

Stress Factors among University Students: A Case Study at Universiti Kebangsaan Malaysia

Nuramirah Aisyah Ahmad Fuad¹, Yusnana Mohd Rizuan², Nur
Adni Najwa Ramli³, Fiefiey Syahanim Heitin¹, Deeviyadarshini
A/P Ravindran⁴, Nur Awadah Akmal Binti Hussin⁵, Nurul Hanis
Aminuddin Jafry⁶

¹Faculty of Islamic Studies, Universiti Kebangsaan Malaysia, 43600 UKM Bangi, Selangor, Malaysia, ²Faculty of Social Sciences and Humanities, 43600 UKM Bangi, Selangor, Malaysia, ³Faculty of Economics and Management, 43600 UKM Bangi, Selangor, Malaysia, ⁴Faculty of Information Science and Technology, 43600 UKM Bangi, Selangor, Malaysia, ⁵Faculty of Engineering and Build Environment, 43600 UKM Bangi, Selangor, Malaysia, ⁶Pusat Pengajian Citra Universiti, 43600 UKM Bangi, Selangor, Malaysia
Corresponding Author Email: ⁶hanisaj@ukm.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v14-i11/21956> DOI:10.6007/IJARBSS/v14-i11/21956

Published Date: 21 November 2024

Abstract

The issue of stress among students is a topic that has become the main focus among mental health professionals in the higher-learning education sector. This study aims to identify three factors (academic, personal, and learning environment) that lead to stress among male and female students at Universiti Kebangsaan Malaysia. The background of the study shows that stress among students is influenced by several issues such as academic demands, social pressure, and emotional stress while they are staying on campus. This study uses a quantitative approach through a questionnaire of 89 respondents. The data will be analyzed through the Statistical Package for Social Science (SPSS) version 29 for Windows and the results displayed in the numerical descriptive analysis form including frequency and percentage. The study shows that stress among students is a widespread phenomenon, with factors such as a high academic load, uncertainty about the future, and social pressure from peers and family having a profound effect on students' mental well-being. The majority of respondents agreed (27.6%) and strongly agreed (27.6%) that the cause of stress was too many chapters needing to be reviewed for quizzes, tests, or exams. Further research can be carried out on universities around Malaysia to obtain findings on the issue of stress among students at other universities.

Keywords: Factors, Stress, Students, Universiti Kebangsaan Malaysia

Introduction

In today's world, emotional stress has become an important issue, especially after the Covid-19 pandemic. Although this issue is not new, it is becoming more concerning as suicide cases over the past year have reached record highs, particularly due to uncontrollable emotional pressure and depression. It is undeniable that students are at risk of being involved in this rising trend as they face a challenging world. This is due to the various demands and burdens they required to bear while pursuing higher education at both public and private universities. The number of people seeking help through the Psychosocial Support Services Helpline (MHPSS), an initiative of the National Centre of Excellence for Mental Health of the Ministry of Health Malaysia (MOH), has increased five (5) times in 2022 compared to 2020 (Official Portal Institute of Public Health, 2020). This is evidence of the increasing trend of mental health issues. Additionally, the National Health and Morbidity Survey Statistics revealed that one in three Malaysians aged 16 and above face mental health problems (Malaysia,2020). This has proven that the trend can continue increasing in the coming years if there are still no effective ways to address this issue of stress, particularly in Malaysia.

It is widely known that pursuing higher education requires thorough preparation both mentally and physically as a whole. This is because students need to go through the process of adapting to new environments and social settings. University students in Malaysia and abroad are often perceived as privileged because they gain admission to universities. However, these students also face immense pressure to keep up with the rapidly evolving pace of information, which requires them to be more resilient and determined. Various perspectives from the public towards university students also contribute to the higher pressures students face today. This issue cannot be taken lightly and efforts to identify, prevent, and respond to it need to be taken seriously.

According to (Sulaiman, 2021), there are several behavioral changes that individuals experiencing stress will exhibit, such as always appearing sad and gloomy, losing interest in their usual activities, finding it difficult to perform daily tasks as usual, and being unable to focus. Additionally, these individuals are seen isolating themselves from friends and family, as well as experiencing sleep disturbances and loss of appetite. Furthermore, mental health issues and emotional stress need to be taken seriously as they have many negative consequences for the country, particularly in terms of how other nations perceive Malaysia. This study highlights the objectives below:

1. To identify the academic factors that lead to stress among male and female students at Universiti Kebangsaan Malaysia.
2. To identify the personal factors that lead to stress among male and female students at Universiti Kebangsaan Malaysia.
3. To identify the learning environment factors that lead to stress among male and female students at Universiti Kebangsaan Malaysia.

Literature Review

According to Ezarina Zakaria et al (2020), high stress that not handling well for a student can affect academic achievement and self-quality, especially in the context of university life. For a student, the issue of stress is usually closely related to assignments in lectures and the

transition of learning at university which is far from learning in secondary school. Kohn and Frazer (1986), also explained that the tasks given by the teaching staff, the situation of college accommodation, the existence of conflict, and competition in academic achievement are among the factors that students often experience pressure at university.

Diani Mardiana et al (2017), stated that stress can be experienced by every individual at every age and several levels of stress can be categorized into low, medium, and high. According to him, low and moderate levels of stress can help motivate individuals to be more successful. However, high levels of stress can cause an individual to become unmotivated and give up. This is because those who experience high levels of stress are also unable to live and enjoy everyday life better. Personal well-being refers to an optimal way of life that includes physical, mental, and spiritual aspects that are integrated by individuals for a quality life in society, and personal well-being in a person's life is very important in determining happiness in life (Johari and Ahmad, 2012).

Towbes and Cohen (1996), stated that several factors can cause a person to experience stress such as students who have just started their studies are very susceptible to stress due to the transition process of their lives at IPT. This situation can be proven when some groups of students show academic excellence at the school level but cannot maintain good achievements when they are in IPT. A series of intense competitions in the pursuit of academic excellence as well as a new environment for them to realize their vision as student life at the university. For the study of Nor et al (2002), students at the higher-level need money to cover the cost of learning and the cost of living at university. The cost of higher education in public and private educational institutions is increasing day by day which causes pressure on students so that sometimes limited financial resources prevent students from continuing their studies to a higher level.

Methodology

This methodology is used to ensure that the objectives of the studies can be achieved based on reliable data. The study instrument methods as stated below:

Table 1

Study instrument methods

Method	Instruments
Quantitative	Questionnaire

The questionnaire used in this study was adapted from Mohamad Zaid Mustafa (2009), some questions were modified to be more relevant to the faculties at UKM, which do not rely as heavily on laboratories compared to UTHM. Additionally, some questions were removed from the original questionnaire because the current study only focuses on undergraduate students from years one to four across five selected faculties. The questionnaire has three sections including Section A (demographic section) and Section B (stress factors among students at UKM) and Section C (coping strategies). The questionnaire forms were distributed to 87 respondents at UKM Bangi.

Questionnaire

This study focuses on male and female students from five selected faculties at “Universiti Kebangsaan Malaysia” Bangi campus. The faculties involved are Faculty of Engineering and Built Environment (FKAB), Faculty of Economics and Management (FEP), Faculty of Islamic Studies (FPI), Faculty of Social Sciences and Humanities (FSSK), and Faculty of Information Science and Technology (FTSM). Total of 87 respondents were randomly selected to answer the questionnaire via the Google Form link. The study also focuses on three main sections namely Section A, B and C. Section A is related to respondent demographics, Section B is about the stress factors, and Section C is about the coping strategies. 46 questions were asked of the respondents to obtain accurate results for this study. For Parts B and C, the 5-point Likert scale instrument has been used which represents the statements of Strongly Agree, Agree, Uncertainty, Disagree and Strongly Disapprove. The Likert scale is widely used to measure respondents' attitudes, preferences, and opinions (Leung, 2011).

Findings

This section explains the results of the data analysis based on the respondent's responses to the stress factors among students at “Universiti Kebangsaan Malaysia”.

Demographics of Respondents

A total of 87 respondents comprising students from five faculties were questioned. The background description of the respondent involves aspects of gender, age, years of study, and faculty.

Table 2

Background of Respondents

No.	Factor	Category	Frequency (<i>f</i>)	Percentage
1	Gender	Male	12	13.8
		Female	72	86.2
2	Age	18-20	34	39.08
		21-25	52	59.77
		31 and above	1	1.15
3	Years of study	Year 1	16	18.4
		Year 2	57	65.5
		Year 3	9	10.3
		Year 4	5	5.75
4	Faculty	FPI	36	41.3
		FEP	19	21.8
		FKAB	8	9.2
		FSSK	17	19.5
		FTSM	7	8.0

Table 2 shows that the survey was distributed to male and female students at Universiti Kebangsaan Malaysia, with 13.8% of the respondents being male and 12 individuals while most of the respondents were female, amounting to 86.2% and 72 individuals. The age range of the respondents selected from Universiti Kebangsaan Malaysia was between 18 and 31 years old. Most students in the 18-20 age range were in their first and second years of study. Those in the 21-25 age range were mostly in their second and third years, while those 31 years old and above were mostly in their final year. Most of the respondents were in the 21-25 age range, accounting for 59.77% and 52 individuals. Besides, the study included all students from

years one, two, three, and four across all faculties. The number of respondents varied according to the level of study. The highest number of respondents was from year two, accounting for 65.52% and 57 individuals, while the lowest was from year four, accounting for 5.75% and 5 individuals. The study was conducted among students from Universiti Kebangsaan Malaysia, covering five faculties. The percentage of respondents from the Faculty of Islamic Studies was the highest among the four faculties which is 41.3% and 36 individuals, while the lowest was from the Faculty of Technology and Information Science, accounting for 8.0% and 7 individuals.

Stress Factors among Students at UKM

Academic Factors

The causes and level of academic stress among students at Universiti Kebangsaan Malaysia (UKM) are crucial factors to understand. This section aims to identify the primary causes of stress and their intensity among students at UKM.

Based on Table 3, the percentage for those who are not sure and disagree is the same and highest for the source of stress due to teaching materials provided by lecturers not working properly, with each being 26.4% at a frequency of 23. The percentage for those who are very sure is the lowest, at 9.2%, with a frequency of 8.

Mostly, they likely do not have problems with their lecturers' teaching methods with the percentage of those who disagree with the second item being the highest, at 33.3%, with a frequency of 29. The percentage for those who are strongly agree with the statement given is the lowest, at 10.3%, with a frequency of 9.

Besides, for the statement "the assignments that were given challenge my ability", the percentage who agree is the highest, at 28.7%, with a frequency of 25. This indicates that assignments given are causing stress levels among students at the University of Malaysia to increase.

The percentage of respondents who disagreed with the statement "learning a subject that is not their interest" is highest, at 29.9%, with a frequency of 26. In addition, the percentage of students who agree and strongly agree is 19.5% with a frequency of 17 and 16.1% with a frequency of 14. They take the courses that they do not like and are forced to learn a subject they are not interested in. This situation causes their stress level to increase.

Most students answered agree to the reason for attending exams without sufficient preparation with a frequency of 26 and a percentage of 29.9%. This is because most students always study at the last minute before the final exam begins. Therefore, they will be stressed because they need to study until late at night to memorize and understand all the topics they have learned.

The percentage and frequency for item incomplete learning facilities are the same for disagree and agree, which is 26.4% and 23. This can be said that there are some students who lack learning facilities, possibly due to financial factors and so on, and there are some students who have sufficient learning facilities, making this situation not become one of the causes of stress in their lives.

There are many respondents who answered disagree that the dense class schedule is a cause of stress. This is because there are many faculties that do not have a very dense class schedule and possibly have a lot of gaps between each class. Therefore, this does not cause them to be stressed, while those who answered strongly agree are the second highest percentage at 24.1% with a frequency of 21.

Majority respondents agreed and strongly agreed that the cause of stress was due to too many chapters needing to be reviewed for quizzes, tests, or exams. This can also be linked to the statement "limited review time before quizzes/test/exams" with the percentage between respondents who answered agree and strongly agree is the same at 27.6% with a total frequency of 24. This shows that most students agree with the cause of stress that comes from limited revision time before quizzes, tests, or exams and the chapters they can review are also limited because there is no time to review all the chapters included in the exam. The difference in percentage between strongly disagree and strongly agree is 18.4%, indicating that each faculty has a different exam schedule, with more faculties having a non-dense schedule and having gaps between each subject exam.

The percentage of those who disagreed with the item "do not get help from lectures in completing assignments" is the highest at 37.9% with a frequency of 33. This shows that teachers are very helpful to their students in completing assignments given. For the cause of not receiving help from friends in completing tasks, most respondents disagreed with the highest percentage which is 34.5%. This indicates that many respondents often receive help from friends to complete assignments by exchanging ideas or asking for opinions and guidance from friends who understand and have already completed the tasks.

Table 3
Academic Factors

Items	Strongly disagree		Disagree		Not sure		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
The Teaching Materials provided by the lecturer are not working properly	16	18.4	23	26.4	23	26.4	17	19.5	8	9.2
Lecturer teaching methods are boring	16	18.4	29	33.3	15	17.2	18	20.7	9	10.3
Not understanding the teaching delivered by the lecturer	9	10.3	28	32.2	13	14.9	25	28.7	12	13.8
The assignments I was given challenged my abilities	5	5.7	19	21.8	20	23	25	28.7	18	20.7
Learning a subject that is not my interest	12	13.8	26	29.9	18	20.7	17	19.5	14	16.1

Presenting yourself for the exam without making enough preparation	18	20.7	19	21.8	12	13.8	26	29.9	12	13.8
Incomplete learning facilities (such as reference books and internet).	16	18.4	23	26.4	16	18.4	23	26.4	9	10.3
Dense amount of class time	6	6.9	28	32.2	18	20.7	14	16.1	21	24.1
Limited review time before quizzes/tests/exams	4	4.6	20	23.0	15	17.2	24	27.6	24	27.6
Too many chapters to review to face quizzes/tests/exams	3	3.4	12	13.8	20	23	23	26.4	29	33.3
Overcrowded exam schedule	7	8.0	24	27.6	17	19.5	16	18.4	23	26.4
Do not get help from lecturers in completing assignments.	15	17.2	33	37.9	12	13.8	18	20.7	9	10.3
Not getting help from friends in completing tasks.	18	20.7	30	34.5	10	11.5	16	18.4	13	14.9

Personal Factors

Table 4 shows the personal aspect regarding the causes and level of stress. The statement about “missing loved ones” shows the percentage of those who strongly agree is very high at 40.2% with a frequency of 35. This is because university students need to be away from their families when they pursue their studies. As a result, they lose the place to share their stories and problems. Besides, the number of respondents who answered disagree and strongly disagree for the item “unable to contact loved one” is almost the same, at 24.1% and 23.0% respectively, with a frequency of 21 and 20 respectively. This is because most students nowadays have smartphones or other gadgets to contact their families, so the problem of not being able to contact their loved ones is not a major issue for every student in this technologically advanced era.

There are many respondents who answered strongly disagree and disagree on facing family crises. with 26 respondents with 29.9% answered strongly disagree, and 21 respondents with 24.1% answered disagree with this statement. This is because most students at Universiti Kebangsaan Malaysia do not have family problems because their family relationships are very good.

The percentage between agree and strongly agree is roughly the same for the item “My family’s hope that I will excel in my studies”. Agree received a frequency of 29 with a percentage of 33.3%. While strongly agree received a frequency of 33 with a percentage of

37.9%. So, this can be concluded that the high expectations of families for their children to excel in their studies cause stress for students because they will feel burdened, and they will be afraid if they fail or do not succeed in their studies.

In addition, the table above shows most students agreed with a frequency of 27 (31.0%) and strongly disagreed with a frequency of 9 (10.3%) on the statement about having lack of time to be with family and friends. This might be due to too much work and the upcoming course deadlines, causing them to have less time for family and friends.

Regarding financial issues, strongly agreed received a frequency of 22 with a percentage of 25.3%. The percentage of those who strongly disagreed was the lowest, at 12.6% with a frequency of 11. Besides, most respondents strongly disagreed and disagreed with the statement about conflicts with lecturers only 9.2% with a frequency of 8 agreed, and 8.0% with a frequency of 7 strongly agreed that conflicts with lecturers cause stress among students at the university.

Item for “conflicts with friends” in table 4 also shows the percentages and frequencies between those who disagreed and agreed show a slight difference, with 23% and a frequency of 20 for those who disagreed, and 24.1% and a frequency of 21 for those who agreed. However, the highest percentage and frequency is for those who strongly disagreed, at 26.4% and 23. Therefore, most students at Universiti Kebangsaan Malaysia do not have conflicts with friends, and this is not a major issue for stress among UKM students.

The statement “having trouble managing time” shows persons who agreed is very high at 33.3% with a frequency of 29 and the percentage for those who strongly agreed is relatively high at 28.7% with a frequency of 25. This indicates that most respondents can manage their time wisely.

Besides, item “don’t have a study buddy” shows the percentage of those who disagreed is very high at 29.9%, corresponding to 26 frequencies, the percentage of those who agreed is relatively high at 20.7%, corresponding to 18 frequencies, and the lowest percentage is for those who were unsure at 13.8%, corresponding to 12 frequencies. Therefore, many respondents are not stressed when they do not have study partners because studying alone can make someone more focused for some students. However, there are also students who cannot study alone because for them, it is boring and lacks motivation to learn. Therefore, due to these factors, they are stressed because they lack friends to study together with them.

Next, the item “pressure and pressure from peers” shows the percentage of those who strongly disagreed is very high at 28.7% (25) and the lowest percentage is for those who strongly agreed at 9.2% (8). For the item “anxiety about the future”, the percentage of those who strongly agreed is very high at 42.5% (37) and the lowest percentage is for those who strongly disagreed and disagreed at 9.2% (8). This is because most students are now worried about their future because there are many graduates who are unemployed after graduation and are forced to work in fields other than what they studied.

Lastly, for the item “health is disrupted”, the percentage of those who strongly disagreed is very high at 25.3%, with a frequency of 22 and the lowest percentage is for those who were unsure at 14.9%, with a frequency of 13. The number of those who agreed and strongly agreed is the same, so many agree when their health is affected, and emotions are also affected. This can become a source of stress among students at the university.

Table 4
Personal Factors

Items	Strongly disagree		Disagree		Not sure		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
Missing loved ones	7	8.0	8	9.2	14	16.1	23	26.4	35	40.2
Unable to contact a loved one	20	23.0	21	24.1	12	13.8	19	21.8	15	17.2
Dealing with a crisis with family	26	29.9	21	24.1	12	13.8	15	17.2	13	14.9
My family's hope that I will excel in my studies	3	3.4	13	14.9	9	10.3	29	33.3	33	37.9
Lack of time to be with family and friends	9	10.3	9	10.3	17	19.5	27	31.0	25	28.7
Financial problems	11	12.6	17	19.5	17	19.5	20	23.0	22	25.3
Conflicts with lecturers	33	37.9	24	27.6	15	17.2	8	9.2	7	8.0
Conflicts with friends	23	26.4	20	23.0	12	13.8	21	24.1	11	12.6
Having trouble managing time	8	9.2	13	14.9	12	13.8	29	33.3	25	28.7
Don't have a study buddy	14	16.1	26	29.9	12	13.8	18	20.7	17	19.5
Pressure and pressure from peers	25	28.7	20	23.0	14	16.1	20	23.0	8	9.2
Anxiety about the future	8	9.2	8	9.2	7	8.0	27	31.0	37	42.5
Health is disrupted	22	25.3	14	16.1	13	14.9	19	21.8	19	21.8

Learning Environment Factors

Based on Table 5, item “disorganized conditions of lecture halls/tutorial rooms/laboratories” shows the percentage who strongly agree is the lowest which is 11.5% (10 respondents), and the highest percentage shows for the disagree category which is 31% (27 respondents)

indicating that the impact of the irregularity of the environment on the stress issue among the target respondents is not that significant.

For the item “uncomfortable lecture halls/tutorial rooms/laboratories”, the data shows the highest frequency is 29.9% for disagree, and the second highest is strongly disagreed at 23.0%. This indicates that there are still students who can study in an uncomfortable environment, and it is not a major source of stress for them, but there are also students who cannot learn in an uncomfortable environment and will become stressed based on the evidenced shows by 13 students who answered agree for this statement with a percentage of 14.9% and a frequency of 10.

Besides, the item “The number of students in my class is too many” shows the for disagree are very high which is 27.6% (24 respondents) while the second highest falls under the category agree at 26.4% and a frequency of 23. Therefore, there are students who can learn in crowded classrooms because they may be used to learning in a noisy and crowded environment, while there are students who must learn in a quiet and less crowded environment.

For the item source of pollution (noise, air, and water) on the Bangi campus, the highest data shows in the disagree category with 28.7% and the lowest data is in the strongly agree with 13.8%. In addition, for the item source of stress because the distance between the college or rental house and the faculty is far away shows 29.9% with a frequency of 26 of respondents' answers agree. Therefore, the distance between the college and the faculty had an impact on the students' stress levels. This is because when the rented house or college is far away, they need to wake up early to ensure they arrive at the faculty on time, and if they are more than 15 minutes late, their attendance will be considered absent, and this causes them to become more stressed.

Most students chose "disagree" for the condition of the college or rented house being uncomfortable (noisy, crowded, dirty) as a source of stress, with 25.3% and a frequency of 22. However, the second highest was "agreed" with 24.1% and a frequency of 21. This is because a college or rented house is a place of rest for students after tiring from studying. Therefore, if the environment is not comfortable, such as noisy and dirty, it will put pressure on students because we need a peaceful and comfortable environment to rest our minds and bodies.

Since the food sold at the faculty does not meet their taste, there are 23 respondents who answered "disagree" with 26.4%, and the highest is 24 respondents who answered "agree" with 27.6% for this reason. This is because if the food does not meet their taste, students may fall ill and feel weak because they will eat in small quantities. Therefore, they will not get the right nutrients, which can cause them to feel tired, unable to focus, and more prone to illness, which can make it difficult for them to learn.

Most students have answered "agree" to this source and level of stress regarding the unsystematic bus transportation, with 28 students, which is 32.2%. This indicates that this issue has had a high negative impact on students' tendency to become stressed. This is because students fail to manage their schedules and students find it difficult to plan their daily activities well.

For the strict campus rules, the source and level of stress for students who chose "disagree" is more numerous than the others, with 29 students, which is 33.3%. "Strongly agree" is the least, with only 6 students, which is 9%. This illustrates that the issue of source and level of stress for strict rules is less compelling. This is because the rules set by the university administration are generally in line with the guidelines set.

Table 5

Learning Environment Factors

Items	Strongly disagree		Disagree		Not sure		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
Disorganized conditions of lecture halls / tutorial rooms / laboratories	18	20.7	27	31.0	19	21.8	13	14.9	10	11.5
Uncomfortable conditions of lecture halls / tutorial rooms / laboratories	20	23.0	26	29.9	18	20.7	13	14.9	10	11.5
Uncomfortable environment conditions of lecture halls / tutorial rooms / laboratories	20	23.0	23	26.4	16	18.4	18	20.7	10	11.5
The number of students in my class is too many	11	12.6	24	27.6	14	16.1	23	26.4	15	17.2
There is pollution (noise, air, water) on my campus	18	20.7	25	28.7	14	16.1	18	20.7	12	13.8
Distance between college or rental house and faculty is far away	13	14.9	15	17.2	16	18.4	26	29.9	17	19.5
Uncomfortable conditions of the college or rental house (noisy, crowded, dirty)	19	21.8	22	25.3	15	17.2	21	24.1	10	11.5
The food sold in the faculty does not satisfy the appetite	11	12.6	23	26.4	21	24.1	24	27.6	8	9.2
Unsystematic bus transportation	14	16.1	14	16.1	16	18.4	28	32.2	15	17.2
Strict campus rules	21	24.1	29	33.3	20	23.0	11	12.6	6	9

Discussion

The most dominant causes of stress are caused by personal factors and academic factors. These two factors obtain the highest mean score value compared to environmental factors. The findings of this study are consistent with the opinion of Ross, et al. (1999) which states that interpersonal relationship factors are the main cause of stress that often occurs among students. Here it can be concluded that the personal and academic factors of learning are the main causes of stress among male and female students at UKM. The results of the research that has been done show that the level of stress of UKM students is at a moderate level for all five faculties. This may also be due to the increase in students' knowledge and awareness of stress as well as the experience of being in the university environment may help moderate stress levels.

Demographics of Respondents

From the results of the study, female respondents are seen to be among the majority who answered this questionnaire. Most of them are aged between 21 and 25 years old where that age is the general age for teenagers to continue their studies at the bachelor's degree level.

Stress Factors Among Students at UKM*Academic Factors*

The number of respondents who strongly agree with the statement that there are too many chapters that need to be reviewed to face the quiz/test/exam is the highest. Anderson and Cole (1988) stated that the most stressful factor for students is the final exam. This may be due to students not having time to review the syllabus for topics that will appear in the exam.

However, the lowest percentage for the statement "the teaching materials provided by the lecturer are not working properly" fall under category strongly agree. This shows that the Teaching Aids (ABBM) provided by lecturers do not work well and do not have a significant impact on student stress because there are still various forms of teaching styles that lecturers can use to deliver their lessons. The use of learning methods or styles can help a person know and understand knowledge and skills in the learning process. Owned learning style can also help a person to identify learning situations and improve learning performance.

Personal Factors

The item "anxiety about the future" shows category strongly agrees has the highest percentage value of 42.5%. This may be due to students thinking too much about doing everything at one time so that they are not wise to manage time well and mix personal problems with studies. The increasingly intense career competition nowadays as well as the recruitment criteria set by employment companies have indirectly to some extent put pressure on students. In addition, the hot issue now is many graduates of IPT are in trouble nowadays even though they have a diploma or degree. This situation is a great concern to students who are about to graduate because of the lack of information related to the career they will pursue later. Therefore, students will feel stressed if they do not have comprehensive career preparation.

Most students agree that conflicts with lecturers do not put pressure on them. This shows that students have a close and good relationship with the lecturers. In addition, all the learning activities carried out are often connected with the lecturers at the university. So it is

not surprising that students have a good relationship with the lecturers. In ensuring students achieve excellent academics, lecturers also play a role in planning activities that have an impact on students. Lecturers play an important role in the education, teaching, and learning process. Lecturers with good character can be successfully integrated based on the National Education Philosophy that can produce Malaysians who are knowledgeable, responsible, noble, and capable of achieving self-confidence and giving support to the community and the country.

Learning Environment Factors

The main factor that contributes to the pressure on students is the distance between the college or the rented house and the distant faculty. This opinion is in line with the statement of Shamsul (2002), that an unsatisfactory learning atmosphere will stress students because it can cause the teaching and learning process to be interrupted. This is because students who do not get a place in college have to rent outside the campus to get placement. Therefore, those who do not have transportation will experience pressure to go to campus to attend lectures. For students who do not have a vehicle, they need to take a 'grab' to move to campus when they have classes. This situation is sure to put pressure on male and female students, especially at UKM.

Lastly, UKM students think that strict campus rules do not put pressure on them. This coincides with UKM's own rules which are not too rigid for students. Students are free to do activities with no time limit controlled by guards and are allowed to participate in any activity outside the campus as long as it does not tarnish the good name of the campus or racist activities which are completely prohibited even in Malaysia. This clearly shows that this situation does not cause students at UKM to feel pressured by any rules that govern students at UKM.

Conclusion

In conclusion, the study found that students at the University Kebangsaan Malaysia are also vulnerable to stress in fulfilling their responsibilities and roles at the university. Although the stress level in the sample was moderate, efforts need to be made by various parties at the university to ensure that students' stress levels are controlled, and they can manage their learning effectively. The study also identified the main causes of stress among students at the University Kebangsaan Malaysia and the common coping strategies used when facing stress. The causes of stress and their impact on students must be given comprehensive attention by various parties at the university. This is crucial to ensure students' excellence in various aspects, such as mental, emotional, spiritual, and physical, aligning with the university's goal of producing knowledgeable, high-quality, excellent, and outstanding graduates.

References

- Anderson, E. D., and Cole, B. (1988). Stress Factors to Reported Academic Performance and Burnout." *Journal of Education*. 108. 497-504.
- Johari, M. A., and Ahmad, S. (2012). Persepsi Tekanan Akademik dan Kesejahteraan Diri di dalam Kalangan Pelajar Universiti di Serdang, Selangor.
- Kohn, J. P., and Frazer, G. H. (1986). An academic stress scale: Identification and rated importance of academic stressors. *Psychological Reports* 59: 415-426.
- Leung, S. O. (2011). A Comparison of Psychometric Properties and Normality in 4-, 5-, 6-, and 11-Point Likert Scales. *Journal of Social Services Research*, 412 - 421.
- Malaysia, M. O. (2020). National Strategic Plan for Mental Health. 4 - 25.
- Mat Zin, D. M., Zainun, A., and Abdul Razak, F. (2017). Tekanan emosi dalam kalangan pelajar berbakat.
- Mustafa, M. Z., Suradin, A., Muhammad, S.S., Madar, A. R., and Razzaq, A. R. (2009). Kajian Stres Dalam Kalangan Pelajar Wanita Dalam Program Sarjana Muda Kejuruteraan di Universiti Tun Hussein Onn Malaysia (UTHM). 1 - 17.
- Nor, N. Z. M., Baba, R., and Hassan, J. (2022). Tahap Literasi Kewangan Dan Tekanan Dalam Kalangan Mahasiswa. *Official Portal Institute of Public Health*. (18 May, 2020). Retrieved from National Health and Morbidity Survey 2015: <https://iku.gov.my/nhms-2015>
- Ross, S. E., Neibling, B. C., and Heckert, T. M. (1999). Sources of Stress Among College Students. *College Student Journal*.
- Haron, S. B. (2002). "Pengurusan Tekanan Di Kalangan Remaja." Seminar Kaunseling dan Psikologi Remaja 2002, Politeknik Shah Alam.
- Sulaiman, N. A. (29 June, 2021). *Berita Harian*. Retrieved from Kes Bunuh Diri Meningkat: <https://www.bharian.com.my/berita/nasional/2021/06/833673/kes-bunuh-diri-meningkat>.
- Towbes, L. C., and Cohen, L.H. (1996). Chronic Stress in the Lives of College Students: Scale Development and Perspective Prediction of Distress. *Journal of Youth & Adolescence*. 25: 199-217.
- Zakaria, E., Ibrahim, F., Rosli, N. A., and Tharshini, N.K. (2022). Measuring Stress Levels Among Social Work Students During The Covid-19 Pandemic.