

5R STRESS MANAGEMENT GROUP MODULE FOR UNDERGRADUTE UNIVERSITY STUDENTS IN MALAYSIA

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Abstract: *Stress has become one of the significant aspects that plays vital role in health and performance among university students. Module regarding stress are needed as a guide for university students to reduce stress. This study investigated the validity and reliability of 5R Stress Management Group Module. A number of 10 experts were involved in validating the module, while 40 undergraduate students were selected randomly to gain the reliability of the module. The results showed that the validity and reliability of the module is of high values with most of the sub modules achieving more than 80 percent.*

Keywords: *validity, reliability, stress management group module, undergraduate university students*

Introduction

One of the most significant current discussions is the alarming level of stress among university students. Stress has also been found to be related to mental health. According to Beiter et al. (2015), mental health issues pose significant problems among university students, and it started with high level of stress. University students are found to be full occupied with a variety of responsibilities – due to the challenging tasks, activities on campus, readjustment in college and campus lifestyle, and also responsibilities at home. Stress is said to be a dynamic state when individuals deal with opportunities, barriers or demands related to what they want, but uncertainly obtained, thus stress was influenced by various factors or stressors. Based on past research findings, the stress factors among undergraduate students are academic performance, pressure to succeed and graduation plans, financial, relationship, and environmental factors (Beiter et al., 2015; Desmita, 2011; Khadijah et. al, 2013; Sharif et al., 2014; Sibnath et al., 2016).

Studies were also conducted to investigate the correlation of stress with demographic aspects among university students such as family background, age and gender (Khadijah et al, 2013; Caleb et al., 2014). These factors will show the symptoms of stress. According to Brian (2014), the symptoms of stress shown are psychological symptoms, physical symptoms and behavioral symptoms. Hence, various interventions have been developed by researchers to overcome this issue.

One of the interventions that is proposed in this study is a guidance group module, known as 5R Stress Management Group Module. This module utilizes comprehensive and diverse approach that combines the cognitive and behavioral aspects. The 5R Stress Management Group is a result of the integration of Stress Management Group Module and the 5R Stress Management Model. The Stress Management Group Module was proposed by a team of researchers from Malaysia (Mohammad Aziz Shah, Nazariah & Pau Kee, 2010), while the 5R Stress Management Model was produced by Blonna (1996).

The stress management module constructed by Mohammad Aziz Shah, Nazariah and Pau Kee (2010) has a list of activities aiming on guiding students reduce their level of stress. However, this module did not state the validity and reliability of the module, as well as the theoretical background of the stress module. According to Russell (1994), it is best to have a module or intervention that is comprehensive. Sidek and Jamaluddin (2005) also pointed out that a good module uses a diverse approach. However, the most important thing is to have a module with acceptable score of validity and reliability.

Problem Statement

Recent developments in wellbeing of university students have heightened the need to reduce stress among university students. In recent years, there has been increasing interest in looking at the level of stress (Raja Maria Diana, 2011; Widyawati, Asiah & Ameelia, 2013; Syaiful, Hetti & Cut, 2014), factor and symptoms of stress (Widyawati, Asiah & Ameelia, 2013; Sukiman, 2011; Mountjoy & Bailey, 2011). The changes level of stress has been reported by several group of researchers (Azmiza, Saemah & Ruslan, 2014; Baer, Carmody & Hunsinger, 2012). However, little attention was given to look at the validity and reliability of the module to reduce stress among university students although stress management approaches and interventions are very important to the undergraduate students as a measure to ensure their wellbeing.

In achieving excellence, students will experience stress, thus negative stress may affect mental health such as increase level of depression, and academic performance. Depression is found to be connected multiple stresses in life such as loose and unsupportive family ties, financial problems, negative relationship with peers among Malaysian students (Sharif et al., 2014). Another study revealed that the older age group of Malaysian university students had a higher level of stress (Khadijah et al., 2013). It has been suggested that the greatest stress occurs during the later years of university education, probably due to concern about the future increasing with every passing year and fear of failure being the most stressful thing among students.

Previous studies also suggested specific intervention provided to the university students targeted to the needs of the target group to overcome issues regarding stress (Beiter et al, 2015; Khadijah et al., 2013; Walid & Stock, 2010). Among the evidence confirming the effective interventions in reducing stress are cognitive and behavioral interventions (Sibnath et al., 2016).

The cognitive and behavioural approaches dealing with stress has been proposed by Blonna (1996) and Blonna has been cited in studies regarding stress (Nanda, 2016; Addison & Yankyera, 2015).

Based on Table 1, stress management interventions used by previous researchers emphasized only a few approaches to seeing changes to the subject. These interventions do not emphasize all approaches, the holistic approach as suggested by Blonna (1996). Blonna's emphasized intervention approaches that include five strategies such as rethinking, reduce, reorganize, relax and release. Yoga and Meditation Approaches, and Expressive Intervention only include activities pertaining to relax and release, while Relaxation Approaches with only relax activity approach. Other stress management interventions utilize rethink, reduce and organize activity approach in their modules such as Critical Incident Stress Management Model (CISM), Mindfulness-Based Stress Reduction Module, Acceptance and Commitment Therapy Module, Human Centers Group and Ad-Din Cognitive Psychology Group, Self-Instruction Group and Spiritual Action Group Intervention.

Table 1: Analysis of Stress Management Intervention Approach Used By Previous Researchers

No.	Stress Management Intervention	Activity Approach in the Module				
		Rethink	Reduce	Reorganize	Relax	Release
1.	Yoga and Meditation Approaches (Waelde, Thompson & Thompson, 2004)				√	√
2.	Critical Incident Stress Management Module (CISM) (Morrison, 2007)	√	√	√		
3.	Mindfulness-Based Stress Reduction Module (Gold et. al., 2010)	√	√	√		
4.	Expressive Intervention (Susilowati& Nida, 2011)				√	√
5.	Acceptance and Commitment Therapy Module (ACT) (Brown & Pakenham, 2012)	√	√	√		
6.	Relaxation approach (Syaiful, Hetti& Cut, 2014)				√	
7.	Human Centers Group and Ad-Din Cognitive Psychology Group (Fauziah et. al., 2014)	√	√	√		
8.	Self-Instruction Group (Resty, 2015)	√	√	√		
9.	Spiritual Action Group (MohdHafidz, 2014)	√	√	√		

A good stress management module utilizes a comprehensive approach to cater for the needs of various aspects of stress in life. According to Mazlan (2014) and Faezah and Mazlan (2012), the 5R Stress Management Model produced by Blonna (1996) is the most appropriate stress management model for interventions that take into account all aspects of life. From the 5R Stress Management Model, 5R Stress Management Group Module has been developed. The 5R Stress Management Group Module was the integration of Stress Management Group (Mohammad Aziz Shah, Nazariah & Pau Kee, 2010) with the 5R Stress Management Model (Blonna, 1996). Hence, the 5R Stress Management Group Module should undergo the process of gaining validity and reliability so that this module becomes more comprehensive and effective.

Definition

The terms used in this study are validity, reliability, stress management group module and undergraduate students. The conceptual and operational definitions are given for each terms as below:

(a) Validity

According to Russell (1994), the validity of the module can be obtained when the module meets the target population, the module's implementation environment is satisfactory, the time used to complete the module is adequate, the module can increase the level of student achievement and eventually modules can change the attitude of the student. For this study, the validity of the module refers to the percentage given by the panel experts using Russell's model.

(b) Reliability

According to Tuckman (1978), reliability is a stage of consistency of a module. Russell (1994) states that to test the reliability of a module, it is necessary to see how far an individual can successfully follow the steps of each activity in the module. For this study, the reliability of the module refers to the scores given by participants using Russell's model.

(c) 5R Stress Management Group Module

In this study, stress management module utilized cluster approach with various methods and activities. The 5R Stress Management Group Module in this study is the integration of Stress Management Group proposed by local researchers (Mohammad Aziz Shah, Nazariah & Pau Kee, 2010) with the 5R Stress Management Model from an international researcher (Blonna,1996).

(d) Undergraduate Students

According to the Oxford English Dictionary (2007), undergraduate students are students of certificate, diploma and first degree in Higher Education Institutions. This study refers to the undergraduate students in one education university in Malaysia.

Objectives

This research is done to investigate the:

- a. validity of the 5R Stress Management Group Module
- b. reliability of the 5R Stress Management Group Module

Methodology

There were two phrases consisting of validity and reliability phrases of study.

Phrase 1: Validity

According to Mohd Majid (1998), to enhance the validity of the contents of a module, it is recommended to obtain views from external experts on each of the aspects in the module. An external expert acts as an expert and evaluator who ensures that the domains contained in the module represent the field that is being studied. A group of 10 external experts related to the field was involved. The experts are experts in the field of counselling, psychology, module development, psychometric and practitioners.

The validity shown in this study is divided into the validity of the content based on Russell's (1994) view and the validity of the suitability of activities within the 5R Stress Management Group Module. According to Fraenkel and Wallen (2006), to test the validity of a module, the technique of Criterion-Related Evidence is best used to collect evidence against the validity of the module through a group of expert judgments. Hence, the questionnaire was given to 10 experts.

Seven experts ($N=7$) who are in the field of psychology counseling were chosen based on their academic qualifications, educators in counselling, have an extensive experience in the field of counseling, have conducted research and workshops, presented and published papers in seminar and workshops, as well as being consultants. The other experts ($N=3$) were counseling practitioners. They are school counselors, university psychology officers and hospital psychology officers.

The questionnaire on the validity of the content of the 5R Stress Management Group Module was developed in this study referring to the sample questionnaire produced by Jamaluddin (2002). There were five items highlighted in this questionnaire referring to five views of Russell (1994) namely (i) The contents of the module conform to its population recommendation, (ii) Module contents can be implemented properly, (iii) The contents of this module correspond to the time allocated, iv) The contents of this module can enhance the stress management skills, and (v) The contents of this module can help the behavior of the participants towards greater excellence.

Another aspect of validity emphasized in this study was the validity of activity suitability. The validity of activity suitability in the 5R Stress Management Group Module was conducted in this study according to the process similar to the process of obtaining the validity of the content. This process is performed to show the validity of the suitability of each activity carried out in this study. In other words, the process of validity of suitability of activities was carried out to ensure that the 5R Stress Management Group Module is really helping the subject to pursue the objectives of each activity in each submodule.

Hence, a questionnaire was developed in this study to investigate the activities in the 5R Stress Management Group Module. The questionnaire measured the 5 submodules, namely rethink, reduce, reorganize, relax and release. The 12 activities in the 5R Stress Management Group Module were also highlighted in this questionnaire to gain the validity of the module.

Phrase 2: Reliability

In the process of determining the reliability of the 5R Stress Management Group Module, a module reliability questionnaire was developed. The reliability assessment questionnaire of the 5R Stress Management Group Module was developed based on each submodule as recommended by Sidek and Jamaluddin (2005). According to Vale (1998), the construction of question items is developed to test the reliability coefficients of the module is based on the steps of each activity recorded in the module.

The 5R Stress Management Group Module Reliability Survey has 48 items. Each of the 12 activities in the 5R Stress Management Group has four items based on the activity steps. There are five scales in the questionnaire, which are scale 1 to 5. The 5R Stress Management Group

Modul Reliability Survey was given to 40 participants in the pilot study. The questionnaire was given after the participant had followed each of the module activities. The data were analyzed using the Alpha Cronbach method in Statistical Packages For Social Science (SPSS) software to obtain the reliability value of the 5R Stress Management Group Module.

Result and Discussion

The result and discussion were given based on two aspects: (a) the validity and (b) reliability of the module and submodules.

(a) The Validity of the 5R Stress Management Group Module

To gain the validity of the module, firstly, the activities listed in Stress Management Group Module (Mohammad Aziz Shah et al, 2010) were arranged according to the 5R Stress Management Model as shown in Table 2. The 5R Stress Management Group Module was also modified based on the counseling theory of Behavioral Cognitive Therapy (TKT) founded by Aaron Beck. The activities of the Stress Management Group Module developed by Mohammad Aziz Shah, Nazariah and Pau Kee (2010) were divided into five strategies in the 5R Stress Management Model according to the strategy of rethinking, reducing, relax, release and reorganize. However, the procedures used to carry out the activities are maintained and some have experienced modifications to the aspects of the materials used and the procedures for carrying out activities.

Table 2: Different Between Stress Management Module (Mohammad Aziz Shah, Nazariah & Pau Kee, 2010) with the 5R Stress Management Group Module

Stress Management Module (Mohammad Aziz Shah, Nazariah & Pau Kee (2010).	5R Stress Management Group Module
Activity 1: Scissors and Discard Activity 2: Feeling Suspected of Body Members Activity 3: Small Fish and Big Fish Activity 4: Face When I'm Happy Activity 5: Rhythmic Respiration Activity 6: Bomm and Relieved Activity 7: Detects Your Stress Activity 8: Hear My Problem Activity 9: The Mystery Letter Activity 10: King of the Lovers Team Activity 11: Recognizing Stress Activity 12: Mind Imagination	Rethink Activity 1: The Mystery Letter Activity 2: Face When I'm Happy
	Reduce Activity 3: Hear My Problem Activity 4: King of the Lovers Team
	Relax Activity 5: Feeling Suspected of Body Members Activity 6: Rhythmic Respiration Activity 7: Mind Imagination
	Release Activity 8: Scissors and Discard Activity 9: Small Fish and Big Fish Activity 10: Bomm and Relieved.
	Reorganize Activity 11: Recognizing Stress Activity 12: Detects Your Stress

The findings of content validity of the module was shown in Table 3. The result showed that most experts assessments are in the 7th to 10th scale. The low value given was 7 and the highest value was 10.

Table 3: The Validity of Content for the 5R Stress Management Group Module

No	Item	Experts Assessment									
		1	2	3	4	5	6	7	8	9	10
1.	The contents of the module conform to its population recommendation	8	9	9	8	7	8	8	9	9	10
2.	Module content can be implemented perfectly	9	9	9	9	8	9	9	10	9	10
3.	The content of this module corresponds to the time allocated	10	9	9	10	9	9	9	10	10	9
4.	The contents of this module can improve the pressure management skills	9	8	8	9	8	9	8	9	9	10
5.	The contents of this module can help the behavior of the participants towards greater excellence	8	7	8	8	7	8	8	9	9	9

Table 4 showed the percentage of validity obtained for each item in the questionnaire of the validity of content for the module. The five items in this questionnaire for the 5R Stress Management Group Module showed a high degree of validity. The five conditions emphasized by Russell (1994) showed a percentage of validity that exceeds 70% or cumulative amount of 0.70. According to Tuckman and Waheed (1981), the level of dominance of 70% is considered to have reached a high level of achievement. So, it is clear that the 5R Stress Management Group Module has a high content of validity.

Table 4: The Validity of Content 5R Stress Management Group Module

No	Item	Percentage of Validity (%)
1.	The contents of the module conform to its population recommendation	85
2.	Module content can be implemented perfectly	91
3.	The content of this module corresponds to the time allocated	94
4.	The contents of this module can improve management skills	87
5.	The contents of this module can help the behavior of the participants towards greater excellence	81

The findings regarding the validity of the suitability of the 5R Stress Management Group activities are shown in Table 5. The results showed that the experts' evaluation is within the scope of 7 to 10. The lowest score is 7 and the highest score is 10.

Table 5: The Validity of Suitability Activities in 5R Stress Management Group Module by Submodules

No	Submodule and Activity	Appraiser									
		1	2	3	4	5	6	7	8	9	10
1		<i>Rethink</i>									
	Activity 1: The Mystery Letter	8	9	8	9	8	9	10	9	10	10
	Activity 2: Face When I'm Happy	9	9	7	9	9	9	9	10	10	9
2		<i>Reduce</i>									
	Activity 3: Hear My Problem	9	10	9	10	8	10	9	10	9	9
	Activity 4: King of the Lovers Team	9	10	9	9	9	10	7	9	9	9
3		<i>Relax</i>									
	Activity 5: Feeling Suspected of Body Members	10	9	9	9	9	10	9	10	9	10
	Activity 6: Rhythmic Respiration	10	10	9	10	8	9	8	9	9	10
	Activity 7: Mind Imagination	10	9	9	10	8	9	8	9	9	10
4		<i>Release</i>									
	Activity 8: Scissors and Discard	9	10	9	10	9	10	8	9	9	9
	Activity 9: Small Fish and Big Fish	9	9	8	10	9	9	9	8	10	9
	Activity 10: Bomm and Relieved.	10	10	9	9	9	9	9	8	10	10
5		<i>Reorganize</i>									
	Activity 11: Recognizing Pressure	9	9	8	9	7	8	8	9	9	10
	Activity 12: Detects Your Stress	9	9	9	8	8	8	9	10	8	9

Table 6 shows the percentage of validity of submodules obtained in the questionnaire of the 5R Stress Management Group Module. All activities were placed according to the submodules. All submodules have achieved more than 80% percent. Submodules on rethink activities achieved the percentage of 90%, submodule reduce with a value of 91.5%, submodule relax with 92.3%, submodule release with a value of 91.7%, and submodule reorganize with a value of 86.5%. Tuckman and Waheed (1981) stated that the level of 70% is considered as having a high level of validity. Thus, it is clear that all activities in the 5R Stress Management Group Module have a high degree of validity.

Table 6: Validity of Submodules in the 5R Stress Management Group Module

No.	Submodule	Percentage of Validity by Submodules (%)
1.	Rethink	90.0
2.	Reduce	91.5
3.	Relax	92.3
4.	Release	91.7
5.	Reorganize	86.5

The 5R Stress Management Group Module in this study has a high value of validity for the content and the suitability of the activity. The evaluation of both - the validity of the content and the suitability activity shows the percentage of more than 70%. According to Tuckman and Waheed (1981), the value of validity that is above 70% are considered to be having a high level of validity, thus can be utilized in a study.

(b) Reliability of the 5R Stress Management Group Module

Based on the value of the reliability coefficient obtained in Table 7.0, the 5R Stress Management Group Module has high value of reliability. Table 7 shows the value of the reliability coefficient that exceeds .70. The overall reliability coefficient of 5R Stress Management Group has recorded a high value of .967. According to Hopkins (1998) the value of a good coefficient of reliability should be .90. Hence, based on this figure, it can be concluded

that the value of the overall reliability coefficient of the 5R Stress Management Group Module is high and can be accepted and be used.

The reliability coefficient value of each submodule indicates that all submodules of high level of reliability. The Rethink submodule shows the value of reliability coefficient of .844, submodule Reduce with .921, submodule Relax with the reliability coefficient value of .909, submodule Release with .923, and submodule Reorganize with .941. However, the reliability coefficient value of the Rethink submodule shows the value of .844. As the value of the credibility coefficient value of the reliability coefficient of acceptable measuring instruments is between .65 to .85. (Othman Mohamed, 2000), therefore this module can be accepted. As the overall reliability coefficient reached .967, it can be concluded that the reliability coefficient value of the entire 5R Stress Management Group Module is of high level of validity.

Table 7: Reliability of 5R Stress Management Group Module

No.	Submodule	Reliability Coefficient
1.	Rethink	.844
2.	Reduce	.921
3.	Relax	.909
4.	Release	.923
5.	Reorganize	.941
Reliability Coefficient By Overall		.967

Conclusion

The 5R Stress Management Group Module has a high value of validity for the content as well as for the suitability of the activities. Based on the analysis, it can also be concluded that the reliability coefficient of the overall and submodules of 5R Stress Management Group Module is a high level. The results regarding validity and reliability has also been carried out by other studies (Faedah & Mazlan, 2012; Azmiza, Saemah & Ruslan, 2014) to test a proposed module. A module with high score of validity and reliability are accepted to be utilized. Hence, the 5R Stress Management Group Module has high validity and reliability and can be used as a stress management intervention. In the future, studies can be carried out to look at the effectiveness of 5R Stress Management Group Module among university students in Malaysia and later can be studied in other countries.

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