

# Factors influencing stress among female students in Universiti Malaysia Kelantan (City Campus)

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## Abstract

Stress has affected mental health among people in Malaysia. Stress is a kind of emotional disorder that human often experience, especially among university students in Malaysia and stress can be described as a state or feeling of anxiety, frustration, and demotivate. In addition, stress affects all facets of human life. The objective of this study is to identify the relationship between cyber bullying, education level, and psychosocial behaviour and the level of stress among fourth year female students in University of Malaysia Kelantan, City Campus. Data were gathered from 275 respondents using questionnaire survey. From the analysis, it was validated that cyber-bullying, education as well as psychosocial behaviour significantly influencing stress among respondents. This study is hoped to shed a light on the factors that trigger to stress level and could become the indicator to students, parents as well as adding to a body of knowledge. This study is also expected to add to the existing research on stress which is an important issue and needs to be addressed effectively by various parties.

## Keywords:

*Stress, Cyber Bullying, Education, Psychosocial, Students*

## 1 Introduction

Stress is a situation or sensation that occurs when a person thinks that demands surpass the individual's personal and societal resources (Bhargava & Trivedi, 2018). Today, stress is seen as pervasive in people's everyday lives and is regarded as a driving factor in evolution as well as physical and mental health (Robinson, 2018). There are few types of stress symptoms namely emotional, physical, cognitive, and behavioral (WebMD Website, 2022). Winerman (2017) stated that about 61% of college students seeking a counsellor based on survey have about 45% of student stress related to stress factors contributing to them.

According to Bhargava and Trivedi (2018), adolescence is a perilous phase in which young people struggle with self-organization and role uncertainty. Academic assessments, interpersonal relationships, relationship troubles, finances, and job exploration are the primary sources of stress for them. Such stress is known to produce psychological, bodily, and behavioural issues. Taking all of these things into consideration, an attempt is made to comprehend the stress and emotional changes of today's adolescents. In addition, Chonghui (2020) mentioned that stress level among students had been increased due to academic pressure especially for students who have to sit an important examination when the implementation of Movement Control Order (MCO) to curb the spread of Covid-19 infection.

This study aims to identify the relationship between cyber bullying, education, and psychosocial with stress amongst year 4 in University of Malaysia Kelantan, Pengkalan Chepa. For cyber bullying, studies have shown that 20% to 72% of young people have been victims of cyber bullying that affects emotional and psychosocial issues (González-Cabrera et al., 2019). People nowadays use social media as a platform for good purpose and individual usually have their own personal gadget such as smartphone, iPad, laptops, and other gadgets but people use this social media for bullying a victim known as anonymous or unknown identity.

During the present pandemic situation, university students have to adapt to new norms were learning through online and become stressful by adapting to the new way of learning than common method of face-to-face learning. Poor Internet connection at their place and others factor leads students to stress (Lim, 2020). Education also is a factor in stressing individuals because of stressful due to university assignments and other activities. Students who have encountered educational stress due to academic performance that affects them emotionally and physically (Vasugi & Hassan, 2019). A study reported the poor relationship in the family could lead an individual to stress (Elma I Lorenzo-Blanco et al., 2016).

The objectives of this study specifically to investigate the relationship between cyber bullying, education and psychosocial with stress among forth year female students in Universiti Malaysia Kelantan city campus.

## **2 Literature Review**

### **2.1 Cyber bullying**

According to Chia-Wen Wang et al., (2019) the cyber bully victims will experience emotionally and physically where it can bring to the health deterioration. Growth of technology change the way of communication towards online communication and there is an individual known as perpetrator who uses technology as a medium or platform to do cyber bullying and internet harassment toward other individuals known as victims. According to Nixon (2014) there is a different way of communication before the development of technology such as face-to-face communication and today anonymous or unknown individual who create a situation of cyber bully will use this medium to posting a comment and posting an embarrassing picture. Cyberbullying can also be defined as an intentionally and do it repeatedly of harm charged through the use of cell phones, computer, tablet and also other electronic devices, which is it involves sending an interruption or threatening messages, posing a negative comment about other person in the Web site like Facebook, Twitter, MySpace. Thus, it will humiliated the victim and caused pressure.

### **2.2 Education**

Ashraf Islam et al. (2018) found that, as much as 29% of undergraduate students which can be regarded as an ample amount was diagnosed with stress. They also signify that students in their second year, with lower family income, combined with frequent lack of sleep, and those with Post-Traumatic Stress Disorder (PTSD) should be observed by the higher institution. Next, the previous studies that state the Malaysian student are unable to regulate themselves well when facing a high level of the academic or education stress (Ahmadi et al., 2014). Moreover, that also state of the undergraduate students in a public university in Malaysia, they do not have a high level of mindfulness about their pressure of academic or education that can lead to stress. The coronavirus pandemic has an influence on many community groups, particularly students, who are deemed at-risk groups. The fear of being contaminated or infected with a virus is particularly stressful and causes concern among students (Tuffah & Al-Jubouri, 2021).

Other than that, Ahmed (2021) in his study found that the main source of stress among students relate to academic was the lack of mobile devices, cell phones, tablets, PCs, and laptops during their online class times. The most often cited reason for not attending online courses is a lack of internet access and the lecturers are not accommodating when it comes to taking online lessons in the evening. Visually impaired pupils have challenges in the online teaching-learning process because teachers are insensitive to their educational demands. Those teachers who practised inclusion in their classrooms are not doing so in online classes. Students are unaware that their online assignment submission and other academic activities are leading to academic dishonesty in the form of plagiarism and collusion practises.

## **2.3 Psychosocial**

Psychosocial or relationship between family member, friends and others could influence an individual life either positive or negative such as negative environment at home could affect individual psychological where the factor that caused negative environment due to family economic and others reason could create a cheerful environment inside the home. Next, psychosocial also can be refers to the relationship between social interactions from a psychological point of view. It is a field of study that covers aspects of social life as well as clinical psychology. Support from the psychosocial is very important that can reduce and also prevent someone from having excessive stress. Otherwise, the lack of support from the psychosocial can cause someone easily to get a pressure from the surrounding it and it lead to the chronic stress. Furthermore, according to Pariat et al., (2014), living as a student living college life is one of the most entertaining individual experiences. However, from a closer perspective, it shows that college students face challenges and pressure from other people in their daily lives that are related to higher stress. If not handled well, these pressures will only affect their academic and social performance and emotional and social performance.

## **3 Methodology**

### **3.1 Research Design**

The research design is an interpretative approach that may be deemed the best appropriate for the investigation. The examination structure of this research is quantitative. Using questionnaires, all data collected from respondents will be used as the primary data in this study. The data acquired will assist an analyst in establishing a link between independent and dependent variables via this examination framework, which also involves the arrangement and organisation of a research strategy. This inspection technique is justified in light of the quantitative data acquired via the survey.

In the first stage, the data collection used in this study is questionnaires. This method is easy, and can be clarified. The total number of female fourth year students in the University of Malaysia Kelantan, Pengkalan Chepa is 821 students. A questionnaire has been distributed randomly to the respondents and according to the table of Krejcie & Morgan (1970), our respondents will be 265 female fourth year students from eight different courses in University Malaysia Kelantan, city campus.

A set of questionnaires was distributed to the target respondent which are the fourth year female students in University of Malaysia Kelantan, city campus. Questionnaire divided into three sections which are section A, section B and section C. For section A, the questionnaire provides general information about female fourth year student demographics such as race, age, religion, marital status and course. Section B and C consists the items that refer to the dependent and independent variables which are: (1) stress; (2) cyberbullying; (3) education; and (4) psychosocial.

The sampling method used in this study was non-probability sampling which is a convenience sampling technique. The researchers used this method because when dealing with large of population where randomization was difficult, the non-probability sampling technique provides benefits to the researchers since it is very easy to conduct. The respondent of this study consists 275 of female fourth year students University of Malaysia Kelantan, Pengkalan Chepa. In achieving a reliable and valid sample of this study, the researchers used the equation from Krejcie and Morgan (1970) to determine the sample size. The formula will be shown as below:

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

n = sample size

N = population size

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

= chi-square of the degree freedom 1 and confidence 95% (3.841)

p = proportion of population (if unknown, 0.5)

### 3.2 Data Analysis

Data that obtained through the completed questionnaire were then analysis by descriptive and inferential analysis to get the findings. The data has been analyzed by using Statistical Package for the Social Science (SPSS) Software version 21.

## 4 Findings

### 4.1 Descriptive Analysis

Demographic Profile

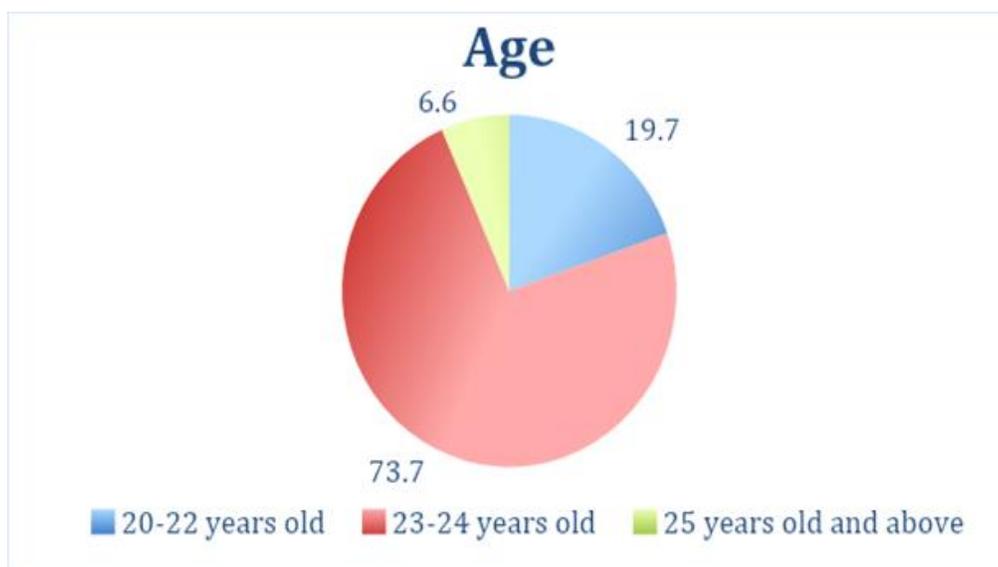


Figure 1: Respondent by age (n=275)

Figure 1 shows the distribution of respondents according to age. It illustrates that the highest percentage of respondents (73.7%) were aged 23 to 24 years old. Meanwhile, respondents with 20 to 22 years old occupy 19.7 percent. Lastly, there are only 6.6 percent of respondents are 25 years old and above.

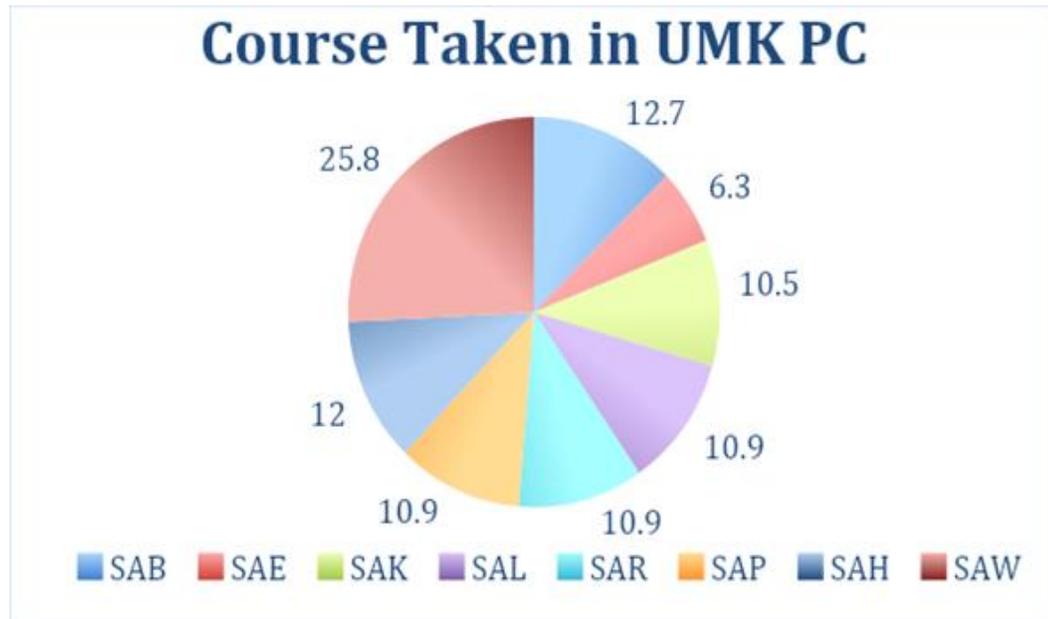


Figure 2: Respondent by course taken In UMK PC (n=275)

Figure 2 shows the distribution of respondents according to the course taken in UMK Campus City. It illustrates that the highest percentage of respondents (25.8%) were SAW students. Followed by SAB students with 12.7 per cent. Next is, SAH students with 12 per cent followed by SAP, SAR, SAL students with the same percentage of 10.9 per cent. Meanwhile, 10.5 per cent of them were from SAK and lastly SAE had the lowest percentage of students responding according to the course taken in UMK PC (6.3%).

#### 4.2 Reliability Analysis

Table 1: Reliability analysis results

Variable	Number of items	Cronbach's Alpha
All variable analysis	45	0.874
Stress	10	0.847
Cyberbullying	10	0.798
Education	10	0.772
Psychosocial	10	0.842

The result of the reliability analysis shows that all variable is 0.874, which is highly reliable. Besides that, the alpha value shows the result from all variable which is 0.847,

0.798, 0.772 and 0.842 respectively as shown in Table 1. This alpha value can be accepted because already more than 0.7 as suggested by HR-Guide, LLC (2018) state that if the alpha value is below 0.50, cannot be accepted, the value of 0.60 and above is normal, 0.70 is more than normal, 0.80 is good and 0.90 is better.

### 4.3 Correlation Analysis

Table 2: Correlation Analysis

		Education	Psychosocial	Cyberbullying	PSS
Education	Pearson Correlation	1	0.335**	0.418**	0.359**
	Sig. (2-tailed)		0.000	0.000	0.000
	N	276	270	274	275
Psychosocial	Pearson Correlation	0.335**	1	0.444**	0.461**
	Sig. (2-tailed)	0.000		0.000	0.000
	N	270	270	268	269
Cyberbullying	Pearson Correlation	0.418**	0.444**	1	0.432**
	Sig. (2-tailed)	0.000	0.000		0.000
	N	274	268	274	273
PSS	Pearson Correlation	0.359**	0.461**	0.432**	1
	Sig. (2-tailed)	0.000	0.000	0.000	
	N	275	275	275	275

H1: There is a significant relationship between stress and education among female fourth year students University of Malaysia Kelantan, Pengkalan Chepa.

H2: There is a significant relationship between stress and psychosocial among female fourth year students University of Malaysia Kelantan, Pengkalan Chepa.

H3: There is a significant relationship between stress and cyber bullying among female fourth year students University of Malaysia Kelantan, Pengkalan Chepa.

Table 2 shows the correlation analysis of relationship between independent variables such as education, psychosocial, and cyber bullying factors with dependent variable stress. Based on the results, the significant value for education, psychosocial, and cyber bullying are all below 0.05, and when the p is less than 0.05, that means we reject the null hypothesis and accept the alternative hypothesis. This proves that there is a significant relationship between stress with education, psychosocial, and cyber within female fourth year students University of Malaysia Kelantan, Pengkalan Chepa.

The value of Pearson correlation for education is 0.359 which indicates that the strength of the relationship between education factor (DV) and stress (IV) is weak. Meanwhile, the value of Pearson correlation is 0.461 shows that the strength of the relationship between psychosocial factor (DV) and stress (IV) is also weak. Lastly, the value Pearson correlation is 0.432 shows that the strength of the relationship between cyber bullying factor (DV) and stress (IV) is low.

## 5 Conclusion

The objective of the study is to determine the relationship between cyber bullying, education, and psychosocial with stress amongst female fourth year UMK Pengkalan Chepa students. The findings of the study from the result of our analysis showed that there was significant association between cyber bullying, education, and psychosocial with stress. Similarly, a previous study also showed significant relationship between cyber bullying, education, and psychosocial with stress.

Moreover, according to the Pearson coefficient values, although the value indicates a weak positive correlation, but based on the value, psychosocial has the highest value of a correlation with stress compared to the other two factors, followed by cyber bullying, and lastly is education since;  $(0.461 > 0.432 > 0.359)$ .

This study aimed to determine factors that affect stress among the female student's fourth year in UMK PC. In this study, stress was influenced by education factors, psychosocial, and cyber bullying. Those independent and dependent variables were analyzed by Pearson's correlation coefficient. The result shows the correlation between education, psychosocial, cyber bullying and stress is averagely significant. In conclusion, there is a connection between education, psychosocial, cyber bullying and stress among the female students fourth year in UMK PC. It is recommended that replication of this study in other universities could be conduct to determine if the results differ from those observed in this study which consists of the only female and future study could include a comparison between the female and male in their final year student in their university to see whether there is a difference in psychological states.

## 6 About the author

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