

STRESS AMONG FINAL YEAR STUDENTS IN THE FACULTY OF
LEADERSHIP AND MANAGEMENT, ISLAMIC UNIVERSITY
COLLEGE OF MALAYSIA

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AUTHOR DECLARATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

I hereby declare that the work in this academic project is my own except for quotations and summaries which have been duly acknowledged.

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Firstly, grateful to Allah S.W.T and His Messenger Muhammad S.A.W with his blessings, until the writer manages to finish these academics project with successful. The writer made research about stress under title “*Stress among final year students in the Faculty of Leadership and Management*”.

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Finally, the writer hopes this academic project can give benefit and contribution to all students in the future.

Wassalam.

ABSTRAK

Kajian ini bertujuan untuk melihat sejauh mana tekanan wujud di kalangan pelajar tahun akhir fakulti Kepimpinan dan Pengurusan, Kolej Universiti Islam Malaysia. Kajian ini juga bertujuan untuk mengetahui bagaimana mereka menguruskan stres mereka. Sebanyak 103 orang pelajar telah di jadikan subjek dalam kajian ini. Satu set soal selidik yang mengandungi biodata subjek dan alat ukuran *College student Life Event Schedule* (CSLES) digunakan untuk mengukur tahap tekanan pelajar. Data yang diperolehi di analisis menggunakan Statistical Package For Social Sciences (SPSS) seperti ujian t. Hasil kajian menunjukkan pelajar tahun akhir FKP secara keseluruhan menhadapi tekanan ditahap yang sederhana. Keputusan juga menunjukkan terdapat perbezaan signifikan mengenai tekanan antara jantungina, tekanan akademik, tekanan keluarga dan tekanan mengikut taraf perkahwinan. Pelajar tahun akhir FKP juga lebih cenderung untuk mendapatkan sokongan social dan menguruskan masa dalam usaha mengurangi tekanan mereka.

ABSTRACT

The objective of the study is to observe how far stress creates among final year students in the Faculty of Leadership and Management, Islamic College University of Malaysia (KUIM). The purpose of the study also to understand on how they manage with their own stress. A total number of 103 students were taken as an experimental subject of the study. One set of questionnaire containing the subject bio data and College Student Life Event Schedule (CSLES) as an object parameter used to measure the stage of student's stress. The data obtained in analysis uses Statistical Packaging for Social Sciences (SPSS) method. For example the t test. Result of the study shows that these final year students as whole received an intermediate stage of stress. A result also shows significant difference between stress involving difference sex, academic stress, family stress and martial status stress. The students are keen to obtained social support from their love ones and keep their time occupied as ways to reduce stress.

ملخص البحث

يهدف هذا البحث إلى دراسة مشكلة الضغوط النفسية عند طلبة السنة الأخيرة لكلية القيادة والإدارة في جامعة العلوم الإسلامية بماليزيا، كما يهدف هذا لبحث إلى دراسة أحوال هؤلاء الطلبة في مواجهة هذه التفصيلة. ويركز البحث على دراسة 103 طالب، ويوزع إليهم مجموعة من الأسئلة الاتسبانية التي تحتوي على معلومات المواد وآلة تقويمية تسمى بـ (College student Life Event Schedule) و التي تخدم لقياس مستوى الضغوط النفسية عند الطلبة وتحلل هذه البيانات باستقدام برنامج (Statistical Package For Social Sciences (SPSS)) مثل امتحان "t". والنتيجة من هذا البحث وجدت أن هؤلاء الطلبة يواجهون مشكلة الضغوط النفسية في المستوى المتوسط كما يدل البحث أن هناك الفوارق في هذه المشكلة عند الجنس، ومستوى الأكاديمي، والمشكلات الأسرية، كما تختلف بين العازب و المتزوج. وهؤلاء الطلبة يميلون إلى الحصول على الدعم الاجتماعي لتنظيم أوقاتهم حتى يتمكنوا من مواجهة المضغوطات النفسية التي يعانون منها.

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ABBREVIATION

%	= Percent
<	= less than
>	= more than
ACTH	= Hormone adrenocortropic
CSLES	= <i>College Student Life Event Schedule</i>
Ed	= Editor
FKP	= Faculty of Leadership and Management
<i>f</i>	= Frequency
k	= Significant level
KUIM	= Kolej Universiti Islam Malaysia
MPAJ	= Majlis Pembandaran Ampang Jaya
N	= the numbers
n.a	= no author
n.d	= no date
n.pb	= no publisher
PNI	= Psycho-neurimmunology
Prof.	= Professor
S.a.w	= Sallallahu 'alaihi' wa-sallam
S.d	= Std.Deviation
S.W.T	= Subhanahu wa ta'ala
SRSS	= Social Readjusment Ratin Scale
t	= t test value
UKM	= Universiti Kebangsaan Malaysia
x	= Mean
IPTA	= Institut Pengajian Tinggi Awam

CHAPTER I

RESEARCH BACKGROUND

1.0 Introduction

Stress is a normal word nowadays. Stress is formed from changing the way of thinking and human lifestyle in this era. The change of perception and how they interpret this life. When human have dualism philosophy of life, either to choose between a peace of mind or physical life direction and vision would be unbalanced. As an example, well stressed on academic achievement without filling our souls with goods values like love between humans. Therefore we will be a selfish person without love and feelings.

The importance of stress can be seen through the increasing number of people who talk about it, theoretically or practically, comments and pioneering the stress management workshop exclusively. Everyone seems too been talking about it, from a school student to successful tycoons. However, stress problems nowadays is been a part of the modern and challenging life. At least stress has encouraged us if not to meet the specialist, to promote ourselves as a counselor.

The final year students in the faculty of Leadership and Management are the honoured students of Islamic University College of Malaysia (KUIM) and will finish their studies in 23 Mac 2003. In this challenging and competitive world today, we work hard to prepare our selves with knowledge and skills to get proper jobs that will secure our future. However in this globalization era they ware exposed to problems and stress where each of us cannot run away from.

The Word stress, now gives different meanings to each person. It is also a term used in physics means, tense and pressure and a system. In context of body cells, it's referred to chemical reaction from process of forced changing outside force. (Hatta Sidi, Ruzanna and Mohamed Hatta (2003).

Selye (1972) in Phares(1994), states that complete freedom from stress is death. This word gives implication that stress is unavoidable. According to Sarason, Johnson and Siegal (1978), university students deal with more pressure compared to the public. While revising or doing course tasks, the student can easily get bored and will find out, he or she doesn't have enough time to complete it.

Stress also can be described as a global experience faced by all humans, all ages, races, backgrounds, families or cultures of an individual. When financial recession occurred in the end of 19 century, stress became rather normal and play indirect roles as a trigger to emotional disturbances in society that came from all races and backgrounds and this develops new industries in stress management. This saw an increase of organizations and institutions based on stress management in corporate, academic, public administration and professional groups. (HattaSidi and Mohamed Hatta.2002)

Stress or mental disorder is part of daily routine. Each person can face stress to fulfill work needs, adjustment to new environment or their social interactions. Stress can happen to anyone, male or female, at any age, status or profession.

In the Monthly Focus, Hospital Bukit Padang, stress or mental disorder is an interaction between environment events and individuals. Pressure level produced depends on the source of tension and how the individual reacts. Stress is important and powerful to be a

motivator, in other word its can lead to good things. In other words, minor stress can drive or help to achieve life visions.

There are lots of factors that can lead to stress. However many people are not aware of it or they do but don't know how to solve it or manage their stress. Stress is a part of their daily lives and self development. Therefore, to overcome stress is an individual's responsibility. (Fadzilah Kamsah.2003)

As a human we need to know and understand about stress and know how to deal the stress. In understanding stress we need to know that stress can lead to good or bad. However stress has the potential to bring bad things when someone is so stressful until don't know what to do or lose strength and self confidences. Therefore for a healthy mind we need to understand the method or how to manage stress effectively. This syndrome can be stopped before it advances to be at the level like physycosis. However stress cannot be eliminated but it can be decreased. Stress actually is not unusual as this phenomena is invalid. Some people even say if there is no stress there will be no life. .(Hatta Sidi, Ruzanna dan Mohamed Hatta.2003).

Miller and Selgman(1973) say stress starts from one emotional imbalance or wariness in us. According to them, each individual with faces a situation that threatens and discorals in daily life towards worriness. In this situation, several changes will happen in a person's body system. When tense reaches an intense level, bad effects will happen to body and will cause stress.

Therefore KUIM students cannot run away from having stress and mental depression, either in the early levels or otherwise. Unmanaged stress is a part of threat towards student's self development in all aspects.

1.1 Problem Statement

The final year students in the faculty of Leadership and Management, KUIM also have to deal with stress and mental disorder. This has to be overcome to prevent students to be exposed to negative effects towards social life, academic performance and their health. Students always complain of having stress and tense. This is usual when the exam period starts.

Stress can cause loss of self confidence to face the globalization era and self improvement. Stress can lead students to problems, attitude, and physical change, Emotional, worries, lose spirit, concerned about the future, less focused and afraid to fail. Attitudely the increase of the smoking, depression, and impulsion and aggression acts. Physically, students will find it hard to sleep, get tired easily, headache and vulnerable to disenses and sweat at hands and body. This can cause the academic presentation to go down.

If this stress is not managed from time to time, it will cause academic failure and self development also receives the impact. The counselor has to play an important role in motivating the student toward a successful individual. Students have to play important roles too, in order to control and overcome their stress with positive thinking.

They are also exposed to stress if failing to focus during lectures when in a big lecture room with too many students in it. These does not yet include problems like relationship among students and students, students and faculty and others.

Therefore a research about stress problems is to understand convey the information positively and helping to reduce stress problems using several methods and dealing with it the right way.

1.2 Research Aim

The main reason of this research to indentify how stress exist among final year students in the faculty of Leadership and Management, KUIM. And to find out the factors that cause stress among them and how they manage it.

1.3 Research Objective

1. To Identify is that stress exist among final year students in the Faculty of Leadership and Management, KUIM.
2. To Identify the stress factors.
3. To identify how they deal and reduce with their stress

1.4 Research Question

1. Does stress exist among final year students in the faculty of Leadership and Management, KUIM?
2. What are the factors?
3. Do they manage to handle their stress right?

1.5 The Research Hypothesis

The hypothesis that were built to study stress among students and how to handle stress;

- 1) There is no significant difference of stress between male and female students
- 2) There is no significant difference of academic stress between male and female students
- 3) There is no significant difference of family stress between male and female student
- 4) There is no significant differences between marriage couple and bachelor students.

1.6 Research Significance

Student roles, tasks and responsibilities are more challenging and complicated in the It era nowadays. All three aspects should be taken care by students in implementing tasks according to priorities not spent. Students can't run from having tense and stress. As students they should prioritise the important things in doing their tasks and student to settle all their assignments at the set time. This research is important to be aware about stress and how to overcome or manage it right.

1.7 Scope of Research

This research was done by using questionnaires. In this research the subject can answer the question within the time given. There is limitation than can affect the subject while the researcher were done.

- a) The research scope only focuses to KUIM students. Research result can't be used to generalize all IPTA students.
- b) This research only focuses on the factors that are related to stress and how to deal with it.

1.8 Concept Definition

There are hundred of definitions on stress (Matteson and Ivancevick, 1987). The usual definition is dividing stress into three segments. The first segment sees stress as a product of environment reaction. The second segment sets stress as stimulation that causes stress. The third segment can be seen from the interaction aspect between individuals with the environment that causes stress and adjustment toward stress.(Kuh,1984)(in Vlides, Eddy and Mozie,1994).

Stress comes from word 'Eustress' which means, can adjust self or build up stress. Stress also came from the word 'Distress' which means can not adjust one self or can destroy one's self. Actually tense or stress according to the definition is unpleasant experiences that leave deep marks, either mentally, phsycally, emotionally or spiritually as manistictafions of psychology, cognitive and behavior. (kaunselimg/stress.htm.)

Middlemist and Hitt (1981, in Allen, Hitt and Greer, 1982) state that stress as a push or self-enforcement that created physiology and psychology tense.

According to Franken (1982) tense usually expresses feelings and negative reactions. According to a scientist, he agrees stress as a set or neurological or physiological reaction that means to be adapted. How an individual reacts towards the adaptation, success or a failure.

Stress also means a relationship between an individual with the environment that is of interest as a burden or more than the individual capabilities and endanger the harmony. (Folkman, Lazarus, Gruen and Delngis, 1986)

Life pressure is a chronic event and if it goes on, an individual will show desperation, depression and sad feelings everyday. Life pressure happens due to incapacities of an individual changing to certain styles when the situation required him to do so. That demand an adjustment towards stress or threat and needs charging and adjustment if an individual wants to fulfill the needs.

According to Fadzilah Kamsah (2003). Stress is a mental reaction or body reaction towards all the problems or challenges we face in life. Everybody will have to face stress but the differences is how to overcome or a reaction towards stress.

Emotion and stress in the Islamic perspective

Even though there are researches that is referred by students and scholars in the field of emotions, tense or life stress and personality came from the western psychologist there is hadith, al-Quran and books that say about emotion and stress.

Even it has not been stated clearly, emotion and human character are like greedy, stress and others being mentioned so many times as a human behavior and is a natural character of humans.

According to Mohd Daud Hamzah in Harun Arassyid (2002), he defines emotions as an abstract integrative process that combines Qalb, Nafs, Hawa and raises process that happens at the same time. According to emotions is inner energy which needs to generate as good as possible. Every formed and variation in emotions came from the change in Nafs. However the inner energy for individual is came from the soul that provides life to the human body to stay alive and functional.

Stressor

‘Stressor’ is the cause to stress. Before someone has stress, he or she will experience a stressor, a condition that causes stress to happen. This condition usually is not needed and is assumed as life threatening.

Generally, three main factors that influence stress, individual factors, stress caused factor and environment factor. Childhood experiences, personalities characteristics, genetic factor are among the factors that can influence the stress level. The Duration of time and stressor qualities and environment factor such as social support also play important parts that influence someone’s stress level. There is a lot of factors that interact between one and another to determine how an individual can interpret an event that happens to his life. That is why we see the same event can lead to different stresses between individuals.

As we understand the stress concept, this means our abilities to handle stress can be by our body in one stress level. Usually someone knows they abilities that they have.

The conclusion, tense explains the multiple life events that is depressing and unpleasant. As a final year student, stress may be caused by academic problems and relationship problems. There is a need for adjustment and change to overcome this depressed feeling.

1.9 The Theory

The Model paradigm of Stress and Anxiety

Lazarus (1996, In Philips, 1978) in psychology stress model is seen generally that has relations between change factor to worriness by a student Lazarus has state, when depression (can threaten an individual), a coping process will be formed and function as to reduce or eliminate the threat.

There is three factors that involve in coping activities which is a) degree of the threat, b) situation factor that raises the stress and c) an individual factor, either the individual can overcome the stress. The interaction process among the three factors with effort to create this effect a) feeling experience, b) manifestation motor, c) change in adjustment task, d) psychology reaction, e) worriness reaction, f) individual abilities to face threat from the pressure, g) counter reaction(with or without anger), h) avoiding reaction (with or without feeling afraid and i) how to defend himself.

In discussion on worriness reaction, primary and secondary effects can be different. This reaction may contain a maladaptive effect (negative adjustment) through feeling motor, cognitive and psychological manifestation. So do the act to strengthen the abilities to face stress, threat, counter reaction, to avoid stress and to defend the negative adjustment to student stress and is worriness.

This explains this event as assumption were made, let's say a final year FKP student fails in an exam. This failure will lead the individual to take on coping by considering factors

such as a) situation factor, b) degree threat factor, on either the exam is too difficult, c) the student factor, for his low IQ or his preparation is not enough.

After interaction with the factors, all the coping efforts that will act to create adjustable negative effects, for example low self esteem, tense on individual motor that creates tense or physical tense, cognitive process becomes weak and psychologically will face depression, worries, low self esteem and give up.

This negative effect would lead an individual to release their anger to friends, wife, husband, children and family or even by avoiding the stress by stopping their studies. In this context failure in exam is a primary stress but then lead to problems such as depression, worries, family problems, and avoiding from public is secondary stress which is some find rather hard to cope.

Diagram 1.1, a paradigm that is built by Lazarus (1966, in Philips, 1978) has pictured clearly on the relations multiple factors which are potentially responsible to the student's

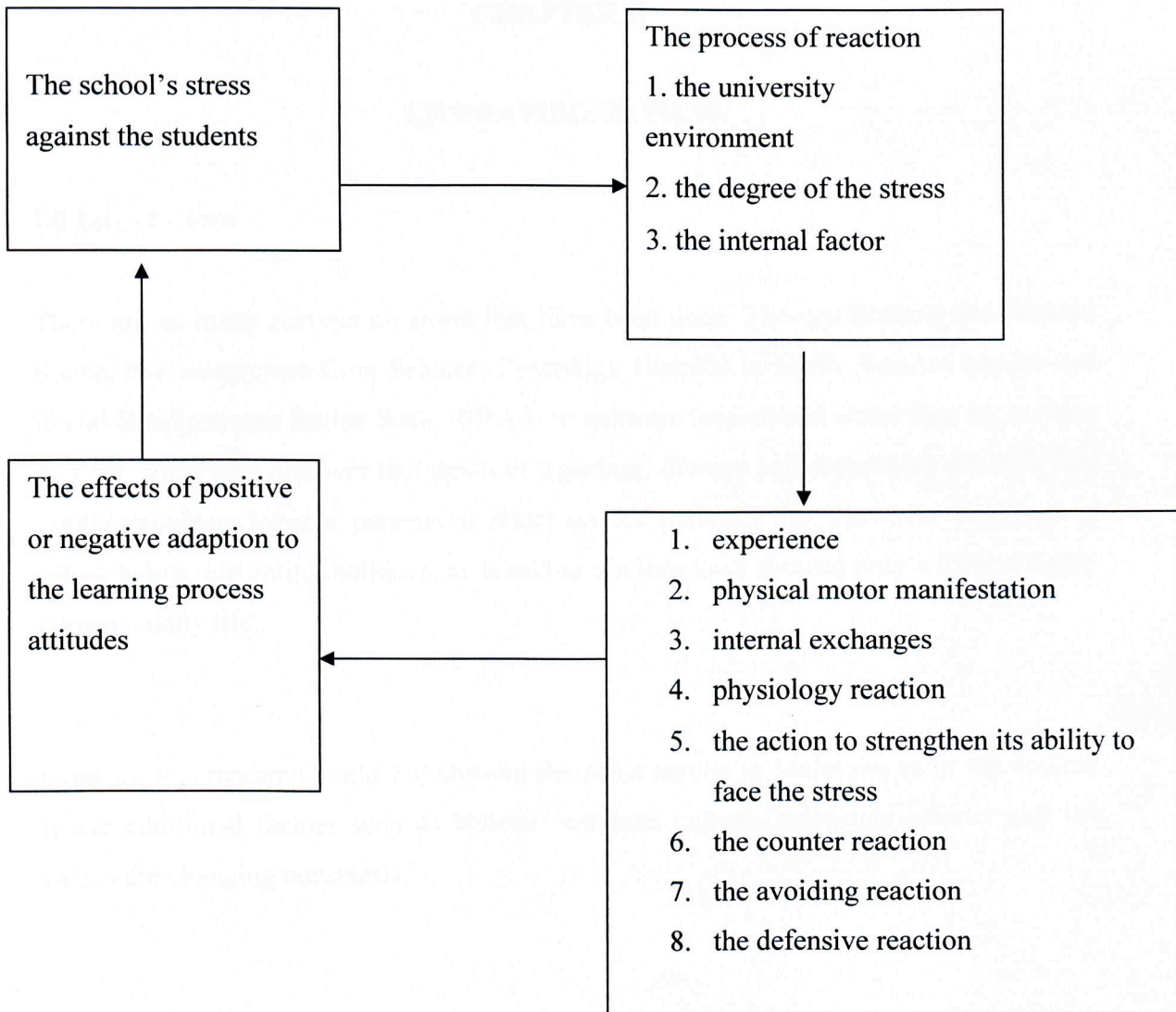


Figure 1.1: The paradigm of students' Stress and Anxiety

Source: Philips, B. N. 1978. *School Stress And Aaanxiety: Theory, Research and Invention*: Human Sciences Press.

CHAPTER II

LITERATURE RIVIEW

1.0 Introduction

There are so many surveys on stress that have been done. Thomas Holmes and Richard Rache, two researchers from Science Pyscology Hospital in North America has created Social Readjustment Rutine Scale (SRAS) to measure tension and stress face by humans in 1967. They also discover that death of a partner, divorce and separation, personal and family problems leave a permanent effect on the person's life. However changing of eating habits, clebrating holidays, or breaking a minor laws showed only a little effect in human's daily life.

Even so, this research could not showed the same results in Malaysia, as in the country where additional factors such as believe, religious culture, individual priority and life values are changing constantly.

One of the medical routires, psycho-neurimmunology (PNI) show that streessed can be a main factors in reducing body resistance (second factor), where it then the body wil turn weak and the individual is easy to contract diseanses such as cancer (last effect).

Problems such as academically, family, financially, and time management has been proven as factors that create tense among university students (Johnson,1978, Wiliams Gallas and Quiriconi, 1984). Heins, Fakey and Leiden (1984) found that the tension on students existed in two situations; related to expectation and performance in academic

fields, and related to social factors such as development and maintaining interpersonal relationship.

There are significant differences on stress and tense between to different sexes. The studies showed girls had to deal with more pressure compared to boy's Cabouerie,1994). This is supported by studies done by Berry that showed 70% girls (students) that said they always had to deal with stress in their livese. However there's a survey that showed no significant differences faced by both sexes, male and female, done by Were, Rytting and Jenkins (1994) on 387 university students.

A local survey also showed there are differences between sexes. A study done by Abdul Halim Othman (1986) on Malay students in United State on lifestyle change showed that girls are dealing with more lifestyle change compared to boys. This is also supported by studies done Ng Shook Yee (1995) on 120 university students. Abouerie (1994) showed that lifestyle change is not the only main factor, academics also plays a significant factor, the girls had more stress to deal with compared to the boys.

Family pressure is also a factor that affects students (Heins et al, 1984). The pressure exists among sexes is however different. Wu and De Moris (1996) showed female students have more family pressure compared to male students. This is supported by a studied by Sahu and Misra (1996) to university students.

The Marriage status also a main factor fo certain individuals. Wu and De Maris (1996) did a study on university students which showed bachelors had more stress compared to those who are married. This is also proven by local studies. Abdul Halim Othman (1986).

Another factor that affects the stress level is certain individual age. Athur and Hiebert (1996) studied on university students, showed that the tense level is different between

three age levels. Abdul Halim Othman (1986) studies showed young student face a lot more pressure compared to a matured students.

Peter E. Makin (1994) says, less communication and not effectiveness can create a pressure to an individual or groups of peoples that we communicate with. We can get mad and dipress when a communication is unclear.

According to Anthony Yeo (1985) stresse and tense is divide into two phases;

Acute stress, This refer to short term stress that is intense but not long lasting meeting with an accident or frightening situation, witnessing a tragedy like an explosion on the death of many people, experiencng failure- these are streeses that are acute and usually un expected.they can hit us with great force and impact and may even create panic.

Prolonged stress; This, on other hand, in less intense but last longer. Lengthy illness, difficult conditions at work, frequent in interaction with an unpleasant personality, the slow failing apart of a marriage, the unsuccessful struggle to reach a goal or fulfill some dream-these are instances of prolonged stress that are capable of wearing us down. As a result we become tired, irritable, depressed and often physically ill.

According Grant Brecht in his book 'Sorting Out Stress, stressor happen is to two phase; **Macro stressors**, which include the more major life events such as the death of a partner, divorce retirement, personal injury or bankruptcy.

Micro stressors, wich are the accumulating effects of minor life events such as everyday decision-making – ' What shall I wear', ' What shall I have for lunch', or things such as driving, work deadlines, disagreements with family members, a hangover or waiting in long que

2.1 GENERAL CAUSES OF STRESS

	Some Stressors	Some Psychological Consequences
Low Stimulation Level	Boring repetitive work Low people contact Unsatisfactory and unrewarding Relationship Poor access to recreational pursuits	Poor job performance Job sabotage Feeling of frustration. Anxiety, tension Drinking/eating too much Tiredness/Inertia Lack of interest
High Stimulation Level	Too busy Conflicting demands on time or skills Too many activities to keep track of Too little relaxation Financial or personal worries	Poor job performance Job sabotage Feeling of frustration. Anxiety, tension Drinking/eating too much Tiredness/Inertia Feeling that things are out of control Overreaction

Table 2.1: Some Stressors and Some Consequences (Tay Swee Noi, Peter j.Smith. 1990,5)

It is possible easier to understand the stressor from this four prespectives;

Loss

Among event's that can be categorised in this perspective is loss of someone important in a person's life. This loss can happen in many forms, as an example , death , divorce, someone's departure or being ignored by the society. Loss in form of properties can also lead to stress.

Change of roles and responsibilities

A promotion as an example , is not always good news, it can also lead to stress if the new roles and responsibility as an individual, husband-wife, parents, child, student, friends, works and members of society is a burden and needs an intelligence to go through daily life.

Communication problems between humans

There are too many terms at relationship in our daily lives. A problematic relationship can lead to a stress factor to certain individuals.

Conflict

Among the examples of event that can cause a person to stress is conflict in choosing a life partner, choosing between parents and lover, career and others. (Dr.Hatta, Dr.Ruzanna and Prof.Dr.Mohamed Hatta Shaharom.(2003).

Body reflection toward stress

According to Anthony Yeo (In Puperahaizad ,2003), a psychology expert in his book said, in dealing with stress, the human body has one patern life saving, functions as;

- Sympathetic nerve system one of two main channels for automatic nerve system, produces chemical reaction of hormone production.
- Glandy pituari, produce normal ACTH (hormone adrenocontropic) for blood vassel.
- When ACTH reaches tirenal glands that are situated above the kidney it will create a reaction that will produce adrenaline into the blood vessel with corticoids hormone. This group will stimulate the human body.
- Blood vessel system will cause chemical stress to loyal cell within eight seconds.

According to Kamal Abd Manaf (1999) stress is capable to cause;

Subjective Effect

Subjective effect can be seen such as , always worry about something, easily get bored, tiredness, guiltiness, shyness, easily gets angry, a lot temper, no self confidence, nervous and always alone.

Behavioural Effect

Can easily face small accidents such as fall, dizziness, and sometimes lose of appetite and tense. Aggressive behaviour is one of the symptoms.

Cognitive Effect

Usually the person who experiences stress can be known by the way he makes a decision. When someone is depressed its hard for him or her to make a decision. Things that seem easy to most people, would take a long time before he or she can make a decision.

Cognitive effect is usually not obvious to the person who has them and sometimes can happen without use noticing it, which is very sensitive and easily attended by thousands of advice from friends and foes.

Fisiology Effect

High blood pressure is one of the depression symptoms. Usually this disease is related closely to the tension level of a person. Heart beats faster, sweating, hard to breathe, chill and etc. sometimes mouth and throat is dried and having problem with excretory system.

Health Effect

Health deterioration with symptoms like asthma, back can easily hurt, pain in the chest, headache, and heart attack. While sleeping, they usually sleep talk skin diseases, ulcers and some other diseases.

Organization Effect

Those involved in tension and stress will cause their relationship with partner, friend will be distracted. The daily work will go down and stall.

CHAPTER III

RESEARCH METHODOLOGY

3.0 Introduction

Research is one of the methods used by researchers in order to collect relevant data. In this section, we will discuss about the methods that are used by researchers. There are many aspects that are used in this research, such as the research design, subject, the location, the equipment, the trustful, the agreement, and the data analysis. All the arrangements that are used in the research will help to strengthen it. This research is provided in the observation, the data collection, the data analysis, the sample research, and so on.

3.1 Research Design

This research is accomplished in a descriptive way, according to Uma Sakaran (2000), this research is implemented in celebration and explanation about all involved profiles, like age, marital status, and sexes. By these ways, the percent of accurate facts which are involved will be increased.

3.2 The Location

This research has been operated at a temporary campus in Islamic University College of Malaysia (KUIM) in A tower MPAJ, Jalan Pandan Utama, Pandan Indah. Lecture hall level 9 B tower was operated by subjects in order to answer all the questionnaires provided.

3.3 The Subject

The subject involved in this research are final year students from the faculty of Leadership and Management (FKP), Islamic University College of Malaysia (KUIM). Their ages are between 21 until 29 years old. They are a group of students males and females from every level of ages and marital status. The population was chosen through random way with the majority, 103 students (males and females). They will be chosen on the 43 first present on Tuesday lecture. The more 60 also will be chosen random with the majority 10 from every six tutorial classes.

All subject have been categorized into 3 section. Based on demography factors including sex, age and marital status. The objective of this research is to measure how far stress exist in their life. Table 3.1, 3.2 and 3.3 show the fraction of the subject according to their sex, age and marital status.

Table 3.1 Fraction of the Subject according to their Sex

Jantina	Bilangan
Lelaki	32
Perempuan	71
Jumlah	103

Table 3.2 Fraction of the Subject according to their Age

Umur	Bilangan
19-22	4
23-25	86
26-29	13
Jumlah	103

Table 3.3 Fraction of The Subject according to their Marital Status

Taraf Perkahwinan	Bilangan
Kahwin	7
Bujang	96
Jumlah	103

3.4 Data Collection Method

Questionare

Data have been collected by using closed questionares. Subject are required to choose the provided answer. The questionare contains three section. The first sectin is about student's personal details and the section B is to measure the level of their stress while section C is for to exceed their stress.

Section A is about students personal data which provided in order to know their background age, sex and marital status.

While section B is survey and to measure the level of their stress by using *College student Life Event Schedule* (CSLES). This equipment has been introduced by Sandler and Lakey (1982) concerning to any event which can distaurb student's emotion. In this research, CSLES have been modified by Yee Kooi Lan (1993) and Ng Shook Yee (1995). This equipment contains 16 item and designed in the forme of likert scales which beginning with 1- strongly disagree, 2-disagree, 3- neither agree and nor disagree, 4-agree, and 5-strongly agree. For example;

1) Your family's financial problem became more worst

1) SD 2) D 3) NAND 4) A 5) SA

In the other hand, this equipment also used to measure the reason for the stress. All items are divided in order to measure academic problem, family problem, financial problem or time management problem. Figure 3.4 provided example;

Table 3.4; Division of items measure stress problem

Problem	Items
Academic	6, 7, 11, 13 and 16
Family	1, 3, 4, 9 and 12
Financial	8, 10 and 15
Time Mangement	2, 5 and 14

Lastly,

Section C is used to know how students their stress. This section contains 4 question in the form of likert scale.

For example;-

1) you will not share your problem with anyone.

1) SD 2) D 3) NAND 4) A 5) SA

Table 3.5; The Division of items according to Their Action.

Actions	items
Stay quiet	1
Counseling service	2
Moral support	3
Manage your time	4

3.5 Data Analysis

To analyse the data, the researcher used Statistical Package For Sciences (SPSS) programme in order to analyse raw data that has been collected from the questionnaires. To examine the hypothesis based on indicator that mentioned in chapter one. So the best method is use 'T test'.

Refers to hypothesis, the researcher compared indicator which used in this research only. At the same time, in chapter four the researcher will discuss all result which get from Statistical Package For Sciences (SPSS) counting for every hypothesis. In this case, T test have been used in order to compare the differences of stress between male students and female students.

CHAPTER IV

DATA ANALYSIS AND FINDING

4.0 Introduction

This chapter will elaborate on results of study. The data presentation will be shown in the form of descriptive and inferences method. The purpose of descriptive method is to explain and summarize raw data, percentage of stress score and ways to outcome stress. Inferences method is used to test the significances statistically. The famous statistical way used were the t test. The data obtained also is being represented in the form of schedule. By using schedule, the overall picture of the final year student can be seen and be proven clear.

4.1 Analysis Descriptive

Section A are all about respondent biodata, for example sex, marital status and age. Exact number of 103 respondents were used in this study. The fractions of the number are shown in three set of table below. Table 4.1 for sex, table 4.2 for marital status and table 4.3 for age.

Table 4.1 : The number of Respondent by sex

Sex	<i>f</i>	%
Male	32	31.1
Female	71	68.9
Total	103	100

The table 4.1 shows the number of respondent form, where the number of female respondent indicates to 68.9 percent. The total off 31.1 percent left belongs to male respondent. The major different in percentage shows the real population in terms of gender among final year students.

Table 4.2 : The number of Respondent by Marital Status

Marital Status	<i>f</i>	%
Married	7	6.88
Single	96	93.2
Total	103	100

Table 4.2 shows the marital status among the subject respondent according to marital status. The percentage of married student to single is 6.8% to 93.2%.

Table 4.3 : The number of Respondent by Age

Age	<i>f</i>	%
19-22	4	3.9
23-25	86	88.3
26-29	13	7.8
Total	103	100

Table 4.3 shows the distribution of subject respondent according to three group of age. The respondent age ranging from 19-22 years has a total number of 4 equals to 3.9 % . The respondent age ranging from 23-25 years has a total number of 86 equals to 88.3 %

and lastly the respondent age ranging from 26-26 years has a total number of 13 equals to 7.8 %.

Section B is used to measure the factor or causes of student stress using College Student Life Event Schedule (CSLES) as a parameter. The College Student Life Event Schedule (CSLES) was introduced by Sandler and Lakey (1982) about incident that can interrupt student's emotions. Besides that, the instrument is used to measure problems cause by stress. Some of the causes are academic problem, family problem, financial problem, time management problem and social problem.

Table 4.4: Division item to measure stress problems

Problem	Item
Academic	6, 7, 11 and 16
Family	1, 3, 4, 9 and 12
Financial	8, 10 and 15
Time management	2, 5 and 14

4.2 Sources of stress

Table 4.5 indicates mean for each FKP student, which gave marks for each item, which rely on the stage of stress whom they faced. The result shows that the stress related to academic V16 actually got the highest mean ($\bar{x}=3.90$). Second goes to financial V8 with mean (3.66). Academic stress V7 again shows a big number in mean falls to third place with (3.58). Family problem V4 plays an important role in contribution of stress

increment; with mean (3.57) it is almost as strong as academic stress. From the experiment, we can class the stress according to order beginning with the highest score stress factor, Academic, financial and family.

Table 4.5: Division mean to measure the sources of stress

Stress	Mean
V1	3.28
V2	3.20
V3	3.38
V4	3.57
V5	3.35
V6	3.46
V7	3.58
V8	3.66
V9	3.37
V10	2.80
V11	3.41
V12	2.59
V13	2.97
V14	3.06
V15	3.53
V16	3.90

4.3 Stages of stress for final year student of FKP

College Student Life Event Schedule (CSLES) has categorized the student to three groups of stress. Schedule 4.6 shows frequency and percentage of in each group, low, medium and high stress. The experiment result shows that most of the students are in the average group of stress 89.30%. 7.79% in the low stress group and only 2.91 % of students experienced hyper stress.

Table 4.6: Stage of stress

Category of stress stage	<i>f</i>	%
Low	8	7.79
Medium	92	89.3
High	3	2.91

4.4 Inference Analysis

Hypothesis 1.0 : There is no significant difference of stress between male and female students

Table 4.7, There is significant difference between male and female student

Stress	N	Mean	s.d	df	t	Sig. (2 tailed)
Male	32	42.2813	3.2152	101	-2.582	0.011
Female	71	50.4255	4.1599			
Total	103					

Result of t test on table 4.7 shows that the value t obtained is significant difference between male and female student. $T(101) = -2.582$, $k < .05$. Hence, hypothesis saying that there are differences between male and female student can be accepted.

The different stage of stress by gender

The study finds a significant difference of stress between students of different gender. The finding results are similar to the previous study carried out by Berry, 1995, Ng, 1995, Abouserie, 1994 and Abdul Halim Othman, 1986 which said that women faces more stress then men as a student. This is because the attitude of different gender are not the same where the women are highly motivated to work hard then men in their studies. This is proven because currently there are more women then men in the University.

Hypothesis 1.1: There is no significant difference of academic stress between male and female students

Table 4.8, There is significant difference of academic stress between male and female students

Academic Stress	N	Mean	s.d	df	T	Sig. (2 tailed)
Male	31	16.5313	1.7777	101	-2.794	0.006
Female	72	17.7042	2.0521			

The t result in table 4.8 shows that t value obtained indicates significant between male and female. Based on the result, $t(101) = -2.794$, $k < 0.05$. The hypothesis 1.1 saying that there are difference between academic stress between male and female can be accepted.

Academic Stress Difference

The study also shows there are different between academic stress between male and female student. The finding is the same as Abouserie (1994) saying that female student are stressful than their male counterpart in term of academic. Actually academic pressure is very students problem. This is because, the style of education in Malaysia which is very relying on academic result qualification (Hambali Latif, 1986).

Even though both man and women have an equal responsibilities and problems in their academic life, women tends to be very hard working and careful which creates more stress in their study rather then the boys.

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Hypothesis 1.2 : There is no significant difference of family stress between male and female students

Table 4.9: There is significant difference of family stress between male and female students

Stress	mean	s.d	df	t	Sig. (2 tailed)
Male	15.1563	1.5263	101	-4.064	0.000
Female	16.6197	1.7596			

Result of t test on table 4.9 shows that the value t obtained is significant between male and female student. $T(101) = -4.064$, $k < 0.05$. Hence, hypothesis saying that there are differences between male and female students can be accepted.

Significant difference in family pressure

This study finds out there are significant differences in family pressure between male & female student. Findings by Wu and De Mais (1996), Arthur and Hiebert (1996), Sahu and Misra (1995) saying that female student often face with family problem then male student.

Women were said to be more conscious about family if we compare with men. This is because they spent most of their time with their family rather than going out.

Hypothesis 1.3 : There is no significant differences between marriage couple and bachelor students

Table 4.10, There is significant difference of stress between marriage couple and bachelor students

Academic Stress	N	mean	s.d	Df	T	Sig. (2 tailed)
Married	31	54.000	3.2146	101	0.552	0.582
Single	72	53.0833	4.2961			

The t result in table 4.10 shows that t value obtained indicates significant between male and female. Based on the result, $t(101)=0.582$, $k < 0.05$. The hypothesis 1.3 saying that there are difference between academic stress between male and female can be accepted.

Significant difference of pressure in marital status

The study finds out the marital status have a great impact in student stress. Married student has to face a lot of stress in their life, financial problem, academic problem, family problem and many others but still they can always find their ways to overcome stress. The single student have more pressure because they don't have someone to express their problem which they face daily in their academic life.

Action to Overcome Stress

There 4 steps or actions taken by the final year student of FKP to overcome or to reduce stress. Obtained counseling advices, stay quiet, get social support and fully managed their time properly.

Table 4.11 shows mean distribution of 103 responses in taking action to overcome stress.

Action	Mean
V1	3.38
V2	3.58
V3	3.97
V4	3.93

Table 4.11 shows mean for each student FKP which has given score on each item on ways to reduced stress. Results show that item V3 (which is regarding getting social support)

Shows the highest mean ($x=3.97$), followed by item V4 (which is regarding time management) with mean of ($x=3.93$). Item V2 regarding getting counseling advices falls third with mean ($x=3.58$) and lastly is item V1 (stay quiet) with mean ($x=3.38$).

Action to overcome stress

Most of the final year student of FKP tries their best to overcome stress by getting social support, which is 58.3% by seeing family member, friends or lecture. With this social support, they will be able to face any challenge and at the same time reduce their stress that they face. 41.7% of the student gets their time occupied to prevent themselves from thinking of stress too much.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

Before I comment on all the previous topic, first of all let us summarize the experimental finding so that the reader get the whole idea briefly. In this chapter, I will discuss the summary of study, its implication and limitation and few suggestion of this thesis.

5.1 Summary of study

The final year students of Faculty of Leadership and Management (FKP) Islamic College University of Malaysia (KUIM) session 2003/04 have a total number of 207 student. In order to fulfill their responsibilities as a student, they also have similar responsibilities to as a son to their parents, as a husband or wife to their spouse and as a community member to where they are living. So, they cannot escape themselves from being exposed to stress indulgence whether in the stage of critical, medium or high. This study will discuss the source of stress and ways to prevent or overcome it.

One set of questionnaire, which includes three sections in it, were used to collect data. Division A covers the subject personal data. Section B is College Student Life Event Schedule (CSLES) by Sandler and Lakey 1982 and section C on how to manage stress off final year student. The questionnaire is administered to collect data on 103 subjects from KUIM. The data obtained is analyzed using descriptive and inferences.

Result shown that there are difference in family stress and academic stress between men and women as a student. Demographic criteria such as gender and marital status also

show different in ways of facing stress. In this study, we found out that, final year student of FKP is very keen in getting social support and get their time fully occupied in order to avoid thinking of stress.

5.2 Study Implication

The study finding gives an impact to the student of FKP Islamic College University Malaysia, the lecturers and others.

The final year student of FKP have to do few changes to allow them to manage their responsibilities perfectly and at the same time reduce their stress and taking it positively. Positive stress can encourage them to be more advanced and competitive. Academic, financial, and time constrain can be reduced by obtaining

Counseling advices or rely on moral support from family members and using Islamic religion practice (praying, reading Quran, zikir) to solve stress problems.

This study also will help the Counseling Bodies of KUIM; the counselors must know the root of each stress problem and prepared themselves with solution for each of the problem. They will be able to guide students with stress problem and help them to overcome their problem

The family member of the final year student should give full support to their children. They can really help their children in terms of giving moral support and financial support

This will help them to reduce their stress, with their parents behind their back, they will be very confident to pursue their academic enhancement.

From this study, we found that most of the final year students were having stress in the middle stage. At that same time, they have ways of preventing and reducing stress.

5.3 Study Limitation

The main problem which I as a researcher facing is time limitation to study and observe stress among final year student of FKP KUIM, I also have to concentrate on my academics subject whereby there are still 5 subject to fulfill the requirement of the course.

The study also only focused on FKP final year students as a subject of observation. The reasons for that is because the researcher don't have a lot of money to spend on the project.

Rather than that, the researcher did not meet all the subject of observation to give the questionnaire and at the same time explain the purpose and objective of the study. The consequences are maybe the participant didn't answer the question fairly according to their current situation.

5.4 Study Recommendation

The study is about stress and ways of managing it among final year student of FKP, rather than that there are numbers of limitation that must be deeply taken into account that would effect the precision of the study

We suggested that, there must be a lot of research taking KUIM student as a subject because by doing this, it will help the university a lot in obtaining information of their student in terms of their behaviors, attitude, social problems, family background and many others. Next time in the future, we hope that focus of research will be broader which will includes all stage of student. I believe that with my research finding some of the stress problems among student can be solve.

Other researcher are advice to study on the other aspect on this issue such as family factor (numbers of family members and the source of family financial, academic performance and participation in the class. This will give a whole vision on this stress issue. I also would like to advice the students to practice daily exercises from the Islamic perspective to prevent stress from affecting their lives.

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Appendix A
Borang soal selidik

**Kajian stress di kalangan pelajar tahun akhir fakulti Kepimpinan dan Pengurusan,
Kolej Universiti Islam Malaysia**

BAHAGIAN A

1. Jantina

Lelaki

Perempuan

2. Status

Bujang

Kahwin

3. Umur

19 -22

23-25

26-29

BAHAGIAN B DAN BAHAGIAN C

Di bawah ini terdapat beberapa kenyataan mengenai peristiwa hidup yang menekan. Baca setiap kenyataan dan tandakan satu jawapan yang anda rasa anda telah mengalaminya dalam jangka waktu 6 bulan kebelakangan ini.

1. Sangat tidak setuju
2. Tidak setuju
3. Kadang-kala
4. Setuju
5. Sangat Setuju

Tandakan (√) pada jawapan yang anda pilih.	1	2	3	4	5
1. Kesihatan ahli keluarga anda semakin merosot					
2. Kedudukan ekonomi keluarga anda semakin merosot					
3..Kesihatan ahli keluarga anda bertambah buruk.					
.4. Anda Menghadapi konflik dengan ahli keluarga and					
5. Anda telah menghabiskan sebahagian wang anda untuk membeli keperluan lain.					
6.Masalah beban kerja kursus anda semakin meningkat					
7. Anda selalu gagal menunjukkan prestasi akademik yang baik					
8. Anda semakin kurang melibatkan diri dalam aktiviti social					
9. Orang yang terdekat dengan anda sama ada ibu, bapa atau saudara anda meninggal dunia.					
10. Anda menghadapi masalah pembahagian masa ntuk akademik dan aktiviti social					
11. Anda mula merasa bosan dengan bidang akademik anda.					
12. Anda menpunya masalah yang datang dari keluarga dan saudara mara anda					
13. Anda mempunyai hubungan yang negative dengan pensyarah atau tutor					
14. Anda semakin menghadapi masalah kewangan					
15. Anda sentiasa tidak cukup masa untuk menghabiskan tugas atau membuat persediaan bagi peperiksaan					
16. Anda sentiasa menghadapi masalah dalam persediaan tugas atau peperiksaan.(contohnya tidak cukup bahan rujukan)					

BAHAGIAN C

Di bawah ini terdapat beberapa kenyataan mengenai tindakan anda apabila anda mempunyai masalah.

Tandakan (√) pada jawapan yang anda pilih	1	2	3	4	5
1. Anda akan biarkan saja masalah yang anda hadapi tanpa memberitahu orang lain					
2. Anda mendapatkan khidmat kaunseling.					
3. Anda sibukkan diri dengan aktiviti social sama ada dengan keluarga ataupun dengan rakan-rakan.					
4. Anda akan membahagikan masa anda dengan seimbang antara akademik dan aktiviti social.					