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# The Factors That Influence Stress Among Students Participating in the Co-Curricular Activity at Universiti Tun Hussein Onn Malaysia (UTHM)

**Nurul Asyiqin Mohd Kamal[1] & Siti Norziah Ismail[1,*]**

[1]Department of Production and Operations Management, Faculty of Technology Management and Business, Universiti Tun Hussein Onn Malaysia, Parit Raja, Batu Pahat, Johor, 86400, MALAYSIA

*Corresponding Author

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**Abstract**: The co-curricular activities are necessary for students in primary school, secondary school as well as college and university students. Next, co-curricular activity is programs and learning experiences that in some way complement what they are learning in school or university. The previous study stated it becomes difficult for students who are overly committed to various activities to remain engaged in their academic studies, complete their assignments within a reasonable amount of time, and feel stress-free. Therefore, this study attempts to know which factors influence stress among students participating in co-curricular activities. The purpose of this research is to determine factors and to identify the relationship between factors and co-curricular activity that most influence stress among students participating in the co-curricular activity at Universiti Tun Hussein Onn Malaysia (UTHM). To achieve the purpose of this study, a quantitative method and descriptive analysis were used. A questionnaire was designed and was administered to sample research that involved 377 respondents from year 2 to year 4 students from all faculties in the Parit Raja campus at UTHM. Descriptive analysis is used, and discussion and conclusion made in the quantitative findings. Time management was the factors that most influence student stress among the three IVs. With the limitation to achieve a targeted number of respondents to answer this questionnaire, future researchers can carry out the research with longer time in a well-mannered way which allows the research to increase the target respondents as more time are given to collect the data.

**Keywords**: Co-curricular activity, Stress, Students, University

## 1. Introduction

**Corresponding author: norziah@uthm.edu.my*

Co-curricular activities are programs or activities that are carried out and implemented from the learning process outside of the classroom. Co-curricular activity programs and learning experiences that in some way complement what they are learning in school or university (Kuan *et al*., 2019). Among the categories of co-curricular activity are sports and games, clubs and associations as well as uniform body teams. The co-curricular activities can be categorized into three main categories: sports (e.g. volleyball, netball, and football); independent uniformed groups (e.g. military and police voluntary reserves and university student civil defence); and arts (e.g. guitar playing, photography, and drawing). Next, co-curricular activities are necessary for students in primary school, secondary school as well as college and university students. It is because the co-curricular activity is very important for a student in their education. Co-curricular activity is essential for all students at every school level, so all students are required to participate in the co-curricular because their activities are able to inculcate, nurture, and instil feelings of belonging in a multi-racial society in addition to being able to apply pure values (Nurashida & Warman, 2017). In addition, this co-curricular activity between school and university level has a different time or period which is in school the co-curricular activity is carried out during the year and the co-curricular activity in the university will be carried out by the semesters. There is a difference in the provision of co-curricular activities between these two institutions, where Malaysian higher education institutions carry out these activities in the form of credit courses that take between one and six semesters. While at the high school level, co-curricular activities are conducted throughout the year (Law, 2017).

### 1.1 Research Background

In today's society, stress becomes a central issue among teenagers, especially for university students. Stress can be defined in Webster new world dictionary as "a condition typically characterized by symptoms of mental and physical tension or strain, as depression or hypertension, that can result from a reaction to a situation in which a person feels threatened, pressured, etc." (Siraj *et al*., 2016). In addition, stress can happen through a variety of factors. Common stressors in college include greater academic demands, being on your own in a new environment, changes in family relations, changes in social life, exposure to new people's ideas and temptations (Bhujade, 2017). Hence, university students are exposed to an extensive amount of stress, which can cause many health problems or illnesses to students. Elevated stress levels amongst students can result in a decline in academic accomplishments and can affect both the physical and mental health such as anxiety, drinking problems, depression and a multitude of other mental health problems amongst college students (Pariat *et al*., 2014).

Next, co-curricular activity is a non-academic activity that refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school or university. "The activities which try to develop the student's physical, moral, mental, social, and emotional development are called co-curricular activities (Ingale, 2014). Furthermore, co-curricular activities have been unified into Malaysia's education system in and it is a necessity for every student. According to Preliminary Report: Malaysian Education Blueprint 2013-2025, the school curriculum systems in Malaysia giving full commitment to developing holistic students in terms of physical dimensions, emotional, spiritual, and intellectual as stated in the National Education Philosophy (Ministry of Education, 2013). So, through co-curricular participation in campus or community organizations, students can reach beyond the sometimes seemingly common aspects of academics to become more strongly tied to their campus or community.

In addition, student participation in co-curricular activities at UTHM is essential because co-curricular activities are compulsory credit course. As to increase students' interest in engaging in co-curricular activities, the UTHM administration has implemented a program that requires students to take co-curricular courses as compulsory or credit courses (Jalil & Esa, 2012). According to Pendidikan and Hussein (2008), at UTHM, student participation in co-curricular activities is

facilitated by the Curriculum Centre. Besides, UTHM's curriculum activities aim to generate competent and competitive intellectual capital in the global arena through the application of soft skills based on the credit curriculum course (Pendidikan & Hussien, 2008). Moreover, many co-curricular activities carry out at UTHM. According to Jalil and Esa (2012), various co-curricular activities have been listed by the administration for example football, taekwondo, compass, community service, and photography. Then, in the course curriculum at UTHM, students will be evaluated in the three main aspects which are field skills, course work, and soft skills (Esa, 2012).

Consequently, stress might affect their college life, learning experiences, adjustment issues, and social experiences before and after participating in co-curricular activities when the factor that influences their stress cannot be identified and reduced. It implied that participation in some non-academic co-curricular activities might not directly benefit academic performance (Leung *et al*., 2010).

### 1.2 Problem Statements

In order to participate in co-curricular activities and be involved actively, students felt it was of the utmost importance to gain support from the administrative authorities or management. It was crucial to have the support as the students not only need their approval to carry out certain projects but their need to have understood from various parties as sometimes their involvement did interrupt their academic schedule (Ngee *et al*., 2015). Thus, it becomes difficult for students who are overly committed to various activities to remain engaged in their academic studies, complete their assignments within a reasonable amount of time, and feel stress-free (Nurashida & Warman, 2017). On the other hand, they were also concerned about missing classes and insufficient time for them to complete a certain academic project (Ngee *et al*., 2015). Attending too many rehearsals, practices, and meetings may cut into homework time. When students get overscheduled, they might be spreading themselves too thin, which may lead to spending less time studying and preparing for class (Benites, 2016).

In UTHM, negative perceptions of co-curricular activities are often related to increased workload and they do not receive any career benefits in implementing the curriculum (Esa, 2012). This statement is supported by Suleman *et al*. (2014) that stated over-scheduling not only can affect the academic achievement and level of commitment but can also affect students physically and emotionally. It impacts the student emotionally and physically which could lead to stress, fatigue, and burn-out (Benites, 2016). This situation might cause problems for them to have equal time and energy for both academic and co-curricular. Indeed, getting involved in co-curricular activities could be exhaustive and sometimes it jeopardized the students' academic performance (Ngee *et al*., 2015). This will result in weak academic achievement and a lack of interest in learning (Mancha & Ahmad, 2016).

### 1.3 Research Questions

(i) What are the factors that most influence stress among students participating in the co-curricular activity at Universiti Tun Hussein Onn Malaysia (UTHM)?
(ii) What is the relationship between factors and co-curricular activities that most influence stress for students participating in the co-curricular activity at Universiti Tun Hussein Onn Malaysia (UTHM)?

### 1.4 Research Objectives

(i) To determine factors that most influence stress among students participating in the co-curricular activity at Universiti Tun Hussein Onn Malaysia (UTHM).
(ii) To identify the relationship between factors and co-curricular activity that most influence stress among students participating in the co-curricular activity at Universiti Tun Hussein Onn Malaysia (UTHM).

### 1.5 Scope of the Study

This research classified the factors and relationship between factors and co-curricular activity that most influence stress among students participating in the co-curricular activity at Universiti Tun Hussein Onn Malaysia (UTHM). This research uses a quantitative method which is doing a survey to collect data for 377 respondents and the scope of this study was limited to students in Year 2 to Year 4 from all faculties in the Parit Raja campus at Universiti Tun Hussein Onn Malaysia (UTHM).

### 1.6 Significance of the Study

UTHM will get benefits in this research. This is because every student at the university will participate in co-curricular activities. So, through this research, UTHM can monitor students participating in the co-curricular activity that feels stress influenced by several factors. Besides, UTHM also can do improvements to co-curricular activity to reduce stress among students. Thus, this research will find out the factors that influence stress among students participating in co-curricular activity and it makes the university aware of this issue to avoid their students feeling stress as well as has a health problem.

## 2. Literature Review

### 2.1 Stress

Stress is a fact of nature that is unavoidable in a normal human's life (Lin & Yusoff, 2013). Stress is the bodies' reaction both neurologically and physiologically to adapt to the new condition (Siraj *et al*., 2016). Next, stress is a restlessness condition that a person who suffers from physical or mental conflicts (Adam *et al*., 2020). In addition, prevailing stress cannot only occur in the workplace but can also occur in the family, society, economy, including education (Hidayah *et al*., 2019). Stress can make a difference in the mood and daily activities of individuals and it getting serious when stress occurs most often among high school students (Machado, 2012).

Moreover, due to stress among students is a very worrying phenomenon for many, if not addressed as a whole, it is important to identify the factors that cause student stress (Machado, 2012). Stress is a state of emotional distress caused by events, experiences, or workloads beyond their capacity (Sham, 2005). Too high stress will negatively impact a person's health and achievement in any field (Yaacob *et al*., 2011). A student who is unable to control the level of stress he or she experiences will have an impact on academic achievement (Zawawi *et al*., 2019). In addition, weekend training puts pressure on students because they may not have enough rest, are distracted by the training they receive, do not have enough time to complete assigned academic assignments, and so on (Penulisan, 2014). Besides, school administrators should support the schools through the provision of co-curricular (Muema, 2019). Then, some students are not able to participate in a co-curricular activity because of their parents' lack of support or limited income (Soe, 2014).

#### *(a) Workload*

The term workload can be defined as the amount of work that being assigned to a person in a specified time period (Rahim *et al*., 2016). Most students express stress when the academic workload is too much (Mahfar, 2007). Academic related stressors refer to any academic activity such as examination, co-curriculum, lifestyle, merit system (Saat *et al*., 2011). Students may have to prioritize their workload and associated commitment in order to avoid over-involvement and workload can lead to burnout and exhaustion (Hughes, 2008). Then, an increase in workload stresses up students in the sense that when students have to do more than they can handle, they turn to get frustrated and are unable to focus and think straight (Essel & Owusu, 2017).

*(b) Time Management*

Time management is considered very important and can affect a student's stress as they have to work through various tasks to achieve their goals (Hidayah *et al*., 2019). Students will have difficulty in balancing their academic matters, peer activity, and family life due to unmanaged time (Hidayah *et al*., 2019). Students can experience irregular time management due to spending too much time with extra-curricular activities and to some extent ignoring the time to learn (Mancha & Ahmad, 2016). Many students have is managing time commitments and finding a balance between schools, extracurricular activities and maintaining positive relationships, thus it becomes difficult for students who are overly committed to various activities to remain engaged to their academic studies, complete their assignments within a reasonable amount of time and feel stress-free (Nurashida & Warman, 2017).

*(c) Lack of Support*

All focus group participants identified the importance of social support in relation to stress levels and having insufficient social support resulted in an increase in stress (Pitt *et al*., 2018). Next, social support from the university, family, friends, and mentors create an enormous impact on student's achievement and performance (Pariat *et al*., 2014). Most parents are reluctant to encourage their children to involve with co-curricular activities and instead use the time for their children to attend extra classes, music, and homework (Mancha & Ahmad, 2016). It was crucial to have the support as the students not only need their approval to carry out certain projects but their need to have understood from various parties as sometimes their involvement did interrupt their academic schedule (Ngee *et al*., 2015).

2.2 Conceptual Framework

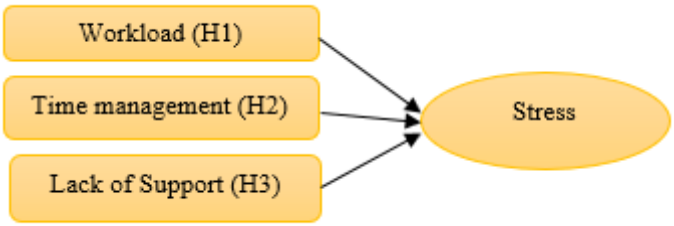


**Figure 1: The conceptual framework of relationship between factor of stress and stress**

2.3 Co-curricular Activity

Co-curricular activity is necessary to the education sector either at the school level or at the higher education level. According to Section 18 of the Education Act 1996 (Act 550), the implementation of co-curricular activities in all schools is compulsory and co-curricular activities are part of the national curriculum, which includes all knowledge, skills, norms, values, cultural elements and beliefs to assist a student's development with fully physically, spiritually, mentally and emotionally as well as to cultivate and enhance the desired moral values and to convey knowledge. Next, co-curricular activities in higher education institutions have become part of the educational system in Malaysia today as well as it is has become a mandatory activity for every student in all public and private institutions. Co-curricular is a group activity where the planned activities more advanced than teaching and learning in the classroom that provide the opportunity to add, strengthen and practice the knowledge, skills, and values learned in the classroom (Samad & Idris, 2017).

Co-curricular activities also serve as an aspect of university life in which students can gain practical experiences they do not get from classes or lectures, although some co-curricular activities are related to students' courses of study (Kuan *et al*., 2019). Furthermore, referring to the Letter of

Professional Circular No.1/1985 dated 2 January 1985, each student either government or non-government school is required to take at least one activity of the uniform body team, an association or club activity and a sports or game activity (Samad & Idris, 2017). Hence, co-curricular activities allow students to build social cooperation as they mixed with different personalities upon registration at the institution (Ngee *et al*., 2015).

On the contrary, co-curricular activities can create stress on the human body especially among students (Penulisan, 2014). Thus, involve in co-curricular activity also has challenges. One of the biggest challenges many students have is to managing time commitments and finding a balance between schools, co-curricular activities, and maintaining positive relationships (Nurashida & Warman, 2017). Indeed, getting involved in co-curricular activities could be exhaustive and sometimes it jeopardized the students' academic performance (Ngee *et al*., 2015). As a part of the students' purposive co-curricular participation, it is important to balance all four learning modes of experience, reflection, conceptualization, and experimentation within the activity itself (Stirling & Kerr, 2015).

### 2.4 Hypotheses Development

This research focused on the analysis of the established factor of stress. The factor of stress is a mechanism used to identify the relationship between factors and co-curricular activity that most influences stress among students participating in the co-curricular activity. Therefore, it is important to determine the factors that most influence stress among students participating in the co-curricular activity. As it can affect a student's daily life and relationships and negatively impact their health, personality, social interactions, and academic achievement (Machado, 2012). Undeniably, the importance of the factor of stress approach and the relationship between factors and co-curricular activity is involved in resolving issues concerning the stress among students participating in the co-curricular activity. The following hypotheses are aimed to be tasted:

H1: Workload has a significant relationship with stress of students.

H2: Time management has a significant relationship with stress of students.

H3: Lack of support has a significant relationship with stress of students.

## 3. Research Methodology

### 3.1 Research Design

In conducting this research, quantitative methods are used to collect data from the respondents. Quantitative research is more reliable and objective. The quantitative method emphasized questionnaires, surveys, or by using pre-existing statistical data using computational techniques. The goal of researchers in conducting quantitative research is to determine factors and identify the relationship between factors and co-curricular activity that most influences stress among students participating in the co-curricular activity at UTHM.

### 3.2 Data Collection

The data in this research will be collected with self-administered questions and will be collected using Google Form following by the type of questions. Respondents will be asked for feedback on the factors and co-curricular activity that most influence stress to them. A descriptive study will be conducted on a designation of the questionnaire. The questionnaire will be distributed to respondents using an online survey using Google Form. So, it will improve the process of data collection as the population is focused in that area. While a wide range of methods exists for increasing response rates,

researchers using this as the easiest method. The methods that are used are more likely to be applied to increasing response rates to online surveys than on-paper surveys.

### 3.3 Data Analysis

A well-constructed questionnaire titled "Factors that Influence Stress among Students Participating in the Co-Curricular Activity at UTHM" was used to get the desired information from the respondent and the questionnaire will be validated by an expert. IBM Statistical Package for Social Sciences (SPSS) was analyzing the data. For the descriptive analysis, responses were tabulated and analysed in the form of mean, percentage, and standard deviation. In order to do comparison and test hypotheses, inferential analysis such as Spearman's Correlation was used. The data analysis used in this research is Descriptive Analysis, Scale measurement, and Inferential Analysis.

## 4. Results and Discussion

### 4.1 Descriptive Analysis

There are 377 respondents involved in this research. Therefore, 377 questionnaires were distributed by using Google Form and 120 of these questionnaires have been completed and collected for this research. The response rate of the questionnaire is forty percent only due to certain limitations. The data are analysed by using SPSS software.

*(a) Demographic of the Respondents*

The percentage of a male is 35.8% which are 43 respondents and 77 female respondents are 64.2%. The percentage shows that the female respondents are much higher than the male respondents. The percentage of respondents who 18 years old to 20 years old is 10.8%. Meanwhile, respondent who 21 to 23 years old is the highest percentage which is 70%. Then, the respondent who 24 to 26 years old is 19.2% and respondent who 27 years old and above are none. For the races of respondents, Malay respondents are the highest percentage which is 80% and followed by Chinese are 13.3% and 6.7% are for Indian. Next, the percentage of FPTP is 64.2%. Meanwhile, FKMP and FKEE get the same percentage which is 9.2%. For FSKTM is 8.3%, FPTV is 5%, and FKAAB is the lowest percentage which is 4.2% only. Furthermore, in the year of studies, Year 2 is 12.5%, Year 3 is 18.3%, and Year 4 is 69.2%. For the type of co-curricular activities involved, uniform body teams are 42.5%, clubs and associations are 33.3%, and sports and games is 24.2%. The experience of involvement in co-curricular activity, respondents involve less than 2 semesters is 13.3%, 2 to 3 semesters is the highest percentage which is 53.3%, 4 to 6 semesters is 31.7%, and 6 semesters and above is the lowest percentage which is 1.7% only. Lastly is the reason of involving in the co-curricular activity which is interested in the co-curricular activity is 30.8%, want to try something new in the co-curricular activity is 51.7%, and 17.5% for respondents who are forced to involve because no other options of co-curricular activity. The result of this study is listed in Appendix A.

*(b) Mean and Standard Deviation*

According to the table as in Appendix B, the mean values for the Workload range are between 3.00 to 3.40, Time management range from 2.70 to 3.57, and lack of support range from 3.47 to 3.61. This result shows that the majority of the respondents choose slightly relevant. From the table in Appendix B, LS2 in lack of support scores the highest standard deviation of 0.8978 whereas TM3 in time management is the lowest scores in standard deviation which is 0.7409. Based on the result, it indicates that the standard deviation score for all factor of stress variables is above 0.7409 but below 0.8978.

According to the table in Appendix C, the mean values for the stress range are from 2.89 to 3.44 which shows that most of the respondents choose slightly agree. ST1 in stress get the highest score of standard deviation which is 0.7903 whereas ST2 in stress get the lowest scores of standard deviations which is 0.7424. Based on this result, it shows that the score of standard deviation for stress variables is above 0.7424 but below 0.7903.

*(c) Normality Test*

Normality test used to determine whether the data are in the normal distribution or otherwise. If the sample is not normally distributed, non-parametric techniques will be used for further testing, and if samples are normally distributed, parametric techniques will be used for further testing.

**Table 1: Result of normality test for all variable**

| | Kolmogorov-Smirnov[a] | | |
|---|---|---|---|
| | Statistic | Df | Sig |
| Stress | 0.154 | 120 | 0.00 |
| Workload | 0.151 | 120 | 0.00 |
| Time Management | 0.107 | 120 | 0.02 |
| Lack of Support | 0.165 | 120 | 0.00 |

The data in the Table 1 shows that the Kolmogorov-Smirnov test data used in this normality test. The Kolmogorov-Smirnov is one sample of non-parametric test that a procedure to examine the agreement between two sets of values. The reason why this result is used because the respondent is more than 50, as well as all the variable, is not normal because the critical value is below 0.05.

*(d) Reliability Test*

A reliability test is a method of measuring the internal consistency of a scale. Cronbach's Alpha coefficient is the indicator to check the degree of consistency. Generally accepted rule is that the value of Cronbach's Alpha of 0.6 – 0.7 indicates an acceptable level of reliability.

Table 2 shows that there are three variables factor of stress for measuring the most influence stress. The stress Cronbach's Alpha is 0.887, the workload is 0.815, time management is 0.860, and lack of support is 0.730. All items in the questionnaire for this research are reliable because all the IVs and DVs have a Cronbach Alpha value of at least 0.5.

**Table 2: Result of reliability test for factor of stress dimensions**

| Variables | Cronbach's Alpha | No. of Item |
|---|---|---|
| Stress | 0.887 | 3 |
| Workload | 0.815 | 3 |
| Time Management | 0.860 | 3 |
| Lack of Support | 0.730 | 3 |

Next, between all the variables, stress gets the highest value of Cronbach's Alpha which is 0.887 while the lowest Cronbach's Alpha value is lack of support which is 0.730. In addition, the overall reliability test results showed a good level of reliability and validity.

4.2 Hypotheses Testing

*(a) Spearman's Correlation Analysis*

This analysis used to identify and test the strength of a relationship between two sets of data. It is often used as a statistical method to aid with either proving or disproving a hypothesis (Sedgwick, 2014). Table 3 shows that factor of stress results is correlated to stress. The coefficient value is in between 0.187 to 0.674 where coefficient correlation value for workload is 0.674 ($p < 0.05$); time management has a value of 0.511 ($p < 0.05$) and lack of support has a value of 0.187 ($p < 0.05$). Based on this data, there is a positive relationship between factors of stress that most influence stress among students participating in the co-curricular activity. Besides, the workload has the strongest correlation and lack of support has the weakest correlation among the three IVs.

**Table 4.6: Spearman's Correlation Analysis for Factor of Stress**

| Variables | Workload | Time Management | Lack of Support | Stress |
|---|---|---|---|---|
| Workload | 1.000 | | | |
| Time Management | 0.582 | 1.000 | | |
| Lack of Support | 0.263 | 0.228 | 1.000 | |
| Stress | **0.674**** | **0.511**** | **0.187*** | 1.000 |

**Correlation is significant at the level 0.01 level (2-tailed).
*Correlation is significant at the level 0.05 level (2-tailed)

*(b) Linear Regression Analysis*

The significance value (p-value) of ANOVA was found to be 0.000 as shown in the above table, which was less than 0.05. In addition, the existence of a significant effect of the three variables on stress was identified based on their sig. values which the predicting variable is significant if its sig. value is less than 0.05 or if its t-Statistics value is greater than two.

Next, the regression analysis it was found that workload and time management have a significant positive effect on stress among students participating in the co-curricular activity, while lack of support has an insignificant effect on it. Therefore, the two hypotheses which are H1 and H2 were accepted, however, H3 was rejected. The result of this study is presented in Appendix D, Appendix E and Appendix F.

4.3 Major Findings

*(a) Workload*

The p-value results are less than 0.05. Therefore, this study accepts the H1 hypothesis. The finding indicates a workload has a significant relationship with the stress of students.

H1: Workload has a significant relationship with stress of students.

*(b) Time Management*

The result shows the p-value not more than 0.05. Hence, this research rejects the null hypothesis and accept the H2 hypothesis. This result proves time management has a significant relationship with the stress of students.

H2: Time management has a significant relationship with stress of students.

*(c) Lack of Support*

The results show that the p-value exceeds 0.05. Hence, this research rejects the H3 hypothesis. This result proves that lack of support has an insignificant relationship with the stress of students.

H3: Lack of support has an insignificant relationship with stress of students.

4.4 Discussions

*(a) Objective 1*

Objective 1 of this research is to determine factors that most influence stress among students participating in the co-curricular activity at UTHM. As the result and data analysis, it can be concluded that workload is the factors that most influence stress among students participating in the co-curricular activity. Besides, the researcher also found that time management also is a factor that most influence stress among students. However, lack of support has an insignificant relationship with factors that most influence stress among students participating in the co-curricular activity.

*(b) Objective 2*

Objective 2 in this research is to identify the relationship between factors and co-curricular activity that most influence stress among students participating in the co-curricular activity at UTHM. Based on the result and data analysis, it proves the factors and co-curricular activity has a significant relationship due to co-curricular activity influenced a result on the factor of stress from students and it correlated with stress.

## 5. Conclusion

In conclusion, the research aims to determine whether two independent variables (IVs) which are workload and time management were significant to influence the dependent variables (DVs) which are stress. In this study, the researcher found that the data in the Kolmogorov Smirnov is not normal since the significant value of all IVs was below 0.005. Next, Spearman's Correlation has been used to identify the factors and the relationship between factors and co-curricular activity that most influence stress among students participating in the co-curricular activity at UTHM in objective 1 as well as objective 2. As the results of the analysis, two of three IVs which is workload and time management show a positive relationship with the stress of students since the value for all IVs is $p < 0.000$. Among all the independent variables (IVs), the most significant and strongest relationship with the stress of students is time management, whereas lack of support has an insignificant relationship with the stress of students. Based on the result, we can conclude that workload and time management is the factors that most influence stress among students participating in a co-curricular activity. This study also has implication for Universiti Tun Hussein Onn Malaysia and future academics. All the objective achieved at the end of this research.

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## Appendix A: Summary of demographic data of respondents

| Item | Frequency | Percent % |
|---|---|---|
| **Gender** | | |
| Male | 43 | 35.8 |
| Female | 77 | 64.2 |
| **Age** | | |
| 18 – 20 years | 13 | 10.8 |
| 21 – 23 years | 85 | 70 |
| 24 – 26 years | 22 | 19.2 |
| 27 years and above | - | - |
| **Races** | | |
| Malay | 96 | 80 |
| Chinese | 16 | 13.3 |
| Indian | 8 | 6.7 |
| **Faculty** | | |
| FPTP | 77 | 65 |
| FPTV | 6 | 5 |
| FKMP | 11 | 9.2 |
| FKEE | 11 | 9.2 |
| FSKTM | 10 | 8.3 |
| FKAAB | 5 | 4.2 |
| **Year of Studies** | | |
| Year 2 | 15 | 12.5 |
| Year 3 | 22 | 18.3 |
| Year 4 | 83 | 69.2 |
| **Type of co-curricular activities involved** | | |
| Uniform Body Teams | 51 | 42.5 |
| Clubs and Associations | 40 | 33.3 |
| Sports and Games | 29 | 24.2 |
| **Experience of involve in co-curricular activity** | | |
| Less than 2 semesters | 16 | 13.3 |
| 2 – 3 semesters | 64 | 53.3 |
| 4 – 6 semesters | 38 | 31.7 |
| 6 semesters and above | 2 | 1.7 |
| **Reason of involving in the co-curricular activity** | | |
| Interested on the co-curricular activity | 37 | 30.8 |
| Want to try something new in the co-curricular activity | 62 | 51.7 |

| | | |
|---|---|---|
| Forced to involve because no other options of co-curricular activity | 21 | 17.5 |

## Appendix B: Mean and standard deviation for factor of stress variables

| **WORKLOAD** | | | | |
|---|---|---|---|---|
| | | **Mean** | **Std. Deviation** | **N** |
| WL1 | Students feeling stress from the burden of workload due to co-curricular activities. | 3.0083 | 0.8451 | 120 |
| WL2 | The size of the co-curricular workload is excessive will cause stress. | 3.3083 | 0.7864 | 120 |
| WL3 | Over-scheduling caused by the workload can affect the academic achievement and level of commitment of students participating in co-curricular activity. | 3.4083 | 0.8744 | 120 |
| **TIME MANAGEMENT** | | | | |
| | | **Mean** | **Std. Deviation** | **N** |
| TM1 | Students who participate in co-curricular activities have bad time management. | 2.7083 | 0.8540 | 120 |
| TM2 | Students who spend more time in co-curricular activities than the actual hours of co-curricular requirement per semester can cause irregular time management. | 3.4250 | 0.7521 | 120 |
| TM3 | Insufficient time will cause problems for students to have equal time for both academic and co-curricular activities. | 3.5750 | 0.7409 | 120 |
| **LACK OF SUPPORT** | | | | |
| | | **Mean** | **Std. Deviation** | **N** |
| LS1 | Social support from family and friends is important to avoid stress when participating in co-curricular activity. | 3.6167 | 0.7468 | 120 |
| LS2 | The support from instructors or universities to students who participate in co-curricular activities can provide better encouragement that can release them from feeling stressed. | 3.4750 | 0.8978 | 120 |
| LS3 | Ongoing social support makes students not feel stressed and makes them successful in their co-curricular and academic activities. | 3.5417 | 0.7980 | 120 |

## Appendix C: Mean and standard deviation for stress

| | | **Mean** | **Std. Deviation** | **N** |
|---|---|---|---|---|
| ST1 | Students who participate in co-curricular activity will record a high level of stress than those who do not participate. | 3.0750 | 0.7903 | 120 |
| ST2 | Co-curricular activities affect physical and mentally exhausted which can lead stress to students as it is difficult to focus on their studies. | 3.4417 | 0.7424 | 120 |
| ST3 | Students engaged in co-curricular activities will feel unbalanced self-management due to stress. | 2.8917 | 0.7864 | 120 |

## Appendix D: ANOVA

| Model | Sum of Squares | df. | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Regression | 25.254 | 3 | 8.418 | 41.909 | 0.000 |

| | | | | | |
|---|---|---|---|---|---|
| Residual | 23.301 | 116 | 0.201 | | |
| Total | 48.555 | 119 | | | |

a. Dependent Variable: Average_ST
b. Predictors: (Constant), Average_LS, Average_TM, Average_WL

## Appendix E: Coefficients

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| Constant | 0.708 | 0.275 | | 2.569 | 0.011 |
| Workload | 0.509 | 0.071 | 0.562 | 7.132 | 0.000 |
| Time Management | 0.239 | 0.080 | 0.235 | 3.007 | 0.003 |
| Lack of Support | 0.002 | 0.059 | 0.002 | 0.027 | 0.978 |

a. Dependent Variable: Average_ST

## Appendix F: Result of hypotheses testing with regression

| Hypotheses | P value (sig.) | Hypotheses accepted/rejected |
|---|---|---|
| Workload has significant relationship with stress | 0.000 | Hypotheses accepted |
| Time management has significant relationship with stress | 0.003 | Hypotheses accepted |
| Lack of support has significant relationship with stress | 0.978 | Hypotheses rejected |