

**JOB STRESS AMONG ACADEMIC STAFF: THE CASE OF
COMMUNITY COLLEGES IN PAHANG**

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ABSTRACT

The purpose of this study is to identify the relationship between role conflict, role ambiguity, job promotion, working conditions and workloads to job stress. The survey method was used to collect the primary data through the use of a questionnaire to the community college academic staff in Pahang. 103 of questionnaire were distributed and all 103 questionnaires were successfully collected. The descriptive and inferential analyses were conducted. The results of this study showed that role conflict, role ambiguity, job promotion, working conditions and workloads are all positive correlated to job stress. Role conflict, workloads and job promotion are moderately correlated with job stress. While role ambiguity and working conditions factors is low correlation to job stress. This results of this study provides information about job stress among college community academic staff in Pahang to policy maker for improvement the community college management.

Keywords: Job stress, role conflict, role ambiguity, working conditions, job promotion, workloads.

ABSTRAK

Tujuan kajian ini adalah untuk mengenal pasti hubungan antara faktor konflik peranan, kekaburan peranan, peluang kenaikan pangkat, keadaan kerja dan beban kerja dan tekanan kerja. Kaedah tinjauan digunakan untuk mengumpul data utama melalui penggunaan soal selidik kepada kakitangan akademik kolej komuniti di Pahang. Sebanyak 103 soal selidik telah diedarkan dan semua 103 soal selidik telah berjaya dikumpulkan. Analisis yang telah dilaksanakan adalah analisis deskriptif dan inferensi. Keputusan kajian ini menunjukkan bahawa semua faktor-faktor tekanan kerja mempunyai korelasi yang positif dengan tekanan kerja. Di samping itu, melalui kajian ini, menunjukkan konflik peranan, beban kerja dan kenaikan pangkat mempunyai korelasi yang sederhana dengan tekanan kerja, seterusnya kekaburan peranan dan keadaan kerja mempunyai korelasi yang rendah dengan tekanan kerja. Kajian ini diharapkan dapat memberikan maklumat berkaitan tekanan kerja dikalangan staf akademik yang berkhidmat di Kolej Komuniti di negeri Pahang kepada pembuat polisi agar penambahbaikan dapat dilaksanakan kepada amalan pengurusan di kolej komuniti.

*Katakunci: Tekanan kerja, konflik peranan, kesamaran peranan, keadaan kerja.
Kenaikan pangkat, beban kerja*

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF STUDY

Career in education line is increasingly demands of high commitment of their servants. In Malaysia, those involved with this career will called as a teacher, lecturer 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, are studying stress factors among community college academic staff in Pahang.

The increasing of role function and workload had caused stress community college academic staff in Pahang. This study are explore and review the relationship between stress and job stress among community college academic staff in Pahang.

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 are causes their servants are in stress suffer

which in turn adversely affects mental problems, health, decreased work performance, lack of job satisfaction and employee eventually burnout. (Cooper and Khan, 2013).

Job stress happen in workplace when the job requirement do not match and suit with employee capabilities, capacity, skill resources and requirement. This situation are lead to effect the human psychological and physiological. The employee who feels stresses by their work will identified by with prolong depression. The employee who are in depression is in psychological 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 and 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. N (1996) stated, academic staff in universities is one of occupation that function under high stress condition.

Hans 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. His write that the person who are suffered from the stressor will lead to heart disease, ulcers, digestive disorder, headaches and high blood pressure. The stressor of community college academic staff are;

- i. Stress inherent of academic task such giving the long hours lecture.
- ii. Stress because other non-academic tasks such manage the short course, coordinator in units and other ad-hoc task that unrelated with academic tasks.
- iii. Stressed by in the form of salaries and benefit received.
- iv. Stressed by conditions in workplace such shortage of workshop, laboratories and relationship among staff.

1.2 OVERVIEW OF COMMUNITY COLLEGES

Community college is an educational institution established by the government. It provide training and skill and giving the educational opportunities for high school students before they are joining the job market or further their study to the higher level. Community college was establish under the ministry of education and coordinated by the Department of Community College. (Retrieved from Kolej Komuniti web page).

Community college was started their operations on Jun 2001 with 10 pioneer colleges around Malaysia and two other colleges were started by December 2001. College Community planned will established in every Parliament at Malaysia. There have 91 community college around Malaysia by end of 2014. (Retrieved from Kolej Komuniti web page).

Below is information about community colleges in every state across Malaysia such in Table 1.1.

Table 1.1:
List of Community Colleges in Malaysia

Nom.	State	College Community
1	Perlis	Arau Community College
2	Kedah	Bandar Darul Aman Community College
3		Jerai Community College
4		Bandar Baharu Community College
5		Langkawi Community College
6		Kulim Community College
7		Sungai Petani Community College
8		Baling Community College
9		Padang Terap Community College
10		Sik Community College
11		Pulau Pinang
12	Nibong Tebal Community College	
13	Bukit Mertajam Community College	
14	Bayan Baru Community College	
15	Tasek Gelugor Community College	
16	Seberang Jaya Community College	
17	Perak	Chenderoh Community College
18		Kuala Kangsar Community College
19		Gerik Community College
20		Sungai Siput Community College
21		Pasir Salak Community College
22		Tapah Community College
23		Teluk Intan Community College
24		Manjong Community College
25		Taipung Community College

26	Perak	Batu Gajah Community College
27		Gopeng Community College
28		Bagan Serai Community College
29		Bagan Datoh Community College
30	Selangor	Sabak Bernam Community College
31		Tanjong Karang Community College
32		Hulu Selangor Community College
33		Selayang Community College
34		Kuala Langat Community College
35		Klang Community College
36		Hulu Langat Community College
37		Shah Alam Community College
38		Ampang Community College
39	Negeri Sembilan	Jempol Community College
40		Jelebu Community College
41		Tampin Community College
42		Rembau Community College
43	Melaka	Masjid Tanah Community College
44		Tangga Batu Community College
45		Selandar Community College
46		Bukit Beruang Community College
47		Kota Melaka Community College
48		Jasin Community College
49	Johor	Ledang Community College
50		Pagoh Community College
51		Muar Community College
52		Segamat Community College
53		Segamat 2 Community College
54		Bandar Penawar Community College
55		Bandar Tenggara Community College
56		Pasir Gudang Community College
57		Tanjung Piai Community College
58		Kota Tinggi Community College
59	Johor	Batu Pahat Community College
60		Kluang Community College
61	Pahang	Rompin Community College
62		Bentong Community College
63		Raub Community College
64		Temerloh Community College
65		Lipis Community College
66		Bera Community College
67		Kuantan Community College
68		Paya Besar Community College
69		Pekan Community College
70		Jerantut Community College

71	Terengganu	Kuala Terengganu Community College
72		Kemaman Community College
73		Besut Community College
74	Kelantan	Pasir Mas Community College
75		Jeli Community College
76		Kok Lanang Community College
77	Sarawak	Kuching Community College
78		Mas Gading Community College
79		Miri Community College
80		Betong Community College
81		Santubong Community College
82		Sarikei Community College
83	Sabah	Tawau Community College
84		Semporna Community College
85		Lahad Datu Community College
86		Sandakan Community College
87		Tambunan Community College
88		Beaufort Community College
89		Penampang Community College
90		Marudu Community College
91		Tuaran Community College

Community college offered community college diploma, community college certificate and short courses. At the diploma level, courses offered are such as Diploma in games art, telecommunication technology, beauty therapy, hair grooming, electronic (mobile device), fotovolta solar technology, and computer aided design & drafting (oil & gas). While at the certificate level, the courses offered are such as development technology, electric installation, tourism, fashion, computer application, accounting, culinary and other. The short course offer such as sewing, cooks, manufactured of furniture, mushroom cultivation, accounting and business, wiring module, children, religion, language and others.

Table 1.2*Courses Offered in Community Colleges in Pahang*

Level	Area
Diploma	Games art, telecommunication technology, beauty therapy, hair grooming, electronic (mobile device), fotovolta solar technology, and computer aided design & drafting (oil & gas).
Certificate	Development technology, electric installation, tourism, fashion, computer application, accounting, culinary
Short	Sewing, cooks, manufactured of furniture, mushroom cultivation, accounting and business, wiring module, children, religion, language

Community college diploma program takes two years and the student is a former community college certificate program students. For community college certificate program, it has taken two years and is open to Sijil Pelajaran Malaysia (SPM) holder. Last, the short courses programs are offered to the community around of college community itself.

1.2.1 Bentong Community College

Historically, Bentong community college have been established on Mac 2003, and was operated in Sekolah Menengah Teknik Bentong as temporary premise. Bentong community college was run their operation in Sekolah Menengah Teknik Bentong until their permanent campus are completed construct and will ready for entered and occupied. On Jun 2004, Bentong community college was moved to permanent campus are located in Karak Setia, Karak. Bentong community college was established for realize the objectives of community college establishment in general, and also give the service to community especially in Bentong area such as education opportunity and community service itself.

Bentong community college have achieve and continue grows up by open a branch that is Raub Branch community college in Januari 2009. Raub Branch community college was operated in Simpang Kallang, Raub, for meet the needs and demands of society around Raub area, especially in the field of skills such sewing and fashion. On Oktober 2012, Raub Branch community college was entitle to be independent and fully community college and no more as a branch of Bentong community college. Starting from the date, the Raub Branch community college have been known by the name of Raub community college.

Bentong community college are offer various course and program of full time study. There such diploma program like diploma in electronic (mobile device), certification level in field such electric and wiring, accountancy, business, civil, and information technology. Bentong community college also offer the pre-certification or foundation program that are offer to students are not eligible to take community college certification program. In other word, they have failed in the SPM. After they have completed and graduated the pre-certificate program, they will encourage to take the college community certificate.

Bentong community college also offered short course program held by the Department of Lifelong Learning. The short course offer such as sewing, cooks, accounting, wiring, language, information technology, motivation, bakery and culinary, and others. All program either full time or short course are offer to community around Bentong specifically, and to all Malaysian generally.

Until December 2014, the total staff was recorded in Bentong Community College are 75 people. Bentong Community College are headed by a director, assisted by two head of departments, there are, the Department of Engineering and Skills, and the Department of Lifelong Learning. Bentong community college have 52 permanents lecturer, which come from various field of study, and 21 staff of that deals with management activities such as administrative and finance clerk, psychology officer, corporate affair officer, technicians, libraries and drivers. The number of staff who were so helpful in implementing the objectives and mission of community college establishment in general and Bentong community college specifically.

1.2.2 Raub Community College

Raub community college established in January 2009, was originally as a branch of Bentong community college, named as Raub Branch community college. On Oktober 2012, Raub Branch community college was entitle to be independent and fully community college. Starting from the date, the Raub Branch Community College have been known by the name of Raub community college.

Raub community college was operated in Simpang Kallang, Raub, for meet the needs and demands of society around Raub area especially in the field of skills such sewing and fashion. Raub community college was offer Certicate of Fashion.

Roughly, Raub community college able to receive and accommodate 75 students and staff at any one time.

1.2.3 Temerloh Community College

Temerloh community colleges when established used the name Mentakab community college. It was changed on end of 2008. Historically, the college was started their operations at 1 March 2003 in temporary premise. The temporary premise is in Sekolah Menengah Teknik Simpang Sanggang, Temerloh, Pahang.

At first inception, a total of 30 students have enrolled for Information Technology Certificate Program for 1/2003 session in June 2003. At that time there were only three academic staff, there are the director, and two lecturers. In early 2006, Temerloh community colleges has moved to its own premises. The new campus, just two kilometres from the Mentakab City.

Temerloh community college offers full time courses, namely, Certificate of Buildings Maintenance, Certificate of Application Software, Certification of Fashion and Apparel, Certificate of Furniture Design and Manufacture. In addition, Temerloh community colleges also offers short courses such as fashion, beauty, massage, spa, make up and many others.

1.2.4 Kuala Lipis Community College

Historically, Kuala Lipis community college began as a branch community college. This college was established on 2007 at Jalan Bukit Bius, Kuala Lipis, Pahang.

Kuala Lipis community college offers a community college certificate in Tourism and Travel. Kuala Lipis community college also offers short courses that are in demand from the local community including computer courses, sewing, crafts, grooming, sewing, makeup and grooming, and more.

1.2.5 Jerantut Community College

Jerantut community colleges have also been established in Jerantut on January 3, 2012 in the Taman Wawasan, Jerantut. Jerantut Community College are offers full time courses and short courses. Jerantut community college are offers Certificate of Technology Aquaculture and Certificate of Food Processing and Quality Control.

Jerantut community college are able to place of 400 students at one time. Jerantut community college also provides short courses such as beading crumble, cakes cooking, sewing and many others.

1.2.6 Bera Community College

Bera community colleges have started their operations in 2009 with operated in Temerloh community college. Bera community college was originally a branch of Temerloh community college.

Bera community college has begun their operating in its own building on 4 January 2010. Bera community colleges offer certificate of aquaculture. Bera community college also provides short courses such as aquaculture, beading crumble, cakes cooking, sewing and others.

1.3 PROBLEM STATEMENT

College community has a role for educate and awakens the potential within the community. Generally, community college students are comes from different kinds of backgrounds, including secondary school leavers, employee (public and private), prospective retirees, senior citizens, and others.

Academic staffs of community colleges perform a variety of job scope. The main task of the academic staff at community colleges is to perform the duties of teaching and learning. The task of teaching and learning requires academic staff to plan and implement academic responsibilities such as providing teaching materials, implementing lectures, supervising practical, workshop and student projects. The other task of teaching and learning such as planning and implementing evaluation responsibilities, responsible for students discipline, responsible for the welfare of

students, responsible for fostering values appropriate attitude to a multicultural society among students, understand and implement all aspects of the system and the quality of teaching and learning. As an academic staff, they must teach at least 16 hours a week as an in-line by the Malaysian Qualifications Agency (MQA), but at community colleges, the teaching hours that suggested by MQA is commonly rare. In most cases, academic staffs at community colleges teach from 20 to 28 credit hours per week. The long hours of teaching and learning contributes to the pressure and contribute to stress problem on academic staff because they also need to perform other duties.

Academic staffs are also responsible for manage and implements the short courses. Each academic staffs are required for undergoing the short course. The short course short courses are recognized as one of performance indicators and performance evaluation tool in community 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 own self of academic staff, providing materials and equipment for undergoing the course, allocate the place for runs 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 likes, perform registration, take the picture of the activities, teach or supervise the short courses. The task was carried out after short courses are, submit a report to the department of lifelong learning, and must ensure that the place of short course runs had cleared.

Academic staffs are also required to undertake duties as a coordinator at the certain units 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 community college also should perform other tasks including planning and implementing such celebration feast like, Independence Day, involved in student recruitment, do promotion for college, and others. In addition, there are also academic staff college which bears his administrative duties to perform the duties of finance, administration, development and others. With long hours of teaching and learning, coupled with other tasks which demand highly commitment from academic staff was contributed stress among academic staff in community college.

Broad scope of tasks was imposed burdens on the staff. Beginning in 2013, community colleges strive to ensure that every community college obtains the 5's certificate from SIRIM. In addition, community college staff also has to work hard to ensure the adoption of ISO 9000 community college are success. This situations are demands a very high commitment from all academic staff to ensure the successes.

The imposed of job burden, surely realizing stress among academic staff. By deep number of tasks that need to be carried out by an academic staff, then, there will be contribute a conflict for carry out the task assign to them. Community college academic staff in Pahang are facing more problems workload, role conflict and role

ambiguity. There are following with occurrence of stress problems among academic staff in community colleges at Pahang.

Academic staffs who working in community colleges are receive remuneration in the form of salaries and benefits received same as teachers in school. This situation, lead the academic staff to make comparison the benefits received by other institutions compared to community college. However, by the open promotion system was applied today and not in the form of time based has become a treatment of grief in the hearts of the academic staff at community colleges.

Academic staff in college community is also government servant. Academic staff in community college is place in DH (Didik Higher) scheme. These schemes only apply to academic staff in college community and polytechnic around of Malaysia. Academic staff at community colleges is in Pegawai Pendidikan Pengajian Tinggi (PPPT) sceheme. For new fresh master's degrees, and PhD holder (new academic staff and first time appointed), they are eligible to receive a basic salary of masters and PhD. But for those who are success have a master's degree and a PhD, while still in service, have no automatic pay of remuneration to be received thereafter. But, they will be given bonus points when screening for promotion later on. The DH scheme application states, no salary increases automatically after completing a master's degree or doctorate. Have master's degree and PhD qualifications never been guaranteed for automatic promotion and only contribute to some bonus points when applying for promotion. This scheme and system was put pressure on academic staff who are make efforts and commitment to improve the quality of themselves, because

they don't get a proper recognition from an employer (government). Next, the academic staff in community college at Pahang are improve their skills and knowledge do not automatically contribute to job promotion.

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 installation field and culinary 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, cookery rooms, computer 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 community colleges.

The working environment and relation among of community 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 community colleges. This perception was created a conflict that eventually contributed to the stress among academic staff at community college.

This study will look at the factors of stress that occurs to the academic staff of community colleges in Pahang. Community 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 was conducted involving higher education institutions that provide education and skills training, especially community colleges.

From the explanation above, it could summarize that the contributor to job stress in the community colleges are:

- i. Job stress inherent of academic task such ong hours lecture. The long hours of teaching increase the workloads among community college academic staff at Pahang.
- ii. Job stress because the additional non-academic tasks such as conducting the short courses, as coordinator for units and other ad-hoc task that unrelated with academic tasks. Diversification of work has raised the issue of role conflict and role ambiguity among academic staff of the community college academic staff in Pahang.

- iii. Job stress in the form of salaries and benefit received. College community academic staff faced stress due to their efforts to improve job skills are do not get the proper job promotion from the employer.

- iv. Job stress can also because of the working conditions in workplace such shortage of workshop, laboratories and relationship among staff. The lack of the facility resulted community college academic staff at Pahang had to serve in a discomfort working condition and can affect the focus on work.

1.4 RESEARCH QUESTION

This study attempts to study the factors that lead to job stress among academics at community colleges in Pahang.

- 1) What is the relationship of role factor and job stress among community college academic staff?

- 2) What is the relationship of role ambiguity and job stress among community college academic staff?

- 3) What is the relationship of job promotion and job stress among community college academic staff?

- 4) What is the relationship of working condition and job stress among community college academic staff?

- 5) What is the relationship of workloads and job stress among community college academic staff?
- 6) What is the effect of role conflict, role ambiguity, job promotion, working condition and workloads to job stress?

1.5 RESEARCH OBJECTIVES

The general objective of this research is to identify the factors of stress among of academic staff in community college at Pahang.

The specific objectives are:

- 1) To identify the relationship between role conflict and job stress among academic staff in community college at Pahang.
- 2) To identify relationship between role ambiguity and job stress among academic staff in community college at Pahang.
- 3) To identify relationship between the lack of job promotion job stress among academic staff in community college at Pahang.
- 4) To identify relationship between the working condition and job stress among academic staff in community college at Pahang.

- 5) To identify relationship between workloads job stress among academic staff in community college at Pahang.

To identify whether role conflict, role ambiguity, job promotion, working condition and workloads affect job stress

1.6 SIGNIFICANT OF STUDY

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

This study are conducted when there have stress symptoms are detected and have seen in the community college academic staff in Pahang.

1.6.1 Significant of the study in academic aspect

This study purposely is to identify the relationship between the job stress factor and job stress among community college academic staff in Pahang. That are 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 community college academic staff in Pahang. This study will

enclosed and provide the knowledge and information about job stress among community college academic staff at Pahang. Hopefully, the information gathered from this study will help the management part to plan the system, policies or procedures that will monitor the job stress among community college academic staff in Pahang. And, the factor of job stress will be reduced and manageable. Job stress, if it is in a manageable condition, will bring a positive effect among the staff and organization, but if the job stress is allowed and the staff are suffering because of job stress, then the organization is in risk. The staff who are suffering from job stress will negatively affect the organization itself.

1.7 SCOPE OF STUDY

This study is focused on a few things that are:

- 1) This study is focused on five stress factors such as role conflict, role ambiguity, promotion, working conditions and workload as independent variables. Meanwhile, job stress is the dependent variable.
- 2) This study was carried out in community colleges in Pahang only. Pahang was chosen because Pahang is a developing state and has the highest number of community colleges compared to other states in the east coast area.

1.8 ORGANIZATION OF THESIS

The first chapter of this study are related the background of these study. These includes the general information about community college, the problem statement that the cause of job stress in community 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 independent, 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 TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter are discovered the definition of the stress term and analyzes 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 explain deeps in to job stress in workplace.

2.2 OVERVIEW OF STRESS

Stress happens in one's life will be changing the fate themselves to positive or vice versa. This is because each person react and respond differently to stress that they experienced. In fact, everyone has their own ways to cope with stress that happen to them. (Cooper and 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 and Khan, 2013).

Stress are defined as our internal response to external events. Stress 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 and Khan, 2013).

Stress is a prevalent problem in modern life (Chang and 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 and 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 and 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). Hans 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 (Selye 1936) is explain the original of stress meaning. 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 exhausted. 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 STRESS AT THE WORKPLACE

According to Larson (2004), states that, 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 and 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 and 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, and 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 and 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 labor.

2.5 JOB STRESS SYMPTOMS

Cooper and Khan (2013), by 50 thing you can do to day to manage stress at work listed such the short term outcomes of stress. There have signs that associated when experiencing too much stress and it has divided into the three group, that are how body may react, how people can feel, and how people may behave in stress conditions.

- i. How people body may react are such fast shallow breathing, headaches, constant, tiredness, restlessness, sleeping problem, nervous, tendency to sweat, cramps or muscle spasms, high blood pressure, feeling sick or dizzy, lack of appetite and others.
- ii. How can people feel in short of stress are like irritable, aggressive, depressed, fearing failure, dreading the future, neglected, bad or ugly, loss of sense of humor, loss of interest in others and others.
- iii. How people may behave 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 INDEPENDENT VARIABLES

This studied have identified and categorized the job stress factors among college community academic staff in Pahang. The job stress factors are used in this studied 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 community college academic staff in Pahang.

2.6.1 Role Conflict

Role conflict are happen when individuals is forced to take on separate and incompatible roles. Role conflict will come as issue when an employee or individual in is played to perform multiple roles in the organization. Role conflict happens when jobs demands and expectations from members of the employee's role set such as superiors, colleagues, and organizations are incompatible and incongruent. Role conflict will detected when the staff are suffered from these aspect. There are:

- i. The supervisor give the staff conflicting demands
- ii. The supervisor, manager and workmate give incompatible demands.
- iii. The staff himself doesn't believe in the same as the workmate believe.
- iv. The staff doing a job where the roles in conflict.

- v. The staff is expected to behave in the way too complicated, difficult, too many behaviors in the same times.

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 and 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.

Role conflict can result from inconsistent information (Conley and Woolsey, 2000). Role conflict are created expectation that may be hard to reconcile or satisfy.

2.6.2 Role Ambiguity

Role ambiguity happen when role expectation are not clear understood and the employee is not sure what to do. Role ambiguity is described as a situation where the employee perceive lack of role clarity and significant information that is required to perform work role adequately. Those are happened because an employer are doesn't told what as the staff should do, the placement of staff that fit with the staff and the reward system when the staff are success in job given. Role ambiguity are lead to tension and fatigue, high level of anxiety, physical and psychological strain,

and involve in absenteeism. As staff, they might know when they are faced the stress because of role ambiguity conflict such the staff have job burnout. Job burnout is an exhaustion of physical or emotional strength or motivation resulted from prolonged stress. The staff also not productive as supposedly due of bored, doesn't have clear vision and too many tasks. The staff also being aggressive, less communicate with college and withdraw from the work. (Cooper and Khan, 2013).

Bacharach et al (1986) states that role ambiguity have to be a strong predictor of general stress among teacher in primary and secondary schools. The effect of teacher role stress whether to more individually (to teacher involve only), or on organizationally valued outcomes are not stated. Bacharach et. al (1990) also states that role ambiguity (such as lack of clarity concerning of the member expectation about the teacher behavior) may resulted from lack of information available to teacher.

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

Conley and Woosely (2000), states that role ambiguity can result from deficient information are available for employees. Role ambiguity and role conflict are associated with low satisfaction, absenteeism, low involvement, low expectancies, and task characteristic with a low motivating potential and tension, which all of these will affect productivity and the efficiency of organization.

2.6.3 Job Promotion

Promotion means more responsibilities and in the same time increase the workloads. The promotions causing the stress when the staff was promoted spend more of day dealing with internal politics, planning than do the actual work, more ambiguity and uncertainty with the work surrounding, the partner at home do much work and activities without you, less free time, and the new role is not like what the staff thought it would be. The stress because of the promotion factor will identified either over promoted or under promoted. Under promoted is the feeling because unduly delayed in the staff career progress meanwhile over promoted happen because when the promotion come to the staff quickly and the staff have not qualified to the job and they untimely felt lose the job. Over promotion happen when the staff have responsibilities beyond his or her capabilities meanwhile under promotion is when they are not given the responsibilities commensurate with the staff actual or self-perceive abilities. The female staff particularly are suffered from the under promotion and imposter syndrome that when they are holding the job under qualified for. Over and under promoted happen because recently many organizations have downsized and delayed of staff and the staff stuck in the job with no prospect of promotion. (Cooper and Khan, 2013).

The organization change such downsizing, implementation of new machine and equipment, new restructuring in organization can lead to stress and increase the injury and illness if the reorganization and new restring of organization are in negative toward the employee feeling. (Cooper and Khan, 2013).

2.6.4 Working Conditions

Working conditions is which the employee or staff work, including such as amenities, physical environment, stress and noise level, safety, office politics and others. An unpleasant or dangerous physical conditions in workplace such as crowding, noise, air pollution, or ergonomic problem. (Manshor et al, 2003).

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 favoritism 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 and Khan, 2013).

It is difficult for us to get along with colleges because of different of thought, belief, academic, background and other reason. But, we still need other co-worker due to our work. The staff will try such this tip for ensure the relationship in organization are long lasting by each staff are respect and each other and do not offend the other worker. The staff also need to avoid certain topic that will evoke and broke the relationship at work such religious, races and others, avoid gossip about other

colleges, be polite to everyone, respect to other college opinion and be tolerant to each other. 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 and Khan, 2013).

2.6.5 Workloads

Workload happen to the staff because the supervisor can't say no to the next their boss, the organization are short staffed, the deadline are shifted, work harder and longer to keep the job and the manager have no idea how much the each staff work to do.

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 coworker 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 and Khan, 2013).

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), was categorized the source of occupational stress. The model was 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.

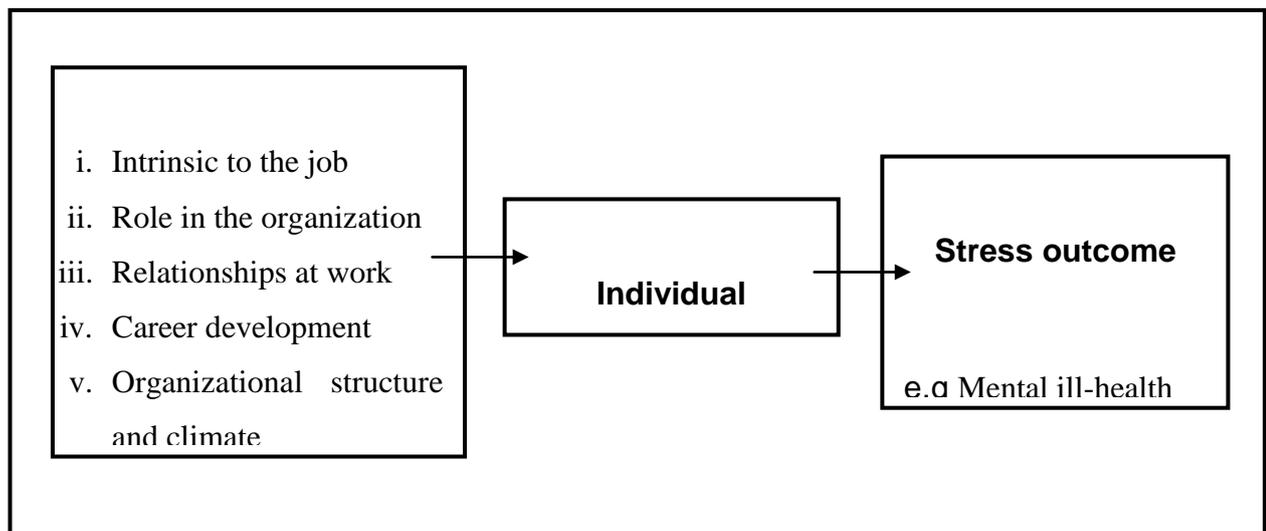


Figure 2.1 :
Cooper and Marshal (1976), Occupational stress model

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 and 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 Payne (1978).

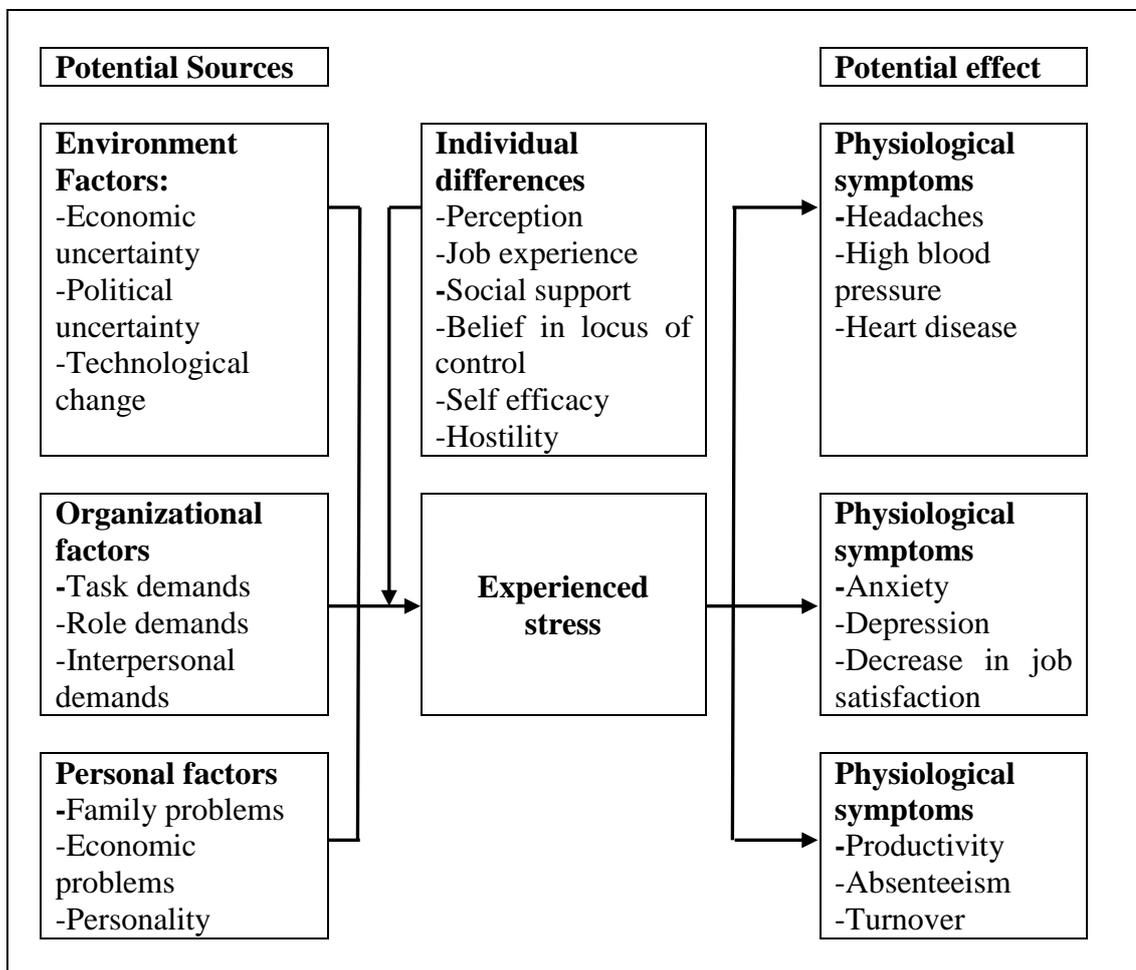


Figure 2.2:
Cooper and Payne (1978). A stress model

A stress model by Murphy (1995) and Michie (2002).

This model was developed by Murphy (1995), and reframed by Michie (2002). In the first model development by Murphy, the model have shown the source of work stress, and was reframed by Michie (2002) by include both organizational and extra-organizational outcome that generate form the work stress.

As refer to the model, the first source of work stress factor is intrinsic of the job role. It refer to job content. Intrinsic of the job such as work overload (either overload or underload), time pressures (excessive work pace), lack of job control (lack of job meaningfulness and low work autonomy), and poor working conditions (External disturbance such noise and crowding).

The second factor is role within organizational category. This category are focus on how stress is induced by the role and responsibility that individual holds in the organizations. These category are included like role stress, role conflict, role ambiguity and level of responsibility.

The third factor is career development such lack of job security, over promotion, under promotion and career stagnation. The third category is relate with stressor originates from issues that undermine career development.

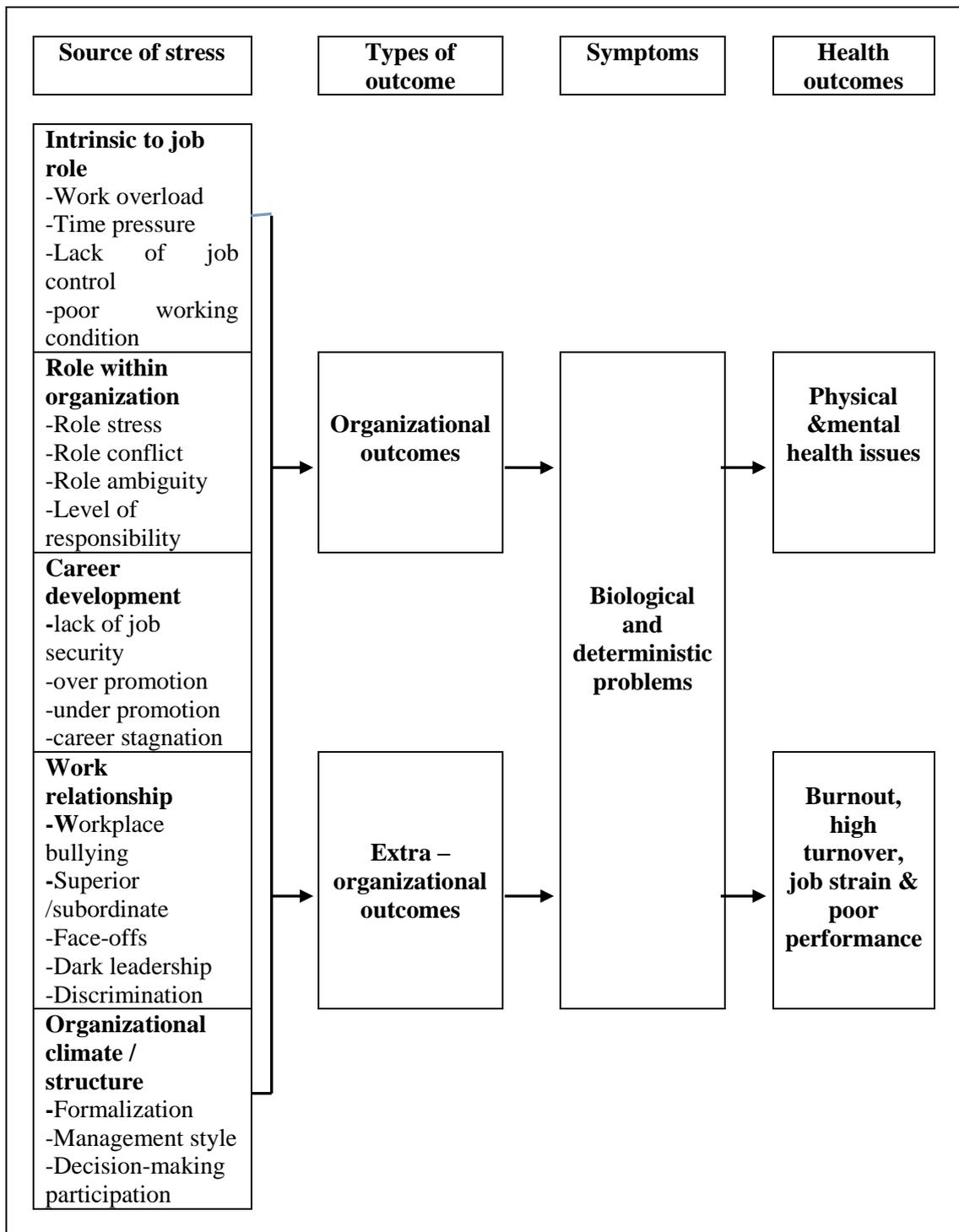


Figure 2.3

A schematic framework of factors associated with work-related stress & outcomes.

Source: Murphy (1995) & Michie (2002). Taken from Babatunde, A (2013).

The fourth factor is work relationships such workplace bullying, superior/subordinate, face-offs, dark leadership, and discrimination. These fourth category is contributor to workplace stress is the prevailing work relationship within the organizations. Problematic relationships among managers, subordinates, co-worker in form of office bullying, threats of violence, biased opinions, unsupportive management, harassment, dark leadership, artificial social and physical workplace isolation and other deviant behaviors most often cause social disruption. The fifth factors is organizational climate or structure. These are include formalization, management style, decision making participants. Corporate climate revolves around the collective perceptions of employee on various aspect of organizational work life.

In conclusion, this studied was combine the stress factors indicated by previous study will be the cause or factor of stress among academic staff at community colleges in Pahang. This studied has chosen role conflict, role ambiguity, job promotion, working condition and workload as a factor or cause of stress among the academic community colleges in Pahang. The factors of job stress have become as independent variable to this studied.

2.8 FACTORS CONTRIBUTE TO JOB STRESS

Many previous studied 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. The questionnaire was developed by Dua himself and Nowack. These studies use Health (included emotional and physical health) and job dissatisfaction as dependent variable. These studies are included four campus of the University of New England as respondent. The staff were respondent 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 are 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 studied also found that employees who come from different groups will have different stress. The studied also showed academic level have no effect of stress. The other study finding 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 different 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. This studied finding 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 El. Shikieri and Hassan A. 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. These studies 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 studied 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) was 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), also 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 involve negative stress, and might be let to reduction in work quantity and quality.

Barkhuizen and Rothmann (2008) in occupational stress of academic staff in South African higher education institutions was identified the indicator of occupational stress of academic staff in south African higher education institutions, analyzing the differences between the occupational stress of demographic group and also investigated whether occupational stressor predict ill-health. The studied were involved 585 of respondent which the respondent is academic staff in South Africa University. This studied are used an Organizational Stress Screening Tools (ASSET) that developed by Cartwright and Cooper (2002). The ASSET comprises perception toward the respondent job, attitude toward organization and health. The job stress factors in this studied are work relationship, work life balance, overload, job security, control, resources and communication and job characteristic. The studied enclosed that academic staff in South African Higher Education Institution is experienced high level of occupational stress relating to pay and benefits, overloads and work-life balance. The staff is felt stress because of time constraint and the unrealistic deadline to perform the task and let to increase the stress level. The studied also enclosed the stress factors and there were work overload and work-life balances, are contributed to physical ill health among of South Africa academic staff. The studied are suggested stress reduction approaches in workplace will be improved.

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 ware 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.

Ofoegbu and Nwadiani (2006), in their studied level of perceived stress among lectures in Nigerian University is provided empirical evidence on the level of stress among lectures in universities. These studied are held in Nigerian Universities. Eight public universities are held in these studied. This studied use age, sex, and marital status, experience, domicile, are of specialization and administrative responsibilities and variable. These studied are involved 123 male and 105 female lectures as respondent. The studied is used The Stress Research Instrument, there are Stress Assessment Questionnaire (SAQ). The finding from the studied are, lectures in Nigerian Universities are stress significantly whether they work in federal or state universities, single or married, living in campus or outside of campus, and whether they are male or female lecturer. These studied also find out that, the lectures in Nigerian university are cause of stress because strike and school interruption, delay and irregular payment of salary and lack of instructional facilities and preparation of examination result, invigilation of examination, campus militancy, high cost of living, states of lectures office accommodation, lack of facilities for research, workload, lack of annual leave or holiday and under funding of education is the

major factor of stress factor. However the factors of student behaviors, multi ethnic relationship, setting of examination question, relationship with students are do not significant influence to stress among Nigerian universities lectures. These studied was concluded, that, lectures in Nigerian universities are one occupational group that functions under high stress. The high level stress need effective programmed of staff development, recognized system of lecturer effort and reduce the class size and clear the description of job tasks.

Sharply et al. (1996), in their studied, the presence, nature and effects of job stress on physical and psychological health at a large Australian university also support Dua (1994) studied, which high job stress are associated with more job dissatisfaction, psychological distress, negative affect, manifest anxiety, absenteeism due to illness, doctor visit and worse physical illness. That means, the job stress have positive relationship between job stress and health. (Physical and psychological health aspect).

Sharpely et al (1996), by their studied are replicated and extend Dua (1994) studies, because Dua (1994) does the research in the university of New England and Dua (1994) was concluded in his previous studies there need of elaboration on his studies data by exploring in other universities and institution, and these study design by him (Dua) too. These studies are done in Monash University that consist of four major campuses. The respondent are 1,925 there are 858 are male and 1,031 are females. The respondent consists of academicians, researcher, administrative, general worker, technical and library staff. The independent variable are anxiety, hassle and job

stress, meanwhile the Dependent Variable are health from psychological and physical aspect.

Table 2.1:

Comparison the job stress factor and findings by different studies

Previous studies	Job Stress Factor	Finding (The factor that significant to occurrence of stress)
Dua (1994)	<ul style="list-style-type: none"> i. Job significance ii. Workloads iii. Work politics iv. Interpersonal v. Work conditions vi. University reorganization 	<ul style="list-style-type: none"> i. Job significant ii. Workloads iii. Work politics iv. University reorganization
El. Shikeiri and Hassan A. Musa (2011).	<ul style="list-style-type: none"> i. Role ambiguity ii. Role conflict iii. Promotion iv. Development v. Training opportunity and feedback vi. Participation in decision making and authority vii. Workload viii. Working condition ix. Interpersonal relations 	<ul style="list-style-type: none"> i. Workloads ii. Working conditions
Conley and Woosely (2000)	<ul style="list-style-type: none"> i. Role ambiguity ii. Role conflict iii. Role overload 	Have no job factor are occurrence of stress in this studied.
Barkhuizen and Rothmann (2008).	<ul style="list-style-type: none"> i. Work relationship ii. Work life balance iii. Overload iv. Job security v. Control vi. Resources and communication vii. Job characteristic 	<ul style="list-style-type: none"> i. Overload ii. Job security iii. Work life balance
Ahmad Usman, Zulfiqar Ahmed and Ishfaq Ahmed (2011).	<ul style="list-style-type: none"> i. Role conflict ii. Role ambiguity 	<ul style="list-style-type: none"> i. Role conflict ii. Role ambiguity
Nilufar Ahsan et al (2009)	<ul style="list-style-type: none"> i. Role conflict ii. Relationship with other iii. Workload pressure iv. Home-work interface v. Role ambiguity vi. Performance pressure 	<ul style="list-style-type: none"> i. Workload ii. Home-work interface iii. Role ambiguity iv. Performance pressure

These studies found there is a significant relationship between job stress and health. The male staff in these studies found significantly lower anxiety, daily hassle and job stress, fewer illnesses, accidents and injuries, fewer days absent and visits to medical practitioners than the female staff that are respondents to these studies. Thus, these studies support Dua (1994) studies and arguments, which job stress will lower the health conditions. High job stress is significant and associated with anxiety, daily hassle, absenteeism, regular visits to medical practitioners, injuries, accidents and illness.

Based on previous studies, these studies have chosen role conflict, role ambiguity, job promotion, working conditions and workloads as the job stressors or the job stress factors among the community college academic staff in Pahang. This is because many previous studies have examined and used as a stress factor. Next, it was created curiosity and thus carried out by this study.

2.9 CHAPTER SUMMARY

Studies in job stress are interesting and important for giving information and helping the employee who is suffering from a job stress problem and organizational itself. There are many studies and relationships with job stress that have been done by previous studies. Job stress happens in any occupation and level. In Malaysia, there are frequently studies in job stress fields that are done in police, teacher and nurse occupations.

Job stress 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 three 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 community college at Pahang. The five factor are role conflict, role ambiguity, job promotion, working conditions and workloads.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

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

3.2 RESEARCH FRAMEWORK

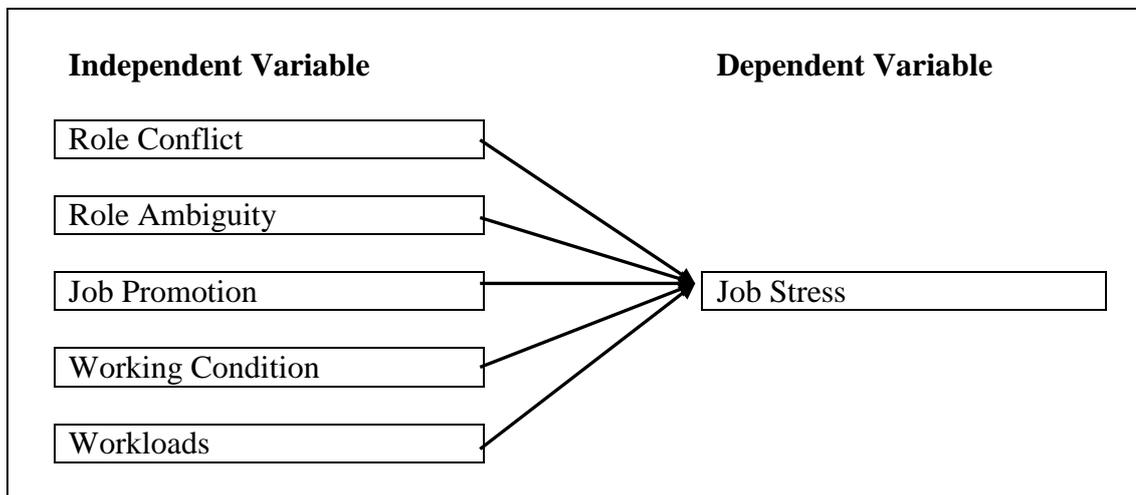


Figure 3.1
Research framework

Based on earlier studies, Figure 3.1 is the research framework for this study. This study will focus on the academic staff of the community colleges in the state of Pahang. The independent variables in this study are: (i) role conflict, (ii) role ambiguity, (iii) job promotion, (iv) working conditions, and (v) workloads. The dependent variable in this study is job stress. There ten questions that covers the psychological and physiological aspect.

3.3 RESEARCH HYPOTHESES

The research hypotheses for this study are:

H1: Role conflict is related to job stress.

H2: Role ambiguity is related to job stress.

H3: Job promotion is related to job stress

H4: Working condition is related to job stress

H5: Workloads is related to job stress

H6: Role conflict, role ambiguity, job promotion, working condition and workloads affect job stress

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 or by structured interview on more than one case with two or more

variable. These data will be examined to detect pattern of association (Bryman and Bell, 2011).

3.5 OPERATIONAL DEFINITION

The following is the operational definition for job stress

Table 3.1

Operational Definition of Variables

Job Stress	States that stress is a condition that describes the stress experienced by the people in her life
Role conflict	Refers to an incompatible request, drudgery, policies and guidelines incomplete, collision policy to perform tasks, task given which do not correspond with self, and accept asks with incomplete source.
Role ambiguity	Role ambiguity is described as a situation where the employee perceive lack of role clarity and significant information that is required to perform work role adequately
Job promotion	Promotion means more responsibilities and in the same time increase the workloads
Working condition	Working conditions is which the employee or staff work, including such as amenities, physical environment, stress and noise level, safety, office politics and others
Workloads	Referring to the existing workloads and at the same time excess workload might be given by superior

3.6 MEASUREMENT OF VARIABLES / INSTRUMENTATION

This section is divided into two main discussion, namely: (i) the development of the questionnaire as the instrument and the measurement used and (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 three parts which are Part A, Part B and Part C.

Part A: respondent's background information. There are six questions in Part A which are on gender, marital status, community college (place) attached, academic achievement, length of period of service with community college and distance to workplace from home.

Part B: questions on job stress antecedents, namely - role conflict, role ambiguity, job promotion, working condition and workloads as the independent variable. Part B contains 30 related role conflict, role ambiguity, job promotion, working conditions and workloads. The question are adapted from Dua (1994), Conley and Woosely (2000) and El Shikeri and Hassan A. Musa (2011).

Part C: questions on job stress as the dependent variable. The ten questions in Part C were adapted from work related to stress management of the physiological and psychological systems.

Table 3.2
Sources of Questions in Questionnaire

Factors	Item	Sources	Question No.
Part B			
Role conflict	6	Conley and Woosley, (2000)	1,3 & 4.
		El Shikeri and Hassan A. Musa (2011)	2,5 & 6
Role ambiguity	6	Conley and Woosley, (2000)	7, 8, 9 &10
		El Shikeri and Hassan A. Musa (2011)	11 & 12
Job promotion	6	El Shikeri and Hassan A. Musa (2011)	13, 14, 15, 16 & 17.
		Dua (1994)	18
Working condition	5	Dua (1994)	19, 20, 21, 22 & 23
Workloads	7	El Shikeri and Hassan A. Musa (2011)	24,25,26,27,28,29 & 30
Total	30		
Part C			
Job Stress		Holford and Lawson (2015)	1 – 10
Total	10		

The design of the Likert scale is to examine how strongly subject agrees or disagrees on point scale. This study adopts the 5-point Likert scale. Items in Part B and Part C are measured using the 5-point Likert scale as in Table 3.3.

Table 3.3
Likert Scale Score Used in Study

Scale	Point
• Strongly Disagree (SD)	1
• Disagree (D)	2
• Neither Agree or Nor Disagree (ND)	3
• Agree (A)	4
• Strongly Agree (SA)	5

3.6.2 Pilot Test

In carrying out the pilot test, the first step that was carried out was the content validity test. The purpose of the content validity test are held for ensure that the

measure includes an adequate and representative set of items that tap the concept. Content validity is a function of how well the dimensions and elements of a concept have been covered (Sekaran and Bougie, 2012). For this purpose five academic staff with different backgrounds and specialization areas are selected. They are from the General Studies (Islamic Education), Electrical, Accounting and Business, and Information Technology of Bentong Community College. All academic staff involved in the content validity stage reported that they understood all the questions in the proposed questionnaire.

Next the actual pilot test was carried out. The pilot test was carried out before the actual study was conducted. The pilot test was conducted in order to determine the reliability of each of the items and variables. The pilot test was conducted in the Rompin community college and 30 academic staff were involved. The results of the pilot test is to obtain Cronbach Alpha value used to influence either the questions that will be presented in easily understood by the respondent or otherwise.

Cronbach alpha is a commonly used test of internal reliability. It calculates the average of all possible split-half reliability coefficients. A computed alpha coefficient will vary between 1 (denoting perfect internal reliability) and 0 (denoting no internal reliability). The figure 0.80 is typically employed as a rule of thumb to denote an acceptable level of internal reliability, though many writers accept a slightly lower figure. (Bryman & Bell, 2011).

The result from pilot test was conducted as table below, which it very good and have good degree of reliability of the questionnaire.

Table 3.4
Reliability Statistics

Cronbach's Alpha	N of Items
.919	40

3.7 DATA COLLECTION

The management of each of the community colleges selected was contacted through the phone for conveying the purposes of the study and obtaining the permission to access and questionnaire distribution. Once the permission is granted, the questionnaire was distributed personally to each of the respondents identified during the sampling procedure. Visits to all the locations of the community colleges at different dates were carried out. Some respondents managed to answer and returned the answered questionnaire immediately. However there are respondents that could only returned at a later date. This is especially when the respondents were not around when the questionnaire were distributed in the first place. These respondents were away for workshops and extra curriculum activities with their students. After a period of two weeks, a follow-up calls were done to those respondents that have not returned the questionnaire.

3.8 SAMPLING

The discussion in this section is divided into two parts which are the population of the study and the sampling approach and method employed.

3.8.1 Population

The community colleges in Pahang are selected because of the following reasons: (i) currently there is no study that has been carried out on academic staffs in community colleges in Pahang and (ii) the increased amount of duties and responsibilities due to the lack of facilities and human resources in community colleges in Pahang.

The population of this study are the academic staffs of the community college in the state of Pahang which are the Bentong community college, Raub community college, Temerloh community college, Lipis community college, Jerantut community college, and Bera community college. Altogether there is a total of 140 academic staff (see Table 3.5).

Table 3.5

Population of Academic Staff in Community Colleges in Pahang

Community College	Total of academic staff
Bentong Community College	50
Raub Community College	10
Temerloh Community College	50
Lipis Community College	10
Bera Community College	10
Jerantut Community College	10
Total	140

3.8.2 Sampling

Academic staff population for this study comprised 140 people. Based on Sekaran (2012) the appropriate sample size of the population of the academic staff in the community colleges in Pahang is 103 people. Refers to the determination of sample size for a given population (Sekaran, 2012),

This study uses the strata non-probability sampling method in distributing the questionnaire to the community college academic staff in Pahang. The total numbers of academic staff based on each community college in Pahang are as table below

Table 3.6

The Distribution of Questionnaire to the Selected Respondents

Community College	Population	Sample
Bentong Community College	50	40
Raub Community College	10	6
Temerloh Community College	50	40
Lipis Community College	10	5
Bera Community College	10	6
Jerantut Community College	10	6
Total	140	103

3.9 TECHNIQUES OF DATA ANALYSIS

Table 3.7

Types of Data Analysis Employed

Item	Type of Data Analysis
Respondents background	Frequency & Percentages
Descriptive analysis of questionnaire items	Mean score
H1, H2, H3, H4 & H5	Correlation Analysis
H6	Regression Analysis

The data was analysed for give an answer to the question in this study. The reliability and validity test was conducted before the questionnaire are distributed to respondent. Reliability test are performed by pilot test and came out with Cronbach alpha value. Validity test was performed by content validity test. Next, this studied also analysed through descriptive and inferential method.

3.9.1 Descriptive Analysis

In general, descriptive analysis is used to describe the basic feature of the data in the study. Descriptive analysis are provided the summaries about the sample and the measures. By descriptive analysis, it described what is or what the data shows. The 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, place of work, academic level, period of service, and distance from workplace to home. The result of the descriptive analysis are presented in the following chapter.

3.9.2 Inferential Analysis

In general, inferential analysis is analysis that try to reach the conclusions that extend beyond the immediate data. Inferential analysis is try to infer from the sample data what the population think. The inferential analysis is used to make judgement of the probability than an observation different between group is a dependable one. The inferential analysis used in this studied are correlation and regression analysis.

Correlation analysis are analyse whether and how strongly and strength pairs of variable are related. In this studied, used Pearson correlation analysis. Pearson correlation analysis used to examine and analyse the relationship between the job stress factor and the job stress. The Pearson correlation analysis 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

This studied are referred to Guildford's Rule of Thumb to identify and interpreted the result was generated from Pearson correlation analysis. The Guildford's Rule of Thumb as table below.

Table 3.8
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

This study also used multiple regression analysis. In general, this analysis is a set of statistical procedures used to predict and explain the value of the dependent variable based on the value of one or more independent variables. Multiple Regression is a regression model implemented by the dependent variable with two or more independent variables are expected to have a linear relationship. The dependent variable to be measured in a continuous scale, while the independent variable can be measured in a continuous scale or discrete. The data are collected was analysed by

using SPSS (Statistical packages for Social Sciences) version 17.0 for WINDOW.
The statistical analysis was done for get the results and findings of this studied.

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 FOUR

FINDINGS

4.1 INTRODUCTION

This chapter discussed the results of the analysis from the data collected. The data collected are analyzed 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 analysis are provided the summaries about the sample and the measures. For this studied, the descriptive analysis was undertaken to analyze the data collected are frequency, percent, mean and standard deviation.

4.2.1 Descriptive Analysis on Respondents Background

Table 4.2.1, is a result of analysis performed on data that had been collected and were analysed using SPSS version 17. The respondent background information are consist of gender, marital status, place of working, academic level, period of service and the distance from workplace to home.

Table 4.1
Background of respondents

Items	Frequency	Percentages
Gender		
- Male	26	25.2
- Female	77	74.8
Total	103	100
Marital Status		
- Single	32	31.1
- Married	70	68.0
- Widow	1	1.0
Total	103	100
Place of working		
- Bentong Community College	41	39.8
- Raub Community College	6	5.8
- Temerloh Community College	39	37.9
- Lipis Community College	6	5.8
- Bera Community College	5	4.9
- Jerantut Community College	6	5.8
Total	103	100
Academic Level		
- Diploma	5	4.9
- Degree	69	67.0
- Mater Degree	29	28.2
Total	103	100
Period of service		
- 0-3 years	27	26.2
- 4-7 years	56	54.4
- 8-11 years	13	12.6
- 12 years and above	7	6.8
Total	103	100
Workplace to home		
- 0-5 km	37	35.9
- 6-10 km	45	43.7
- 11-15 km	10	9.7
- 16 km and above	11	10.7
Total	103	100

The first question in questionnaire in respondent information is gender item. The sub item of gender are consist of male and female. From the analysis performed, was represented 26 (25.2 %) of the total respondents were males while the remaining, 77

(74.8 %) were female. The total number of respondents involved is about 103 respondent. This analysis presented, that female more are entered the service as academic staff than male gender in community colleges and they were becoming as a sample in this study.

Further, the findings of this studied also indicate about marital status of the respondent background. According to the analysis, represented single status by 32 (31.1 %) respondent, married are 70 (68.0 %) respondent, and widow is only one respondent (1.0 %).

For the third items is placed or community college are working of the respondent. From the analysis, was represented Bentong community college and Temerloh community college as domination of the respondent among the community college are involve in this study by 41 (39.8 %) respondent and Temerloh community college by 39 respondent (37.9%). This is followed by Raub community college, Lipis community college and Jerantut community college that represented six (5.8 %) respondent out of total respondent by each college are involved in this study. Lastly, the short sample are come from Bera community college by five (4.9 %) respondent.

Next, is academic level among community college academic staff who are interested in this studied. From the studied have been carried out, and the output from data analysis have presented that diploma holder among the respondent are five (4.9 %)

respondent, degree holder by 69 (67 %) respondent and lastly master degree are 29 (28.2 %) respondent.

The next items, have been studied in respondent background is period of service. From the analysed have been run, carried out 27 (26.2 %) respondent are work or service in their community college from zero to three years, 56 respondent (54.4 %) are resulted was worked with the community college by four to seven years, while 13 respondent from total respondent are reported was been with community college by eight to eleven years and lastly almost seven (6.8 %) respondent are twelve years and above with community college.

Lastly, the items include in background information of the respondent is the distance from workplace to home. From the analysis have been carried down that 37 (35.9 %) respondent are travel zero to five km from workplace to home every day, 45 (43.7 %) are travel six to ten km per days, 10 (9.7 %) respondent are travel from eleven to 15 km daily from workplace to home, and 11 (10.7 %) are travel by 16 and above for go to work from home to workplace every day. The background information of respondent are provide information that is essential to the study. The information gather from the respondents, can give an idea who the respondent and his status.⁴

4.2.2 Descriptive Analysis of Dependent and Independent Items

The following is a descriptive analysis on dependent variable items. There are ten questions that must be answered for item job stress. Respondent shall mark the answer by Likert scale range between ‘strongly disagreed’ until ‘strongly agreed’. For analyse the findings of the respondent response, then the descriptive analysis, mean and standard deviation analysis has 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 analysis on dependent variable

Items	Mean	Std.Deviation
I feel guilty when relaxing	3.7476	0.81311
I'm unclear about my goals in life	2.8932	1.20386
I work harder than most people	3.5340	0.75167
I become angry easily	3.0971	1.10715
Challenging situations cause trigger anxiety or panic to me.	3.3592	0.80262
I often try to do two or three tasks simultaneously	3.7184	0.79727
I feel tired when wake up	3.4078	0.89044
I'm finding that it's hard to relax or switch off.	3.4563	0.83756
I'm impatient if people or situation holds me up	3.4757	0.84997
I have difficulty to get sleep or staying asleep	3.1068	1.07478

The above table is descriptive analysis on dependent variable (job stress) which analysed mean and standard deviation of the data. From the analysis, in overall, all of item are in moderate level of mean. The highest mean is the “I often try to do two or three task simultaneously’ item with standard deviation is 0.79729. The lowest mean is the ‘I’m unclear about my goals in life’ by 2.8932 and std. deviation is 1.20386.

Table 4.4
Descriptive analysis on role conflict

Items	Mean	Std. Deviation
I often receive incompatible request from two or more people	3.5049	0.88422
I perform task that are too boring	3.1748	1.05186
I often work under incompatible policies and guideline	3.3883	1.04067
I often have to break a rule or policy to carry out an assignment	3.2039	1.06051
In general I perform work that does not suit my values	3.2816	0.99427
I often receive assignment without the resources them (e.g. Staff, money).	3.4466	0.91532

The above table is descriptive analysis on role conflict (independent variable) which analysed mean and standard deviation of the data. From the analysis, in overall, all of item are in moderate level of mean. The highest min score is item “I often receive incompatible request from two or more people (3.5049) and std. deviation is 0.88422. The lowest mean is item ‘I perform task that are too boring’ by 3.1748 and std. deviation 1.05186.

Table 4.5
Descriptive Analysis on Role Ambiguity

Items	Mean	Std. Deviation
I know exactly what is expected of me	3.8350	0.65824
I know what my responsibilities are	4.1359	0.62698
I feel certain about how much authority I have	3.7670	0.67452
I know that I have divided my time properly	3.7573	0.74710
I do not have a detailed written description of my job	3.1942	1.01998
I know that I have divided my time properly.	3.3789	0.81789

The above table is descriptive analysis on role ambiguity (independent variable) which analysed mean and standard deviation of the data. From the analysis, in overall, all of item are in moderate level of mean except the item no. 2 which are high level of mean score. The highest min score is item “I know what my responsibilities are’ (4.1359) and std. deviation is 0.62698, while the item “I do not have detailed written description on my job’ is lowest min score by 3.1942 and std. deviation is 1.01998.

Table 4.6
Descriptive Analysis on Job Promotion

Items	Mean	Std. Deviation
There is an inadequate reward/recognition system	3.5534	0.84862
There is an unfair promotion system in the institution	3.4078	1.00427
There is not a well-defined performance evaluation procedure which is implemented	3.4466	0.96739
Policies rather that performance determine who should be promoted in my department.	3.5049	0.85030
Not knowing how many supervisors evaluates my performance.	3.2233	1.17099
There are not enough promotion opportunities in the job.	3.3981	1.05105

The above table is descriptive analysis on job promotion (independent variable) which analysed mean and standard deviation of the data. From the analysis, in

overall, all of item are in moderate level of mean. The highest min score is item “There is an inadequate reward/recognition system’ (3.5534) and std. deviation is 0.84862, while the item “Not knowing how many supervisors evaluates my performance’ is lowest min score by 3.2233 and std. deviation is 1.17099.

Table 4.7
Descriptive Analysis on Work Condition

Items	Mean	Std. Deviation
My workplace conditions are satisfactory. (e.g. Space, light and noise).	3.62136	0.841526
Politics rather than performance determine who gets promoted or who get ahead in my unit or departments.	3.3398	0.95541
I am unhappy with the way other people treat me on the job.	2.9806	1.13743
I get along well with my co-worker	3.9126	0.68752
I have all the necessary equipment and/or infrastructure support at work.	3.6019	0.82057

The above table is descriptive analysis on job promotion (independent variable) which analysed mean and standard deviation of the data. From the analysis, in overall, all of item are in moderate level of mean. The highest mean score is item ‘I get along well with my co-worker’ (3.9126) and std. deviation is 0.68752, while the item ‘I am unhappy with the way other people treat me on the job’ is lowest mean score by 2.9806 and std. deviation is 1.13743.

Table 4.8 is the descriptive analysis on job promotion (independent variable) which analysed mean and standard deviation of the data. From the analysis, in overall, all of item are in moderate level of mean. The highest mean score is item ‘More than three times you are asked to carry administrative work.’ (3.7476) and std. deviation

is 0.82508, while the item 'There is less time for rest breaks at work' is lowest mean score by 3.2039 and std. deviation is 0.94308.

Table 4.8
Descriptive Analysis on Workloads

Items	Mean	Std.Deviation
I have to submit my work in a tightening deadline.	3.7087	0.70892
I feel stresses because of the unrealistic deadline.	3.3398	0.96562
I am rushed in doing my job	3.3883	0.86583
There isn't enough time during my regular workday to do everything that is expected of me.	3.4563	0.96788
There is less time for rest breaks at work	3.2039	0.94308
Job demands interfere with personal time	3.5922	0.85677
More than three times you are asked to carry administrative work.	3.7476	0.82508

4.3 INFERENCE ANALYSIS

The inferential analysis is used to make judgement of the probability than an observation different between group is a dependable one. The inferential analysis used in this study are correlation analysis and regression analysis.

4.3.1 Correlations Analysis

Correlation analysis are 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 table below.

Table 4.9
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 4.10
Correlations Analysis

		Job Stress	Role Conflict	Role Ambiguity	Job Promotion	Working Condition	Workloads
Job Stress	Pearson Correlation	1	.666**	.259**	.521**	.259**	.643**
	Sig. (2-tailed)		.000	.008	.000	.008	.000
	N	103	103	103	103	103	103
Role Conflict	Pearson Correlation	.666**	1	.400**	.601**	.327**	.528**
	Sig. (2-tailed)	.000		.000	.000	.001	.000
	N	103	103	103	103	103	103
Role Ambiguity	Pearson Correlation	.259**	.400**	1	.180	.188	.258**
	Sig. (2-tailed)	.008	.000		.069	.057	.009
	N	103	103	103	103	103	103
Job Promotion	Pearson Correlation	.521**	.601**	.180	1	.334**	.446**
	Sig. (2-tailed)	.000	.000	.069		.001	.000
	N	103	103	103	103	103	103
Working Condition	Pearson Correlation	.259**	.327**	.188	.334**	1	.160
	Sig. (2-tailed)	.008	.001	.057	.001		.106
	N	103	103	103	103	103	103
Workloads	Pearson Correlation	.643**	.528**	.258**	.446**	.160	1
	Sig. (2-tailed)	.000	.000	.009	.000	.106	
	N	103	103	103	103	103	103

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

Based on the results of correlation analysis in Table 4.10, all independent variables are positively related to job stress. The most significant is role conflict ($r = 0.666$, $p = 0.000$) followed by workloads ($r = 0.643$, $p = 0.000$), job promotion ($r = 0.521$, $p = 0.000$), role ambiguity ($r = 0.259$, $p = 0.008$) and working conditions ($r = 0.259$, $p = 0.008$). Based on the guideline from Guildford's Rule of Thumbs indicated that role conflict, workloads and job promotion have moderate relationship to job stress. Meanwhile role ambiguity and working condition have a weak relationship to job stress.

4.3.2 Regression Analysis

Regression analysis is used to determine the effect or a form of relationship between two variables. Referring to Table 4.11, it could be concluded that the combination of role conflict, role ambiguity, job promotion, working condition and workloads has moderate influence ($p < .000$, $R^2 = 0.570$ Adjusted $R^2 = 0.548$) on job stress among the academic staffs at the community colleges in Pahang.

Based on interpretation of Table 4.11 the beta weights and structure coefficients the role conflict ($\beta = 0.400$, $r^2 = 0.000$) was the best predictor of job stress among the academic staffs The next variable leading the model was the workloads ($\beta = 0.388$, $r^2 = 0.000$).

Table 4.11
Regression Analysis Results

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	TW, TWC, TRA, TJC, TRC	.	Enter

a. All requested variables entered.

b. Dependent Variable: TJS

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.755 ^a	.570	.548	.36444

a. Predictors: (Constant), TW, TWC, TRA, TJC, TRC

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.104	5	3.421	25.757	.000 ^a
	Residual	12.883	97	.133		
	Total	29.987	102			

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.960	.453		2.118	.037
	Role Conflict	.289	.069	.400	4.187	.000
	Role Ambiguity	-.036	.103	-.026	-.351	.726
	Job Characteristics	.073	.064	.099	1.139	.257
	Working Condition	.051	.099	.037	.520	.605
	Workloads	.332	.069	.388	4.838	.000

a. Dependent Variable: TJS

ANOVA was used to compare three or more independent sample groups to determine whether there were significant differences in the mean of the population from which the sample was selected. By one way ANOVA test was carried out, as table 4.3.2, the alpha (α) or significant value is 0.05. Since p-Values = 0.000 which is less than the significance of 0.05, that means at least, there is one significant factor than the other variables and all independent variable collectively significant on job stress.

The next regression analysis, in this studied is used multiple regression. Multiple Regression is a regression model implemented by the dependent variable with two or more independent variables are expected to have a linear relationship. Below is the table after multiple regression data analysis are carried out.

The table above are provided information for the regression analysis between the dependent variable and the independent variable. Significant value in this study was 0.05. Refer to the last column, Sig is also known as P-value. Through regression analysis, by comparing between the P value and the significant value, it can be known whether there is a relationship between the dependent variable and independent variables.

Based on the table above, the P-value of role ambiguity, job promotion and working conditions of significant value exceeding 0.05, it can be concluded here that there is no relationship between the independent variables and the dependent variable. For example, if something happens to a job promotion, which does not affect or impact

on job stress among the respondent. But, if there have change in role conflict and workloads, job stress levels among respondents will change too. That means, there have relationship between independent and dependent variable. This is because, the P-value for the two items is below the 0.05.

In overall, this studied can conclude that, through the multiple regression analysis, the independent variable items such as role ambiguity, job promotion and working condition (independent item) which has the P-value greater than the significance 0.05, have no relationship with job stress, even if there is a change in these three independent variable item but that item has no effect on job stress among the respondent. But for role conflict and workloads item resulted that are their P-value less than the significance value 0.05, indicate, if there is a change to those two independent variable item, can also will affect the job stress level among the respondent.

4.4 SUMMARY OF HYPOTHESES

Table 4.12

Summary of Hypotheses Results

Hypotheses	Results
H1: Role conflict is related to job stress.	Accepted
H2: Role ambiguity is related to job stress.	Accepted
H3: Job promotion is related to job stress	Accepted
H4: Working condition is related to job stress	Accepted
H5: Workloads is related to job stress	Accepted
H6: Role conflict, role ambiguity, job promotion, working condition and workloads affect job stress	Accepted

Table 4.12 is the summary of the hypotheses for this study where all the hypotheses are accepted.

4.5 CHAPTER SUMMARY

This chapter discusses the results and finding of the data collected from the 103 academic staff from various community college in Pahang that represent as the respondents in this study. Based on the correlation analysis, it could be concluded that role conflict, role ambiguity, job promotion, working conditions and workloads is positive relationship with the job stress. However role conflict, workloads and job promotion have a moderate relationship to job stress. Role ambiguity and working conditions have weak relationship to job stress.

Based on the multiple regression analysis, the combination of role conflict, role ambiguity, job promotion, working condition and workloads factors could only predict 57 percent of job stress among the academic staffs. Role conflict and workloads are the best factors to predict job stress.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 INTRODUCTION

This chapter is divided into two main section. First section discusses the conclusion of this study. The second section discusses the recommendation of this study.

5.2 CONCLUSION

This study intended to investigate the relationship between role conflict, role ambiguity, job promotion, working condition and workload towards job stress among academic staff in community college in Pahang. The following discussion is based on each objective of this study.

Objective 1: To identify the relationship between role conflict and job stress among academic staff in community college at Pahang.

The correlation analysis shows that there is a positive relationship between role conflict and job stress, means that if there have any change in the role conflict item, it would lead to of stress among academic staff in community colleges. For example, if the academic staff had incompatible duties and/or had to perform a task that is too bored, it will create pressure and thus contribute to the problem of stress among academic staff in community college at Pahang. Findings from this studied,

presented the role conflict as a job stress factors among community college academic staff at Pahang. Similar findings by other studies are such as findings by Ahmad Uthman, Zulfiqar Ahmed, and Ishfaq Ahmed (2011). However, finding from studied by Nilufar Ahsan et al (2009), and El Shikeiri and Hassan A. Musa (2011), and Conley and Woosely (2000), presented role conflict is not stress factors that cause job stress in their studied and opposed with this studied findings.

Objective 2: To identify relationship between role ambiguity and job stress among academic staff in community college at Pahang.

Although the relationship between role ambiguity and job stress is positive but the relationship is weak ($r = 0.259, p = 0.008$). Therefore any increase in role ambiguity will not resulted significant changes in job stress among academic staff in community college at Pahang. Such as, academic staff does have enough job description but the matter will not lead to cause of stress among academic staff in community college at Pahang. Similar findings are by El Shikeiri and Hassan A. Musa (2011), and Conley and Woosely (2000), presented role ambiguity is not as job stress factors that cause job stress in their studied. However, the finding from studied by Ahmad Uthman, Zulfiqar Ahmed, and Ishfaq Ahmed (2011) and Nilufar Ahsan et al (2009) are opposed with this studied findings. The finding studied by Ahmad Uthman, Zulfiqar Ahmed, and Ishfaq Ahmed (2011) and Nilufar Ahsan et al (2009) resulted the role ambiguity as job stress factor in their studied.

Objective 3: What is the relationship of job promotion and job stress among community college academic staff?

Based on the coefficients analysis, the relationship between job promotion and job stress is weak. If there were to be any changes in job promotion items, it will not contribute to stress among academic staff in community college at Pahang. For example, the academic staff are well known about unfair promotion system in the institution but the condition does not contribute to the occurrence of stress among academic staff in community college in Pahang. Findings of similar earlier studies are by El Shikeiri and Hassan A. Musa (2011), stated that resulted job promotion is not as job stress factors that cause job stress in their studied.

Objective 4: To identify relationship between the working condition and job stress among academic staff in community college at Pahang.

The relationship between working condition and job stress among the academic staff in the community colleges in Pahang is moderate relationship ($r = 0.521$, $p = 0.000$). The working condition do contribute to the job stress among the academic staff. stress factor also not become as job stress factor among academic staff. Findings of this studied are similar to findings by Dua (1994) that resulted working condition is not as job stress factors that cause job stress in their studied. However, the finding from studied by El Shikeiri and Hassan A. Musa (2011), are opposed with this studied findings. The finding studied by El Shikeiri and Hassan A. Musa (2011) resulted the working condition as job stress factor in their studied.

Objective 5: To identify relationship between workloads job stress among academic staff in community college at Pahang.

For the fifth objective is to identify relationship between workloads and job stress among academic staff in community college in Pahang. Through coefficient analysis have presented that sig value is 0.000, in turn show have correlation between working condition and job stress. The last factor are presented direct relationship between the workloads and job stress. That means, if anything changes happen in workloads will contribute to the job stress happen among academic staff in community college in Pahang. Such, as rushed in doing them work (academic staff) are cause stress among academic staff in community college in Pahang. . Findings from this studied, resulted the workloads is a job stress factors among community college academic staff in Pahang. Findings of this studied are similar to findings by Dua (1994), El Shikeiri and Hassan A. Musa (2011), Conley and Woosely (2000), Barkhuizen and Rothmann (2008) and Nilufar Ahsan et al (2009 that resulted workloads is a job stress factors that cause job stress in their studied.

Objective 6: To identify whether role conflict, role ambiguity, job promotion, working condition and workloads affect job stress

The regression analysis indicated that the combination of role conflict, role ambiguity, job promotion, working condition and workloads only affect 57% towards job stress. Among all the factors, role conflict has the highest influence followed by working condition.

Significant and Practical Implication

The purpose of this study is to identify the relationship between the job stress factor and job stress among community college academic staff in Pahang. It is hoped that the information gathered will be of use to the management of the community colleges in Pahang to understand issues related to job stress among the academic staff. Results presented showed that the main factor of job stress among academic staff in community college in Pahang are role conflict and workloads.

From this studied, hopefully it will be used as a reference especially in the planning of activities that could reduce the job stress among community college academic staff in Pahang. It is also hoped that the outcome would assist the management of the community colleges plan the system, policies or procedures that could continuously monitor the job stress level among community college academic staff in Pahang so that the job stress is more manageable. Manageable job stress would bring positive effect among the staff and organization

5.3 RECOMMENDATION

In the process for carry out this studied, there are some inevitable limitations that may interfere and influence the findings of this study. The constraints identified are, a small amount of sample, no personal factors are studied, and the time to perform this study is very limited study.

The total amount of sample is 103 person. The sample are academic in community college in Pahang. In total, there are have ten community colleges around Pahang. The community colleges involved in this study were a total of six colleges as a sample and one community college are involve for the pilot test. The number of samples that can be considered as the small, so the findings and analysis of this study, is not describing the overall population academic staff working in community colleges in Pahang. It is expected that in the future, the study could be undertaken to involve the whole community colleges in the Pahang state and also in Malaysia so that the findings can be generalized, more accurate and meanings result from the study.

The second constrain is, no personal factors are studied in this study. Personal factors of the individual (sample) is not used as independent variable because this study are more to investigate factors caused by the organization itself and does not include personal factors as independent variable that needs to be studied. It is hoped that, in future, there will be a study to be carried out which will include personal factors as independent variable (stress factors), and the studied also include the community college are involve in this study, which the community college was be as sample in this studied. This is to see if there are findings that are more interesting and worth to exploring.

The last constrain during the running this studied are time constrain. This study is very interesting to explore, but with the short and limited time, causes of this study was conducted in a state, race against time and there are constraints caused weakness

to this study. The time constrain effect to this study are less time for data collection, less time for search the literature, and less time for more technical understanding in the SPSS.

It is hoped that, with the additional of time in the future, will came out more robust and quality of study and established researchers with a basis for came out with quality research in future.

The stress at workplace is an interesting field to explore in. By this studied, if it is apply and used in organisation, it will help staff and thus helping organizations to be a fun workplace for work.

The aim and objective of this studied is to find and explore the factor that affect the job stress among academic staff in community college at Pahang. The result of these studied are present the stress factor among academic staff in community college at Pahang are role conflict and workloads.

By this studied, it can be concluded that the management of community colleges need to consider stress among staff as an important part and constantly designing and helping staff to face the stress and ultimately can improve productivity and enhance the quality of work.

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