

**E-PROCEEDING HOTWEC 4.0**  
**RESEARCH TOWARDS IR 5.0**

**NURTURING  
HOSPITALITY,  
TOURISM AND  
WELLNESS WORLD**

**FHPK, UMK**



E-PROCEEDING

# RESEARCH TOWARDS IR 4.0

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No ISSN: 978-967-2229-34-6

Published by:

Faculty of Hospitality, Tourism and Wellness Universiti Malaysia Kelantan  
Kampus Kota, Pengkalan Chepa  
Karung Berkunci 36  
16100 Kota Bharu, Kelantan

# ACKNOWLEDGEMENT

It is our pleasure to present this volume consisting of selected papers based on poster presentations from the Hospitality, Tourism & Wellness Colloquium 4.0 2020, held on January 11 and 12, 2021 at the Universiti Malaysia Kelantan. The main colloquium objective is to explore, within the generative framework, different acquisition contexts, across a variety and between different components of the Hospitality, Tourism & Wellness fields with the theme was “Research Towards IR 5.0”. The colloquium was organized and supported by the Faculty of Hospitality, Tourism and Wellness (FHPK), Universiti Malaysia Kelantan (UMK).

We would also like to extend our gratitude to the excellent work of our colloquium organizing committee which comprised of the following:

Khairil Wahidin Awang, PhD  
Ghazali Ahmad, PhD  
Roslizawati Che Aziz, PhD  
Mohd Fadil Mohd Yusof, PhD  
Marlisa Abdul Rahim, PhD  
Nor Dalila Marican, PhD  
Derweanna Bah Simpong, PhD  
Normaizatul Akma Saidi, PhD  
Velan Kunjuraman, PhD  
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Nur Athirah Sumardi, PhD  
Ruzanifah Kosnin, PhD  
Bintang Handayani, PhD  
Naziatul Aziah, PhD  
Nor Syuhada Zulkefli, PhD  
Mazne Ibrahim  
Raja Norliana Raja Omar  
Hazyati Hashim  
Nur Aliah Mansor  
Nurzehan Abu Bakar  
Nurul Fardila Abd Razak  
Mohd Hafzal Abdul Halim  
Nor Maizana Mat Nawi  
Nur Azimah Othman  
Fadhilahanim Aryani Abdullah  
Abdullah Muhamed Yusoff

We would also like to acknowledge the excellent work of our conference reviewers of the original abstracts and the papers submitted for consideration in this volume for having so generously shared their time and expertise. Along with these individuals, we wish to thank our local colleagues and students who contributed greatly to the organization and success of the colloquium.

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# Determining Factors of Stress Disorder among UMK Veterinary Students

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## ABSTRACT

Stress is a physical term that refers to the amount of stress, generated in real life, that bring stress to the human life. The objectives of this study are to identify the factors of stress disorder and to determine the relationship between the factors of stress disorder among UMK veterinary students. There are 140 veterinary students involved in the questionnaires conducted by researchers. The elemental analysis of the survey results showed the stress disorder, mental health and wellness among veterinary students. This study provides numerical data on stress disorder, mental health and wellness among UMK veterinary students. The findings of the data are essential to see the pattern of stress disorder among UMK veterinary students. There is significant relationship between personal factors, academic factors, and psychological symptoms factors and stress disorder among UMK veterinary students.

**Keywords: Stress Disorder, Personal Factors, Academic Factors, Psychological Symptoms Factors, UMK Veterinary Students**

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## INTRODUCTION

Stress is an unpreventable piece of life that normally contacts a wide assortment of a variety of the masses paying little mind to their age, sexual orientation, socioeconomic, or financial repute. Despite this reality, depression, pressure, and tension are winning intellectual medical problems that typical among college students (Kitzrow, 2003; Marthoenis et al, 2018). The pressure response elicited with the aid of every person is the same irrespective of the trigger causing. For instance, test nervousness, marital pressure, work pressure that could inspire the equivalent physiological reactions from the body. The cross-sectional examinations done in Malaysia indicated that 41% of the people experienced the mental stress which corresponded without a moment delay with burdensome side effects and 84% of respondents have been in extreme pressure, especially with the scholastic related stressors (Sherina et al, 2010) and (Salam et al, 2012), respectively.

Stress is a multi-faceted development that is stricken by a huge extent of components. Stress is also described as a person's psychological and physiological reaction to the perception of a call for or challenges (Towbes and Cohen, 1996). Students experience various academic, social, ecological, and mental adjustment challenges inside the new ecosystem which may influence their psychological well-being and mastering results as a person's physical and mental reaction to an occasion which is assessed as a threat. Other character-specific elements include issues in money related administration, changes in the living air, troubles taking care of individual and educational life (Byron, 2008, and Moscaritolo, 2009). A portion of the not unusual stressors said in an instructive setting include unreasonable tasks, negative time, the executives, social abilities, and peer rivalry (Fairbrother & Warn, 2003).



Depression, uneasiness, social difficulties, and irritability are a couple of the numerous issues expressed in students with over-the-top educational pressure. Additionally, among the emotional and physical side effects that happen usually inside the student's populace, along with dizziness, tiredness, sorrow, tension, and the incapability to adapt, can be attributed to or exacerbated by the pressure (Dusselier et al 2005).

There are two objectives of this research:

1. To identify the factors of stress disorder among UMK Veterinary Students.
2. To determine the relationship between factors and stress disorder among UMK Veterinary Students.

In the range of 1988 and 2001, studies led by the Kansas State University (KSU) shows 58% expansion in stress association psychological wellness issues answered by campus instructors (Hoover, 2003). Depression, uneasiness, social difficulties, and irritability are a couple of the numerous issues expressed in students with over-the-top educational pressure (Deb, Strodl & Sun, 2015; Verma Sharma & Larson, 2002). According to Busari (2012), incidences of mental issues had been additionally seen among traumatic young people as it is far connected with lack of ability to focus, disappointment failure, negative assessment of future.

Chronic presentation to requesting conditions leads to weakening the scholarly execution, loss of memory, awful connection with companions and relatives, and average disappointment with life (Graham et al, 2006). It can likewise lead a serious medical issue like hypertension, coronary heart attack, and stroke, diabetes mellitus, weight, and improved maturing (Stewart et al, 1995), weakened resistant framework, smothered fruitfulness, stomach related problem, loss of hunger, improved uneasiness, and despairing that in the outcomes in suicide (Cherkil et al, 2013).

## **Significance of the Study**

### ***Undergraduate UMK Veterinary Students***

This research will help undergraduate veterinary students in UMK to realize the importance of mental health and avoid being stress in daily life. It also helps students to increase their knowledge and skills in finding information about stress disorder among students.

### ***Society***

This research will help to avoid the percentage become more increased of determining factors of stress disorder. They will know what factors that cause stress and how to manage it from spreading more to others.

### ***Academic Researcher***

This research contributes information to academic researchers who have been doing their research about stress disorder. Through this research, it will attract new academic researchers and provide them with guides to further explore the study of stress disorder.

## **Ministry of Health**

This study will help MOH to know the specific problem of veterinary students in UMK who faced stress disorder. From there, MOH will know in detail the exact causes happened to the students who had this disorder and it is going to be an additional information for MOH's.

## **LITERATURE REVIEW**

### **Stress**

Stress is a physical word that refers to the total of energy used on an object and in real life. It refers to how certain problems carry force applied to human life Wheeler (2007). Stress is a major social problem (Allen, 1983). According to Hussien and Hussien (2006), stress is one of the common aspects of today's life that induced by rapid changes in human existences. Hence, the age of stress that students experiences is induced by academic pressure such as studying, assessment and other school need that may exceed their ability. Then, mothers are also under pressure caused by child learning, workers, leaders, and every people has various sorts of pressure, but the same people also can suffer from various types of pressure during the similar time.

### **Personal Factors**

The study of personal factors is a cause of stress among students. Based on the Transaction-Based Models theory by Lazarus, it stated that pressure is experienced once individuals perceived that the request surpass the individual and social resources the individual can activate. Lazarus and Folkman (1984) proposed that stress is to be viewed as the whole idea to sort out organize and comprehend an assortment of phenomenon and procedures, wholly managing with human adjustment. The exchanged between individual and condition is the denominator. The research by Thawabieh and Qaisy (2012), the changes of students from the school to college condition might affect mental, educational and social stun because of the qualifications in the training framework as far as new approaches of instructing, educational, necessities, sorts of connection between students and personnel and even connections among students themselves.

### **Academic Factors**

Academic factors could also lead to stress patterns. The main sources of stress among medical students are the academic factor. A number of variables, economic, cognitive evaluation, social, and psychological, may be involved in the academic performance (McKenzie & Schweitzer 2001). In addition, in respecting teachers and following moral norms, parents expect their children to become elite in future (Liu & Chen, 1997). The second year of medical students was more stressful. This may be because of the fear that their goal of becoming a doctor will not be achieved (Kumarswamy, 1989). Students have to take many courses within one-semester, they have many tasks to carry out in a short term. Students are very stressful because they have no time to do activities during their leisure time rather than given a job within a short period of time by their teachers. Some of the common stressors in the academic field include poor time management (Fairbrother & Warn, 2003), excessive tasks and social skills.

## **Psychological Symptoms Factors**

Various diseases such as exhaustion, pressure, dizziness, and disorders from sleep, tachycardia, gastric disorder, and cynicism have been shown to be stressful (Cecchini & Friedman, 1987, Grandy, Westerman Lupo & Combs, 1988; Knudsen 1978; Tedesco, 1986; Wexler, 1978). Stress has been shown through fatigue, tension. In a study of psychological problems of students from universities with 100 medical students, 26 percent were found psychologically distressed and 31 percent anxiety and depression (Kumaraswamy, 1990). Other stress disorders were stressed by researchers. "exhaustion, depression, nervousness, disappointment of certain inter-personal relationships, changes to current sleeping patterns and a drastic gain or loss of body weight, and signs of mental overload for some physical disorders such as headache" (Lan 2002). Cassady (2001) found that fear and anxiety physically or psychologically influence the mind and threat. Jyotsna (2009) reports that this is a period of examination that for students it is a time of horror and insecurity.

## **Research Hypothesis**

In this study, there are three hypotheses related to identify the relationship between the personal factors, academic factors and psychological symptom factors and determining factors of stress disorder among University Malaysia Kelantan Veterinary Students.

H<sub>1</sub>: There is a significant relationship between personal factors towards stress disorder among UMK veterinary students.

H<sub>2</sub>: There is a significant relationship between academic factors towards stress disorder among UMK veterinary students.

H<sub>3</sub>: There is a significant relationship between psychological symptoms factors towards stress disorder among UMK veterinary students.

## **Research Framework**

A research framework has been conducted to investigate the connection between the relationship of personal factors, academic factors, psychological symptom factors and the determining factors of stress disorder among University Malaysia Kelantan Veterinary students. The independent variables are personal factors, academic factors and psychological symptom factors. The dependent variable is the determining factors of stress disorder among University Malaysia Kelantan Veterinary students.

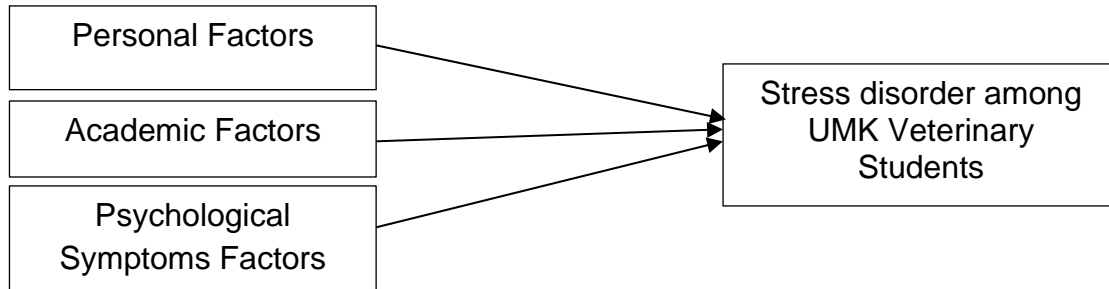


Figure 1: Conceptual framework of the relationship of personal factors, academic factors, and psychological symptom factors between stress disorder among University Malaysia Kelantan Veterinary students.

## METHODOLOGY

### Research Design

In this study, a descriptive research methodology will be used. In descriptive research, researchers do not have direct power over free factors because their indications have happened or because they are innately not manipulable (Kerlinger & Lee, 2000). This is quantitative approach research where questionnaires will be used to collect data from veterinary students of UMK. The researchers would use the quantitative method because quantitative research is an approach for testing objectives theories by examining the relationship among variables (Creswell, 2014). Respondents have been recruited by capturing, screening and choosing those who are studying for veterinary at UMK.

### Data Collection

The primary data is the data obtained explicitly for the study to obtain the results after problem. (Uma & Roger, 2003). In this study, data will be collected using a questionnaire online survey. The questionnaire consists of three sections, such as sections A, B, C, D and E. Section A question is demographic profile while section B, C, D is independent variables and section E is dependent variable. The questionnaire will be distributed via online survey. The items in questionnaire have been adopted and adapt from the previous studies.

### Population

For this study, data will be collected through a questionnaire. Based on the Faculty of Veterinary Medicine (FPV) UMK, the populations of students in UMK for veterinary courses are 226. To support our population, our researchers put the justification to support our research.

## Sampling

In this research, we used convenience sampling. Convenience sampling is a non-probability sampling technique where subjects are selected due to their convenient accessibility and proximity to the researchers. Moreover, this sampling method involves getting participants whenever you can find them and whenever inconvenience (Evanschitzky, Baurngarth, Hubbard, & Armstrong, 2007; Hubbard & Armstrong, 1994). The last parts of this study, testing technique includes getting members wherever you can discover them and ordinarily wherever it is helpful.

In this study our population of UMK veterinary students are 226 according to Krejcie & Morgan (1997) to determine the sample size is 140 students of UMK veterinary student. The formula has shown as below:

$$S = \frac{\chi^2 N p (1 - p)}{e^2 (N - 1) + \chi^2 p (1 - p)}$$

n = sample size (140)

N = population size (226)

e = the degree of accuracy expressed as proportion (0.05)

$\chi^2$  = chi-square of degree of freedom 1 and confidence 95%

(3.841) p = proportion of population (if unknown, 0.5)

## Data Analysis

There were three data types of data analysis used in study, which are descriptive analysis, reliability analysis and Pearson correlation coefficient. The data obtained were analysed by using Statistical Package for the Social Science (SPSS) version 25.0.

## Justification of the study

Based on researchers' personal views, medical students experience much higher stress disorders than other students. Medical students have to study for about 4 to 5 years compared to the other students. Besides that, medical students have a higher number of suicides. A researcher found that a total of 2.7% of medical students in Sweden had made stress-related suicidal attempts (Dahlin & Runeson 2007). In addition, 30% of students have problems of leaving medical school, and another 9% due to academic and personal problems (Simpson & Budd, 1996). Women have a higher level of stress which is 51% than men are 37% (Burk & Bender, 2005). Medical students are very popular for drugs usage and prohibited material (Yunusa & Madakawi, 2011).

## FINDINGS

The study was conducted to determine factors of stress disorder among UMK Veterinary Students. The focus of this study is to analyse the relationship between factors and stress disorder among UMK veterinary students. Primary data had been used in this research which is a set of questionnaires to collect the data from respondents. From the data collection, the population of UMK veterinary student is 226 students and the sample size for this study are 140 students according to Krejcie and Morgan (1970). The data was analysed by using Statistical Package for Social Science (SPSS) version 25.0.

## Frequencies Analysis

Table 1: Respondents Demographic

Profile	Items	Frequency	Percent (%)
<b>Gender Range</b>	Male	46	32.9
	Female	94	67.1
<b>of Age</b>	18-21 years old	49	35.0
	22-25 years old	77	55.0
	26-29 years old	14	10.0
<b>Marital Status of</b>			
<b>Year the Study</b>	Married	18	12.9
	Single	122	87.1
<b>Race</b>	Year 1	14	10.0
	Year 2	28	20.0
	Year 3	29	20.7
	Year 4	45	32.1
	Year 5	24	17.1
<b>Nationality</b>	Malay	76	54.3
	Chinese	24	17.1
	Indian	21	15.0
	Others	19	13.6
	Malaysian	121	86.4
	Others	19	13.6

Table 1 shows the number of the respondents based on their gender. There are total 140 respondents, which consist of 46 males, and 94 females who involved in answering the online questionnaire. The percentages of gender are 32.9% and 67.1% respectively. After that, the number of the respondent based on the segmentation range of age shows the highest percentage of respondents 55% were aged between 22-25 years old with 77 responses, and 35% of the respondents were aged between 18-21 years old with 49 responses. Meanwhile, respondents aged with 26-29 years old are 10% with 14 responses. Next, Table 1 shows the distribution of respondents by marital status. It illustrates that 140 respondents, which is equal to 87.1%, are

single with 122 responses. Meanwhile, there are 12.9% of respondents are married with 18 responses.

Besides that, Table 1 also shows the distribution of respondents by year of the study. It demonstrates that 140 respondents, which is Year 4 has a highest percentage with 32.1%, follow by Year 3 with 20.7% which is 45 responses and 29 responses respectively. Meanwhile, Year 2 has a percentage with 20.0%, while 17.1% for Year 5 with 28 responses and 24 responses respectively, and the lowest percentage is Year 1 with 10.0% which is 14 responses out of 140 respondents. Furthermore, Table 1 had shown that the percentage and number race of respondents. The races are divided into four categories, which are Malay, Chinese, Indian and others. Malays, has the highest percentage of 54.3% with 76 responses and followed by Chinese that records as 17.1% with 24 responses. Indians has the percentage of 15.0% with 21 responses. 13.6% of the respondents are from other races with 19 responses has records the lowest percentage in filling up this online questionnaire out of 140 respondents. Lastly, Table 1 had shown the percentage of respondents by nationality from 140 respondents. Malaysian has a higher percentage which is 86.4% with 121 responses. Meanwhile, for others which is Non-Malaysian has 3.2% with 19 responses out of 140 respondents.

### Reliability Analysis

Table 2: Reliability Analysis

Variables	Total Items	Cronbach's Alpha (Pilot Test)	Cronbach's Alpha Values
<b>Dependent Variable</b>			
<b>Stress</b>	9	0.820	0.651
<b>Independent Variables</b>			
<b>Personal Factors</b>	9	0.683	0.483
<b>Academic Factors</b>	9	0.790	0.506
<b>Psychological</b>	9	0.802	0.625
<b>Symptoms Factors</b>	9		

Based on Table 2, it shows the result that the pilot test has been done to 30 respondents before the researcher distributed a questionnaire through the online survey method to 140 respondents. The result of the reliability analysis of instruments was measured using Cronbach's Alpha.

Table 3 conclude all the variables of Cronbach's Alpha for pilot data were above the value of 0.4. The alpha value of reliability analysis for the dependent variable stress disorder among veterinary students among UMK students construct was 0.651. Next, the alpha value of the reliability coefficient for the independent variable personal factors construct was 0.483. Furthermore, the alpha value of the reliability coefficient for the academic factors was 0.506. Then, the alpha value of the coefficient of reliability for the construct of psychological symptoms factors was 0.625.

From Table 3 as well, it can be concluded that all Cronbach's Alpha variables for actual data are below the value of 0.7. Therefore, the results shown are reliable and also not reliably accepted and can be reliably accepted in the analysis. For the dependent variable stress

disorder construct, the alpha value of reliability measurement is 0.651, which is acceptable. Thus, this outcome indicates that reliability is acknowledged. Moreover, for independent variable personal factors, the alpha reliability coefficient value is 0.483 which is in low range, which means that reliability is unreliable and unacceptable. Other than that, the reliability coefficient Cronbach's Alpha for academic factors is 0.506 which is in low range, which means that reliability is unreliable and unacceptable for this study. Next, 0.625 is the alpha value of the reliability coefficient for the psychological symptom factors. This is in good range that indicates that the accuracy was approved. The reliability test was conducted on the independent variables to check the internal consistency of the measurement instrument. The Cronbach Alpha for all variable scales were in range of 0.4 to 0.651. Overall, the reliability test for this questionnaire had 2 acceptable questions and 2 unacceptable questions. Therefore, only 2 questions can be used for this which is dependent variables of stress and independent variables of psychological symptoms factors.

### Descriptive Analysis

Table 3: The Overall Descriptive Analysis

Items	N	Mean	Std. Deviation
<b>Stress</b>	140	3.7698	0.55446
<b>Personal Factors</b>	140	3.6524	0.47830
<b>Academic Factors</b>	140	3.4770	0.46810
<b>Psychological Symptoms</b>	140	3.3167	0.57772
<b>Factors</b>			

Based on Table 3, it shows the descriptive analysis for overall mean score on dependent and independent variables. The table shows the mean and standard deviation for dependent variable and independent variables. There are nine questions in every section of these dependent variable and independent variables. The highest mean score for independent variables is 3.6524 with 0.47830 standard deviation for personal factors while the lowest mean is 3.3167 with 0.57772 standard deviation for the psychological factors. As for the dependent variable, the mean score for dependent variables is 3.7698 with 0.55446 standard deviation for stress factor

### Pearson Correlation Coefficient

Table 4: Pearson Correlation Coefficient for Hypothesis

		Stress	Personal Factors	Academic Factors	Psychological Symptoms Factors
Stress	Pearson Correlation	1	.512**	.540**	.204*
	Sig. (2-tailed)		.000	.000	.016
	N	140	140	140	140



<b>Personal Factors</b>	Pearson Correlation	.512**	1	.466**	.295**
	Sig. (2-tailed)	.000		.000	.000
	N	140	140	140	140
<b>Academic Factors</b>	Pearson Correlation	.540**	.466**	1	.470**
	Sig. (2-tailed)	.000	.000		.000
	N	140	140	140	140
<b>Psychological Symptoms Factors</b>	Pearson Correlation	.204*	.295**	.470**	1
	Sig. (2-tailed)	.016	.000	.000	
	N	140	140	140	140

Table 3 shows the result of Pearson correlation test. The Pearson's Correlation test was used in this research to identify the relationship between two variables in terms of strength of the relationship. The results shown that personal factor have moderate positive relationship with stress (0.512\*\*). This finding indicates that personal factor has a moderate relationship to stress disorder among veterinary students. Academic factors have moderate positive relationship with correlation coefficient value of (0.540\*\*). This indicates that an academic factor has a moderate relationship to the stress disorder among veterinary students UMK. Lastly, from the correlation analysis show that psychological symptoms factors negligible correlation with correlation coefficient of .204\*. This indicates that a psychological factor is negligible correlation but very low to stress disorder among veterinary students UMK.

## DISCUSSION & RECOMMENDATION

The main objective of this study is to determine the relationship between personal factors, academic factors, and psychological symptoms factors and stress disorder among UMK veterinary students. Based on findings in Chapter 4, researchers agreed that personal, academic, psychological symptoms are the factors of stress disorder among UMK veterinary students.

In this study, our result has supported the hypothesis. The first hypothesis is H1. H1 is a significant relationship between academic factors towards stress disorder among UMK veterinary students. Statistical analysis for R-value is 0.540 while the P-value is 0.000. The hypothesis is accepted and it is in parallel with Spiel Bergers CD, 1993, Kendall et al.1965 justification that apprehension of academic failure. Secondly, H2 is a significant relationship between personal factors towards stress disorder among UMK veterinary students. Statistical analysis for R-value is 0.512 while the P-value is 0.000. The hypothesis is accepted and the justification is the changes of condition from school to college according to Thawabieh & Qaisy 2012. The last hypothesis is H3 is a significant relationship between psychological symptoms factors towards stress disorder among UMK veterinary students. Statistical analysis for R-value is 0.204 while the P-value is 0.016. The hypothesis is accepted because the justification according to Alberto et.al 1997 say anxiety significantly lower scores.

For the recommendation, the researchers recommend several suggestions to improve the result of the study. First recommendation in this study is, researcher has to interview the respondents face to face in order to get more information and respondents can give the right answer for the questions. Instead of distributing the online survey which is Google Form, it may be necessary for the researcher to interview the respondents for feedback on stress disorder and mental health. As for the second recommendation, the researcher can use observation method for data collection. Observation method involves collecting information without asking the question. This method is more subjective as it required researcher to observe and add their judgment to the data. Lastly, the suitable recommendation of this study is time management for answer the Google forms. Therefore, researchers should provide more time to their target respondents to fill up the questionnaire given so that the researchers could get the right answers and opinions from the respondents if provide sufficient to them. If we rush them to answer quickly, the possibilities of getting wrong answers will be high and the respondents will answer the questionnaire inaccurately.

## CONCLUSION

In conclusion, this study shows that there are three independent variables tested which were personal factors, academic factors and psychological symptoms factors. According to the findings, it shows that academic factors are the highest finding factors of stress disorder among UMK veterinary students. For this study, stress disorder was influence by personal factors, academic factors, and psychological symptom factors. Therefore, the factors of stress disorder were represented by UMK veterinary students which are dependent variable. The relationship of independent variables and dependent variable has been determined by the value gathered from Correlation Coefficient. Then, the result shows the correlation between personal factors and academic factors has a moderate positive relationship, while psychological symptoms factors have a negligible correlation relationship. Finally, the findings of this study prove that there is a significant relationship between personal factors, academic factors and psychological symptoms factors and stress disorder among UMK veterinary students.

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