Cooper & Khan, 2013).

Bacharach et.al (1990) stated many research are tended to focus on role ambiguity as primary role stress, and less consideration given to role conflict and role overload. Bacharach et. al (1990) also stated that role conflict such as incompatible role expectation from organizational member are resulted from inconsistent information.

2.6.2 Demands

Demands means more responsibilities and in the same time increase the workloads.

The demands causing the stress of academic staff. The demands of academic staff in relation to dealing with student discipline, coping changes in time table or courses taking workload, meeting targets, dealing with auditing processes and etc.

Accordingly, experience of meaning of work depends on the extent to which the

individual experience satisfaction of basic psychological and social needs at work. The Job Demands-Resource model (JD-R) (Bakker & Demerouti, 2007; Demerouti *et al.*, 2001; Schaufeli & Bakker, 2004) may contribute towards understanding the interplay between factors in the psychosocial work environment and experience of meaning at work. The JD-R model states that employee perceptions of job demands and job resources have an impact on individual well-being. Job demands are those aspects of the job that require sustained physical or psychological effort that may be associated with certain physiological or psychological costs. Job resources are those aspects of the job that are functional in achieving work goals, and stimulate personal growth, learning and development (Schaufeli & Bakker, 2004).

2.6.3 Control

Controlling the staff often want more power in the workplace than they have been granted. Control of management over staff having no authority to deal with their responsibilities, having to deal with improper planning of management and having no say in decision making.

As employee, they will know that they are in workloads when they have make more and often mistake, the staff become short-tempered with other co-worker and at home, the staff are less efficient at workplace, working in the late time in effort to settle the work and the staff are bring back the office work to the home (Cooper & Khan, 2013).

2.6.4 Relationships

Many jobs demand regular contact with other people at work. Poor or unsupportive relationships with colleagues and supervisors can be a potential source of pressure. Bullying behaviour of manager/ staff, dealing with conflictual situations, feeling isolated from curriculum area are some of the causes for stress. Have good relationship among co-worker are provide more fun and harmony working environment and will prevent stress that ultimately harm the staff involved itself (Cooper & Khan, 2013).

Office politics is something are normal and always happen in workplace environment. Office politics sometime will be positive and sometimes will be negative effected to which employee are involve. Office politics competition of money and promotions among the staff involved. Nepotism, cronyism and favouritism are occur in many organization. The office politics can effect either professional or white collar worker. The employee are working in large organization, which have many layer of hierarchical, very bureaucratic in which the employee have less and little control on his or she job are almost more stressful than employee are work in small organization, less bureaucratic and simple hierarchical in an organization. (Cooper & Khan, 2013).

2.6.5 Support

Individuals need to feel that they have appropriate support from management. They also need to feel that they are adequately informed and that they are valued. The lack of support from management it causes the stress. The stress was caused by lack of information, lack of administration support, limited or no access to training, feeling work not value and lack of facilities.

All types and nature of work is the main source that contribute to stress formations. It because if the work load given is inappropriate or it might create too much burdens to workers involve. Although an individual's or staff definitely talented and efficient when carrying his or her duties, but in the same time workload given are excess from his or she ability to perform might be negative effects at last such as drop of his or she performance due of he or she physical and mental fatigue and will lead to disease such as heart disease, high blood pressure, emotional problem and others. (Cooper and Payne, 1978).

2.7 The Job Stress Model

Cooper and Marshall (1976) categorized the source of occupational stress. The model categorized occupational stress as intrinsic to the job, role in the organization, relationship at work, career development, organizational structure and climate, and home-work interface.

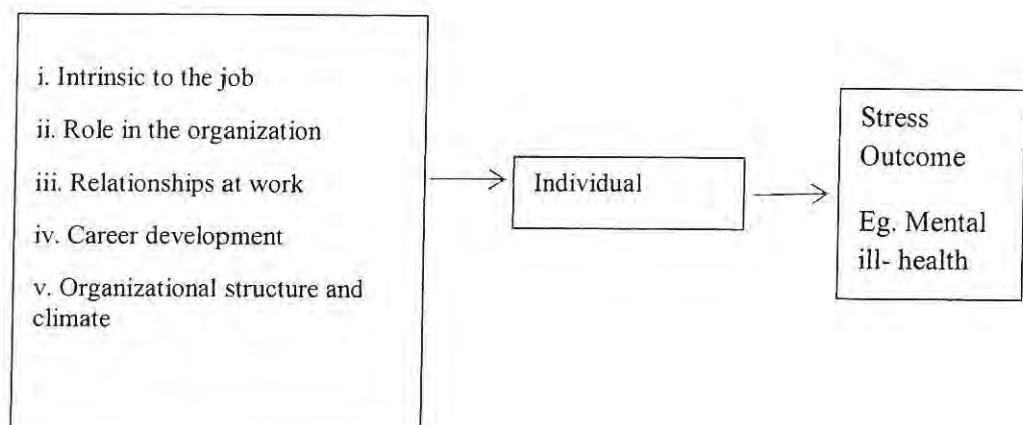


Figure 2.1
Cooper and Marshal (1976), Occupational stress model

The categorized of this occupational stress are such intrinsic to the job are included are physical aspects of the working environment such as lighting and noise, physical aspect such workload or time pressures. For role in organization are include role

ambiguity and role conflict. Relationship at work including poor relationship with the boss or colleagues (team mate) and the component of bullying in the workplace (Rayner & Hoel, 1997). For organizational structure and climate such the worker or employee have little involvement in decision making process and office politics. Below is the model of stress by Cooper and Palmer (2001).

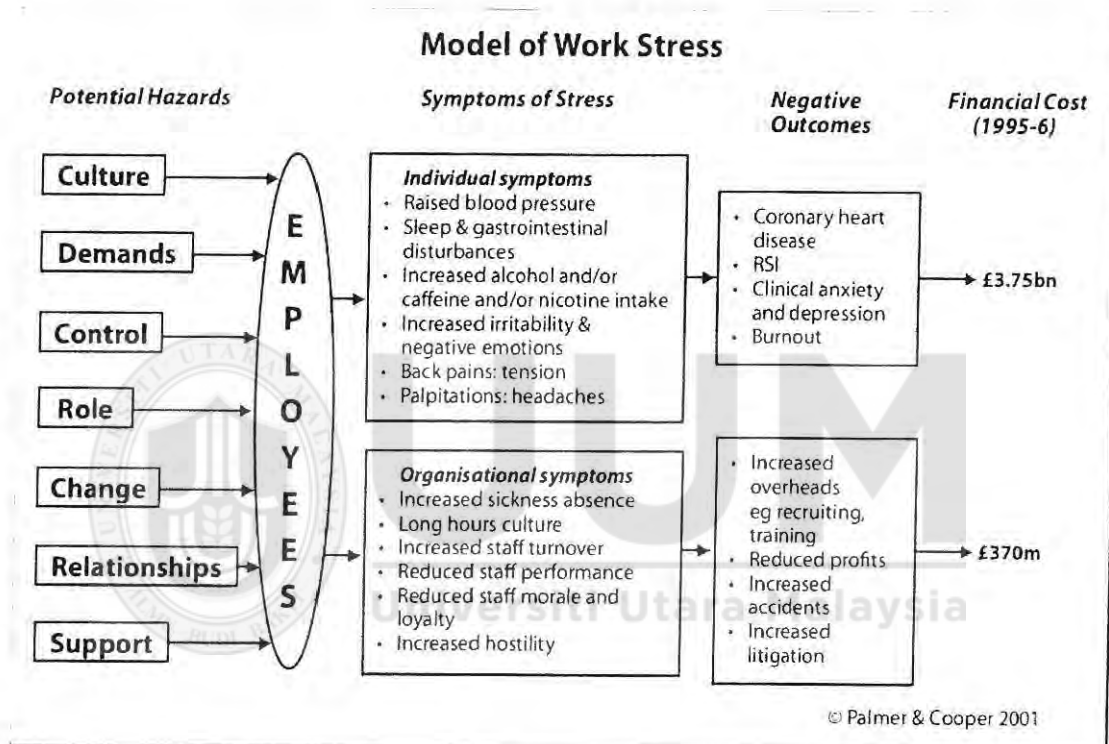


Figure 2.2:
Cooper & Palmer (2001). A stress model

2.8 Factors Contribute to Job Stress

Many previous studies have been done related to the cause of this stress. Dua (1994) made a study on the staff of the University of New England in 1994 on job-related factors related to causes of stress to them. He examined six factors of job stress such as job significance, workload, work politics, interpersonal, work conditions and

university reorganization as independent variables. These studies use health (included emotional and physical health) and job dissatisfaction as dependent variable. These studies included four campus of the University of New England as respondent. The staff were respondents such as senior lectures, below senior lectures, researcher, senior technical staff officer, junior technical officer, upper and lower level grade of administrative officer, and the librarians. They were 551 of males and 441 were females as respondent of these studies. The findings of his study are, higher education job characteristics is a source of stress to the staff of the University of New England. The study also found that employees who come from different groups will have different stress. The study also showed academic levels have no effect of stress. The other study findings are, 41 percent respondent do not get feedback with his works, 12 percent of respondent reported that their workplace conditions were unsatisfactory, 34 percent of respondent reported that they are overworked, 32 percent of respondent reported that they were expected to do too much in too little time, 14 percent of the respondent reported that they did not have a secure job, 41 percent of the respondent reported that there were not enough promotion opportunities for them, 35 percent of the respondents reported that they had not achieved the position they had hoped to achieve, 25 percent of the respondent reported that politics determined who got enough promotion opportunities for them, 19 percent of the respondent reported that they had little scope for contributing to decision making in their department, 21 percent of the respondent reported that they did not have the necessary infrastructure or equipment at work. Result from his study also shown, younger staff reported more job stress than older staff. This may be because as people get elderly they become more experienced and more worldly-wise. The analysis of subgroup revealed that, no significant difference in job stress between male and female staff, but the male are reported more workload

stress than female staff that more stress due to work politics. These studied findings are job significance, workload, work politics, and university reorganization was significant to stress occurrence in the University New England. Dua (1994) also found that higher level of stress are associated with dissatisfaction regarding the work, psychological distress, negative affect, anxiety and poor health as measured by absence through illness, tends to visit medical practitioner, and self-rating of overall physical health.

The studied by Shikieri and Musa (2011), by their research factors associated with occupational stress and their effects on organizational performance in a Sudanese universities. The studied aim for determined the factor associated with occupational stress and their relationship with organization performance. This study was conducted in 1999 in one of private Sudanese universities. The respondent was randomly selected. The respondent are included the staff are working in central building from various departments, specializations, and different duties. There are the administrator, lectures, technicians, and workers. To obtain the accurate data, a pre-test was conducted before the real studies are made. The total respondent involve in these studies are 150 people. The studies are use instrument developed by Dua (1994), Manshor et al. (2003), Chen et al. (2006) and Venables and Allender (2006) with both reliability and validity of data was tested. The stress factor role ambiguity, role conflict, promotion, development, training opportunity and feedback, participation in decision making and authority, workload, working condition and interpersonal relations as dependent variable. And organizational performance as dependent variables. The finding from these studied are, the job stress affected and suffered the employee and staff physical health by 86 %. The staff also reported that job stress

affected their overall commitment to their job. These studies enclosed that the Sudanese University workload and working conditions were expected to be chosen as key job factor of stressor in Sudanese universities. The staff suffered high level of job stress. The university needs to evaluate the situations and take the relevant actions for reduce the stress among the university staff. It will achieve by constructing the clear formal rules, policies, and guideline to help the staff and will reduce the job stress among Sudanese university staff.

Conley and Woosely (2000) were made studied on teacher role stress by their studies teacher role stress, higher order needs and work outcomes. They were examined three stress factors that are role ambiguity, role conflict, and role overload whether the three stress factors are related individually and organizationally value and the possible influence of moderating variables, higher order need. Their studies are used elementary and secondary teacher in 12 schools district in one state in the Western USA. These studies are involved 386 teachers. The finding from their study are, role conflict and role ambiguity are significantly relate to organizational commitment for teachers at both level either primary or secondary school. Consistent with some research done in other occupational settings, role stress was found here to affect outcomes valued by the organization, and particularly organizational commitment. The finding that role ambiguity and role conflict was related to dissatisfaction but not to stress at the secondary level school for the sample. Job dissatisfaction has been characterized as a milder reaction to one's job than is stress. By the studied, the negative reactions produced by role ambiguity and role conflict.

Sutherland and cooper (1988) identified an intrinsic job factor such poor working condition and work overload, role in organization such as role conflict and role

ambiguity, the career development such as lack of promotion policies and less job security, poor relationship at work and the organizational culture such as politics in organization and lack in participation in decision making process as organizational stressor.

Matterson and Ivancevich (1987) identified varied thing happen to people outside of their work environment may contribute as work stressor. The outside organizational stressor such as involve in family problems, personal problem and social problems. The job related stressor and the outside organizational stressor will cause stress and up to strain among the stress person. The strain like psychological distress such depression and anxiety effect from lower emotional health, the lower physical health effected from heart disease, insomnia, headaches, and infection, and also as organizational it will effected too, such as job dissatisfaction, absenteeism lower productivity, and poor work quality cause from stress worker. Stress causing suffering to worker are involving negative stress, and might be let to reduction in work quantity and quality.

According to Williams et al., (2001), there is an increasing concern about job stress in developing countries. It's been related to organization's problems such as absenteeism, turnover, and poor job performance, accidents and errors, and alcohol and drug abuse.

The studied by Ahmad Usman, Zulfiqar Ahmed and Ishfaq Ahmed (2011) in work stress experienced by the teaching staff of university of the Punjab Pakistan: Antecedents and consequence. These studied are examined the relationship between role conflict, and role ambiguity to work stress and attitudinal outcomes because of work stress such job satisfaction an organizational commitment. The studied were involved 160 teachers from five different faculties. The researches have done by

questionnaire distribution to respondent. Total respondent are 160 people. The research analysis used by SPSS 17.0 and AMOS 16.0 software. The researchers also have applied Structural Equation Modeling (SEM) for gained meaningful result. From the studied shows, there is role conflict and role ambiguity is positively related to work stress and the stress is negatively associated with job satisfaction and organizational commitment. The studied were suggested that the ambiguous role of university teacher, leads conflicting demands placed on the university teacher. The work stress faced by the university teacher was lower their level of work satisfaction and their commitment to organizational.

Nilufar Ahsan et al. (2009), was studied of job stress on job satisfaction among university staff in Malaysia. The studied are investigated about the relationship between job stress and job satisfaction. The studied was conducted by use close-ended questionnaire. The studied was conducted in a public university in Klang Valley. The total respondent are involve in this studies are 300 people. These studied form role conflict, relationship with others, workload pressure, home-work interface, role ambiguity and performance pressure as job stress factor and the job stress have relationship with job satisfaction. The studied finally enclosed the workload pressure, homework interface, role ambiguity and performance pressure are significant and direct effect on job stress, meanwhile role conflict (management role) had no significant relationship with job stress.

The studied are suggested that the employer (university management) should understand the needs of their employee. Others, constant appraisal and program should be held for reinstate and motivated the employee (university staff). The researcher also conclude the employee will experience and faced the stress will affect the employer

and students at last. Finally, the researcher are suggested more university involve for next research do and more stress factor can also be included in the question and can be used in many different aspect in the working environment.

According to Otto (1986), he emphasized that a balance between demands and resources, helps individuals to uncton comfortably and stress occurs when there is a sign of misfit between occupational demands and opportunities in the one hand and the worker's capacities, needs and expectations on the other.

The National Institute of Occupational Safety and Health (U.S) identified the following categories of stressors as representing the primary sources of stressors for employees. There are excessive workload and pace, rigid or otherwise undesirable work schedules, role stressors (conflict and ambiguity), concern about career security, poor interpersonal relationships at work and unpleasant job conditions.

Based on previous studied, this studied have chooses role, demands, relationships, control and support as the job stressor or the job stress factors among the academic staff in WIT College. This is because many previous studied have examined and used as a stress factor. Next, it was created curiosity and thus carry out by this studied.

2.9 Chapter Summary

Studied in job stress are interesting and important for give information and helps the employees who are suffered from job stress problem and organizational itself. There have many studies and relate with job stress have done by previous study. Job stress is

happen in any occupation and level. In Malaysia, there have frequently study in job stress field are done in police, teacher and nurse occupation.

Job stresses are cause by many factors. The factor are depends to type of occupational, level such lower, middle or higher level in organization, the status of job such permanent, contract or temporary, the sector of the job such government, private or freelance. In general, there have the job stress factor are similar with other occupational, but also have unrelated job stress factor cause by different type of occupational.

From this chapter, the definition of stress word, the concept of job stress, the system and effect of job stress are explained. This chapter also explored the two model of job stress that seems related with this study and used to construct the research framework of this study. By examined the previous job stress model and previous studies, then five job stress factors have been identified for use in this study. This is because the presence of similarity between jobs stress factor with workplace environment in WIT College. The five factors are demands, control, relationships, role and support.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides the discussion on research framework, research design, operational definition, hypotheses, instrumentation, and data collection such sampling, data collection procedures and techniques of data analysis. The research methodology is very important as it describes the plans and method need to be taken to produce a proper research.

3.2 Research Framework

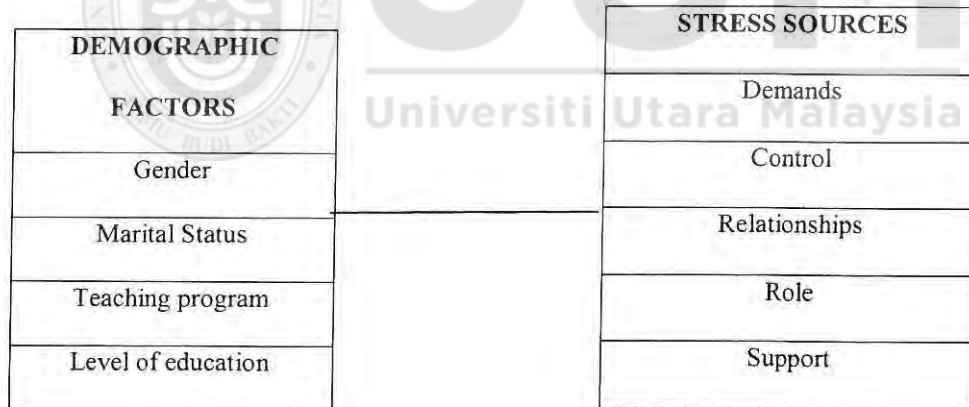


Figure 3.1
Research Framework

The research framework for this study will focus on among the lecturers and instructors of the Kolej WIT. The dependent variable in this study is job stress. The independent variables in this study are:

- (i) Demands,
- (ii) Control,

- (iii) Relationships,
- (iv) Role
- (v) Support

3.3 Research Hypotheses

The research hypotheses for this study are:

- H1: There is a significant relationship between demands and control.
- H2: There is a significant relationship between demands and relationship.
- H3: There is a significant relationship between demands and role.
- H4: There is a significant relationship between demands and support.
- H5: There is a significant relationship between control relationships
- H6: There is a significant relationship between control and role.
- H7: There is a significant relationship between control and support.
- H8: There is a significant relationship between relationship and role.
- H9: There is a significant relationship between relationship and support.
- H10: There is a significant relationship between role and support.
- H11: Mean sources of stress different between genders.
- H12: Mean sources of stress different between marital statuses.
- H13: Mean sources of stress different between programs.
- H14: Mean sources of stress different between education level

3.4 Research Design

This study is a quantitative and survey based research. Survey based research is a cross-sectional design at a single point in time. Data are collected predominantly by questionnaire. These data will be examined to detect pattern of association (Bryman and Bell, 2011).

3.5 Operational Definition

The operational definition for job stress as following:

i) Demands

Demands mean more responsibilities and in same time increased workload, long working hours and need to hit targets / deadlines. Job demands are those aspects of the job that require sustained physical or psychological effort that may be associated with certain physiological or psychological costs. Job resources are those aspects of the job that are functional in achieving work goals, and stimulate personal growth, learning and development (Schaufeli & Bakker, 2004).

ii) Control

The experience of pressure is strongly linked to perception of control. Lack of influence and consultation in way in which work is organized and performed can be a potential source of pressure (Schaufeli & Bakker, 2004).

iii) Relationships

Many jobs demand regular contact with other people at work. Poor or unsupportive relationships with colleagues and supervisors can be a potential source of pressure. Have good relationship among co-worker are provide more fun and harmony working environment and will prevent stress that ultimately harm the staff involved itself (Cooper & Khan, 2013).

iv) Role

Role is described as a situation where the employees perceive lack of support in job role, unclear job description, lack of career development opportunities and significant information that is required to perform work role adequately (Cornick, 1997).

v) Support

To perform a job effectively, individuals need to feel that they have appropriate support from management. They also need to feel that they are adequately informed and that they are valued (Cooper & Khan, 2013).

3.6 Measurement of Variables/Instrumentation

This section is divided into two main discussions:

- (i) Development of the questionnaire as the instrument and the measurement to use.
- (ii) The pilot test carried out on the proposed questionnaire.

3.6.1 Instrument and Measurement

The research instrument used in this study is the closed-ended questionnaire. The questionnaire is adapted from several of previous research. The questionnaire is divided by two parts which are Part A and Part B.

Part A: Demographic information. There are four questions in Part A which are:

i) Level of education.

SKM Level 3
SKM Level 4
SKM Level 5
Degree of bachelor
Degree of master

ii) Gender.

Male
Female

iii) Marital Status.

Male
Female

iv) Teaching Program

Certificate
Diploma

Part B: Questioning on factors causing stress, there is five variables.

i) Demands

- a. Dealing with student discipline
- b. Dealing with aggressive/violent behavior
- c. Administration
- d. Frequent changes to timetable or courses

- e. Increased workload
- f. Need to hit targets/deadlines
- g. Long working hours
- h. Inspection/auditing processes
- i. Traveling time
- j. Staff appraisal
- k. Presenteeism – feeling unable to take time-off sick

ii) Control

- a. Lack of participation in decision making
- b. Dealing with competing demands – unable to plan working day
- c. Work linked to deadlines & targets
- d. Changes in terms & conditions without consultation
- e. Lack of funds/resources/ support to do the job
- f. Given responsibility without the authority to take decisions

iii) Relationships

- a. Bullying behaviour from managers/ staff/ students
- b. Dealing with conflictual situations
- c. Lack of line management support
- d. Feeling isolated in curriculum area
- e. Lack of communication with staff
- f. New styles of institutional management
- g. Feeling that your work is not valued
- h. Lack of involvement and information as hourly paid lecturer

iv) Role

- a. Conflicting demands in job role
- b. Unclear job description
- c. Lack of support in job role
- d. Efforts not valued
- e. Lack of participation in decision making
- f. Lack of promotion prospects
- g. Lack of career development opportunities

v) Support

- a. Lack of information about what is going on
- b. Insufficient admin support
- c. Feeling work not valued
- d. Lack of management support
- e. Limited or no access to training
- f. Over competitive/ confrontational institutional culture
- g. Lack of funds/resources to do the job
- h. Lack of facilities, eg photocopiers

This questionnaire from University and college Union model stress questionnaire (https://www.ucu.org.uk/media/docs/i/s/stresstool_question.doc). The questionnaire was distributed to 38 academic staff of WIT college lecturers and instructors.

This study adopts the 5-point Likert scale. Items in Part B are measured using the 4-point Likert scale as in Table 3.2

Table 3.1

Likert Scale Score Used in Study

Scale	Point
Very Unstressful	1
Unstressful	2
Stressful	3
Very Stressful	4

3.6.2 Pilot Test

The reliability of the instrument was put to a test in pilot study. This study was carried out in the Kolej WIT and thirty eight academic staff was involved. Sixteen lecturers and twenty two instructors were participated in this study. A complete set of

questionnaire was distributed to the lecturers and instructors and they were completed and returned.

3.7 Data Collection

The first part of questionnaire is demographic of respondents and the second part of questionnaire is factors causing the stress. The lecturers and instructors managed to answer and returned the answered questionnaire immediately. However there are some lecturers and instructors was returned at a later date. This is especially when the lecturers and instructors were not around when the questionnaire were distributed in the first place. These lecturers and instructors were away for workshops, labs and extra curriculum activities with their students.

3.8 Population

The target group for this study is mainly the lecturers and instructors who are involved directly in the teaching for diploma and skill students in the WIT College Selangor. The population for this study was 60.

3.9 Sampling

The group of 60 academic staff who are both lecturers and instructors were selected from a private engineering college, WIT College. Base on Krejcie and Morgan (1970) for 60 participant should be 52 respondents. But only 38 lecturers and instructors was participants in this research others not replying the survey form. The group consisted

of both sex, teaching skilled courses diploma and with different education levels (skilled level to master's degree). This group were sampled due to the various roles they played as educators. They were also played multi roles as role models for students and subordinates to the management as such demands were many. Therefor the group was considered the best to be sampled for knowing whether the causes of stress were true.

Table 3.2

Sample size determination based on population (Krejcie and Morgan, 1970)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: N is Population Size; S is Sample Size

Source: Krejcie & Morgan, 1970

3.10 Techniques of Data Analysis

Data were analysed using Statistical Package for Social Sciences (SPSS Version 22). Descriptive analysis use in this studied are frequency, percentage, mean and standard deviation. The descriptive analysis involved in this study are analysed the respondent background (gender, marital status, education level and teaching program). Besides

that, the Pearson correlation analysis. Pearson correlation analysis used to examine and analyse the relationship between among stressors. The Pearson correlation analyses are is a measure of the linear correlation (dependence) between two variables. The Pearson correlation are giving the value, there are, between +1 and -1 inclusive, where 1 is total positive correlation, 0 is no correlation, and -1 is total negative correlation. To identify and interpreted the result was using Guildford's Rule of Thumb generated from Pearson correlation analysis. The Guildford's Rule of Thumb as table below.

Table 3.3
The Guildford's Rule of Thumb

Size of Correlation	Interpretation
0.90 to 1.00 (-.90 to -1.00)	Very high positive (negative) correlation
0.70 to 0.90 (-.70 to -.90)	High positive (negative) correlation
0.50 to 0.70 (-.50 to -.70)	Moderate positive (negative) correlation
0.30 to 0.50 (-.30 to -.50)	Low positive (negative) correlation
0.00 to 0.30 (.00 to -.30)	Little if any correlation

Analysis of variance (ANOVA) was used for analysis between groups and within groups. While T- test was used to compare the means of stressor for gender, marital status and teaching program (certificate and diploma).

3.10 Chapter Summary

This chapter discusses the research framework and the list of hypotheses of this study. The discussion also covers the development process of the questionnaire carried out from the sources of questions to the pilot test of the questionnaire. The data collection method and the type of data analysis were also covered.

CHAPTER 4

FINDINGS

4.1 Introduction

This chapter discussed the results of the analysis from the data collected. The data collected are analysed by descriptive and inferential analysis.

4.2 Descriptive Analysis

In general descriptive statistic is used to describe the basic feature of the data in the study. Descriptive analyses provided the summaries about the sample and the measures. For this study, the descriptive analysis was undertaken to analyse the data collected frequency, percentage, mean and standard deviation.

4.2.1 Descriptive Analysis on Respondents Background

Table 4.1, is a result of analysis performed on data that had been collected and were analysed using SPSS Version 22. The respondent demographic information is consist of level of education, gender, marital status and teaching program.

Table 4.1
Demographic of Respondents

Items	Frequency	Percentages
Gender		
- Male	25	65.8
- Female	13	34.2
Marital Status		
- Single	20	52.6
- Married	18	47.4

Level of Education		
- SKM Level 3	6	15.8
- SKM Level 4	13	34.2
- SKM Level 5	3	7.9
- Degree of Bachelor	10	26.3
- Degree of Master	6	15.8
Teaching Program		
- Certificate	21	55.3
- Diploma	17	44.7

The above Table 4.1 shows the analysis of demographic of lecturers and instructors of WIT College. Total number of lecturers and instructors was participated is 38. Total male staff was respondent are 25 (65.8%) and female staff respondent are 13 (34.2%). Further, the findings of this studied also indicate about marital status of the respondent background. According to the analysis, represented single status by 20 (52.6 %) respondent and married are 18 (47.4 %) respondent. Next, the academic level among lecturers and instructors who are interested in this studied. From the studied have been carried out, and the output from data analysis have presented that SKM Level 3 holder among the respondent are 6 (15.8 %), SKM level 4 holder are 13 (34.2%), SKM Level 5 holder are 3 (7.9%) , degree of bachelor holder are 10 (26.3%) and degree of master holder are 6 (15.8%). The lastly, the items include in demographic information of the respondent is the teaching program. From the analysis have been carried down that 21 (55.3 %) respondent are teaching for certificate program and 17 (44.7%) respondent are teaching for diploma program.

4.2.2 Descriptive Analysis of Stressor

The following is a descriptive analysis on causes of stress. Lecturers and instructors mark of the answer by Likert scale range between 'Very Unstressful' and 'Very Stressful'. From analyse the findings of the lecturers and instructors response, then the

descriptive analysis, mean and standard deviation analysis have been carried out. Mean is the average obtained by dividing the sum of the data by the number of data in the set, while standard deviation is the extent to which data differs from the mean. The standard deviation is a measure of how the data is clustered about the mean. The results of the mean and standard deviation analysis will be compared with the mean score. The mean score table is as follows:

Table 4.2
Mean Score Table

Score	Level
1.00-2.33	Low
2.34-3.67	Moderate
3.68-5.00	High

Table 4.3
Descriptive Statistics –Among variables

Descriptive Statistics			
	Mean	Std. Deviation	N
Mean DEMAND	2.0335	.47658	38
Mean CONTROL	1.9518	.61379	38
Mean RELATIONSHIP	1.8487	.61386	38
Mean ROLE	2.0526	.71500	38
Mean SUPPORT	2.7829	.70032	38

The above Table 4.3 is about descriptive statistics showing the comparison including the mean and standard deviation for the five variables. From the statistics it evident that the stress felt by the lecturers and instructors at WIT College is comparatively similar for all the five variables. The most significantly felt stress is for the variable 'Support'. The mean for this variable is 2.7829 and standard deviation 0.70032. The next significant stress causing variable is 'Role' and its mean is (2.0526) and standard deviation (0.71500). Following by the 'Demand' its mean is (2.03335) and standard

deviation is (0.47658). For the 'Control' the mean is (1.9518) and standard deviation is (0.61379) and the 'Relationship' mean is (1.8487) and standard deviation is (0.61386). From this table it is noted that all the five variables contribute stress to lecturers and instructors and comparatively all the contribution almost the same amount of stress.

4.3 Inferential Analysis

4.3.1 Correlations Analysis

Correlation analysis is analysis that analyse whether and how strongly pairs of variable are related. This studied are used Pearson correlation analysis. Pearson correlation analysis is used for examine and analyse the relationship between the job stress factor and the job stress.

This studied and compared the result generalized with Guildford's Rule of Thumb to identify and interpreted the strength of correlation as the table below.

Table 4.4
The Guildford's Rule of Thumb

Size of Correlation	Interpretation
0.90 to 1.00 (-.90 to -1.00)	Very high positive (negative) correlation
0.70 to 0.90 (-.70 to -.90)	High positive (negative) correlation
0.50 to 0.70 (-.50 to -.70)	Moderate positive (negative) correlation
0.30 to 0.50 (-.30 to -.50)	Low positive (negative) correlation
0.00 to 0.30 (.00 to -.30)	Little if any correlation

Table 4.5*Correlations Analysis (Determine the Relationship among Stressors)*

		Mean Demand	Mean Control	Mean Relationship	Mean Role	Mean Support
Mean Demand	Pearson Correlation	1	.476**	.656**	.654**	.586**
	Sig. (2-tailed)		.003	.000	.000	.000
	N	38	38	38	38	38
Mean Control	Pearson Correlation	.476**	1	.490**	.504**	.585**
	Sig. (2-tailed)	.003		.002	.001	.000
	N	38	38	38	38	38
Mean Relationship	Pearson Correlation	.656**	.490**	1	.826**	.552**
	Sig. (2-tailed)	.000	.002		.000	.000
	N	38	38	38	38	38
Mean Role	Pearson Correlation	.654**	.504**	.826**	1	.610**
	Sig. (2-tailed)	.000	.001	.000		.000
	N	38	38	38	38	38
Mean Support	Pearson Correlation	.586**	.585**	.552**	.610**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	38	38	38	38	38

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation analysis shown in Table 4.5 between demands and control. The demands and control variables coefficient value of 0.476 is positive and significant at $p < 0.01$. The strength of the relationship between demands and control is at a minor correlation level. Therefore, as shown in Table 4.6, hypothesis 1 is accepted.

Table 4.6*Results Analysis of Hypotheses 1*

Hypotheses	Results
H1: There is a significant relationship between demands and control.	Accepted

The correlation analysis shown in table 4.5 between demands and relationships. The demands and relationships variables value of 0.656 it is positive and significant at $p < 0.01$. The strength of the relationship between demands and relationships is at a minor correlation level. Therefore, as shown in Table 4.7, the hypothesis 2 is accepted.

Table 4.7

Results Analysis of Hypotheses 2

Hypotheses	Results
H2: There is a significant relationship between demands and relationships.	Accepted

The correlation analysis shown in table 4.5 between demands and role. The demands and role variables value of 0.654 it is positive and significant at significance level $p < 0.01$. The strength of the relationship between demands and role is at a minor correlation level. Therefore, as shown in Table 4.8, the hypothesis 3 is accepted.

Table 4.8

Results Analysis of Hypotheses 3

Hypotheses	Results
H3: There is a significant relationship between demands and role.	Accepted

The correlation analysis shown in table 4.5 between demands and support. The demands and support variables value of 0.586 it is positive and significant at $p < 0.01$. The strength of the relationship between demands and support is at a minor correlation level. Therefore, as shown in Table 4.9, the hypothesis 4 is accepted.

Table 4.9
Results Analysis of Hypotheses 4

Hypotheses	Results
H4: There is a significant relationship between demands and support.	Accepted

The correlation analysis shown in table 4.5 between control and relationships. The control and relationship variables value of 0.490 it is positive and significant at $p < 0.01$. The strength of the relationship between demands and support is at a minor correlation level. Therefore, as shown in Table 4.10, the hypothesis 5 is accepted.

Table 4.10
Results Analysis of Hypotheses 5

Hypotheses	Results
H5: There is a significant relationship between control and relationships.	Accepted

The correlation analysis shown in table 4.5 between control and role. The control and role variables value of 0.504 it is positive and significant at $p < 0.01$. The strength of the relationship between demands and support is at a minor correlation level. Therefore, as shown in Table 4.11, the hypothesis 6 is accepted.

Table 4.11
Results Analysis of Hypotheses 6

Hypotheses	Results
H6: There is a significant relationship between control and role.	Accepted

The correlation analysis shown in table 4.5 between control and support. The control and support variables value of 0.585 it is positive and significant at $p < 0.01$. The

strength of the relationship between demands and support is at a minor correlation level. Therefore, as shown in Table 4.12, the hypothesis 7 is accepted.

Table 4.12
Results Analysis of Hypotheses 7

Hypotheses	Results
H7: There is a significant relationship between control and support.	Accepted

The correlation analysis shown in table 4.5 between relationships and role. The relationships and role variables value of 0.826 it is positive and significant at $p < 0.01$. The strength of the relationship between demands and support is at a minor correlation level. Therefore, as shown in Table 4.13, the hypothesis 8 is accepted

Table 4.13
Results Analysis of Hypotheses 8

Hypotheses	Results
H8: There is a significant relationship between relationships and role.	Accepted

The correlation analysis shown in table 4.5 between relationships and support. The relationships and support variables value of 0.552 it is positive and significant at $p < 0.01$. The strength of the relationship between demands and support is at a minor correlation level. Therefore, as shown in Table 4.14, the hypothesis 9 is accepted.

Table 4.14
Results Analysis of Hypotheses 9

Hypotheses	Results
H9: There is a significant relationship between relationships and support.	Accepted

The correlation analysis shown in table 4.5 between role and support. The role and support variables value of 0.610 it is positive and significant at $p < 0.01$. The strength of the relationship between demands and support is at a minor correlation level. Therefore, as shown in Table 4.15, the hypothesis 10 is accepted.

Table 4.15
Results Analysis of Hypotheses 10

Hypotheses	Results
H10: There is a significant relationship between role and support.	Accepted

4.3.2 Sources of Stress Between Demographic Factors

Table 4.16
Gender: Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
MEAN STRESSOR	Male	25	2.0087	.45831	.09166
	Female	13	2.3746	.54718	.15176

The above Table 4.16 is to test whether the causes of stress felt different between the genders. The male staffs mean scale ($M = 2.0087$, $SD = 0.45831$) and show that there is less amount of stress among them whereas more female staff means scale ($M = 2.3746$, $SD = 0.54718$) have

felt stress in comparison. Therefore, the hypothesis 11 the mean sources of stress differ between genders is accepted.

Table 4.17
Gender: Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Mean Stressor	Equal variances assumed	.980	.329	-2.185	36	.035	-.36585	.16746	-.70547	-.02623
	Equal variances not assumed			-2.064	20.958	.052	-.36585	.17729	-.73460	.00289

The independent sample test Table 4.17 also show the causes of stress felt differently between the genders. The findings show that there is significant stress value ($t = -2.064$, $p = 0.035$). On the other hand there is less significant stress value among the male staff.

4.3.3 Sources of stress according marital status.

Table 4.18
Marital Status: Group Statistics

Group Statistics					
	Marital Status	N	Mean	Std. Deviation	Std. Error Mean
MEAN STRESSOR	single	20	2.1674	.51435	.11501
	Married	18	2.0966	.52606	.12399

The marital status of the staff tested for stress, reveals that the mean stress factors felt by the single individuals and married individuals did not have great difference. Both their mean

scores were single individuals ($M = 2.1674$, $SD = 0.51435$) and for married individual ($M = 2.0966$, $SD = 0.52606$). Hence, it can be concluded that there were no differences in term of the stress levels experienced. Both are having equally stresses. Therefore, the hypothesis 12 the mean sources of stress differ between marital statuses is accepted.

Table 4.19
Marital Status: Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference	
									Lower	Upper
Mean Stressor	Equal variances assumed	.079	.780	.419	36	.678	.07081	.16892	-.27176	.41339
	Equal variances not assumed			.419	35.394	.678	.07081	.16912	-.27239	.41401

The findings from independent sample test Table 4.19 also shows that no difference between marital status of the staff tested for stress, reveals that the significant value ($t = 0.419$, $p = 0.678$). The results show that there is no significant difference between both single individuals and married individuals. Both are being affected equally by stress.

4.3.4 Sources of stress between teaching programs.

Table 4.20

Teaching Program: Group Statistics

	Teaching Program	N	Mean	Std. Deviation	Std. Error Mean
MEAN STRESSOR	Certificate	21	2.2053	.44027	.09607
	Diploma	17	2.0457	.59491	.14429

The above Tables 4.20 show the stress of those who teach certificate programmes and diploma programmes. The mean for certificate ($M = 2.2053$, $SD = 0.44027$). The mean for diploma programmes ($M = 2.0457$, $SD = 0.59491$). The results shows that the stress felt by both the groups undergo the same level of stress. Therefore, the hypothesis 13 the mean sources of stress differ between teaching programs is accepted.

Table 4.21
Teaching Program: Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Mean Stressor	Equal variances assumed	3.376	.074	.950	36	.348	.15958	.16795	-.18103	.50019
	Equal variances not assumed			.921	28.803	.365	.15958	.17335	-.19506	.51422

The findings from independent sample test Table 4.21 also show that no difference between teaching program of the staff tested for stress, reveals that the significant value ($t = 0.950$, $p = 0.348$). The results show that there is no significant difference between both single individuals and married individuals. Both are being affected equally by stress.

4.3.5 Sources of stress according for education level.

Table 4.22

Education Level: Descriptive Statistics

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
SKM Level 3	6	1.9758	.51867	.21175	1.4315	2.5202	1.26	2.78
SKM Level 4	13	2.3472	.39083	.10840	2.1110	2.5833	1.66	2.87
SKM Level 5	3	2.1916	.38904	.22461	1.2252	3.1580	1.89	2.63
Degree of Bachelor	10	1.8961	.54406	.17205	1.5069	2.2853	1.28	2.99
Degree of Master	6	2.1972	.67727	.27649	1.4865	2.9080	1.26	2.94
Total	38	2.1339	.51409	.08340	1.9649	2.3029	1.26	2.99

The above Table 4.22 shows that the mean level of stress felt by staff of each level of education. In the SKM level 3 and SKM level 5 the mean level of stress felt is closely related ($M = 1.9758$, $SD = 0.51867$) and ($M = 2.1916$, $SD = 0.38904$) respectively. But the mean for SKM level 4 ($M = 2.3472$, $SD = 0.39083$) staff is significantly more than the other 2 level.

Again if the degree levels are studied the master degree holders seem to feel more stress than the first degree holder, ($M = 1.8961$, $SD = 0.54406$) and ($M = 2.1972$, $SD = 0.67727$). Hence, it can be concluded between all the levels of education, the SKM level 4 holders felt more stresses compared to other education levels. Therefore, the hypothesis 14 the mean sources of stress differ level of education is accepted.

Table 4.23
Education Level: ANOVA Statistics

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.340	4	.335	1.311	.286
Within Groups	8.438	33	.256		
Total	9.779	37			

According to the ANOVA test to determine whether there are significant difference between the job stress levels experienced by different subgroup of the education level (certificated level and degree level). The results in table above show that the differences were not significant for the between groups and within the groups of the variables as the alpha value for these were greater than 0.005 ($F = 1.311$, $P = 0.286$). Hence, it can be concluded that there were no significant differences in term of the stress levels experienced by the different group.

4.4 Chapter Summary

In this chapter, the data collected through questionnaire were analysed. Firstly, demographic analysis is conducted to understand the background and characteristics of target respondents. Frequency analysis is conducted for Central tendencies measurement of construct to obtain the mean value of data. Next, Pearson Correlation Coefficient and ANOVA are also conducted in the inferential analysis section to test the relationship among independent and dependent variables. Results of research will further discuss in Chapter 5.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter focuses on the conclusion of the study based on the research objective. This study also gives a conclusion and recommendation to respective authorities to overcome occupational stress problem especially in the WIT College. Beside that it also intends to identify the common factors that caused occupational stress among the lecturers and instructors of WIT College.

5.2 Discussions

The study has revealed that there is a significant relationship between demands and control. Demands mean more responsibilities leading to more workloads. The job demands resources model (JD-R) (Bakker & Demerouti, 2007; Demerouti *et al.*, 2001; Schaufeli & Bakker, 2004) may contribution towards understanding the interplay between the two factors. Controlling the staff often want more power in the workplace than they have been granted in order to complete their responsibilities.

The study also shows that there is a significant relation between demands and relationship. Many jobs demands regular contact with other people at work. Poor unsupportive relationships with colleagues and supervisors can be a potential source pressure.

There is a significant relation between demands and role. The roles need to be carried out well and there are causes for failure to do this. According to Cormick 1997, academic staff become stressful because of role demands in institution. For example when organization member expectation of the academic staff behaviour is unclear than the staff face stress due to role conflict that will reduce their job satisfaction. The role conflict is most associated with gastrointestinal problem (Cooper & Khan, 2013).

The fourth hypothesis that is there are significant relationship between control and support relationship. Many jobs demands regular contact with other people at work source of pressure. Study shows that there is stress because of the lack of control on his or her job. Most of the time it is due to a lot of bureaucracy (Cooper & Khan, 2013)

The study shows that there is a significant relationship between control and role factors which is gives rise to stress among staff. As employees they will know that they are in workloads when they have make more and often mistake, the staff become short-tempered with other co-worker to the home (Cooper & Khan, 2013).

There is also a significant relationship between control and support that lead to stress among staff, for example office politics can effect either professional or white collar job (Cooper & Khan, 2013).

Stress can be as the study reveals, can be due the relationship between role and support. There is a significant relationship between the two hypothesis factors. Control of management over academic staff who have no authority to deal with their

responsibilities, having to deal with improper planning of management and having no say in decision making is an example of how if there is role support staff are stressed.

The study shows that there is a significant relationship between the genders. Man as well as ladies. Man have experience slight less stress compared to female staff.

The hypothesis is that is singles individuals compared with married staff, show that there is not much difference in their experiencing of stress.

Hypothesis is that is the stress felt by staff of the certificate programme and diploma programme experience almost the same level of the stress.

Lastly the relationship between staff having different levels of education experience almost the same levels of stress. Either, master holder or first degree or certificate holder seem to experience the same amount of stress.

5.3 Conclusion

Occupational stress is a phenomenon that has been widely discussed in the mass media and studied by various experts and authorities in this particular field to find out the causes or reasons for stress among academic staff. The research, which tried to show the factors causing stress among instructors and lecturers of WIT College, has proven beyond doubt that these reasons cause stress in varying levels. In short, the causes for stress among instructors and lecturers of WIT College are the following:

- a) Demands on lecturers and instructors - Dealing with student discipline, dealing with aggressive behaviour, frequent changes to time table or courses, increased workload, need to hit target/ deadlines, long working hours, inspection/ auditing processes, staff appraisal and feeling unable to take time off sick.
- b) Control or impediments – Lack of participation in decision making, dealing with competing demands, work linked to deadlines and targets, changes in term and condition without consultation, lack of funds/ resources/ support to do the job and given responsibility without the authority to take decisions.
- c) Relationship with management staff - feeling isolated in curriculum area, bullying behaviour from managers/ staff/ students, dealing with conflictual situations, lack of line management support, lack of communication with staff, feeling that your work is not valued and lack of involvement and information as hourly paid lecturer.
- d) Role related to job role – conflicting demands in job role, unclear job description, lack of support in job role, efforts not valued, lack of participation in decision making, lack of promotion prospects and lack of career development opportunities.
- e) Support – lack of information about what is going on, insufficient admin support, feeling work not valued, lack of management support, limited or no access to training, over competitive, lack of facilities example labs, workshop, photocopiers and etc.

5.4 Recommendation

Employer or organization should help the employees to achieve mental, emotion and physical preparedness to cope with occupational effectively. Organizations, government or private sectors should plan and conduct stress management programs to help employees to manage occupational stress. For instance, it can start with an educational phase whereby the participants learn about the basic concepts of stress, stress management program, ways to measure their own occupational stress levels. The management of the organizations should work hard to identify employees' personalities that fit to certain work environments in their organizations. They should also emphasize on activities such as job designing, selection and training in their organizations. These activities will help them to find a match between work and individuals in an organization.

Based on this finding, it is proven that WIT College should help their lecturers and instructors to prepare a good physical, mental and emotion to adapt with their daily task. WIT College can provide opportunities for staff to contribute ideas, especially in planning and organising their own jobs. Make sure that lecturers and instructors as clear about what their job requires and responsibilities them to do. The management need to refer the guideline given by Ministry of Higher Education (MOHE), Malaysian Qualifications Agency (MQA) and Jabatan Pembangunan kemahiran (JPK) to fulfilment of lecturers and instructors requirements before assign the task to lecturers and instructors.

The management of the WIT College should give more control to staff by enabling them to plan their own work, make decisions about how that work should be completed

and how problems should be tackled. Management should be honest with lecturers and instructors about management responsibility to make decisions. Consult with lecturers and instructors before there is any changes need to be done. Management should work hard to identify lecturers and instructors personalities that fit to certain work environments in their organizations/faculty. They should also emphasize on activities such as job designing, selection and training in the WIT College. These activities will help them to find a match between work and individuals in an organization.

The management of WIT College should always be concerned whether their lecturers and instructors fit to the work environment. Besides that, effective training has to be carried out to help the lecturers and instructors to get ready and perform better in a particular work environment. As it suggested from the findings of this study, training should not be selective, in fact it should be carried out to both the male and female staffs, staffs with different education background, teaching different level of programme and also equally to the people of different marital status.

It is also important that the organizations concerned should always establish clear work descriptions for the lecturers and instructors, which highlight on their main job tasks. This will help them to give priority to main duties and do not spend so much time and energy on a task that is not part of their main duties. The other suggestion is management of WIT College need to provide meaningful development plans and opportunities that include all types of programs towards the stress. Job analysis should be carried out every year to help them to come up with appropriate work descriptions for the organizations. Priority should also be given to reduce paper work of the lecturers and instructors.

The management or administration must step forward to provide their lecturers and instructors with all the necessary resources that are crucial for the success lecturers and instructors success and for the college success as well. The head should organize proper meeting on regular basis to know about the problems confront with lecturers and instructors. Everyone in meeting should be the creation of friendly environment in which fellows are responsible to guide each other to lower stress level for lecturers and instructors which occur in the form of low solutions or guidance.

Mainly, it aims to gather information on how individuals are functioning within the context of a changing work environment to analyse the patterns of change and provide feedback to the management of respective organization. Occupational stress elimination programs should be carried out. Firstly, the academic staffs with high occupational stress in the organizations are to be identified. Next, they will be given a break by sending them for training sessions in relaxation technique, attitude reengineering and managing changes and so on. This would better equip them to encounter challenges in their work environment

REFERENCES

- Ahmad Usman., Zulfikar Ahmed., Ishfaq Ahmad and Zeeshan Akbar.(2011). Work stress experienced by the Teaching Staff of University of the Punjab, Pakistan. Antecedents and consequences. *International Journal of Business and Social Science*, 2(8).
- Amat Taap Manshor, Fontaine.R, Chong.S.C. (2003). Occupational Stress Among Managers a Malaysian Survey. *Journal of Managerial Psychology*, 18(6), 622 – 628.
- Aziah (2004). Prevalence and Risk Factors of Job Strain Among Laboratory Technicians in Hospital Universiti Sains Malaysia. *Singapore Med*, 45(1), 170-175.
- Azizi Yahya (2010).The Effect of Various Modes of Occupational Stress,
- Babatunde, A. (2013). Occupational Stress: A Review on Conceptualisations, Causes and Cure. *Economic Insights – Trends and Challenges*. 2, 73-80.
- Bacharach, S.B. (1986). Organizational Analysis of Stress: The Case of Elementary and Secondary Schools. *Work and Occupation*, 13(1), 7-32.
- Bacharach, S.B. (1986). Work Processes, Role Conflict and Role Overload. *Work and Occupation*, 17(2),199-228.
- Barkhuizen, N & Rothman, S. (2010). Occupational Stress of Academic Staff in South Africa Higher Education Institutions. *South African Journal of Psychology*, 38(2), 321-336.
- Belal Barhem (2004). New Model for Work Stress Pattern. *Asian Academy of Management Journal*, 9(1), 53-77.
- Briner, B.R. & Reynolds, S. (1999). The Cost, Benefits and Limitation of Organisational Level Intervention. *Journal of Organizational Behaviour*, 20(5), 647-664.
- Brown, J., and Blount, C. (1999). Occupational Stress Among Sex Offender Treatment Managers. *Journal of Managerial Psychology*, 14(2), 108 – 120.
- Colligan, W.T and Higgins, M.E. (2005). Workplace Stress. Etiology and Consequences. *Journal of Workplace Behavioural Health*, 21(2).
- Conley, S., and Woosely, A.S. (2000). Teacher Role Stress, Higher Order Needs and Work Outcomes. *Journal of Education Administration*, 38(2), 177-201.

Cooper, C.L. and Marshall, J. (1976). Occupational Sources of Stress: a Review of The Literature Relating to Coronary Heart Disease and Mental Ill-Health. *Journal of Occupational Psychology*, 49,11-28.

Cooper, C.L. and Payne, R. (1978). *Stress at Work*. John Wiley, London.

Cooper, C., and Khan, H.(2013). *50 Things You Can Do Today to Manage Stress at Work*. Summersdale Publishers Ltd, U.K.

Cormick, M. J.(1997). Occupational Stress of Teacher, Biographical Differences in a Large School System. *Journal Of Educational Administrator*, 35(1), 18-38.

Cormick, M. J., & Ayres,L.P. (2009). Teacher Self-Efficacy and Occupational Stress. A Major Australian Curriculum Reform Revisited. *Journal Of Educational Administration*, 47(4), 463-476.

Cormick, M. J., and Barnett,J. (2011). Teachers' Attributions for Stress and Their Relationships with Burnout. *International Journal of Educational Management*, 25(1), 278 – 293.

Cropanzano, R. et al. (1997).The Relationship of Organizational Politics and Support to Work Behaviours, Attitudes, and Stress. *Journal of Organizational Behaviour*, 18, 159-180.

Donovan, B.S., and Kleiner, H.B. (1994). Effective Stress Management. *Managerial Auditing Journal*, 9(6), 31- 34

Dua, J.K. (1994). Job Stressors and Their Effects on Physical Health, Emotional Health, and Job Satisfaction in a University. *Journal of Educational Administrative*, 1, 59-78.

Dr. Sindhu K.P, A Study on Stressors Among College Teacher. *IOSR Journal of Business and Management (IOSR-JBM) Volume 16*, www.iosrjournals.org.

Education Act, 1996.

Hassan Danial Aslam, Exploring Stress Factors Among College Teacher of Pakistan. *International Journal of Learning & Development* (2013, Vol. 3, No 4)

Kolej WIT Web Site. www.wit.edu.my.

Malaysia Ministry of Health. Retrieved 11.1.2015 from <http://www.moh.gov.my/>

Ministry of Education, 1993.

Nowack, K.M. (1989). Coping Style, Cognitive Hardiness, and Health Status. *Journal of Behavioural Medicine*, 12(2), 145-158.

- Nwadiani, M & Ofegbu, F. (2006). Level of Perceive Stress Among Lectures Nigerian universities. *Journal of Instructional Psychological*. 33(1), 66-73.
- Nwadiani, M & Ofoegbu, F. (2006). Level of Perceived Lectures in Nigerian University. *Journal of Instructional Psychology*, 33(1), 66-74.
- Parker, D.F. & De Cottis, A.T. (1983). Organizational Determinant of Job Stress. *Organizational Behaviour and Human Performance*, 32, 160-177.
- Robbin, P.S, Judge A.T., Vohra, N. (2011). *Organisational Behaviour*. Pearson Education Inc, U.K.
- Rowley, J. (1996). Motivation and Academics Staff in Higher Education. *Quality In Education*, 4, 11-16.
- Sadri, G., and Marcolides A.G. (1997). An examination of Academic and Occupational Stress in The USA. *International Journal of Educational Management*, 11(1), 32-43.
- Selye, H. (1936). A Syndrome Produce by Diverse Nocuous Agents' *Nature*, 138, 32.
- Selye, H. (1956). *The Stress of Life*. Mc Graw Hill, New York.
- Selye, H. (1964). *From Dream to Discovery*. Mc Graw Hill, New York.
- Selye, H. (1973). The Evolution of The Stress Concept. *JSTOR: American Scientist*. , 61(6), 692-699
- Selye, H. (1983). *The Stress Concept: Past, Present and Future*. Stress Research. John Wiley & Sons, New York.
- Sofie Masuku, Stella Muchemwa, Solusi University, Bulowayo, Zimbabwe (2015). Occupational Stress Among University Lecturers. *US–china education review A*, Vol 5.
- Sharron, S.K. Leung, Yim Wah Mak, Ying Yu Chui, Vico, C.L. Chiang, Angel C.K. Lee. Occupational Stress, Mental Health Status and Stress Management Behaviours Among Secondary School Teachers in Hong Kong.
- Sutherland, V & Cooper, C (1988). *Sources of Work Stress, Occupational Stress: Issues and Developments in Research*, London, Taylor and Francis.
- Sharpley, F.C, Reynold., R & Acosta. A. (1996). The Presence, Nature and Effects of Job Stress on Physical and Psychological Health at a Large Australian University. *Journal of Education Administration*, 34,(4), 73-89.
- Travers, C. J., & Cooper, C. L. (1993). Mental Health, Job Satisfaction and Occupational Stress Among UK Teacher. *Journal of Work and Stress*, 7(3), 203-219.

APPENDICES

APPENDICES A: QUESTIONNAIRE USED IN THIS STUDY.

STUDY ON THE CAUSES OF STRESSES AMONG LECTURERS AND INSTRUCTORS OF KOLEJ WIT

Part A – DEMOGRAPHIC INFORMATION

Kindly tick (✓) where necessary and fill in the space as may be appropriate.

1. Level of education

<input type="checkbox"/>	SKM Level 3
<input type="checkbox"/>	SKM Level 4
<input type="checkbox"/>	SKM Level 5
<input type="checkbox"/>	Degree of bachelor
<input type="checkbox"/>	Degree of master

2. Gender

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female

3. Marital Status

<input type="checkbox"/>	Single
<input type="checkbox"/>	Married

4. Teaching program

<input type="checkbox"/>	Certificate
<input type="checkbox"/>	Diploma

Part B: Factors Causing Stress

1. Which factors associated with your current post do you think create work related stress? Please circle on the scale below, how significant each of these factors are:

<i>Stress related factors</i>	Very Unstressful	Unstressful	Stressful	Very Stressful
Demands				
a. Dealing with student discipline	1	2	3	4
b. Dealing with aggressive/violent behaviour	1	2	3	4

<i>Stress related factors</i>	Very Unstressful	Unstressful	Stressful	Very Stressful
c. Administration	1	2	3	4
d. Frequent changes to timetable or courses	1	2	3	4
e. Increased workload	1	2	3	4
f. Need to hit targets/deadlines	1	2	3	4
g. Long working hours	1	2	3	4
h. Inspection/auditing processes	1	2	3	4
i. Traveling time	1	2	3	4
j. Staff appraisal	1	2	3	4
k. Presenteeism – feeling unable to take time-off sick	1	2	3	4

Control

a. Lack of participation in decision making	1	2	3	4
b. Dealing with competing demands – unable to plan working day	1	2	3	4
c. Work linked to deadlines & targets	1	2	3	4
d. Changes in terms & conditions without consultation	1	2	3	4
e. Lack of funds/resources/ support to do the job	1	2	3	4
f. Given responsibility without the authority to take decisions	1	2	3	4

Relationships

a. Bullying behaviour from managers/ staff/ students	1	2	3	4
b. Dealing with conflictual situations	1	2	3	4
c. Lack of line management support	1	2	3	4
d. Feeling isolated in curriculum area	1	2	3	4
e. Lack of communication with staff	1	2	3	4
f. New styles of institutional management	1	2	3	4
g. Feeling that your work is not valued	1	2	3	4
h. Lack of involvement and information as hourly paid lecturer	1	2	3	4

Role

a. Conflicting demands in job role	1	2	3	4
b. Unclear job description	1	2	3	4
c. Lack of support in job role	1	2	3	4
d. Efforts not valued	1	2	3	4
e. Lack of participation in decision making	1	2	3	4
f. Lack of promotion prospects	1	2	3	4

<i>Stress related factors</i>	Very Unstressful	Unstressful	Stressful	Very Stressful
g. Lack of career development opportunities	1	2	3	4
Support				
a. Lack of information about what is going on	1	2	3	4
b. Insufficient admin support	1	2	3	4
c. Feeling work not valued	1	2	3	4
d. Lack of management support	1	2	3	4
e. Limited or no access to training	1	2	3	4
f. Over competitive/ confrontational institutional culture	1	2	3	4
g. Lack of funds/resources to do the job	1	2	3	4
h. Lack of facilities, eg photocopiers	1	2	3	4



UUM
Universiti Utara Malaysia