



UNIVERSITI
MALAYSIA
KELANTAN

**THE EFFECT OF A SHORT VACATION ON WORK STRESS
AMONG TOURISM LECTURERS
(QUALITATIVE STUDY)**

BY

NUR 'ARIFAH ZAHIRAH BINTI ZAHARIN (H20A1425)

NUR ADLIN FARIZAH BINTI AZMAN (H20A1430)

NUR ADRIANA HUSNA BINTI MOHAMAD ISA (H20A1432)

NUR AFIFAH BINTI RADZALI (H20A1434)

Bachelor of Entrepreneurship (Tourism) With Honour

**A report submitted in partial fulfillment of the requirements for
the Degree of Bachelor of Entrepreneurship (Tourism) With Honour**

FACULTY OF HOSPITALITY, TOURISM AND WELLNESS

UNIVERSITY MALAYSIA KELANTAN

2023

DECLARATION

I hereby certify that the work embodied in this report is the result of the original research and has not been submitted for higher degree to any other university or Institution.



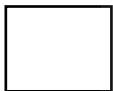
OPEN ACCESS

I agree that my report is to be made immediately available as hardcopy or on-line open access (full-text)



CONFIDENTIAL

(Contains confidential information under the Official Secret Act 1972) *



RESTRICTED

(Contains restricted information as specified by the organization where the research was done) *

I acknowledge that Universiti Malaysia Kelantan reserves the right as follows.

The report is the property of Universiti Malaysia Kelantan.

The library of Universiti Malaysia Kelantan has the right to make copies for the purpose of research only.

The library has the right to make copies of the report for academic exchange.

Sellin

Signature

syuhada

Signature of Supervisor

Group Representative:

Name: Dr. Nor Syuhada Zulkefli

Date: 24/6/2023

Date: 24/6/2023

Note: *If the report is CONFIDENTIAL OR RESTRICTED, please attach the letter from the organization stating the period and the reasons for confidentiality and restriction.

TABLE OF CONTENTS

No.	Contents	Page
1.	Acknowledgment	5
2.	Chapter 1- Introduction	6
3.	Background of The Study	6-8
4.	Problem Statement	8-9
5.	Research Objectives	9
6.	Research Question	10
7.	Significance of The Study	10-11
8.	Definition of Key Terms	11-12
9.	Summary	12
9.	Chapter 2 – Literature Review	13
10.	The Concept of Stress	13-14
11.	The Challenges of Higher Education during Crisis	14-15
12.	The Concept of a Short Vacation	15-16
13.	The Relationship of Short Vacation and Stress Release	17
14.	Research Conceptual	18
15.	Summary	18
16.	Chapter 3 – Methodology	19
17.	Research Design	19-20
18.	Research Strategy	20
19.	Sampling Design	21-22
20.	Data Collection Method	23-24
21.	Data Analysis Process & Interpretation	24-27
22.	Summary	27

23.	Chapter 4 – Findings and Discussion	28
24.	Factors Influencing of Work Stress	28-32
25.	The Motivation of Lecturers to Improve Work Stress	32
26.	The Conceptual and Potential of Short Vacation to Improve Stress	33
27.	Effect of Short Vacation among Tourism Lecturers	34-36
28.	The Impact of Short Vacation towards Work Stress	36-37
29.	Level of Stress among Lecturers Before and After a Short Vacation	38-39
30.	Summary	39
30.	Chapter 5 – Conclusion	40
31.	Link with Previous Studies	40
32.	Research Finding	40-41
33.	Limitation	41-42
34.	Recommendation	42
35.	Summary	42
36.	Appendixes	43-52
37.	References	53-54

ACKNOWLEDGMENT

We would like to thank all of the people who helped us with this project, without their support and guidance it wouldn't have been possible. We appreciate and very glad to Dr. Nor Syuhada Binti Zulkefli for her guidance and supervision which has provided a lot of resources needed in completing our project. Thank You to Dr. Nor Syuhada whose advice helped make the project much smoother and easier than expected considering it was such an ambitious task from the start.

Last but not least, to our parents as well as friends were constantly encouraging us throughout the process when we felt discouraged or became frustrated because they knew how much work we spend into this project so that is why we want to extend them thanks too!

UNIVERSITI
MALAYSIA
KELANTAN

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

This chapter will have started with an introduction and the background of the study on work stress and a short vacation, and then, followed by the problem statement. This chapter also included the research objectives, research questions, and the significance of this study. Followed by the definition of the key terms and will end this chapter with a summary of the chapter.

1.2 BACKGROUND OF THE STUDY

Globally the 21st-century workplace is a dynamic, complex, fast-paced highly challenging environment. Given the ever-increasing global nature of the service sector, and the competitiveness of the knowledge era, key players such as university academicians are often working under pressure. While stress pressure can be a performance enhancer when moderate when it is too much it can lead to negative consequences (Usoro, 2018). The functions of lecturers worldwide are to generate ideas, human resource capacity building, and service rendering.

Lecturers are fundamentally important personnel in higher education; they represent their institutions and decide the quality of education and learning. Additionally, lecturers organize and present their specialized subject matter to university students. Along with direct teaching, this also includes developing tutorials, marking homework, and providing instructional materials. As part of their research, they attend conferences and write books, articles, and other materials to disseminate their knowledge. They collaborate with other

university staff members like librarians to ensure that students have access to the resources they need to succeed and are supported by higher education administration (Tan, 2019). According to Tan (2019), following that comes the role of a lecturer, which includes meeting students individually to discuss progress, checking and assessing students' work, pursuing research, interviewing potential students, carry out administration, such as attending faculty meetings and writing reports, planning teaching and so on.

A workplace, also known as a place of employment, is a place where people work on tasks, jobs, and projects for their organization. Workplaces vary by industry and can be located inside or outside of a building. Moreover, workplaces can be flexible, and some employees may work in multiple locations on different days (Bhui K, 2016). The advancement of technology has resulted in a new type of workplace, a virtual one that allows people to work from just about anywhere. The workplace's roles and its own objectives which workplaces assist businesses in efficiently delivering their products and services to customers. Members of business workgroups use their workplace to collaborate and develop new ideas, products, and services to provide to their clients (Indeed, 2022).

Work stress is defined as the negative physical and emotional reactions that occur when the job requirements do not match the worker's abilities, expertise, or needs. Work stress according to Hogan et al., (2022) refers to pressure, tension, or worries arising from problematic situations in an individual's life traceable to a job or work situation. This stress may be inbuilt in the job, that is, it may be set off by the responsibility that goes with the work, or it may be due to organizational culture or interpersonal conflicts. Stress can occur at any age and in a variety of contexts, including the workplace, family obligations, and social activities. It is a response that includes both physical and mental components.

Workplace stress can result in poor health and even serious injuries. Humans are psychologically and physically energized by challenging tasks, and it motivates them to learn new skills and master their jobs. Once humans overcome a challenge, they feel relieved and satisfied. Thus, the challenge is an essential component of healthy and productive work. When people say a little bit of pressure is better for you, they are probably referring to the importance of challenge in the workplace (Indeed, 2022) Stress that enhances physical and mental functions is considered good stress. It is needed to promote well-being by serving as a catalyst for stimulants to push an individual toward achieving the target goal. If stress persists to an excessive degree, it will eventually lead to the need for resolution (Hogan et al., 2022).

Short vacations are literally all about vacations that are reserved for the weekend or long weekend. In this period, people can take a break-up from everyday life which can give them a quick escape from tiredness by seeing something that can calm the mind such as looking at the environment or exercising physically. Some of the activities that can fill leisure time activities that can exert positive effects on individual stress include socialization, fun, and laughter, and travel as well as physical activities and high-quality sleep **Invalid source specified.**

Short vacations are periods from one to four days **Invalid source specified.** escaped from working time is an easy time for every employee to take. Short vacations allow employees to escape from high-stress jobs or from boredom so that they can return to work after a few days of rest with renewed strength and ideals for younger people or workaholics people so they can enjoy a quick trip somewhere in their own state and must not be far from their home. Everyone who wants to take a vacation in this short period of time must think that the cost of expenses in terms of accommodation and food can be saved.

A short vacation is not an opportunity for someone to enjoy themselves. It is also one of the activities that allow you to let go of everything at home rather than bringing it all together. Many dedicated workers, such as lecturers, should be able to take short breaks to rest and find a quiet environment. By allowing more time to spend with family, significant others, and close friends, taking a short vacation can help prevent burnout and promote work-life balance. Perhaps a little rest will help people be more productive at work and more enthusiastic about their work. Therefore, this study explores the effect of short vacations on the improvement of work stress among lecturers.

1.3 PROBLEM STATEMENT

The research proposal was chosen to examine the effect of short vacations on increasing work stress among lecturers. Lecturers can experience work stress at different levels due to factors such as excessive workload, inadequate facilities, concerns about interpersonal relationships, career advancement needs, and organizational climate. This work pressure can affect the effectiveness of their work related to teaching, publishing, and community service. (Wang & Bird, 2011). However short vacation may mean different thing to some other people. For some people, the short vacation may be a chance to relax while to others one holiday might wish to run away from their job for a while. This experience can be used as inspiration in lecturing workplace.

The main problem that needs to be studied is the issue of work pressure in the lecturer's work and how a short vacation can help reduce it. Lecturers can experience work stress at different levels due to factors such as excessive workload, insufficient facilities, concerns about interpersonal relationships, career advancement needs, and organizational climate (Abu Bakar, 2020). This work pressure can affect their work effectiveness. related to teaching, publishing, and community service. This problem can be solved in the future if people realize the importance of short vacations in giving new energy and satisfaction to lecturers to form a more knowledgeable and creative teaching force for the next phase of lectures.

Tourism higher education institutions are responsible for generating professional lecturers with the key and working attitude to help create a more significant industry. In this environment, HEIs must cultivate trust that successfully involves themselves (Hughes & Rog, 2008). This can increase the commitment, empower, and strengthen the agility of their teaching staff. Teaching staff should be given the flexibility to use excess time while working outstation such as attending seminars or events outside the campus to calm themselves by taking a vacation and not having to report to campus. For example, the seminar will be held over 2 days, but the IPT needs to extend leave to the lecturer up to 5 days including the day of the seminar. With this the lecturer can use the extra 2 days to explore the areas close to where the seminar is taking place.

1.4 RESEARCH OBJECTIVES

The aim of this study is to explore the potential of short vacations as a preferred destination to release work stress among lecturers. The specific objectives of this study, are;

- a) To identify the factors that encourage of lecturers in to takeae vacation.
- b) To study the role of short vacations among lecturers.
- c) To explore the potential of a short vacation to reduce work stress among lecturers.
- d) To identify whether a short vacation is effective relieving stress among lecturers.

1.5 RESEARCH QUESTION

In order to achieve the aim of this study, the specific research questions which are;

RQ1: What are the key factors that encourage lecturers to take short vacations?

RQ2: What are the role of short vacations among lecturers?

RQ3: How can a short vacation help reduce work stress among lecturer stress?

RQ4: How effective is the short vacation for relieve stress among lecturers?

1.6 SIGNIFICANCE OF THE STUDY

In this case, when developing workplace interventions, the conceptualization of work stress is absolutely essential. Work-related stress has been defined as "a harmful reaction that humans have to undue stress and pressure at work." (Bhui K, 2016). Almost everyone tends to agree that job stress is caused by the communication between the worker and the working conditions.

Furthermore, opinions differ on the relative importance of worker characteristics versus working conditions as the primary reason for job stress. Those kinds of opposing viewpoints are significant because they suggest different approaches to reducing workplace stress (Steven Sauter, 1999). The main cause of work stress is large, and it is impacting negatively terms of individual health and emotions.

The next study goal is about awareness of short vacations in order to reduce the stresses among lecturers in the workplace. Short vacations can help and give benefits to the employees in any way in terms of increasing mindfulness and improving health. (Castrillon, 2021) According to a recent World Health Organization (WHO) study, 745,000 people died in 2016 from stroke and heart disease as a result of working long hours, and the trend may worsen due to the Covid-19 pandemic.

Furthermore, working 55 hours more than per week was found to be linked with a 35% higher chance of a stroke and a 17% greater chance of dying from heart disease than working 35 to 40 hours per week. (Frye, 2018) Similarly, the researcher consistently shows the health benefits of taking vacation time, such as increased productivity, reduced stress, and improved

mental health. But even so, because the effects of free time have frequently been called into question, time off from work, particularly longer periods of leisure, were and continue to be a rare treasure for large segments of society. The working class, in particular, had to fight hard to be permitted vacation rights. And, in many countries, there are still no national regulations mandating free time and vacations for all employees.

The final study goal is to improve domestic tourism. Short vacations among lecturers are particularly beneficial to improving domestic tourism since they take two or three days off and vacation in a nearby place to unwind and relieve stress. Because working people have limited time, they can only plan to vacation in neighbouring regions; for example, those who live in Kelantan will vacation in areas surrounding Kelantan or solely within Malaysia. When workers understand how important it is to relax, clear their minds, and so on, they will take vacations when they are not working, which will create demand for vacations in their own nation or state.

Furthermore, parties involved in the tourism sector, such as hotels and resorts, can advertise short vacations to outsiders, such as workers, students, and so on, and can also offer fun activities to pique their interest in taking a trip. Approximately 90 hotels must be temporarily closed, and according to Datuk Sri Wee Ka Siong (2020), the airline sector also incurred an RM13 billion loss. (Zulkafali, 2021). So, with this short vacation, we can restore our tourism industry and increase demand in this industry.

1.7 DEFINITION OF KEY TERMS

1.7.1 Lecturers

(Hat, 2022) Defined a lecturer as a postsecondary educator who teaches whether part-time or full-time. They do not have leases and are an academic rank lower than professors. Lecturers could be in charge of organizing and conducting lectures and seminars, providing professional advice to students, and contributing to the growth of their department and institution. A lecturer is a member of the faculty at the university or college. Lecturers specialize in a particular subject based on their academic background. To be specific, Lecturers generally have a master's or doctoral degree and are able to guide, conduct research, publish in scholarly journals and serve on various academic committees. Lecturers specialize in a particular subject based on their academic background.

1.7.2 Work stress

Work stress is a reaction that people may have when confronted with work demands and pressures that are not matched to their knowledge and abilities and that test their ability to handle them. Stress occurs in a variety of work situations, but it is often exacerbated when employees believe they have little support from supervisors and co-workers, as well as little control over their job processes (WHO, 2022). Pressure, challenge, and stress are commonly confused, and this is sometimes used to justify the poor management profession.

1.7.3 Short Vacation

Short vacations typically last less than seven days, whereas long vacations usually last seven days or more. Examples of short breaks include weekend/weekend trips (Stay, 2022). Weekends and extended weekends are usually limited to short-term vacations. They are shorter in duration and preferred by those who want a short break from the tiredness of life. Short vacations can break the routine of everyday life and provide people with the quick escape that they may be craving (SellMyTimeshareNow, 2019).

1.8 SUMMARY

This study was done to determine whether FHPK faculty lecturers at University Malaysia Kelantan experience issues at work, such as stress. The lecturer is then advised to take a brief vacation to decompress from their busy schedules. This weekend getaway within the state is customarily taken for this brief getaway, which lasts no more than two or three days. The FHPK faculty's five lecturers were the subjects of this investigation.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The purpose of this literature review chapter attempts to review the relevant literature and research related to work stress and a short vacation. The chapter first discusses the concept of stress. The second part has discussed the challenges of higher education during the crisis. The third part is focus on the concept of short vacations. The next part is about short vacations and stress release. This chapter will end with a research conceptual and summary.

2.2 THE CONCEPT OF STRESS

Any form of change that creates physical, emotional, or psychological distress is referred to as stress. Stress is our reaction to everything that demands our attention or action. Everyone has some level of experience. However, how we respond to stress has a significant impact on our general well-being. (MyBib Contributors, 2019). Stress can lead to mental health concerns. It can also exacerbate existing difficulties. For example, if we are under a lot of stress, we may develop mental health problems like anxiety or depression. Alternatively, a traumatic period of stress may result in post-traumatic stress disorder. (Mind, 2017).

At several levels, the concept of stress pervades our culture. In everyday language, it denotes a difficult, sometimes overpowering mood accompanied by bad emotions. Many scientists equate the term stress with Selye's description of a "fight-or-flight" response to a threat, that is, an acute, adaptive response to an environmental stimulus. However, science in general, and neuroscience in particular, have advanced these notions along many dimensions during the previous 50 years. We think of biological reactions to stress not as causing a bad condition, but as a typically positive, adaptive collection of mechanisms that improve survival.

The body and brain adapt to our daily experiences whether or not we label them as stressful because we have learned that stress biology is not just an "emergency system," but rather an ongoing process. These experiences include whether or not we follow our circadian cycle, how socially busy we are on a daily basis, how lonely we are, how much exercise we get, and whether we live in a crowded, noisy, dangerous area or have access to green space and some sources of peace and calm. Given this, we understand that persistent, unchecked stress is not just bad; it may also become toxic, endangering both physical and mental health. We now distinguish between "good stress" and "bad stress" as a result. (McEwen & Akil, 2020).

2.3 THE CHALLENGES OF HIGHER EDUCATION DURING THE CRISIS

Higher education can refer to a variety of educational programs offered in postsecondary institutions of learning, most of which result in a named degree, diploma, or certificate of higher studies at the end of a period of study. Along with universities and colleges, higher education institutions offer a range of professional programmes that prepare students for careers in the arts, business, music, and law. Junior colleges, technology institutes, and schools for future teachers are also included in higher education. The majority of higher education institutions need the completion of secondary education as their primary admission criterion, and the typical entrance age is around 18 years. (The Editors of Encyclopedia Britannica, 2016)

The first cases of the novel coronavirus illness 2019 (COVID-19) were reported in Wuhan, China, in December 2019, and the disease spread to other countries in early 2020. The COVID-19 plague was deemed a public health emergency of international concern by the World Health Organization (WHO) because it can spread from person to person. Similarly, in reaction to the COVID-19 pandemic, 107 nations instituted nationwide school closings. Universities around the world have either cancelled all on-campus activities, such as conferences, workshops, sports, and other events, or have moved quickly to switch many courses and programmes from a traditional classroom setting to an online one. A survey of the available literature reveals that 186 countries and 1,198,530,172 students have been affected by school closures brought on by COVID-19. (Research Gate, 2019).

Furthermore, it is difficult to verify that all professors are active in online teaching and learning as needed by the Ministry of Education to avoid the spread of the virus in academic settings. Many lecturers failed to swiftly convert their face-to-face classes to entirely online courses, due to a lack of prior experience in online teaching. Lecturers have to decide which learning management systems, social media platforms, synchronous and asynchronous technologies, and other digital resources to use in order to provide effective education to their students. In addressing this, the World Bank (2020) corroborated that lecturers might face socioemotional competence issues due to the consequence of remote teaching from face-to-face to online method. More issues are related to when the internet stops, sluggish internet or a delayed Wi-Fi connection may cause missing sections of lessons to their student. These issues are mainly uncontrollable because online programmes rely entirely on a robust internet connection. In addition, many lecturers report that they struggle with unpredictable interruptions due to a heavy reliance on the system caused by some teaching tools.

2.4 THE CONCEPT OF A SHORT VACATION

The increasing interest in vacation travel reflects the fact that the share of leisure, recreation, and tourism trips is rapidly increasing in many countries and is expected to further increase due to processes such as increasing wealth, work problems, and others (Grigolon et al., 2014). Short vacations are typically less than seven days. Short vacations are more common than long vacations. Long breaks are only available once or twice a year, whereas short vacations can be taken on weekends, extended weekends, and other public holidays combined with weekends day. Aside from that, shorter vacations are easier to plan than longer vacations. People on long vacations must choose only one location and must visit multiple locations in one location (Stay, 2022). Besides that, if a corporate or staff have a busy schedule, shorter vacations are easier to take than long vacations. It's also a nice break from the hectic work environment.

A vacation is a chance to relax, have fun, and reset before returning to your normal life. Many studies have been conducted to investigate how vacations improve well-being, relieve stress, and help individuals recharge before returning to work in a way that benefits health by lowering someone's risk of heart attacks and depression. Vacations have also been linked to increased work performance and inventiveness (Jenet, 2015). With life becoming extremely

busy and more stressful, people have come to value the instant sense of freedom and relaxation that short trips provide. Although some people have the luxury and time to take longer vacations, there is something special about a short trip that makes it more meaningful. When vacation begins, health and well-being, improve rapidly, often within the first two days. Furthermore, based on the study, health and well-being are at their peak on the eighth day of vacation.

In tourism research, the better understanding of each of these variables in the decision-making process has been the motivation of many studies as they relate to particular internal and external motivation factors. Which extrinsic motivation is on the external side. In this, a visitor is motivated by outside factors like money and the need to feel competent regarding performance and expenditure levels (Point, 2022). Other than in the part of internal factors that affected decision making process is for many people, tourism is a means of meeting psychological needs such as travel, leisure activities, exploring novelty and abilities, self-expression and self-assurance, imagination, competition, the need for relaxation, and belongingness, these all factors that have an influence on decision-making. (Point, 2022) The intrinsic motivations pertain to assuring one's capabilities on different emotional fronts. Intrinsic motivation drives the tourists to opt for tourism for intangible rewards such as fun, assurance, and other emotional needs. The intrinsic motivations also have to do with confirming one's emotional abilities on different levels. Tourism is chosen by travellers due to their intrinsic motivation for intangible benefits like enjoyment, security, and other emotional needs from work stress itself.

Therefore, rather than making single, independent decisions about distinct elements like destination, travel expenses, or travel companions, tourists tend to make complex, multifaceted decisions, in which the options for various elements are interconnected and evolve throughout the decision-making process (Lee, 2004).

2.5 THE RELATIONSHIP OF SHORT VACATION AND STRESS RELEASE

Vacations with plenty of free time should come as no surprise, but research shows that a good vacation can lead to the experience of fewer stressful days at least five weeks later. This is to say, vacations are a gift that never ends (Scott, 2020). The best release stress time is that taking a good amount of time away from the stresses of daily life can provide people with the needed break, allowing them to return to their lives refreshed and better prepared to handle whatever comes their way. Thereby not everyone is able to take a vacation, even a short respite can be healing for those who can take several days or a few weeks off for a trip. (Blank C, 2018) One study found that a four-day long weekend or short vacation improved well-being, recovery, tension, and perceived stress for up to 45 days. While those who spent their vacation away from home experienced a greater reduction in stress, the other effects were different compared to those who stayed at home.

Furthermore, in terms of stress relief short vacations work to reduce stress by getting rid of people from activities and environments that they associate with stress and anxiety, according to a study published last year by the American Psychological Association. Aside from that, taking a short vacation can help people feel more relaxed and calmer (Brennan, 2021). Choosing to take time away from work to visit wonderful destinations relieves the stress they've been carrying. Trying to relieve the tension and stress of their job allows the mind to relax and heal. Working under stress not only stresses the human mind and body, but it also harms their health and well-being.

Differ in various words, the majority of the happiness gained from vacation is determined by the work's stress level. Work stress that is bad and stressful negates the positive benefits of time away. The less stressed individuals are the more likely individuals will benefit from their time off. A productive, well-managed vacation can make us happier and less stressed, allowing us to return to work with more energy and meaning in our life.

2.6 RESEARCH CONCEPTUAL

Work-related stress and workplace violence are widely recognized as major challenges to occupational health and safety. Short vacations found as one of the solutions and reactions among lecturers to solve work stress and problems. This research aims to explore the relationship between work stress and short vacation as shown in the figure below.

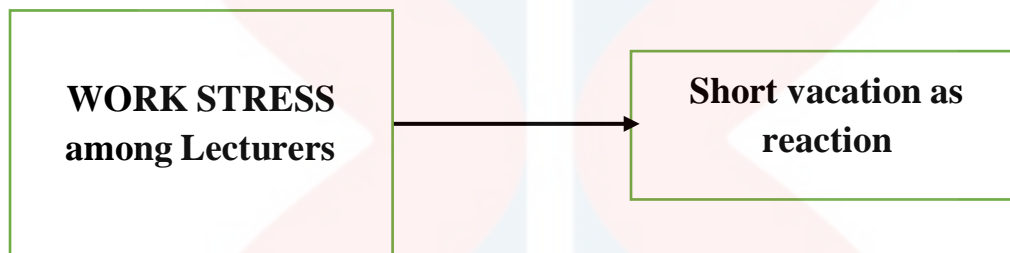


Figure 2.1: The conceptual of work stress and short vacation as a reaction.

2.7 SUMMARY

In this chapter, the literature review has found that studying the literature related to the attitude of lecturers in tourism and hospitality institutions of higher education. Explanation of the level of stress, the concept of short vacations and the concept of higher education challenges during the crisis. So, this will facilitate our research results in the future.

MALAYSIA

KELANTAN

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

This chapter explains about research design and methodology. Research methodology simply refers to how a researcher systematically designs a study to ensure valid and reliable results that address the research aims and objectives. Research methodology are the strategies used to find and evaluate the information for a study, ensuring that the results are legitimate, trustworthy, and fulfill the research purpose. This methodology section will explain about research design and strategy, sampling strategy, data collection method, and data analysis process and will end with a summary of the chapter.

3.2 RESEARCH DESIGN

A research design is a systematic framework for action that works as the bridge between the research topic and the research implementation to guarantee that the evidence provides. The research design is the collection of methods and processes used in gathering and analyzing measurements of the variables specified in this research question investigation. Data collection methods and the statistical analysis program. The research design is a theory that has been made to get answers to research questions. Thus, when planning research, we must understand the sort of evidence required to provide a reasonable answer to the research question.

The most often utilized data collection methods are qualitative and quantitative. The qualitative method is a collection of descriptive and conceptual data obtained through surveys, focus groups, interviews, observation, and other methods. Quantitative research techniques use statistics and calculations to quantify events and explain their frequency. To conduct this specific study, this **qualitative research** design was used. Qualitative research is including

researcher actively collecting and analyzing by using non-numerical data such as one-on-one interviews, grounded theory, and observation (Cornell, J. 2022). This method is consuming more time and cost so we need to focus on a specific research question specifically and ethically so that the method is more likely the answer is valid, thrust-worthy, and useful for the research result. The wording of this research question should make it clear by using ‘what, who, when, and how’ to seek the answer that can be explored and generate new questions to make people give more effective answers.

In this study, an interview will use as a method to collect all the qualitative data. The qualitative is a strategy for understanding the individual’s thoughts, feelings, opinions, and reasons behind these emotions. It is used to collect detailed and extensive insights about a certain issue. Understanding how the target audience thinks about a certain topic allows you to make more educated research conclusions. On the other hand, this design explains a given reality in terms of a data point. The information is gathered to determine the effect of a short vacation on work stress improvement among tourism lecturers. We apply the inductive approach in this research as an outcome.

3.2.1 RESEARCH STRATEGY

A survey will be used to populate the area of Kota Bharu in Kelantan, Malaysia. Respondents to this survey approach will be taken from groups of lecturers who teach tourism courses because the questions focus on tourism lecturers who hold different positions in the institution. This survey will be done in the areas of UMK Kota Bharu, Kelantan, using a one-on-one interview. In total, the University of Malaysia Kelantan has almost 50 lecturers who teach all hospitality, wellness, and tourism courses. However, in this research, we will only sample 5 both male and female lecturers who teach in the tourism course.

The objective of this research is the consent in spreading awareness about how short vacations affect lecturers in the selected organization which is among full-time lecturers who educate others about tourism to other people.

3.3 SAMPLING DESIGN

Qualitative data is descriptive and expressed in terms of feelings rather than numerical values. Because it describes the data, qualitative data analysis cannot be counted or measured. It relates to the terminology or labels applied to specific traits or characteristics. This kind of information clarifies the "why" or "how" of the analysis. It's frequently used to conduct unstructured studies that let participants express their true emotions and behaviours without restriction (Dive, 2022).

Furthermore, deductive or inductive methods can be used to analyse qualitative data. In a deductive method, the analyst starts with a question and subjectively examines the data in relation to the question (Contributor, 2019). When using an inductive method, the analyst is impartial. He or she merely looks for patterns by going over the data. In general, an inductive strategy requires more time than a deductive strategy. (Contributor, 2019) The scientific method is analogous to the deductive approach. A common inductive technique is grounded theory. This merely indicates that the researcher is grounded in the data at hand rather than approaching the data from the perspective of a theoretical model or question of the study.

In order to ascertain the specific frequency of traits or characteristics, qualitative data is crucial. It enables statisticians or researchers to create parameters through which they can study larger data sets. (QuestionPro, 2018) Observers can quantify their environment with the help of qualitative data. An industry researcher can respond to questions like who their customers are, what problems or issues they are having, and where they should concentrate their efforts to find solutions by gathering qualitative data. (QuestionPro, 2018) The focus of qualitative data is on people's emotions or perceptions. By enabling them to understand the language used by their customers, it enables market researchers to address the issue rapidly and effectively.

Purposive sampling is the technique most frequently employed in qualitative analysis (Creswell, 2013; Yin, 2011). According to its definition, the purposive sample "has logic and power and provides rich information" (Patton 1990, p. 169). For this study, a method known as purposeful sampling was used, in which the researcher looked for informants who had a wealth of knowledge and experience regarding the research topic (Creswell, 2013). When working with small samples, purposeful sampling is a useful technique, but it also comes with inherent bias. Due to this, individuals must note the research bias in the paper's methodology

section and refrain from using any interpretations that go beyond the sampled population. Purposive sampling can be used in educational research. Suppose a researcher wants to collect feedback from lecturers on the pedagogical methods in their school. The researcher will select the brightest lecturers who can provide relevant information for systematic investigation.

The selection of respondents based on an inductive method in the case of purposive sampling, (BRM, January) is a sampling technique in which the researcher uses his or her own judgment to select members of the population to take part in the study. It is also referred to as judgmental, selective, or subjective sampling (BRM, January). It's a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their interviews.

The respondent is lecturers in Faculty Hospitality, Tourism and Wellness and it is specific to Tourism Lecturers and will take the sample from 5 Lecturers that teach Tourism Courses who hold a different position in the institution. To be illustrated this sample will be taken by these 5 lecturers and using the purposive sampling method. This study and case is to explore the potential of short vacations as a preferred destination to release work stress among lecturers. As we will choose 5 Tourism lecturers in the Faculty of Hospitality, Tourism and Wellness at the University Malaysia Kelantan, Pengkalan Chepa, Kelantan.

A respondent is a group of lecturers from the Faculty of Hospitality, Tourism, and Wellness, and the sample will come from five lecturers from different positions within the institution who teach tourism-related courses. All of these five samples will use the purposive sampling method to collect and design this sample in order to illustrate their point. As the goal of this study and its case studies is to explore the potential of short vacations as a preferred destination to release work stress among lecturers. With that we'll pick five tourism lecturers from the University Malaysia Kelantan's Faculty of Hospitality, Tourism, and Wellness in Pengkalan Chepa, Kelantan.

3.4 DATA COLLECTION METHOD

Data collections are the method of collecting, measuring, and analyzing correct insights for research using preferred proven techniques. The information of collection method can be divided into two types such as primary data and secondary data (Hox & Boeije, 2005). Primary data includes the original data that has been collected for research purposes for the first time while secondary data refers to the data that was gathered by another source other than the respondents. Data collection is one of the most critical stages in conducting research starting with deciding what kind of data is needed followed by selecting the sample from a certain population.

Qualitative data is helpful in establishing the frequency of specific qualities or attributes. Utilizing quantitative techniques enables the statistician or researcher to create parameters that can be used to observe a bigger data set. Methods for gathering qualitative data are more in-depth in their research since they are primarily concerned with understanding reasons, motivations, and insights.

In this study, the qualitative method used is the data procedure. There are 6 steps in this procedure that must be completed. This process helps to obtain more precise data for the investigation. The following step is measurement collection. After all of the data has been collected, it will be measured to determine which data is the best and most accurate. Interviews are then used to evaluate. The interviews conducted were restricted to lecturers on the UMK Campus Kota. There are a total of five lecturers from the FHPK faculty collaborating. This makes it easy to obtain more precise information pertaining to the benefits of short vacations for lecturers as well as their significance.

There are many methods for gathering data for the case study approach, including documentation, documentary analysis, interviews, direct observations, in term of observation focus group, and physical artefacts (Creswell, 2007; Yin, 2014). Data collection is a combination of activities that aim to achieve the research objective 116 and answer the research questions (Creswell, 2009). The most appropriate research approach for this study is the interview method.

Table 3.1: Research question for exploring the potential of staycation as one preferred destination to travel during and aftermath of the covid-19.

Research questions	Research approach	Respondents
1. What are the key factors that encourage lecturers to take short vacations	Semi-structured interview	Lecturers
2. How can a short vacation help relieve lecturer stress?		
3. How can the staycation be one preferred travel choice during and in the aftermath of the Covid19?		

3.5 DATA ANALYSIS AND INTERPRETATION

Scholars have suggested that the data speaks for itself, but it must be well-organized (Gale et al., 2013). As mentioned by Patton (2002), the process of analyzing qualitative data is known for taking out rich information and narrowing it down into an actual size in order to determine usage patterns and build a framework vision from the objectives set up earlier. However, there was no single correct method for analyzing qualitative data; clearly, the course of action chosen must reflect the purpose of the study (Creswell, 2011; Patton, 2015).

There are many different data analysis techniques available within the qualitative method. The tools at hand include event structure analysis, thematic analysis, domain analysis, constant comparison, successive approximation, matrices, grounded theory, and other analytical techniques (Silverman, 2006). Although, the type of research questions to be addressed and the nature of the data are just two of the many variables that must be taken into account when selecting an appropriate technique. Table 4.2 provides illustrations of qualitative data analysis techniques.

Table 3.2: Examples of qualitative methods of empirical material (data) analysis.

Types of analysis	Discussions
Content analysis	Read, annotated, and coded text is used. Reading, annotating, and coding extract categories. Regarding the emerging taxonomy's applicability in the empirical context in which it emerged, categories are assessed. This involved considering and challenging the context of the real world as well as the attribution of codes and categories.
Constant comparative analysis	Continuing comparative evaluation Coding and comparing codes to create categories and build an ideogram of the study phenomenon are two generic stages. To prove that certain ideas are repeated, theoretical sampling will also be used. The approach resembles grounded theory analysis.
Domain analysis	Using a "cover term," "included the terms," and a "semantic relationship," categories study units. During the data collection process, categorization is a constant process. The study of culture and Spradley's Participant Observation serves as the foundation for domain analysis.
Event-structure analysis	The chronological arrangement of the events draws attention to the connections that led to their occurring.
Grounded theory analysis	The creation of grounded theory is credited to Barney Glaser (1930) and Anselm Strauss (1916-1996). Like all qualitative techniques used in the analysis of empirical material, it is an inductive process. The theory is created in its original form by determining the circumstances that lead to a phenomenon occurring, which establishes a particular context, accompanying actions, and related outcomes.
Thematic analysis	It is a method for data analysis based on themes that emerge from interviews. The "data" being analysed could be in any number of formats, including transcripts from interviews, field notes, policy documents, pictures, videos, etc.

Normally researcher frequently uses content analysis and thematic analysis. The content analysis uses a descriptive approach in both coding of the data and its interpretation of quantitative counts of the codes (Hsieh & Shannon, 2005). Conversely, the thematic analysis provides a purely qualitative, detailed, and nuanced account of the data (Braun & Clarke, 2006). However, both of these analyses are sets of techniques and systematic processes to analyze textual data, coding, and creation of theme (Forman, Creswell, Damschroder, Kowalski, & Krein, 2008; Vaismoradi, Jones, Turunen, & Snelgrove, 2016). For the purpose of the study **thematic analysis** was used to analyze the qualitative data analysis.

3.5.1 Thematic analysis

According to Braun and Clarke (2006), thematic analysis is a technique for studying qualitative data that comprises looking through a data set to find, examine, and document recurring themes. It is a technique for summarising data, but when choosing codes and creating themes, it also involves interpretation. The versatility of thematic analysis to be employed within a wide range of theoretical and epistemological frameworks, as well as to be applied to a wide range of study topics, designs, and sample sizes, is one of its distinguishing characteristics. While some academics have claimed that thematic analysis belongs in the category of ethnography or is particularly suited to phenomenology (Aronson 1995), (Joffe 2011)

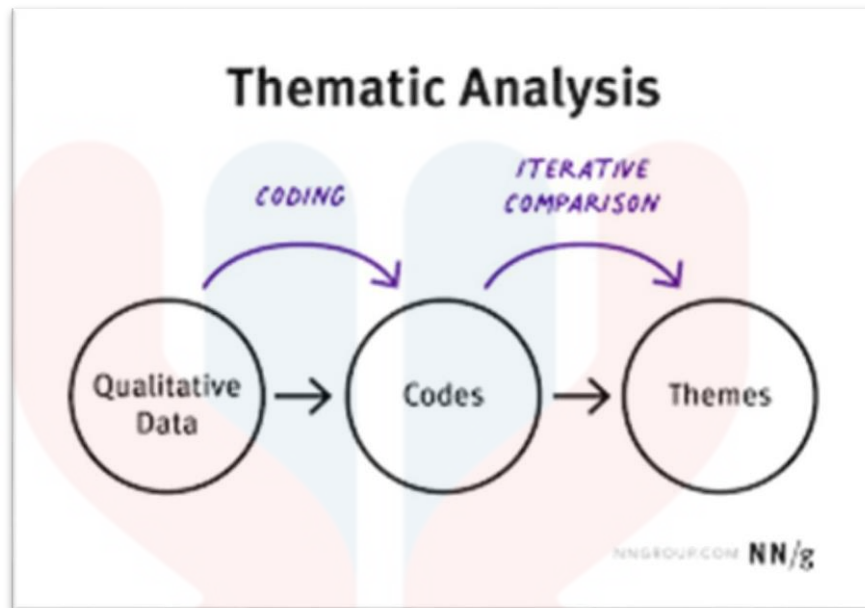


Figure 3.1: Thematic analysis model

3.6 CONCLUSION

This chapter makes researchers more knowledgeable about short action that can help lecturers to release stress, samples, sampling procedures, instrument and data analysis. There are many types and methods that have been learned while doing research in this chapter and further make the researcher understand how and methods should be used in research when collecting data and doing research through this chapter. Although this is a small-scale exploratory study, confidence in the generalizability of the title findings is enhanced by the high level of consistency in findings, obtained using multiple methods, and the significant consensus among lecturers. Data collection and data analysis can be answered in this research while the pilot study is to test the strengths and weaknesses of the research.

MALAYSIA
KELANTAN

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 INTRODUCTION

This chapter outlines the findings from the investigation of information collected through interviews with six lecturers at UMK. The data gathered from interviews with respondents is utilised to determine whether the study's objectives are achievable. In this chapter, we may also see whether the responders have the same or different opinions about short vacations. In this chapter, we may also learn what causes tension and whether this short vacation could reduce stress among lecturers. Thematic analysis will be used to analyse the collected data. Using this strategy, we will be able to make a more accurate and clear choice based on the study that has been conducted. To begin with, six of the participants agreed to follow-up interviews. The interviews were face-to-face, conducted in the participants' workspace, and recorded.

4.2 FACTORS INFLUENCING OF WORK STRESS

This section illustrates the main challenge of lectures' work. Based on the data analyzed, there were three main themes found in this study, namely 1) a lot of tasks; 2) difficulty of new systems; and 3) personal matter problems.

Table 4.1: Main themes, sub-themes and percentage of responses.

Themes	Sub-themes	Percentage of respondents' responses
THEME 1: A lot of tasks	Insufficient time	65%
	Many jobs to be done	35%
THEME 2: The difficulty of new systems	A new system	60%
	Job constraints	50%
THEME 3: Personal matter problems	Unbalance life	80%

4.2.1 THE MAIN CHALLENGES FACED BY LECTURERS

First, let's focus on question number one "What major challenges did u face during your role as a lecturer? How did you manage them?" R1 stated that *"Too many tasks need to be finished, which is the main issue. It can be challenging when book administration requires more work than teaching. The best way to manage it is to be good at managing time so that the work is accomplished."* Then R2 said

"Insufficient time or time limits make it difficult to finish every task because lecturers also conduct research, provide community activities, and more. Prepare a notepad to list every task that has to be done, then prioritize which will be finished first. For instance, if a task cannot be finished in the allotted time, I will hold off and finish the other task".

Another respondent R3 said *"The issue is present in numerous systems, including e-learning, e-campus, and others. The best course of action is to become familiar with the systems, then ask friends for help and learn how to utilize the application."* Meanwhile, R4

explained that working as a lecturer has no difficulties for her because he is passionate about teaching. However, due to a lot of tasks that must be completed at the same time, it is difficult to manage and results in a lack of time. Her approach to the problem is to manage time as efficiently as possible.

R5 clarified that *“The difficulty encountered is that it is hard to divide time between life and work; the stress grows as a result of our inability to divide time. When several problems cannot be resolved, there will be many conflicts with others, which may cause an impact on a person's mindset. To deal with it, we must be adept at time management. I keep to one sentence: “Effective people are not busy, and busy people are not efficient.” For instance, getting up at 6 and 4 a.m. There is a lot more to accomplish at four o'clock in the morning than there is at six o'clock in the morning.”* This response is also similar to R1, R2, and R6, which is working as a lecturer is pressure. R2 explained that.

“Stress caused due to time and job constraints. Sometimes during the weekend is also used to complete work.”

However, R4 said that *“work as a lecturer is not stressful, it states that stress is a choice and it does not last long”*. She further explained that *“Stress develops when the prescribed task cannot be performed. Even though all that has to be done has been scheduled for the designated time, a new test nevertheless appears, which causes tension”*. R3 declares that *“Work doesn't stick to an established schedule, such as working till late at night; there must be a 24-hour commitment, given the duty of monitoring students; therefore, excessive work contributes to stress.”*

Table 4.2: Summary of result analysis

<i>THEMES</i>	<i>SUB-THEMES</i>	<i>EXAMPLE OF RESPONSES</i>
A LOT OF TASKS	INSUFFICIENT TIME	R2 - “Insufficient time or time limits make it difficult to finish every task because lecturers also conduct research, provide community activities, and more.”
	MANY JOBS TO BE DONE	R1 - “Too many tasks need to be finished, which is the main issue. It can be challenging when administration requires more other work than teaching.”
APPLICATION OF NEW SYSTEM	A NEW SYSTEM	R3 - “The issue is present in numerous systems, including e-learning, e-campus, and others. The best course of action is to become familiar with the systems, then ask friends for help and learn how to utilize the application.”
	JOB CONSTRAINTS	R6 “There is pressure, as well as the workload of working as a lecturer.”
PERSONAL MATTERS	UNBALANCE LIFE	R5- “The difficulty encountered is that it is hard to divide time between life and work; the stress grows as a result of our inability to divide time. When several problems cannot be resolved, there will be many conflicts with others, which may cause an impact on a person's mind-set.”
		R6- “Work contributes to stress because of a heavy schedule and the need to handle personal concerns while working”

R4 said that *“This work does not stress me out; I am extremely glad and will do my best to complete the tasks assigned to me. Since it is a responsibility, I believe in the blessing of sustenance and will continue to do so for as long as I can.”* R5 said that *“We are not stressed by work, but by people, thus if we are not good at it, we must learn.”* R6 stated that *“Work contributes to stress because of a heavy schedule and the need to handle personal concerns while working.”*

4.3 THE MOTIVATION OF LECTURERS TO IMPROVE WORK STRESS.

This section will analyze the motivation of lecturers to improve work stress. R1 explained based on her experience, *“You should choose friends properly, go out to lunch with them, go for a walk, and most essentially, work in a positive atmosphere.”* R2 said that *“First and foremost, I want to be a lecturer because when I die, what I will leave behind is relevant knowledge, knowledge that students can use at any moment. The second is the mission, how much time do I spend studying, then we have to consider how difficult it is to get a position at the university, this way I can push myself even though challenges will always exist. The final step is to find coworkers who help one another”*.

R3 stated that *“When she teaches, the students get something in life, and when they graduate, they will be valuable individuals for the future; in this way, helps her motivate them to continue working.”* Then R4 says that *“What motivates her is her faith in God's provision of sustenance.”* R5 state that *“If I'm sick, I can't work since stress doesn't stop me from doing my job, and we have to be calm no matter what.”* The last respondent R6 said that *“If I'm feeling stressed from a lot of work, I'll spend time doing something easy like watching a movie, doing a beneficial activity, or going out with friends”*.

4.4 THE CONCEPT AND POTENTIAL OF SHORT VACATION TO IMPROVE STRESS

The respondents were asked about the concept of a short vacation and what they understand about the meaning of a short vacation. R1 and R6 say that. *“Went on vacation for 3 days and 2 nights in a short period of time.”* For R2 he said that *“We leave the area where we usually sit for more than 24 hours and under a week.”* Then R3 stated that *“Go on vacation or take a break from your job and spend two or three days with your family.”* According to R4, she explained that *“A brief holiday, such as a staycation. For instance, I take the kids to a hotel in Kelantan so we can relax.”* R5 said that *“booking a hotel without considering the cost, and then going to the location.”*

The last question is question number six *“How often you are having a short vacation in a year?”* R1 stated that *“I am going on holiday two to three times a year.”* Then according to R2 *“For to five times a year, usually around holidays.”* R3 stated *“2 times a year.”* R4 declared that *“Go on vacation more than three times in a single month.”* Then R5 said that *“More than twenty-two times every year.”* Lastly, R6 says that *“Every weekend, I visit my village home for a holiday.”*

4.5 EFFECT OF SHORT VACATION AMONG TOURISM LECTURERS

According to question number seven *“Which is in your opinion, can a short vacation able to help reduce and eliminate your stress?”* R1 stated that *“Traveling, of course, is helpful, but it depends on whom you go with. A theme park or the beach are both good options....but being at home won't make the stress go away. You need to get out and involved in something.”*

Another respondent described that short vacations are able to reduce stress but also run out of money. For instance, R2 said *“I suppose I should say 100% not because the money runs out, hehe, but it's true that taking a vacation is one of the methods to relieve stress since we get to experience new places, meet new people, participate in a variety of activities, and eat fully so that when we return, our minds are refreshed. Hmm for me that is one method of reducing stress.”* While R3 said *“.... Undoubtedly, the need for treatment arises when we are under stress or dissatisfied with our work. In this case, we must consider one of the therapies that, as previously you said, involves time away from work, such as a short vacation.”* Meanwhile, R4 said that *“As a working mother, I sense an escape from this mother's work when we experience a different atmosphere and can get rid of stress without having to prepare food get a new environment and something else, hehe.”*

However, it contradicts another respondent who stated that the stress may come when you travel R5 said *“hm not really release because for me this stress may occur when you travel, as well as when other people may fight with you, or the food may not be the best.”* Meanwhile, other respondents agree that stress can be reduced by taking a short vacation, R6 said *“Since there is lots of work, I would say yes taking a short vacation can really release our stress.”*

Additionally, for the next question number eight *“How do you prioritize your travel time in order to recover from stress at work?”* R1 said that

“I have a tendency of rewarding myself for whatever task I have done prepare since I am pursuing a Ph.D. while working as a lecturer. I'll make sure I accomplish something and treat myself, whether it's watching a movie, taking the family on a trip, or even sleeping in a hotel. So when we reach our limit, we stop and reward ourselves by going out like this.”

One of the respondents claimed that while she frequently makes impromptu travel arrangements like the following, she hasn't really prioritized her travel plan. R5 says *“I usually don't place a high priority time on unplanned travel time. Because I travel 20 times per year, there is typically no schedule, and I tend to make quick decisions. For instance, my husband prefers to plan carefully and must consider holidays and potential destinations. However, I just...Um, I've always wanted to go back to the UK so the following night, I returned immediately to London,”* if I want to travel to Langkawi I just go. However, I had no plan in place at the time, which is extremely contradicting given that my husband is very organized while I am not.”

Other R2, R3, and R4 stated that they must wait until the mid-semester or semester break whenever they wish to take a brief vacation because they don't have the right amount of time to do so. R2 said *“Okay, sometimes, if it's possible, I take vacations while confirming to see if any students want to turn in assignments. I believe that this is my plan; I'll look for semester breaks and public holidays even if I need to apply for leave to take a short break.”* R3 said that *“Since the students remain on campus, I will prioritize my travel time when there is a mid-semester break or a student is on vacation, even if my child is, umm even they are the ones*

who are not on a break.”

R6 indicated that it depends on his time situation which R6 stated that *“Depending on the situation at hand, I might watch a movie.... if I don't have time to see one, engage in my activity, or hang out with friends while on a short vacation.”* Meanwhile, R3 indicated that he will choose the close areas to save his money as R3 said that *“We will pick a location that is close by to save time and money because the value of the Malaysian ringgit is currently decreasing. The state of Malaysia that is the furthest away, perhaps Johor, is where we are able to bring children once in a while not every year. Umm, Negeri Kelantan has not been explored much”*.

R2, R4, and R6 mentioned they like natural environments and calm locales for short vacations. R2 said that *“Umm I prefer outdoor activities like hiking and beach going, and I go sometimes with friends, sometimes with family, and sometimes by myself”*. R4 said *“The important thing is that I like to go is Lalang the most when near Kelantan, the most Cameron Highland is far away, if min house camp, I always eat there and never sleep because it's close to my house, lol. I just say wherever I go, in Kelantan I like Lalang and in terms of nature escape places, even though it's close to UMK Jeli, I can feel an escape from the outside world.”*

4.6 THE IMPACT OF SHORT VACATION TOWARDS WORK STRESS

Respondents were asked about the impact of a short vacation to improve work stress. Most of the respondents, which are R1, R2, R3, and R4 gave similar responses to this question, stating that they think a short vacation could give a positive impact on the lecturers and feel less stressed. R1 said that *“Definitely, but at the same time money is too much came out.”*

R2 said that *“Hmm definitely, give a very positive impact among lecturers but little stress because the money has to come out hehe.”* R3 added, *“Yes, of course, it gives me a positive impact.”* While R4 said that *“Yes. I think it had a positive impact on me, even after the short holiday ended, we were tired because we had to wash clothes and tidy up but at least it released the pressure and was still in the happy phases”*

Additionally, Respondent 5 said he believed the influence might be both positive and negative depending on the specific situation. R5 stated that *“The impact varies depending on experience. On my birthday, I've been to Milan, Italy. On the train from London to Milan, it is time to start up. Without my knowledge, someone slipped into my bag and made off with 400 euros of my cash. As a result, the influence is determined by our prior experiences. Despite it's a typical location, there are times when it's ideal to go with fun-loving buddies, so it all depends on the situation at hand.”*

In contrast, Respondent 6 pointed out that a relaxing vacation would have a wonderful positive effect. R6 said that *“Okay, but not a lot. I travel frequently and occasionally take walks and nap during holidays, but three and a half days are great if the vacation is not hectic.”*

4.7 LEVEL OF STRESS AMONG LECTURERS BEFORE AND AFTER A SHORT VACATION

In this section, the respondent must select one of the five scales listed below. The respondent should select their scale level of stress release after their vacation as follows below. Prior to going on their trip, the respondent should decide on their stress level.

The question is *"Based on this scale, what level of stress did you experience before travel?"* The first scale states "never," followed by "low stress," "natural," "moderate stress," and "high perceived stress," which is the last scale.

Respondents 1, 2, 3, 4, and 6 selected the third scale on which stress is moderate. While stress cannot be brought on a trip as stated by Respondent 5. Respondent 5 selected the second scale, which has low stress.

Next, the respondent should select their scale level of stress release after their vacation as the following below. *"Based on this scale, which level of stress is released after travel?"* The respondent should select their scale level of stress release after their vacation as follows below. The first scale has a "stress-free", the second has "very relieved stress", the third "doesn't really have stress", the fourth has "quite frequent/often stress", and the fifth still has "high levels of stress".

R3 and R5 responded by selecting the first scale as stress-free as their degree of stress relief after travel. R4 respectively chose the second scale which is very relieved stress and, in the meanwhile, R2 chose the third scale which doesn't really have stress. In contrast, R1 and R6 chose the fourth scale level which often stresses the post-travel stress relief.

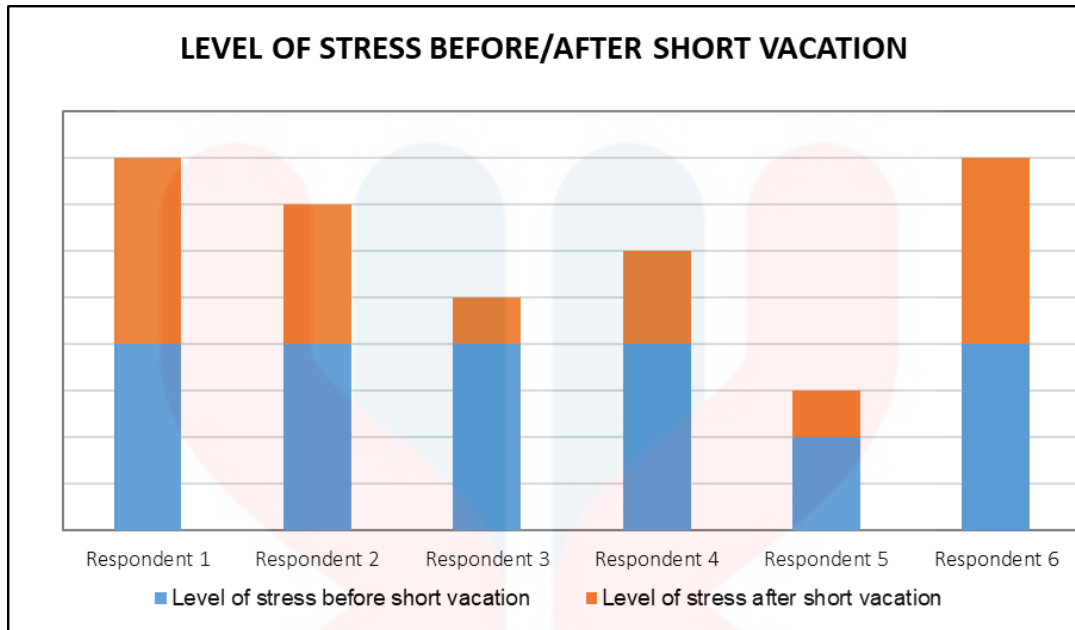


Figure 4.1: Level of stress before and after of short vacation.

4.8 SUMMARY

In the end of this chapter, we identify the data analysis that include the factors influencing of work stress, result analysis gathered from the interview, effect of short vacation among tourism lecturers and level of stress among lecturers before and after short vacation by the respondent accurately.

UNIVERSITI
MALAYSIA
KELANTAN

CHAPTER 5

CONCLUSION

5.1 INTRODUCTION

This chapter will provide a conclusion of the findings from chapters 1 through 4 of our research projects which is the effect of a short vacation on work stress among tourism lecturers. The conclusions were drawn in accordance with the study's objectives, research questions, and findings. There will also be an explanation of the implications of these findings and the recommendations that follow. Recommendations were based on the study's findings and objectives.

5.2 LINK WITH PREVIOUS STUDIES

To obtain reliable data from the respondents for the research that has been conducted, we use a qualitative methodology. Face-to-face and online interviews were used in this study to gather information from respondents. Six lecturers from FHPK were part of unstructured, open-ended qualitative interviews at University Malaysia Kelantan.

The interviews took place in both English and Malay, and they have been recorded, transcribed, and evaluated. This study's goals were to investigate the effect of a short vacation on work stress among tourism lecturer. This research was conducted to determine whether lecturers' stress levels can be reduced or eliminated by taking a quick vacation.

5.3 RESEARCH FINDING

The following findings are based on the research accomplished during the interview. The respondent is a group of lecturers from the Faculty of Hospitality, Tourism and Wellness who have different positions in tourism-related. In this study, I found that lectures need a short break to overcome their work pressure.

The purpose of this study is to explore the potential for short vacations as a preferred location for lecturers to relieve job stress. The specific objectives of this study, are; To identify the factors that encourage of lecturers in to take a vacation. Lecturers often take leave to pursue

professional development opportunities. This may include attending conferences, workshops, or seminars to enhance their knowledge and skills in their field of expertise.

To study the role of short vacations among lecturers. Short vacations allow lecturers to devote time to reflection and introspection. They might take a break from their everyday activities to evaluate their professional objectives and plan forward. It enables them to strategize and generate new ideas or teaching practises that will improve their classroom efficacy.

To explore the feasibility of a short vacation to reduce work stress among lecturers. Taking a short vacation provides lecturers with a temporary break from their work responsibilities. This time away allows them to physically and mentally distance themselves from the pressures and demands of their work environment.

To identify whether a short vacation is effective relieving stress among lecturers. Short vacations can bring about positive emotions such as joy and excitement. Engaging in activities that one finds pleasurable, exploring new places, and spending quality time with loved ones during vacations can generate positive emotions that counteract the negative effects of stress. These positive emotions contribute to a sense of well-being and can help alleviate stress

All of them said that a short vacation was necessary for them to take a break from the world of work and take a short vacation. Taking a break from normal routines and responsibilities allows employees to recharge and energize. It helps reduce stress, reduce fatigue, and improve overall well-being. Even a short vacation can provide a refreshing change of scenery and help you feel more relaxed and energized. In conclusion, this study has a profound effect on the public, especially lecturers, to rest even for a moment.

5.4 LIMITATION

The limitations of this study make it difficult for the researcher to complete it. Among the weaknesses of this qualitative research is the coordination of time that suits each respondent who wants to be met. As it is known, lecturers are quite busy with their job in attending seminar, classes, and event from their faculty, which means it is quite difficult for researchers to adjust the time to meet without interfering with their rest and work time. This causes only little to be achieved throughout the research.

Next, the weakness of unstructured studies. With its qualitative style, it is free and unstructured, resulting in the number of respondents that cannot be set in advance by the

researcher because they cannot expect how the respondents will answer the questions given and the entire answer obtained. has caused the research to be unable to be done on a large scale due to the fear that the respondent's answers are increasingly not showing success in the conclusion.

5.5 RECOMMENDATION

In term of this part of recommendation, in light of the work completed during this research and the findings already provided, the following recommendations are made.

The current study could potentially be seen as a beginning step in the investigation into how short vacations help relieve lecturers' stress. However, due to the limited sample size and the lack of information regarding the participant's characteristic, the results of this study should be interpreted with precaution.

Future studies should look more closely at how much stress students experience and how it is reduced by taking a group vacation. Additionally, it might advance knowledge about the best area to go when under stress based on physiological and human factors. Next, this research found that many of lecturers did not get the enough of holiday as they have to finish many or various of task and cannot interview for long time. Therefore, it is recommended that management have to give specific holiday or time for the lecturers in order they want to finish the task, spend time with family and others.

As the consequences, lecturers, management of university and government also play an important role for solve and urged to put more emphasis to make more suggestion on how to satisfy individuals as lecturers to have peace space in their work.

5.6 SUMMARY

In summary, this study shows that managed the investigating by identification the factors of work-stress among lecturers before and after when to the short vacation and the types of stress in each lecturer are different. And this can give big impact whether in internal and external aspect. For an instance, the short vacation can help lecturers to relive their stress thus help them to teach students better than before, because they get positive effect from the latest short vacation that they went. So, to sum up this study emphasize and clearly stated that short vacation can contribute to the positive effect among lecturers.

APPENDIXES

<i>NO.</i>	<i>QUESTION</i>	<i>RESPONDENTS</i>	<i>ANSWER</i>
1.	<p>What major challenges did u face during your role as a lecturer? How did you manage them?</p>	R1	<p>Prioritize tasks that need to be completed. It becomes more challenging when book administration requires more work than teaching. The best way to manage it is to be good at managing time to get the job done</p>
		R2	<p>Each work is tough to finish when there isn't enough time. Lecturers do much more than just impart knowledge; they also do research, host social events, and much more. Prioritise which tasks should be finished first. Do not be afraid to delay and do another work if one must be completed after the allotted time has passed.</p>
		R3	<p>The variety of systems includes e-learning, e-campus, and others. You should familiarize yourself with the system, then ask a friend for help if you don't know how to use it and learn how to use the application to become more proficient</p>
		R4	<p>He loves teaching so much that he is not bothered by the fact that he works as a lecturer. However, it is challenging to manage and results in a shortage of time because so many things must be finished at once. His strategy for solving this issue is to utilise time as effectively as possible.</p>
		R5	<p>Having difficulty dividing time between life and work results in a lot of stress that our inability to divide time. Problems cannot be solved and there</p>

		<p>will be many conflicts with other people, which can cause an impact on one's thinking. To deal with it, we must be good at time management. He said "Effective people are not busy, and busy people are not efficient." For example, wake up at 6 and 4 in the morning. There's a lot more to do at four in the morning than at six in the morning."</p>
	R6	Naturally, the job of a lecturer is very difficult

2.	Is it stressful to work as a university lecturer/ Is working as a lecturer at university is stressful?	R1	Being a lecturer is already stressful.
		R2	Stress brought on by work and time demands. Sometimes work is done over the weekend as well.
		R3	Respondent state she is experiencing level 3 stress
		R4	Although she likes her job and doesn't feel bothered about it, she will feel stressed if she is offered work in a different industry.
		R5	Work as a lecturer demonstrates that stress is a decision and that it is short-lived.

		R6	Being a lecturer is already stressful.
--	--	----	----------------------------------------

3.	How does your work contribute to your stress?	R1	It's tough dealing with the same problems and work every day.
		R2	Stress develops when the required work cannot be completed, Even when everything that has to be done has been scheduled for the specified time, a new exam nevertheless pops up, which is stressful.
		R3	As a result of work not adhering to a set schedule and requiring a 24-hour commitment due to the responsibility of supervising pupils, too much work can cause stress.
		R4	Respondent is very happy and will try her best to finish the duties set; this work does not stress her out. Given that it is a duty, I will continue to believe in the blessing of nourishment for as long as I am able.
		R5	People cause us tension, not our work, therefore if we aren't excellent at it, we must improve.
		R6	Due to a busy schedule and the necessity to attend to personal matters while working, job adds to stress.

4.	How do you stay motivated in your work?	R1	based on her experience, we should choose friends correctly, spend a lot of time by going out to lunch with them, these walks are important to create a positive working atmosphere.
		R2	The respondent said that the first reason she wanted to become a lecturer was because when he died, all he left behind was relevant knowledge. Knowledge that can be used by students at any time. The second is the mission, how much time do spend studying, then we have to think about how difficult it is to get a position at the university, this way I can push myself even though challenges will always be there. The last step is to find colleagues who help each other.
		R3	When teaching, students gain something in life, and when they graduate, they will be valuable individuals for the future; in this way, help motivate people to continue working.
		R4	The faith in the sustenance that God provides is what motivates him.
		R5	We must maintain our composure no matter what, even if I'm sick and unable to work since stress doesn't prevent me from working.
		R6	Will find time to do something easy like watch a movie, engage in a healthy exercise, or hang out with friends if feeling stressed out owing to a tonne of work.

5.	In your opinion what do you understand about the meaning of short vacation?	R1	Vacation for 3 days and 2 nights in a short period of time.
		R2	Leave the area where we usually sit in more than 24 hours and under a week.
		R3	Take a break from your job, and spend two or three days with your family.
		R4	A short vacation, like a staycation. As an illustration, will check the kids into a hotel in Kelantan so that we may rest.
		R5	Arranging a hotel without regard to price, then travelling to the destination
		R6	Vacation for 3 days and 2 nights in a short period of time

6.	How often you having a short vacation in a year?	R1	Off to holiday in two to three times a year
		R2	Up to five times year, typically over vacations.
		R3	Twice every year
		R4	Take more than three vacations in a single month.
		R5	A total of more than 22 times every year.
		R6	Visiting hometown every weekend for holiday

7.	In your opinion, can short vacation able to help reduce and eliminate your stress?	R1	Short vacation does help to reduce the stress but still depends on who you go with and chosen place to release stress. Beach or theme park can also help in reducing stress as long as it is not only at home.
		R2	Not 100 percent of the stress will disappear because there will be some withdrawals during the short vacation. If you go on vacation, it is very important to look at the activities that will be done. By meeting new people and enjoying food will help to refresh our mind and also reduce stress.
		R3	Short vacation able to help reduce and eliminate stress. We need to find therapy if we are stressed or when we don't like the routine we do. Among the therapies from work is through short vacations.
		R4	A new environment can give us the ability to reduce stress. As a mother, whenever she is on a short vacation, there is no need to cook and this gives a lot of freedom to mothers from the basic duties of mothers.
		R5	During a short vacation, stress can also sometimes occur, for example when something

		unwanted happens such as fighting with people or the desired food not reaching the level of expectation.
	R6	A short vacation can release and eliminate stress because we work a lot as lecturers.

8.	How do you prioritize your travel time in order to recover from stress at work?	R1	Always reward yourself every time you successfully reach the task target. Even going to see a movie or sleeping in a hotel is enough. We need to know our limit of ability to work, which when we reach that limit, we need to stop working and go on a short vacation.
		R2	Always use the semester break or public holiday as an appropriate time for a short vacation so as not to be interrupted by the work of students who want to submit assignments.
		R3	There are still students who ask about assignments even though they are on vacation, so choose a time when students are on mid semester vacation so they can get vacation even if their children are not on vacation.
		R4	More use during long holidays because I have children living in the hostel. Will only go on vacation to a nearby place without his eldest son

		R5	Not too often and not planned but frequency 20 times a year. Need to make a quick decision to go on vacation to the place you want to go even though her husband doesn't like the act of unplanned a short vacation.
		R6	Depends on available holidays. If I can't take time off in the short term, I will make a hobby such as watching movies. If it's a holiday, I'll hang out with friends.

9.	In your opinion, which place is suitable for a short vacation?	R1	Nearby areas in Malaysia. If it's a little far, it might be a nearby country only, namely Indonesia or Thailand.
		R2	More like nature and often do hiking activities either in groups or alone.
		R3	Choose a place that is not far from home to save time and money.
		R4	At Kelantan, more love to go Lalang Resort because in term of nature that near and give me escape thing. Love to go to Cameron Highland and Min House Camp because near to my house.
		R5	Choose to see and enjoy nature. Although not capable of hiking, but capable of jungle tracking.

		R6	Choose a place with nature. Have a desire to explore the state of Sabah because I have only been to the city centre of Kota Kinabalu, Sabah.
10.	Can this short vacation have a positive impact on lecturers?	R1	Definitely gives a positive impact on the lecturer even though at the same time the money comes out.
		R2	It must have a very positive impact but also stressful because it uses a lot of money.
		R3	Yes, very positive impact.
		R4	Yes, I feel a positive impact because the stress has been relieved and I am happy even though I am a little tired to unpack things and wash clothes.
		R5	Depends on experience during the short vacation.
		R6	It's for a positive effect but a bit tired because of the activities during the short vacation

11.	Based on the scale, which level of stress you faced before you go travel?	R1	4
		R2	4
		R3	4
		R4	4
		R5	2

		R6	4
12.	Based on this scale, which level of stress release after travel?	R1	4
		R2	3
		R3	1
		R4	2
		R5	1
		R6	4

REFERENCES

- Akil, B. S. (2019). Revisiting the Stress Concept: Implications for Affective Disorders. *Journal of Neuroscience*, 12-21.
- Bhui K, D. S.-M. (2016). Perceptions of work stress causes and effective interventions in employees working in public, private and non-governmental organisations: a qualitative study. *National Library Of Medicine*.
- Blank C, G. K.-R. (2018). Short Vacation Improves Stress-Level and Well-Being. *International Journal of Environmental Research and Public Health*.
- Brennan, D. (2021, October 25). *How Travel Can Help Reduce Stress and Ease Anxiety and Depression*. Retrieved from WebMD: <https://www.webmd.com/mental-health/how-travel-affects-mental-health>
- Britannica, E. (2016). Higher Education . *Britannica*.
- BRM. (January). *Purposive sampling*. Retrieved from BRM: [https://research-methodology.net/sampling-in-primary-data-collection/purposive-sampling/#:~:text=Purposive%20sampling%20\(also%20known%20as,to%20participate%20in%20the%20study](https://research-methodology.net/sampling-in-primary-data-collection/purposive-sampling/#:~:text=Purposive%20sampling%20(also%20known%20as,to%20participate%20in%20the%20study).
- Castrillon, C. (2021). *Why Taking Vacation Time Could Save Your Life*. Retrieved from Forbes.
- Contributor, T. (2019, October 18). *What is Qualitative Data?* Retrieved from CIO: <https://www.techtarget.com/searchcio/definition/qualitative-data>
- Dive, D. (2022, November 15). *What is Qualitative Data? How to Understand, Collect, and Analyze it*. Retrieved from FullStory: <https://www.fullstory.com/qualitative-data/>
- Frye, L. (2018). *More People Are Taking Time Off, and That's Good for Business*. Retrieved from SHRM: <https://www.shrm.org/resourcesandtools/hr-topics/employee-relations/pages/workers-taking-more-vacation-.aspx>
- Hat, T. (2022, December 3). *Lecturer Definition and Meaning*. Retrieved from Top Hat.
- Ivan, S. (2021, April 1). *Qualitative Data Collection: 6 Things Researchers Need to Know to Get it Right*. Retrieved from National Institute for Children's Health Quality : <https://www.nichq.org/insight/qualitative-data-analysis-7-things-researchers-need-know-get-it-right#:~:text=What%20is%20Qualitative%20Data%3F>
- Jenet, N. (2015, August 9). *What's Better for You: Long or Short Vacations?* Retrieved from Healthy Travel Blog: <https://www.healthytravelblog.com/2015/08/06/whats-better-for-you-long-or-short-vacations/>
- Lee, T.-W. (2004). International students' travel decision making. *Rochester Institute of Technology*, 7.

- Nadezhda Almazova, E. K. (2020). Challenges and Opportunities for Russian Higher Education amid COVID-19: Teachers' Perspective. *MDPI*. Retrieved from <https://www.mdpi.com/2227-7102/10/12/368>
- Point, T. (2022, December 29). *Tutorials Point*. Retrieved from Motivation Factors of the Tourists: https://www.tutorialspoint.com/tourism_management/tourism_management_motivation_factors_of_tourists.htm
- QuestionPro. (2018, April 19). *Qualitative Data: Definition, Types, Analysis and Examples*. Retrieved from QuestionPro: <https://www.questionpro.com/blog/qualitative-data/>
- Rasheed Mohammad Nassr, A. A. (2020). Understanding Education Difficulty During COVID-19 Lockdown: Reports on Malaysian University Students' Experience. *IEEE XPLORE*.
- Scott, E. (2020, November 30). *Taking Vacations for Stress Relief and Overall Health*. Retrieved from Verywell Mind: <https://www.verywellmind.com/take-vacations-for-stress-relief-overall-health-3145274>
- SellMyTimeshareNow. (2019, February 6). *SellMyTimeshareNow*. Retrieved from Short Vacation Vs. Long Vacation: What is Best for You?: <https://www.sellmytimesharenow.com/blog/short-vacation-vs-long-vacation-what-is-best-for-you/>
- Stay, B. (2022, May 3). *Short Vacations Or Long Vacations? Which One Is Best For You?* Retrieved from Bigfoot Stay: <https://www.bigfootstay.com/post/short-vacations-or-long-vacations#:~:text=One%20major%20dilemma%20is%20between,generally%207%20days%20or%20more.>
- Steven Sauter, L. M.–F. (1999). Work Stress. *NIOSH*, 99-101.
- WHO. (2022, December 3). *Occupational health: Stress at the workplace*. Retrieved from World Health Organization: <https://www.who.int/news-room/questions-and-answers/item/occupational-health-stress-at-the-workplace>

MALAYSIA

KELANTAN