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



MASTER OF SCIENCES  
(OCCUPATIONAL SAFETY AND HEALTH MANAGEMENT)  
UNIVERSITI UTARA MALAYSIA  
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**STUDY ON THE SOURCES OF STRESS AMONG LECTURERS AND  
INSTRUCTORS OF WIT COLLEGE**



**LANGKATHARAN A/L MUNIYASAMY**

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In Fulfillment of the Requirement for the Master of Science  
(Occupational Safety and Health Management)



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## 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

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# 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

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## 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

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

2. Gender

	Male
	Female

3. Marital Status

	Single
	Married

4. Teaching program

	Certificate
	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
<b>Demands</b>				
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
<b>Support</b>				
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



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