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**THE EFFECTS OF OCCUPATIONAL STRESS FACTORS ON JOB
PERFORMANCE AMONG UNIVERSITI UTARA MALAYSIA
LECTURERS**



**MASTER OF HUMAN RESOURCE MANAGEMENT
UNIVERSITI UTARA MALAYSIA**

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**THE EFFECTS OF OCCUPATIONAL STRESS FACTORS ON JOB
PERFORMANCE AMONG UNIVERSITI UTARA MALAYSIA LECTURERS**

BY

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ABSTRACT

This study was conducted to examine the effect of job overload, career development and role conflict on lecturer's performance in Universiti Utara Malaysia. A structured questionnaire was employed as an instrument to collect data. The result showed that there is a positive relationship between job overload, career development, role conflict, and job performance. Discussion employed Karasek's Job demand control model to elaborate more on the stress controlling aspect of this study. Finally, practical and theoretical implications, limitations of the study and recommendation for future research were also explained.

Keywords: Job performance, lecturers, job overload, career development and role conflict.



ABSTRAK

Kajian ini dijalankan untuk mengkaji kesan beban kerja, pembangunan kerjaya dan konflik peranan terhadap prestasi pensyarah di Universiti Utara Malaysia. Soal selidik berstruktur telah digunakan sebagai instrumen untuk mengumpul data dalam kajian ini. Hasil kajian menunjukkan terdapat hubungan positif antara beban kerja, pembangunan kerjaya, konflik peranan dan prestasi pekerja. Perbincangan telah menggunakan model kawalan permintaan kerja Karasek untuk menjelaskan lebih lanjut mengenai aspek pengawalan stres dalam kajian ini. Akhir sekali, implikasi praktikal dan teori, batasan kajian dan cadangan untuk penyelidikan masa depan juga telah dijelaskan.

Kata kunci: Prestasi kerja, Pensyarah, Beban kerja, Pembangunan Kerjaya dan Konflik Peranan.



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TABLE OF CONTENTS

PERMISSION TO USE	ii
ABSTRACT	iii
ABSTRAK	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ii
LIST OF FIGURES	ii
LIST OF ABBREVIATIONS	ii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of Study.....	1
1.2 Problem Statement.....	4
1.3 Research Questions.....	6
1.4 Research Objectives.....	7
1.5 Scope of Study and Limitation.....	7
1.6 Significance of Study.....	8
1.7 Definition of Terms.....	9
1.7.1 Occupation Stress Factors.....	9
1.7.2 Job Performance.....	9
1.7.3 Job Overload.....	9
1.7.4 Career Development.....	10
1.7.5 Role Conflict.....	10
1.8 Organization of the Thesis.....	10

CHAPTER TWO	12
LITERATURE REVIEW.....	12
2.1 Introduction.....	12
2.2 Job Performance.....	12
2.3 Job Demand-Control Theory	15
2.4 Predictors of Individual Performance	19
2.4.1 Occupational Stress Factors and Job Performance	20
2.4.2 Relationship Between Job Overload and Job Performance	24
2.4.3 Relationship Between Career Development and Job Performance.....	25
2.4.4 Relationship Between Role Conflict and Job Performance	27
2.5 Chapter Conclusion.....	28
CHAPTER THREE	29
RESEARCH METHODOLOGY	29
3.1 Introduction.....	29
3.2 Research Framework.....	29
3.3 Hypotheses	31
3.4 Research Design.....	31
3.5 Population and Sample Technique.....	32
3.5.1 Sample Size Determination.....	33
3.5.2 Sampling Procedure	33
3.5.3 Unit of Analysis	33
3.5.4 Population Frame	33
3.6 Data Collection Procedure	34
3.7 Questionnaire Design.....	34

3.8 Variables and Measures	35
3.8.1 Job Overload	35
3.8.2 Career Development.....	36
3.8.3 Role Conflict	37
3.8.4 Job Performance.....	37
3.9 Pilot Study.....	38
3.10 Conclusion	38
CHAPTER FOUR.....	2
DATA ANALYSIS AND FINDINGS.....	2
4.1 Introduction.....	2
4.2 Rate of Responses	2
4.3 Demographic Characteristics	3
4.4 Variables Statistics.....	8
4.5 Reliability Test.....	9
4.6 Correlation Analysis.....	10
4.7 Multiple Linear Regression.....	11
4.8 Hypotheses Testing	12
4.9 Chapter Summary.....	14
CHAPTER FIVE.....	15
DISCUSSION AND CONCLUSION	15
5.1 Introduction.....	15
5.2 Summary of Findings.....	15
5.3 Discussion of Results	16
5.3.1 The Level of Performance of Lecturers at Universiti Utara Malaysia.....	16

5.3.2 Job Overload and Job Performance.....	18
5.3.3 Career development and Job Performance.....	20
5.3.4 Role Conflict and Job Performance	21
5.4 Implications of the Study	23
5.4.1 Practical Implications.....	23
5.4.2 Theoretical Implications.....	24
5.5 Limitations of the Study.....	25
5.6 Recommendations for Future Research	25
5.7 Conclusion	27
REFERENCES.....	28
APPENDICES	44
Appendix A: Questionnaire.....	44
Appendix B: Krejcie and Morgan (1970) Sampling Table.....	49
Appendix C: Total Number of Lecturers in UUM.....	50
Appendix D: SPSS Results	51

LIST OF TABLES

Table 3.1	Hypothesis	25
Table 3.2	Questionnaire design	27
Table 3.3	Job overload Items	28
Table 3.4	Career development items	29
Table 3.5	Role conflict items	30
Table 3.6	Job performance items	31
Table 4.1	Questionnaire distribution	32
Table 4.2	Respondent of study classified based on gender	33
Table 4.3	Respondents classified based on an administrative position	34
Table 4.4	Respondents based on marital status	34
Table 4.5	Respondents classified based on the level of education	34
Table 4.6	Respondent classified based on age	35
Table 4.7	Respondents based on the occupational position	35
Table 4.8	Respondents classified based on length of service in UUM	36
Table 4.9	Respondents of study classified based on schools/colleges in UUM	37
Table 4.10	Variable statistics	38
Table 4.11	Reliability of test of study variables	38
Table 4.12	Correlations between job overload and job performance	39
Table 4.13	Correlations between career development and job performance	39
Table 4.14	Correlations between role conflict and job performance	40
Table 4.15	Summary of model	40
Table 4.16	Results of multiple regression	41
Table 4.17	Hypothesis testing summary finding	41
Table 5.1	Job performance means	45

LIST OF FIGURES

Figure 2.1	Karasek Job Demand-Control Model	17
Figure 3.1	Hypothesis	24



LIST OF ABBREVIATIONS

JP	Job performance
JO	Job overload
CD	Career development
RC	Role conflict
UUM	Universiti Utara Malaysia



CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Job performance of an employee is an important component of an organization. Employee performance and efficiency are vital issues for managers, employers and the entire organization (Bin Atan, Raghavan, & Mahmood, 2015). This is because an excellent performance of an employee can affect in the improvement of the organization particularly in term of outcomes and productivity that will later contribute in the development of the organizational growth (Awais, Mohamed, & Rageh, 2013).

Employee job performance remains a major challenge and is considered one of the critical issues for every organization (Inuwa, 2016). Employees are believed to be the major player in the source of organizational competitive advantage. In other words, the efficiency of an organization is projected towards the viability of the employee's performance (Inuwa, 2016). Hence, employee performance is considered one of the critical factors that shaped organizational development and productivity (Inuwa, 2016).

Sonnentag and Frese (2002) found in their studies that high performing employees are needed in an organization because they could achieve the organization's goal. In order to achieve organizational goals and targets, the employee's job performance must be high (Nayyar 1994). Most employers expect a high level of job performance from their

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APPENDICES

Appendix A: Questionnaire



Dear Respondent,

**RESEARCH ON THE EFFECTS OF OCCUPATIONAL STRESS FACTORS ON
JOB PERFORMANCE AMONG UNIVERSITI UTARA MALAYSIA
LECTURERS**

Thank you for participating in this research.

The following survey is being conducted for a partial fulfillment of my Master of Human Resource Management program at University Utara Malaysia. This research paper is to study how occupational stress factors influence the lecturer's task performance in Universiti Utara Malaysia.

Your help in completing and returning this questionnaire is most appreciated! Completing the questionnaire would take about **20 minutes** of your time. All responses to this questionnaire will be kept confidential. Results will be used only for academic purposes with no specific individuals identified.

Thank you very much for your time and assistance.

Yours sincerely,

Ibikunle Afeez Kayode

Ibikunleafeezkayode@gmail.com

MSc. Human Resource Management

School of Business Management (COB)

Part A: Demographic Profile

Please answer all the questions by ticking (/) the appropriate answer.

1. **Gender:** Male Female

2. **Age:** 21-30 31 – 40 41 – 50 Above 50 years

3. **Position:** Lecturer Senior Lecturer Assoc. Prof. Professor

3. **Marital Status:** Single Married Divorced

4. School / College

Please tick (/) your appropriate school

School of Business Management	<input type="checkbox"/>
School of Technology Management and Logistics	<input type="checkbox"/>
School of Computing	<input type="checkbox"/>
School of Economics, Finance and Banking	<input type="checkbox"/>
School of Multimedia Technology and Communication	<input type="checkbox"/>
School of International Studies	<input type="checkbox"/>
School of Government	<input type="checkbox"/>
Islamic Business School	<input type="checkbox"/>
School of Accountancy (TISSA)	<input type="checkbox"/>
School of Education and Modern Languages	<input type="checkbox"/>
School of Law	<input type="checkbox"/>
School of Quantitative Sciences	<input type="checkbox"/>
School of Applied Psychology, Social Work and Policy	<input type="checkbox"/>
School of Tourism, Hospitality and Event Management	<input type="checkbox"/>
School of Creative Industry Management and Performing Arts	<input type="checkbox"/>

5. **Highest Qualification:** Masters PhD

6. **Length of Service in UUM:** Less than 1 year 1-5 years 5-10 years
11-15 years 16-20 years More than 20 years

7. **Administrative Position Held:** Yes No

Part B

Please indicate the extent to which you agree or disagree with each of the following statements by circling the most appropriate response based on the following scale:

I – JOB OVERLOAD

No	ITEMS	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	I do not have enough time to get everything done in my job.	1	2	3	4	5
2	My workload is heavy on my job.	1	2	3	4	5
3	I have to work very hard in my job.	1	2	3	4	5
4	I have to work very fast in my job.	1	2	3	4	5

II – CAREER DEVELOPMENT

No	ITEMS	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	The leadership in my organisation strongly supports career development of staff	1	2	3	4	5
2	There is an effective induction process in place that orients new staff to their role and the expectations of the organisation	1	2	3	4	5
3	Staff understand what the key skills and capabilities are that the organization requires in the next 5 years	1	2	3	4	5
4	Staff understand the career development philosophy of the organisation.	1	2	3	4	5
5	Staff understand what their own role is in their career development	1	2	3	4	5
6	Career development is supported through a clear and well executed policy	1	2	3	4	5
7	Supervisors are adequately trained to support the career development policy with their staff	1	2	3	4	5
8	High quality training on technical skills is available to support the development of staff skills required to perform the technical aspects of the work.	1	2	3	4	5

9	My organisation has a mobility policy that is an important part of the development journey for certain staff populations	1	2	3	4	5
10	Challenging projects and assignments are available to staff who want to take advantage of the opportunity to build new skills.	1	2	3	4	5
11	My organisation provides additional support and tools to staff to help them in their career development efforts (testing, counselling, mentoring, etc.)	1	2	3	4	5
12	Staff perceive that there is a fair and transparent process for filling open positions	1	2	3	4	5
13	My organisation usually promotes qualified internal people before hiring from outside.	1	2	3	4	5
14	There is a good process in place to understand and address the key drivers of staff motivation, including those related to career development	1	2	3	4	5

III – ROLE CONFLICT

No	ITEMS	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	I have to do things that should be done in a different way	1	2	3	4	5
2	I receive tasks without having the human resources necessary for completing them.	1	2	3	4	5
3	I have to ignore or even break a rule or policy, in order to carry out a task.	1	2	3	4	5
4	I work with two or more groups of people that act in quite a different way.	1	2	3	4	5
5	I receive incompatible requests from two or more people at the same time.	1	2	3	4	5
6	Do things that are acceptable to one person and unacceptable to others.	1	2	3	4	5

7	I receive a duty without the resources or materials to adequately carry it out.	1	2	3	4	5
8	I work on unnecessary things.	1	2	3	4	5

IV – EMPLOYEE PERFORMANCE

Please rate your level of agreement with the following statements regarding Job Performance at your organization using the following 5-point scale.

NO	ITEMS	SELDOM	SOMETIMES	FREQUENTLY	OFTEN	ALWAYS
1	I managed to plan my work so that it was done on time.	1	2	3	4	5
2	My planning was optimal.	1	2	3	4	5
3	I kept in mind the results that I had to achieve in my work.	1	2	3	4	5
4	I was able to separate main issues from side issues at work.	1	2	3	4	5
5	I knew how to set the right priorities.	1	2	3	4	5
6	I was able to perform my work well with minimal time and effort.	1	2	3	4	5
7	Collaboration with others was very productive.	1	2	3	4	5

****Thank you for your time and contribution****

Universiti Utara Malaysia

Appendix B: Krejcie and Morgan (1970) Sampling Table

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

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

Appendix C: Total Number of Lecturers in UUM

Schools	No of Staffs
Awang Had Salleh Graduate School	1
Bahasa, Tamadun dan Falsafah	88
Ghazali Shafie Graduate School of Government	1
Othman Yeop Abdullah Graduate School of Business	26
Pengurusan Industri Kreatif dan Seni Persembahan	18
Pusat Pengajian Antarabangsa	57
Pusat Pengajian Ekonomi, Kewangan dan Perbankan	114
Pusat Pengajian Kerajaan	62
Pusat Pengajian Pendidikan dan Bahasa Moden	63
Pusat Pengajian Pengkomputeran	93
Pusat Pengajian Pengurusan Pelancongan, Hospitaliti dan Acara	31
Pusat Pengajian Pengurusan Perniagaan	119
Pusat Pengajian Pengurusan Teknologi dan Logistik	66
Pusat Pengajian Perakaunan Tunku Puteri Intan Safinaz	108
Pusat Pengajian Perniagaan Islam	44
Pusat Pengajian Psikologi Gunaan, Dasar dan Kerja Sosial	41
Pusat Pengajian Sains Kuantitatif	76
Pusat Pengajian Teknologi Multimedia dan Komunikasi	54
Pusat Pengajian Undang-undang	43
UUM Kampus Kuala Lumpur	5
Grand Total	1110

Appendix D: SPSS Results

Demographic Tables

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Female	161	61.0	61.0	61.0
Male	102	38.6	38.6	99.6
Male, Female	1	.4	.4	100.0
Total	264	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 25 - 34 years	13	4.9	4.9	4.9
35 - 44 years	128	48.5	48.5	53.4
45 - 54 years	105	39.8	39.8	93.2
Above 55 years	18	6.8	6.8	100.0
Total	264	100.0	100.0	

Position

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Assoc. Prof.	46	17.4	17.4	17.4
Lecturer	27	10.2	10.2	27.7
Lecturer, Senior Lecturer	1	.4	.4	28.0
Professor	14	5.3	5.3	33.3
Senior Lecturer	175	66.3	66.3	99.6

Senior Lecturer, Assoc. Prof.	1	.4	.4	100.0
Total	264	100.0	100.0	

Marital Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	.4	.4	.4
Divorce/Widow	17	6.4	6.4	6.8
Married	214	81.1	81.1	87.9
Single	32	12.1	12.1	100.0
Total	264	100.0	100.0	

School/College

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	1.9	1.9	1.9
Islamic Business School	10	3.8	3.8	5.7
Othman Yeop Abdullah Graduate School of Business	6	2.3	2.3	8.0
School of Accountancy (TISSA)	18	6.8	6.8	14.8
School of Applied Psychology, Social Work and Policy	15	5.7	5.7	20.5
School of Business Management	24	9.1	9.1	29.5
School of Computing	15	5.7	5.7	35.2
School of Creative Industry Management and Performing Arts	10	3.8	3.8	39.0
School of Economics, Finance and Banking	16	6.1	6.1	45.1
School of Education and Modern Languages	11	4.2	4.2	49.2

School of Government	19	7.2	7.2	56.4
School of International Studies	21	8.0	8.0	64.4
School of Language, Civilisation and Philosophy	4	1.5	1.5	65.9
School of Law	14	5.3	5.3	71.2
School of Multimedia Technology and Communication	19	7.2	7.2	78.4
School of Quantitative Sciences	15	5.7	5.7	84.1
School of Technology Management and Logistics	30	11.4	11.4	95.5
School of Tourism, Hospitality and Event Management	12	4.5	4.5	100.0
Total	264	100.0	100.0	

Highest Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Masters	42	15.9	15.9	15.9
PhD	222	84.1	84.1	100.0
Total	264	100.0	100.0	

Length of Service in UUM

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 11 - 14 years	85	32.2	32.2	32.2
3 - 6 years	11	4.2	4.2	36.4
7 - 10 years	43	16.3	16.3	52.7
less than 3 years	9	3.4	3.4	56.1
More than 15 years	116	43.9	43.9	100.0
Total	264	100.0	100.0	

Administrative Position Held

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	.8	.8	.8
No	203	76.9	76.9	77.7
Yes	59	22.3	22.3	100.0
Total	264	100.0	100.0	

Reliability Test Tables

Reliability Statistics

Cronbach's Alpha	N of Items
.862	4

Reliability Statistics

Cronbach's Alpha	N of Items
.931	14

Reliability Statistics

Cronbach's Alpha	N of Items
.879	8

Reliability Statistics

Cronbach's Alpha	N of Items
.876	7

Regression Tables

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.587 ^a	.344	.337	.69594

a. Predictors: (Constant), RC, CD, JO

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	66.157	3	22.052	45.531	.000 ^b
	Residual	125.928	260	.484		
	Total	192.085	263			

a. Dependent Variable: EP

b. Predictors: (Constant), RC, CD, JO

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.145	.227		5.038	.000
	JO	.210	.048	.253	4.344	.000
	CD	.180	.048	.198	3.738	.000
	RC	.317	.060	.317	5.274	.000

a. Dependent Variable: EP

Correlation Tables

		JO	EP
JO	Pearson Correlation	1	.454**
	Sig. (2-tailed)		.000
	N	264	264
EP	Pearson Correlation	.454**	1
	Sig. (2-tailed)	.000	
	N	264	264

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

		CD	EP
CD	Pearson Correlation	1	.347**
	Sig. (2-tailed)		.000
	N	264	264
EP	Pearson Correlation	.347**	1
	Sig. (2-tailed)	.000	
	N	264	264

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

		RC	EP
RC	Pearson Correlation	1	.507**
	Sig. (2-tailed)		.000
	N	264	264
EP	Pearson Correlation	.507**	1
	Sig. (2-tailed)	.000	
	N	264	264

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



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