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Factors That Influence the Increasing Of Stress Among Wellness Student Year 2 In Universiti Malaysia Kelantan, Kampus Kota

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ABSTRACT

Stress is a mental illness that happens when a person is in a dangerous situation or faces a threat that affects their mind. The COVID-19 pandemic had a negative effect on students' mental health. This research will investigate the factors that influence stress among wellness students in year 2 at Universiti Malaysia Kelantan, Kampus Kota. This study was conducted using quantitative techniques, and the Student Stress Inventory (SSI) was utilised to determine the level of student stress during the learning process during the pandemic season. The Statistical Package for Social Sciences (SPSS) version 25.0 is the software used to analyse the data. Based on the data findings, the strongest correlation is between academic factors and environmental factors. Personal factors have the lowest correlation.

Keywords: *Stress, Environmental Factors, Personal Factors, Academic Factors.*

INTRODUCTION

At the end of 2019, the corona virus began to spread throughout the country, including Malaysia. The government has already closed all institutions in Malaysia to control the spread of the virus. The government is taking this approach to ensure the safety of students and related people. The issue of students with covid-19 is heavily emphasized on online learning (Bui et al., 2020; Chandra, 2020). Corona virus disease (COVID-19) has a deep effect on life across the globe and covid-19 also affects wellness student year 2 in Universiti Malaysia Kelantan, Kampus Kota because students have to start their lessons with online class. Social contacts strongly limited and outdoor activities must be cancelled. People only works from home and stayed at home if they do not have any reason for go out.

The issue of stress among students has become a hot topic of conversation after 2 students died due to the stress of online learning at Universiti Technology Mara (UTM) Kedah and Pahang. This study will make an analysis of the stress for wellness students in year 2 which is the first batch who go through the process of virtual learning at the university. There are three research objectives for this study:

To determine the relationship between environment factor and stress among wellness student year 2 in Universiti Malaysia Kelantan.

To determine the relationship between personal factor and stress among wellness student year 2 in Universiti Malaysia Kelantan.

To determine the relationship between academic factor and stress among wellness student year 2 in Universiti Malaysia Kelantan

Significance of the Study

Student

The benefit of this study can lead the students among wellness student year 2 in Universiti Malaysia Kelantan, Kampus Kota to have a better mental, physical, and other preparation when they are at university or anywhere. So that, they can control their stress.

Future Researcher

Researcher tries to find out either student get stress by environmental factors, personal factor, and academic factors. So, for the next time the student researchers and others can refer to this study to identifying and managing the stresses faced by students. This study also provides to student's knowledge about the main factors in control the stress which can reduce while they performance and learning in university

Community

The results in this study also can give awareness to University Committees and Staff to closely monitor the stress faced by students. In addition, it also brings benefits to Students Affairs, Counselling Unit of university, Ministry of Higher Educations and parents of students. Other organizations that also benefited greatly from this study were the Ministry of Health Malaysia (MOH), the Institute of Health Management, the Public Health Division, health NGOs such as the Malaysian Psychotherapy Association (PPM) and so on. Apart from that, it also provides enlightenment to the surrounding community about the stress that occurs among students so that they are more aware to the situation and can control the situation better.

LITERATURE REVIEW

Stress

There is a common consensus that stress is a natural part of life and is connected with a lot of important physiological, psychological, and behavioural symptoms (Monroe & Slavich, 2016). Stress also can define as a response or response a person in a condition that is perceived as challenges or threats. In other words, stress is self-condition when feeling pressured, threatened, or problem (Li et al.,2016). Therefore, this stress is very closely related to students because it became part of students' academic life due to the various internal and external expectations placed upon to their shoulders. Adolescents are particularly vulnerable to the problems associated with academic as transitions occur at an individual and social level (Reddy et al., 2018). Operationally, it is a component that related with their performance and will be impact at the result of the studies.

Environmental Factors

Studies investigating environmental factors have found that social isolation, loneliness, and a general lack of social support can increase stress (Wang et al., 2020). During the covid-19 pandemic, stress levels among wellness students increased and the environment became one of the causes. Besides, online learning has a negative effect on students' motivation (Abeysekera & Dawson, 2015). Students that are studied in a positive environment tend to be more interested, motivated, and productive of more learning.

Next, students will also feel the stress of a poor internet connection. It can be difficult for them to learn or complete their assignments because of these problems (Essel & Owusu, 2017). That we can see, the use of E-learning is less effective than face-to-face, hence it requires more effective educational and teaching support (Hart et al, 2018). In short, social isolation and poor

internet problems are strongly related to environmental factors that affect the increase in stress levels in wellness students year 2 at Universiti Malaysia Kelantan, Kampus Kota.

Personal Factors

Personal factors also had a negative effect on student stress during the COVID-19 pandemic. For example, financial problems for students whose families have low incomes. When students face financial problems, they face learning challenges and financial constraints (Essel & Owusu, 2017). For example, they have to pay for internet data for their learning process, and this problem causes students stress. The student had to find his own money so as not to burden the family.

In addition, there are some students who have to combine employment with their studies. Many students take part-time or short-term jobs throughout their studies. They do it for a variety of reasons, among them to gain experience for the future and others to support their education and themselves financially. According to Wathélet et al., (2020), while working in a university is good for students, it also puts them under a lot of stress, which they may not be able to handle.

Academic Factors

Some students are experiencing stress as a result of the many internal and external pressures they face in their academic lives. It also occurs at various individual and social levels (Reddy et al., 2018). Academic stress is closely related to the environment, student assessment and similar responses (Shearer et al., 2015). As a result of many assignments, students may find it difficult to concentrate and critically think when they are trying to finish an assignment (Kotter et al., 2017).

Furthermore, the difficulty of the language is a significant consideration in academic contexts. Students and lecturers can share their knowledge with others through speaking, either face-to-face or via other means of communication like the telephone (Rabagliati et al., 2018). If students do not understand the language used, they will face problems during the academic process. They become frustrated and depressed despite having communicated, and in the long run it affects their performance (Gautam et al., 2016). Academic disabilities, such as delays or time thieves, are very common among students (Goroshit, 2018). Students procrastinate in making assignments given by lecturers that need to be completed. When students continue to do such things, they will lose interest in doing assignments and it will put stress on students (Kupst et al., 2015). Last but not least, exams are critical in academic factors because they determine the quality of continuous learning and teaching at the university (Mogapi, 2016). But with exams, it can also cause more stress to students than can be imagined due to the pre-determined exam period. And students are also stressed because they have to prove that they deserve better grades in exams. This thinking makes them confused, which in the long run puts pressure on them (Leonard et al., 2015).

Research Hypothesis

The hypothesis for this research is to see if there are any significant differences between the independent variable and dependent variable:

- H1 There is a significant relationship between environment factor and stress among wellness student year 2 Universiti Malaysia Kelantan, Kampus Kota
- H2 There is a significant relationship between personal factors and stress among wellness student year 2 Universiti Malaysia Kelantan, Kampus Kota
- H3 There is a significant relationship between academic factors and stress among wellness student year 2 Universiti Malaysia Kelantan, Kampus Kota

Research Framework

The Figure 1 below shows the research framework for this study.

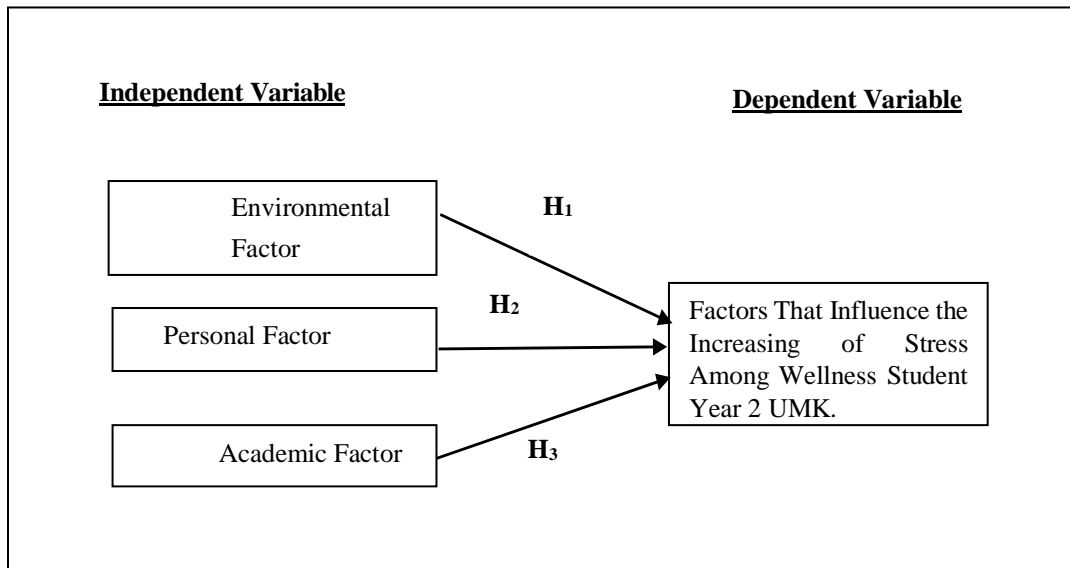


Figure 1: Research Framework

METHODOLOGY

Research Design

This study used the quantitative method that gather all data through questionnaires. In this research, the researcher identified the determinant factors that influence the increasing of stress among wellness student year 2 in Universiti Malaysia Kelantan, Kampus Kota. Therefore, descriptive research was used to gain data through questionnaire that was be collected from respondent. The questionnaire consisted 40 items and divided into 5 sections. The first section is the demographic profile such as gender, age, marital status and religion. The second, third, fourth, and fifth section inclusive 32 items with five-point Likert-scale ranging from 1=strongly disagree till 5=strongly agree. The question was adopted from previous studies by (Arip et, al 2015).

Data Collection

The data collection process took 14 days to complete. In the first stage, this study involved primary data collection using questionnaire using Google Form, which were distributed to 118 respondent who participated in this study. The respondent was also selected to answer the questions related to the awareness of factors that influence the increasing of stress among wellness student year 2 in Universiti Malaysia Kelantan Kampus Kota.

Sampling

The sampling method used in this study was the simple random. This sampling method is the simplest form and can be carried out without any biasness (Fithian et al, 2015). The purpose of simple random sampling is to select the individual sample as the representative of the population. In achieving reliable and valid sample of this study, the researcher used the equation from Krejcie & Morgan (1970).

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

n= sample size

N= population size

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

χ^2 = chi-square of degree of freedom 1 and confidence 95% (3.481)

p = proportion of population (if unknown, 0.5)

Data Analysis

The tool used in analysing the data is IBM SPSS statistic 25.0 software. IBM SPSS assists researchers in determining the best statistical techniques to use. SPSS data will be interpreted into statistics such as valid percentages and cumulative percentages. The researcher will use this to analyse the data for descriptive purposes, descriptive analysis using percentages, numbers, means and standard deviations. While to determine relationship between independent and dependent variables, bivariate analysis using Pearson correlation has been performed.

FINDINGS

Result of Frequency Analysis

Table 1 below shows the frequency analysis of this research

Table 1: Frequency Analysis

Characteristics	Frequency (N)	Percentage (%)
Gander		
Male	81	32.8
Female	168	67.2
Age		
18-21 years	33	28
22-25 years	85	72
Marital Status		
Single	118	100
Religion		
Muslim	95	80.5
Christian	13	11
Buddha	10	8
Race		
Malay	92	78
Chinese	17	14.4
Indian	19	7.6
Educational Level		
degree	118	100
Income		
Below rm 1000	106	89.8
Rm 1000-rm 2000	12	10.2

Table 1 depicts the frequency analysis of the respondents. Out of 118 respondents, the majority of the respondents are females, which accounted for 168 (67.2%) of the total sample. Next, in terms of religion, revealed that most respondents are Muslim with 95 (80.5%), followed by

Christian 13(11%) and Buddha 10 (8%). Meanwhile, in terms of race, the majority are Malay with 92 (78%), followed by Chinese with 17(14.4%), and Indian with 9 (7.6 %). In terms of respondent age, 33 (28%) of them are 18 to 21 years old and (85) 72% are 22 to 25 years old. As for the educational level, of 118 respondents, 100% are degrees. The statistic nearly represents the actual demographic respondent with regard to the influencing the increasing stress among wellness students in year 2 Universiti Malaysia Kelantan, Kampus Kota.

Result of Descriptive Analysis

Table 2 below show the result of descriptive analysis of this research.

Table 17:Descriptive Analysis

Variable	Items	Mean score (M)	Standard deviation (SD)	
Environmental Factors	The noisy environment at home makes me unable to concentrate during learning sessions.	4.00	0.730	
	I'm not comfortable with the learning environment at home.	3.91	0.734	
	I'm not ready to study online classes.	3.92	0.752	
	I have a facilities problem to attend online classes.	3.90	0.740	
	Internet access in my home area is a bit unsatisfied.	3.90	0.74	
	I feel stressed if I can't use the internet as long as I want.	3.92	0.730	
	I feel stressed in dividing time to study and time with family.	3.90	0.710	
	I feel stressed with the bad living conditions in my home.	3.90	0.720	
	Personal Factors	My families are not supportive.	3.88	0.693
		Financial problem in the family makes me stresses.	4.00	0.700
I find it difficult to get along with group members in completing assignments.		4.00	0.670	
I have poor communication skills when dealing with lecturers and other colleagues.		3.93	0.680	
Lack of time to rest makes me stressed.		3.90	0.650	
I feel stresses when I have problem with my friends.		3.84	0.680	
I feel nervous delivering the class presentation.		3.90	0.644	
I feel guilty if I fail to fulfill my parent's hope.		3.94	0.631	
Academic Factors	I feel stressed when I can't complete the assignments given by the lecturer.	3.92	0.752	
	I will be stressed when having a lot of assignments.	4.00	0.600	
	I feel stressed dealing with difficult subjects.	3.92	0.681	

	I will be stressed when I do not understand what the lecturer is presenting during the learning session.	3.91	0.634
	I feel my lecturer are not supportive.	3.93	0.663
	I feel stressed because the delivery deadline is getting closer.	4.00	0.707
	The material provided for online classes is less effective.	4.00	0.720
	I feel stressed if I don't achieve excellent results.	3.92	0.642
Stress	Social isolation during this period of the Covid-19 pandemic make me stress.	3.87	0.770
	I can't control my feelings of stress.	4.00	0.722
	I get stressed when I go to online classes.	3.90	0.740
	I feel it is hard to concentrate on whatever things I do every day.	4.00	0.760
	Personal problems always cause me stress.	3.88	0.733
	I feel stressed with online learning because there aren't enough hours in a day to do all the things I must do.	4.00	0.744
	I feel stressed with online learning because I find that I don't have time for many interests and hobbies outside of work.	3.94	0.754
	I feel stressed for doing things I didn't want to and almost gave up.	3.94	0.771

Table 2 portrays the mean and standard deviation for twenty-four statements under three independent variables and eight statements under the dependent variable based on the survey involving 118 respondents. The highest mean value for environmental factors was obtained by Question 1 with 4.00, where the respondents agreed that a noisy environment at home makes students unable to concentrate during learning sessions. The lowest mean value belongs to Question 7 with 3.90, where the respondents agree that students feel stressed in dividing the time study and time with family. As the personal factor, the highest value of mean was obtained by Question 2 with 4.00, where the respondents agreed that financial problems in the family make students stressed. The lowest mean value belongs to Question 6 with 3.84, where the respondents agreed that students feel stressed when having a problem with their friends. The highest mean value for academic factors was obtained by Question 7 with 4.00, where the respondents agreed that the material provided for online classes is less effective. The lowest mean value belongs to Question 4 with 3.91, where respondents agreed that students will be stressed when they do not understand what the lecture is presenting during the learning session. Next, the highest mean value for the dependent variable of stress was obtained by Question 6 with 4.00, where the respondents agree that students feel stressed with online learning because there aren't enough hours in a day to do all the things that they must do. The lowest mean value belongs to Question 3 with 3.90, where the respondents agreed that students get stressed when they go to online classes.

Result of Reliability Analysis

Table 3 shows the result of reliability analysis of this research.

Table 18: Reliability Analysis

Variable	Number of items	Cronbach's Alpha
Stress	8	0.903
Environmental Factors	8	0.881
Personal Factors	8	0.812
Academic Factors	8	0.820

Table 3 shows the reliability analysis for the dependent variable which is stress has a high Cronbach's Alpha value which is 0.903 with 8 questions. Next, the first independent variable is the environmental factor with Cronbach's Alpha value is 0.881 with 8 questions. Moreover, the second independent variable is with 8 questions and Cronbach's Alpha value of 0.812. Lastly, an independent variable with 8 questions and Cronbach's Alpha value was 0.820.

Result of Pearson Correlation Analysis

Table 4 below shows the result of correlation analysis of this research.

Table 19: Pearson Correlation Analysis

Hypothesis	P-Value	Result (Supported/Not Supported)
H1: There is a significant relationship between the environmental factors and stress among wellness student year 2 in Universiti Malaysia Kelantan, Kampus Kota	< 0.001	H1 supported
H2: There is a significant relationship between the personal factors and stress among wellness student year 2 in Universiti Malaysia Kelantan, Kampus Kota.	< 0.001	H2 supported
H3: There is a significant relationship between the academic factors and stress among wellness student year 2 in Universiti Malaysia Kelantan, Kampus Kota	< 0.001	H3 supported

Based on table 4, the p-value for hypothesis 1 is 0.001 which is below 0.05, and when p is less than 0.05, this means we reject the null hypothesis and accept the alternative hypothesis. The significant relationship between environmental factors and stress is strong. Hypothesis 2 is 0.001 which is below 0.05, and when p is less than 0.05, this means we reject the null hypothesis and accept the alternative hypothesis. The significant relationship between personal factors and stress is strong. Hypothesis 3 is 0.001 which is below 0.05, and when p is less than 0.05, this means we reject the null hypothesis and accept the alternative hypothesis. The significant relationship between academic factors and stress is strong.

DISCUSSION AND RECOMMENDATION

Discussions are aimed at solving the questions and addressing the hypotheses as mentioned in the first chapter of this study. In general, this study has extensively researched factors that influence the increase of stress among wellness students in year 2 in Universiti Malaysia Kelantan, Kampus Kota. Based on the findings of the study, the current study would provide several recommendations for factors that influence the stress of student wellness and future researchers that allows the faculty of universities establishment their responsibilities toward student wellness and express concern regarding the improvement that can be made in future studies. The faculty of universities should raise the sample size and test the research approach more widely to acquire a better understanding of factors of stress among students that study at university. Utilized the scale that can validate in a bigger sample size studies in the future for long-term studies to analyze the factors that influence the increase of stress among student wellness year 2 in Universiti Malaysia Kelantan, Kampus Kota. Using a multi-language capability to assist the students of various races that speak a different language in understanding while in learning sessions and to increase the reliability and effectiveness of the outcome of student

The research findings are too fundamental for future research continuation. hence, it is prescribed that future inquiries about the components that impact the push of understudies incorporate more statistical characteristics of the respondents such as occupation and numerous more in arrange to produce the distinctive comes about or discoveries from different points of view.

Furthermore, it is recommended that future researchers improvise the data collection of this study, especially in terms of questionnaire distribution of respondents rather than distributing the questionnaire through the internet or web, the future researchers can engage in something like face-to-face questionnaire distribution. As a result, the researchers can clarify the research purpose in detail while distributing the questionnaire to the potential respondents. Additionally, the extent of interaction between the researchers and the respondents can also be helpful in order to enlighten the respondents more clearly about what will be asked in the questionnaires.

CONCLUSION

In conclusion, this study has been accomplished to discover the factors that influence the increasing of stress among wellness student's year 2 in Universiti Malaysia Kelantan, Kampus Kota. Three independent variables, which are environmental factors, personal factors, and academic factors have been chosen to examine their relationship with the dependent variable, which is the stress among wellness students in year 2 in Universiti Malaysia Kelantan, Kampus Kota. A total of 118 respondents from the age of 18 years old and above were selected from all student wellness year 2 to examine their factors of stress. Overall, based on Pearson correlations analysis, the environmental factors scored a value of 0.856. followed by a personal factor with 0.846, and an academic factor with 0.898.

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