A STUDY OF OCCUPATIONAL STRESS AMONG UNIVERSITY ACADEMIC STAFF IN INDONESIA AND MALAYSIA

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ABSTRACT

Occupational stress in any profession and in any country is likely to be experienced by the employees employed and university academic staffs are no exceptions in this regard. The study is aimed to determine the profile of occupational stress levels and its associated factors among Indonesian and Malaysian university academic staff. The study used a survey method with purposive sampling technique. The validated questionnaire used to collect data, namely the Occupational Stress Scale (OSS) and the Stress Source Scale (SSQ). Data was collected from 263 staffs in several different faculties. The findings showed that in both Indonesia and Malaysia, the level of stress of academic staff is in the moderate category. The occupational environment factors that influenced the occupational stress in Indonesia and Malaysia were experiences of violent and aggressive behaviour. Meanwhile, the health factors in Indonesia were psychological tensions and in Malaysia were mental well-being. Future research is needed in terms of what strategies academic staff may use to cope with the work related stress in the university set up of Indonesia dan Malaysia with a larger sample size and with examination of other causes and effects of work stress as well.

Keywords: occupational stress, associated factors of stress, academic staff

Introduction

Indonesia has ideologies which consist of five principles namely Pancasila and Malaysia has Rukun Negara. Both countries have the same ideologies which consist five principles stated in Pancasila dan Rukun Negara: belief in God, just and civilized humanity, the unity, loyalty to King and Country, upholding the constitution, rule of law, and good behaviour and morality (UNESCO, 2011). These two neighbouring countries had faced some challenges due to their citizens' pluralities. Likewise in academic career, both countries consider goals as expected by educators at the university. Malaysia is considered as one of the country that has achieved success in promoting unity among citizen through higher education (Lee Wei Chang, et.al, 2013). Besides that, working in a clean and safe environment and stress-free, and also having a high social position are the hope of the educator.

During the last twenty years, the perception has changed to the point where the cases of stress in the academic world exceed the normal cases. Some of the factors associated with stress were the salaries of educators (lower); the positions of educators or status as contract educators; the increasing of workload because the status of academic positions (go down or stagnant); the increasing pressure to obtain external funding; and even universities, especially academics, a greater pressure of publication (Vic Catano (2011).

Educators at postgraduate institutions also experience occupational stress. The recent national surveys in the United Kingdom (Tytherleigh, Webb, Cooper & Ricketts, 2005) and Australia (Winefield, Gillespie, Stough, Dua & Hapuararchchi, 2002) have reported the serious problems of academic stress and continue to evolve with some adverse consequences; including reducing the occupational satisfaction, reducing the morale and poor health for educators. These problems are exacerbated by restructuring, the use of short-term contracts, external audits and accountability, and massive reductions in funding. These factors had also affected Indonesian and Malaysian educators over the past decade. In short, it is important to find out the occupational stress and results associated with the tensions among academics in Indonesia and Malaysia.

A survey by Tower Watson conducted by a professional global service company, Towers Watson, and the National Health Business Group, found out that only 15% of entrepreneurs identified emotional and mental health improvements, especially to reduce employee stress and anxiety as a top priority for health and productivity programs. According to the World Health Organization (WHO), nearly one million people have stress in the workplace because of the lack balance of work with personal life, inadequate staff, and technology that expands the availability of employees during the office hours when employees have to leave. (Willis, 2017).

The National Health Business Group stated three factors of stress in the workplace which are lack balance of work and personal life (86%), inadequate staff (70%) and technology that expands the availability of employees (63%). The employees place the staff as the first source of stress, followed by low wages or low salary increases, and unclear or conflicting work expectations. . (Willis, 2017).

According to a survey on Benefits Attitude by the Watson Global Towers, of 5,070 US workers, inadequate staff , a lack of support or uneven workload and performance in groups of almost reach eight out of 10 (78%) (Willis, 2017). The company identified stress as the top labor risk issue, but businessman and employees have very different opinions about the factors (Permanent Executive Work Report in the US 2013/2014).

The factors of stress in this study consist of the work environment and health. Work environment factors have three aspects namely, aspect of experience on violence and aggression act (Harvey, et al. 2004, August); (2) aspect of situation and condition of work environment affect to health (Mendelsohn, M., Catano, V.M. &Kelloway, E.K. 2000); and aspect of situation and condition of work environment affect to learning in the class (Barling, J., Loughlin, C., &Kelloway, E.K. 2002). Meanwhile, the health factors also have three aspects namely, Health (Schat, et al. 1985); Psychological tension (Banks, et al 1980) and; Mental well-being (Hess, A., Kelloway, E.K. & Francis, L. 2005, June).

The focus of the research is on occupational stress among academic staff at universities in Indonesia and Malaysia and factors associated, because lately, the era has begun to change, where significant changes can occur in the social and psychological aspects of individual lives. A study in Malaysia showed that stress is a common psychological disorder among educators in universities in Indonesia and Malaysia who have teaching duty; research and development have a significant relationship with occupational stress among educator groups, and it may include a significant proportion of Malaysian universities (Noor & Ismail, 2016). This highlights the idea of educators has a risk population. Therefore, it is important to identify the early signs and prevention to obtain better results. Thus, the current research was conducted to determine the profile of stress levels between the two universities, the factors associated with occupational stress and related factors on academics at public and private universities in Indonesia, which are Yogyakarta State University, and in Malaysia; USAS Perak.

Theoretical Review

Stress is subjective as it is based on an individual's interpretation or perception toward an event. The differences among individuals can shape the different interpretations of the same environment and react

differently to the same situation (Beehr, 2000). Besides that, stress also interprets as an imbalance between the state of self that is believed by individuals and threats or demands associated with a particular situation (Cooper, 2000; Kahn & Byosiere, 1992). The stress model proposed by Job Demand-Control (Karasek, 1979; Karasek & Theorell, 1990) stated that stress is a function of occupational demands and influence/control in the workplace.

Occupational stress makes people and employees in all types of businesses and industries exhausted, depressed and experience psychological and physiological tensions. This is a universal problem for almost all type of employees. This problem arises mainly because of globalization which ultimately results in competition and increasingly forces companies to be competitive and increase productivity, even in adverse economic conditions (Ahmad Usman, 2011).

The factors that cause stress are workload, level of task difficulty, and time pressure associated with individual opportunities to use the influence and control over work situations (Karasek & Theorell, 1990). Stress arises whit high demands combined with low control; high levels of control can reduce the possibility of negative consequences of high demands. Understanding of stress requires an understanding of the antecedents of environmental and personal keys and the long-term consequences of stress for individuals, and the workplace (eg psychological health, health and social function).

"Whitehall" conducted research on civil servants and found out that stress perception and the inability to control the individual workplace environment might have a detrimental effect on indicators of health status, including death and the level of ischemic heart disease (Marmot et al., 1991). A recent study conducted at an Australian university reported that in 2002 the academic staff was very depressed and at a much higher level than people in the global population. They associated high-stress levels with reduced resources, increased teaching workload and student/staff ratios, a pressure to attract external funds, job insecurity, poor management and lack of recognition and appreciation (Winefield et al., 2002). Research showed that working hours are very long in academics and associated with poor physical health (Geiger-Brown, Muntaner, Lipscomb, & Trinkoff, 2004; Krantz, Berntsson, & Lundberg, 2005).

Other studies in non-academic environments occupational satisfaction and organizational commitment lead to better organizational outcomes, such as profitability and customer satisfaction (Hakim, Thoresen, Bono & Patton, 2001; Riketta, 2002). Research in Australia found out that academic staffs are not satisfied with work in general; and more specifically, they are not satisfied with the university management, working hours, industrial relations, promotion opportunities, and payments. Psychological stress

is the highest and job satisfaction is the lowest among junior academic, working at an equivalent level to assistant and junior associate professors in North America.

The highest psychological tension is predicted by factors of job insecurity and job demands. In contrast, the highest occupational satisfaction is predicted by procedural justice, and trust in the head and senior management, and autonomy. Furthermore, ongoing stress levels associated with changes in the highest level of physical health.

A research in England in 2005 concluded that "occupational stress among university staffs is widespread and further supports the growing evidence that universities no longer provide the low-stress work environment" (Tytherleigh, et al, 2005, p. 54). In particular, they found that academic staff who were pressured by other staffs became a significant problem, Lack of control over decisions affecting their work, lack of resources, not getting information of relevant job, disruption of home and personal life due to work, inadequate time to do their work at the level of quality needed by academics, and salary and benefits levels. Similar to the findings of Australia, respondents were concerned with a lack of trust in senior management and institutions. They also expressed a low level of commitment to the organization, a low level of occupational satisfaction and a high level of occupational insecurity. The studies in Australia, Canada, and the United Kingdom found out that these findings had major implications for higher education institutions and staffs. These studies made recommendations to higher education authorities, post-secondary institutions and employer unions regarding the implementation of interventions in reducing the stress levels for academic staff in the higher education sector.

Methods

The data in this particular study was analyzed using statistical package for the social sciences (SPSS 11). In comparing the total mean score for each stressor or outcome measurement for the set of Nine stressors, it set significance level on each nominal level at $p = 0.005$ to ensure the overall significance level around 0.05. For seven variable results, it set $p = 0.007$ to reach the overall p around 0.05. The research relied on effect size to facilitate in identify the meaningful results. The respondents determined using a purposive sampling method. The study randomly selected academic staff of Yogyakarta State University (UNY) in Indonesia and Sultan Azlan Shah University (USAS) in Malaysia. The total of respondents in the survey was 263 respondents; 212 respondents of UNY and 51 respondents of USAS. The respondents received copies of instruments and joined on online surveys. The total of participants actually was lower than expected, but the finding seemed to be generalized for the academics population of UNY and USAS. 76 self-administered

and validated Occupational Stress Scale (OSS) and Stress Sources Questionnaires (SSQ) were distributed among academic staffs from April to September 2018.

All data was normalized and analyzed using SPSS. A 5 point Likert scale was used for recording response for the occupational stress questionnaire; the number of raw score items in each domain divided by the number of items in each domain. And for overall occupational stress; the number of raw score items divided by 30. The justified score varied from 1 to 5. The scores of 2 or lower on the total scale indicated very low; the scores between 2 and 2.75 indicated low; the scores between 2.76 and 3.50 indicated moderate; the scores between 3.51 and 4.25 indicated high; and the score of 4.26 or higher indicated very high of occupational stress. Regression analysis used to identify the most important domain predictors in occupational stress. Data collection procedures have been used to determine the underlying dimensions of the collected data in the study

Results

The Occupational Stress Level of Academic Staffs in Indonesia and Malaysia

The population was 1023 academic staffs of Yogyakarta State University (UNY), and the sample was 212 people. Meanwhile, the population of University of Sultan Azlan Shah (USAS) was 250 academic staffs, and the sample was 51 people. The sample size for the study was more that 20 percent of the population, which can be considered to be representative of the population the analysis results of the occupational stress level for UNY and USAS academic staff, based on the data collection instruments are presented in Table 1.

Table 1. The comparison of occupational stress level between UNY and USAS

University	Category	Interval	Frequency	Percentage (%)
USAS	Very High	> 180.1	1	2.0
	High	160.7 - 180.0	14	27.5
	Average	141.2 - 160.6	21	41.2
	Low	121.8 - 141.1	13	25.5
	Very Low	< 121.7	2	3.9
Total			51	100.0
UNY	Very High	> 126.8	16	7.5
	High	111.3 - 126.7	48	22.6
	Average	95.9 - 111.2	82	38.7
	Low	80.5 - 95.8	56	26.4
	Very Low	< 80.4	10	4.7
Total			212	100.0

The data showed that the stress level of UNY academic staff were: 10 people (4.7%) of very low category, 56 people (26.4%) of low category, 82 people (38.7%) of average category, 48 people (22.6%) of high category, and 16 people (7.5%) of very high category of occupational stress level. The results indicated that the overall occupational stress level of academic staff was in the average category with 82 people (38.7%).

Meanwhile, in USAS, there were 2 people (3.9%) of very low category, 13 people (25.5%) of low category, 21 people (41.2%) of average category, 14 people (27.5%) of high category and 1 person (2%) of very high category of occupational stress level. The results indicated that the overall occupational stress level of academic staff was in the average category with 21 people (41.2%).

Factors Influence the Occupational Stress Level of Academic Staffs

Table 2 displays the result of occupational stress instrument based on factors influencing the occupational stress that have been disseminated to the academic staff of Yogyakarta State University (UNY), Indonesia and the Sultan Azlan Shah University (USAS), Malaysia. The factors influencing the occupational stress were divided into two, namely the sub-aspects of the work environment and health. The factors influence work stress, as follows:

Table 2. Comparison of occupational stress level and factors influence the occupational stress in UNY and USAS

	Work Environment Factor			Health Factor		
University	Indicators	Frequency	(%)	Indicators	frequency	(%)
USAS	Experience on violence and aggression act	1013	47.8	Physical Health	649	26.3
	Situation and condition of work environment affecting to health	486	22.9	Psychological tensions	850	34.4
	Situation and condition of work environment affecting to learning	622	29.3	Mental well-being	972	39.3
Total		2121	100.0		2471	100.0

UNY	Experience on violence and aggression act	2614	43.2	Physical Health	1948	28.4
	Situation and condition of work environment affecting to health	1492	24.6	Psychological tensions	2678	39.1
	Situation and condition of work environment affecting to learning	1948	32.2	Mental well-being	2228	32.5
Total		6054	100.0		6854	100.0

Occupational Stress associated to work environment factors in Indonesia

The occupational stress level of academic staffs in UNY is influenced by work environment factors based on indicators of experience of violence and acts of aggressive behaviour from the level of influence with a total score of 2614 (43.2%). The indicators situation and condition of work environment affecting on health might observe from the level of influence with a total score of 1492 (24.6%), and indicators situations and conditions of work environment affecting on learning might observe from the level of influence with a total score of 1948 (32.2%).

The data showed that the work environment factors were the highest stressor among UNY academic staffs are the indicators of experience the violence and acts of aggression which might observe on the level of influence with a total score of 2614 (43.2%). And, the lowest indicator of workplace conditions affecting on health might observe from the level of influence with a total score of 1492 (24.6%).

Occupational Stress associated to health factor in Indonesia

The level of occupational stress among academic staffs in UNY is influenced by health factors based on the physical health indicators and might observe from the influence level with a total score of 1948 (28.4%). The indicator of psychological tension might observe from the influence level with a total score of 2678 (39.1%). And, the indicator of Mental well-being might observe from the influence level with a total score of 2228 (35.2%).

The data showed that health factor become the stress factors among academic staffs in UNY; the highest indicator is the psychological tension and might observe from the influence

level with a total score of 2678 (39.1%), and the lowest of physical health indicator might observe from the influence level with a total of 1948 (28.4%).

The following data displays the occupational stress based on the factors affecting the occupational stress among academic staffs in Sultan Azlan Shah University (USAS). The factors divided into two; work environment and health.

Occupational Stress associated to environmental factor in Malaysia

The occupational stress levels influenced by environmental factors among academic staff in USAS are influenced by work environment factors based on indicators of experience violence and acts of aggressive behavior and it is observed from the level of influence with a total score of 1013 (47.8%). The indicators situation and conditions of work environment affect on health factor with a total score of 486 (22.9%). And indicators situations and conditions of the work environment affecting learning might observe from the level of influence with a total score of 622 (29.3%). The results indicated that work environment factors are the stress factor of the highest USAS academic staffs on the indicators of experience violence and acts of aggressive behavior and might observe from the level of influence with a total score of 1013 (47.8%). And, the lowest on indicators situations and conditions of the work environment affecting health might observe from the level of influence with a total score of 622 (29.3%).

Occupational Stress associated to health factor in Malaysia

The occupational stress levels influenced by health factors based on physical health indicators observed from the level of influence with a total score of 6498 (26.3%), psychological tension indicators might observe from the level of influence with a total score of 850 (34.4%), and mental-well being indicators might observe from the total score of 972 (39.3%). The results indicated that the health factor is a stress factor among academic staff in USAS; the highest in mental-well being indicators might observe from the level of influence with a total score of 972 (39.3%) and the lowest in physical health with a total score of 649 (26.3%).

Discussion

The occupational stress level in the Universities in Indonesia and Malaysia

The results showed that the occupational stress level of academic staff was in the average category; 82 people (38.7%) in UNY (Indonesia) and 21 people (41.2%) in USAS (Malaysia). Supported by Kyriacou (2010), defines academic staffs stress as "an educator's experience of unpleasant negative emotions, such as anger, anxiety, tension, frustration or depression, which effect from several aspects of their work as educators." Educator pressure might common found in the teaching profession. A study in New Zealand on secondary

teachers by Manthei and Gilmore (1996) found that more than 26% of teachers stated teaching was very stressful (Kristen Ferguson, 2012). Some studies also support the finding and have an interpretation that most of the education staffs tend to have a stressful condition in carrying out their professional duties.

The stress condition experienced by educators has a negative impact on work productivity in an institution. This statement is supported by a survey to 228 employees conducted by Valeria Ciampa et.al (2018: 1); found out that employees who work in tension have an impact on fatigue and loss of work motivation. This stress condition also relates to the ability to self-regulate and decrease the self-control.

Furthermore, the negative impact on work stress situation makes the performance less optimal. The unachieved the targets and goals of work in accordance with expectations show the unachieved job satisfaction. Nilufar Ahsan et.al (2009: 121) found a negative and significant relationship between occupational stress and job satisfaction. The determinant factors of occupational stress in this study are management roles, relationships with others, workload pressures, role ambiguity, homework mechanisms, and performance pressures. These factors explain that the source of stress comes from self and the work environment puts the pressure on various demands.

The continuous stress conditions encourage academic staff to work towards problems solving. The form of assistance can be done with a self-help model as a treatment for the individual. The effectiveness of the therapy can be recommended as an intervention service in the scope of public health in dealing with stress and burnout. (Patrizia D. Hofer, 2018: 189).

Another study involving one thousand teachers as a sample, consisting of four hundred fifty male teachers and five hundred fifty female teachers. The stratified random sampling technique used for sample determination. The instrument was a structured questionnaire of Job Related Stress Inventory (JSI). The results showed that stress levels related to teacher gender. The age of the teacher has a significant effect on stress levels. Based on the findings, recommended that teachers must be able to carry out positive stress management and coping techniques. Teachers also need to obtain service in individual counseling sessions, seminars, and workshops to minimize the effects of occupational stress. Eunice Maduakonam, Anene (2014). In line with the research conducted by, the stress level of male educators with a score of 17 (60.71%) was higher than the stress level of female educators with a score of 11 (39.29%) Azizah Binti Ahmad and Shah Alam (2016).

The stress level of academic staffs between USAS in Malaysia did not show significantly differences from

the stress level in Indonesia, both from the overall stress level and from the influence factors. In sum, the stress level was in average category with 55 people (41%). The pressure experienced by educators seems to be prevalent in the teaching profession. The study found out that about 20% of educators in the UK experience very stressful teaching activities. Borg dan Riding (1991) found higher results on stress levels in Maltese language educators, with almost 34% of them feeling very stressed.

The stress level experienced by academic staff needs to have attention in solving. Solving the stress might come from within the individual or built from the work environment. According to Kyriacou (2010: 27) a healthy work environment has the characteristics: good communication among the staffs, strong sense of collegiality, management decisions based on consultation, consensus based on the values and key standards, institutional policies/ overall in the work environment, roles and clear expectations, academic staff receive positive feedback and praise, a level of resources and good facilities to support academic staffs, availability support to solve the problems, work policies, and procedures are easy to follow, and additional assignments adjusted to the skills possessed by academic staff.

Furthermore, it explained that stressful conditions on academic staffs can be reduced by several steps, namely: building an atmosphere of a pleasant work environment, utilizing good management and planning towards the future (visionary), and career development in human resources. In the field of guidance and counseling, the components that support stress reduction are called system support services. In the final step taken by the institution is the implementation of counseling services at the university level (Kyriacou 2010: 31). Some universities have implemented the policy of organizing such guidance and counseling services. Optimization of the function of guidance and counseling services at the university has been able to reduce the problem of occupational stress among academic staffs.

Factors Affecting Stress

Policymaker at the university is the highest aspect in UNY, Indonesia as a predictor of stress with a total score of 3624 (16.5%) and the lowest aspects are role ambiguity and competence with a total score of 1535 (7%). In line with research conducted by Lorraine Cathrine Jonker (1991) aimed at identifying excessive stress levels and investigating the relationship of the stress with certain predictive variables among educators. The sample of 145 academic staffs recruited from a college in Gauteng. Data collection conducted with self-managed questionnaires. The results of multiple linear regression analysis showed that organizational constraints, interpersonal conflict in the workplace, and tolerance problems were significant predictors of excessive stress. Organizational constraints,

high workload and tolerance are significant predictors of over-stress and organizational constraints, tolerance, gender, and quantitative workload are significant predictors of excessive stress. It recommended that further research use this study as a foundation for comparison because they're very few researches on stress in universities and might also help in the development of interventions in reducing the excessive stress among academic staffs in universities.

The highest working environment factors that affect on stress in UNY, Indonesia are the indicators of violence and acts of aggression behavior and might observe from the level of influence with a total score of 2614 (43.2%) and the lowest indicator of work environment situations and conditions that affect health and might observe from the level of influence with total score of 1492 (24.6%). In line with Van Dat Tran & Minh Tuan Lam Le (2015) explained that school environment factors are able to predict teaching effectiveness, occupational satisfaction, and teacher pressure. In this study, the sample was 387 junior high school teachers in Vietnam. The findings from the statistical analysis showed that teachers have positive perceptions of the school environment, teaching effectiveness, job satisfaction, and very negative of stress. The results from multiple regression analysis also indicated that school environment factors as predictors for the success of teaching by the teacher, teacher pressure and occupational satisfaction. From the investigated toward seven schools environment factors, teachers' perceptions toward head school leadership, mission consensus, professional interest, affiliation, and student's support had the strongest influence on the outcome variable. Among the outcome variables, teaching effectiveness was positively related to occupational satisfaction; meanwhile, stress is negatively related to occupational satisfaction and teaching effectiveness.

Health factor becomes the highest level of stress causing factor among teaching staffs at UNY, Indonesia on psychological tension indicators seen from influencing levels with a total score of 2678 (39.1%) and the lowest level is physical health seen from influencing levels with a total score of 1948 (28.4%). In line with Rubina Hanif (2011) stated that occupational stress prevalence has expanded widely in the past decade. This also happens to educators in both schools and colleges. According to them, teaching is a long stress experience that can lead to mental health and poor physical health. Meanwhile, there is plenty of evidence that occupational stress has a negative impact on health and work performance. Einar B. Thorsteinsson (2014) also stated that psychological tension is characterized by psychological stress, anxiety, depression, and fatigue.

Ali Mohammad Mosadeghrad (2013: 224) described that high occupational stress might be associated with an increased risk of physical injury, cardiovascular disease, high blood pressure,

depression and an increase in negative personal behavior such as anger, anxiety, and irritability. Occupational stress positively associated with the desire of employees to move to another workplace. The practical implications of this study lead to the design and implementation of strategies to reduce occupational stress among employees.

The highest aspect of occupational stress among academics in USAS, Malaysia is the role ambiguity factor seen from a total score of 1175 (15.5%) and the lowest aspect is the role conflict with a total score of 660 (8.7%). The results indicated that the determinant aspects of psychological comfort of educators in Malaysia are the clarity of roles and tasks carried out by educators at the university. These results are also supported by research by Nilufar Ahsan et.al (2009: 121), explained that role ambiguity is one of the determinant factors of occupational stress.

The work environment factor of the highest stress factor among academics in USAS, Malaysia is the indicators of experience violence and acts of aggression behavior seen from the influential level with a total score of 1013 (47.8%) and the lowest indicator is the situation and conditions of the work environment affecting health seen from a total score of 486 (22.9 %). There much research findings showed that the impact of stress on physical and psychological health is caused by acts of aggression carried out by colleagues in the work environment. The results of a study in Canada by Vic Catano (2011) showed that 22% of respondents report the relatively high number of physical health in the last decade. The same percentage founds that high dependence on medication (drugs) associated with stress due to acts of aggression. Symptoms of physical health are similar in Australia, which is 21.5% for the same series of symptoms. Health factors, the highest factor of stress factors among academic staff in Malaysia are mental welfare indicators seen from the level of influence with a total score of 2826 (42.6%) and the lowest factor is physical health seen from the level of influence with a total score of 1644 (24.8%). This percentage is lower than the study of academic stress in the UK at 31.4%. Differences in the results of the research data due to differences in the scale used in each country. Meanwhile, this particular research used the same scale for both Indonesia and Malaysia. Although, there are limitations in this study regarding the number of samples which did not reach the determined because of the lack of university involvement. For further research is expected to find appropriate strategies to solve the problem of occupational stress at universities in Indonesia and Malaysia with larger sample size and by examining the causes and other effects of occupational stress.

Conclusion

The study concluded that the academic staffs in universities both in Indonesia and Malaysia as a whole were classified into the average category which is Indonesia at 43.9%

and Malaysia at 35.1%. The findings of work environment factor that become the highest factor of stress among academic staff at UNY were the indicators of violence and acts of aggression, and the lowest indicators were situation and condition of workplace affecting on health. Meanwhile, the highest of the health factor of the stress factors among academic staffs at UNY was the indicators of psychological tension, and the lowest was on physical health. The findings of the work environment factor that become the highest factor of stress among academic staff at USAS were the indicators of violence and acts of aggression, and the lowest indicators were situation and condition of the workplace.

There is no difference at the occupational stress level and only a difference in the occupational stress level factors influenced by health factors at UNY and USAS. The highest indicators of psychological tension of health factors are a stress factor among academic staffs at UNY. Meanwhile, the highest stress factor among academic staffs at USAS on health factors was mental-well beings indicators.

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