

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**THE RELATIONSHIP BETWEEN PARENT WARMTH,
SELF-ESTEEM, E-LEARNING AND MENTAL HEALTH
AMONG UNDERGRADUATE STUDENTS IN UUM**



**MASTER OF SCIENCE MANAGEMENT
UNIVERSITI UTARA MALAYSIA
DECEMBER 2020**

**THE RELATIONSHIP BETWEEN PARENT WARMTH,
SELF-ESTEEM, E-LEARNING AND MENTAL HEALTH
AMONG UNDERGRADUATE STUDENTS IN UUM**

By

SITI BALQIS BINTI BASIRON



UUM
Universiti Utara Malaysia

**Thesis Submitted To
School of Business Management,
Universiti Utara Malaysia,
In Partial Fulfillment of the Requirement for the Master of Science
Management**

PERMISSION TO USE

In submitting this project paper to the fulfilment of the requirements for just a master's degree in Universiti Utara Malaysia (UUM), I accept that the Libraries of this university will make it readily accessible for inspection further accept that permission may be given by my supervisor or in her absence, by the Dean of the School of Business Management to copy this project paper in any way, in whole or in part, for scholarly purposes. It is agreed that without my written permission, any copying or publishing or use of this project paper or parts of it for financial gain shall not be permitted. It is also agreed that in any scholarly use that can be made of any material in my dissertation/project article, due credit should be granted to me and the UUM.

A request for permission in whole or in part to copy or make any use of the materials in this project paper should be addressed to:

Dean of School of Business Management

Universiti Utara Malaysia

06010 UUM Sintok

Kedah Darul Aman

ABSTRACT

Nowadays, mental health has developed part of students' study life to the numerous internal and external prospects put on their shoulders. Every student can feel the impact of a mental health problem in a competitive environment at some stage in their life. As healthy students will be the healthier employees of the future, the mental health of university students is a key public health problem. The purpose of this research is to analyses parent warmth, self-esteem, and e-learning factors that affect mental health among undergraduate students Universiti Utara Malaysia (UUM). To analyses the relationship between the variables, the quantitative approach was chosen. The survey was distributed to undergraduate students at UUM's School of Business Management (SBM) and received a total of 382 responses. The data were analyzed using version 26 of SPSS, and the results showed that parent warmth and e-learning have a significant impact on mental health, while self-esteem does not have a significant impact on mental health among SBM undergraduate students. Therefore, recommendations are made to stakeholders, consequences are mentioned, and future research is also indicated.

Keywords: mental health, parent warmth, self-esteem, E-learning.

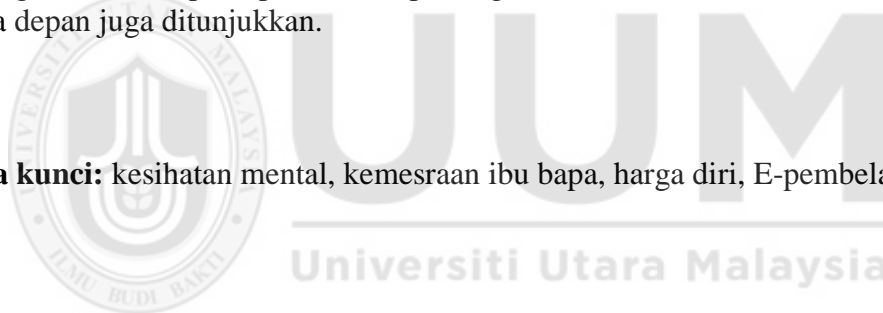


UUM
Universiti Utara Malaysia

ABSTRAK

Pada masa ini, kesihatan mental telah mengembangkan sebahagian dari kehidupan belajar pelajar kepada banyak prospek dalaman dan luaran yang terpikul di bahu mereka. Setiap pelajar dapat merasakan kesan masalah kesihatan mental dalam persekitaran yang kompetitif pada tahap tertentu dalam kehidupan mereka. Oleh kerana pelajar yang sihat akan menjadi pekerja yang lebih sihat pada masa akan datang, kesihatan mental pelajar universiti adalah masalah utama kesihatan awam. Tujuan penyelidikan ini adalah untuk menganalisis faktor kehangatan ibu bapa, harga diri, dan faktor E-pembelajaran yang mempengaruhi kesihatan mental di kalangan pelajar sarjana muda Universiti Utara Malaysia (UUM). Untuk menganalisis hubungan antara pemboleh ubah, pendekatan kuantitatif dipilih. Tinjauan ini diedarkan kepada pelajar sarjana di Pusat Pengajian Pengurusan Perniagaan (SBM) UUM dan menerima sejumlah 382 respons. Data dianalisis menggunakan SPSS versi 25, dan hasilnya menunjukkan bahawa kemesraan ibu bapa dan E-pembelajaran mempunyai kesan yang signifikan terhadap kesihatan mental, sementara harga diri tidak memberi kesan yang signifikan terhadap kesihatan mental di kalangan pelajar sarjana muda SBM. Oleh itu, cadangan dibuat kepada pihak berkepentingan, konsekuensi disebutkan dan penelitian masa depan juga ditunjukkan.

Kata kunci: kesihatan mental, kemesraan ibu bapa, harga diri, E-pembelajaran.



ACKNOWLEDGEMENT



Alhamdulillah. I would like to thank, with his blessings, Allah SWT, give me the strength of determination, and an opportunity to complete my thesis.

First of all, I am extremely grateful for the motivation, advice, compassion, care, love and patience of my incredibly gorgeous supervisor, Dr Hanissah A. Razak. In addition, when I need assistance, she has always been available and offers constructive input as well as worthwhile suggestions. In addition, during this thesis process, she gave me encouragement and inspiration from the beginning until the end. More than she knows, I am indebted to her. Many thanks to you from the bottom of my heart.

A deep appreciation and special thanks to my family, who always provide support and encouragement to complete this research. There is also a deep gratitude and special thanks to friends and other lecturers at Universiti Utara Malaysia who have always been very supportive of this study. It would be impossible for me to complete this research without their endless attention, consideration, motivation and sacrifice.

May Allah's blessing be upon the readers for this review. I hope this research will help someone else in the future.

TABLE OF CONTENTS

| | |
|---|------------|
| ABSTRACT | iv |
| ABSTRAK | v |
| ACKNOWLEDGEMENT | vi |
| TABLE OF CONTENTS | vii |
| LIST OF TABLES | vi |
| LIST OF FIGURES | xii |
| | |
| CHAPTER ONE: INTRODUCTION | |
| 1.0 Introduction | 1 |
| 1.1 Background of the study | 1 |
| 1.2 Problem statement | 3 |
| 1.3 Research question | 6 |
| 1.4 Research objective | 7 |
| 1.5 Significant of research | 8 |
| 1.6 Scope of research | 8 |
| 1.7 Definition of key term | 9 |
| 1.8 Organization of thesis | 10 |
| | |
| CHAPTER TWO: LITERATURE REVIEW | |
| 2.0 Introduction | 12 |
| 2.1 Mental health | 12 |
| 2.1.1 Definition and Conceptualization of Mental health | 12 |
| 2.2.2 Definition and Conceptualization of parent warmth | 15 |
| 2.2.3 Definition and Conceptualization of self-esteem | 17 |
| 2.2.4 Definition and Conceptualization of E-learning | 19 |

| | |
|--|----|
| 2.3 Previous study on variable | 21 |
| 2.3.1 The relationship between parent warmth and mental health | 21 |
| 2.3.2 The relationship between self-esteem and mental health | 22 |
| 2.3.3 The relationship between E-learning and mental health | 24 |
| 2.4 Theoretical Frameworks | 25 |
| 2.5 Conclusion | 26 |
| CHAPTER THREE: METHODOLOGY | |
| 3.0 Introduction | 27 |
| 3.1 Research framework | 27 |
| 3.1.1 Research hypothesis | 28 |
| 3.2 Research design | 28 |
| 3.3 Sampling Procedures | 30 |
| 3.3.1 Population | 30 |
| 3.3.2 Sampling size | 31 |
| 3.3.3 Sampling technique | 31 |
| 3.4 Measurement/Instrumentation | 32 |
| 3.4.1 Mental health | 33 |
| 3.4.2 Parent warmth | 35 |
| 3.4.3 Self-esteem | 37 |
| 3.4.4 E-learning | 39 |
| 3.5 Pilot Test | 41 |
| 3.6 Data Collection | 44 |
| 3.7 Data Analysis | 42 |

| | |
|------------------------------------|----|
| 3.7.1 Descriptive Analysis | 43 |
| 3.7.2 Correlation Analysis | 43 |
| 3.7.3 Multiple Regression Analysis | 44 |
| 3.8 Conclusion | 44 |

CHAPTER FOUR: FINDINGS

| | |
|---|----|
| 4.0 Introduction | 45 |
| 4.1 Profiles of participants | 45 |
| 4.2 Descriptive Statistics and Normality Test | 47 |
| 4.3 Pearson Correlation Analysis | 50 |
| 4.4 Linear regression analysis | 51 |
| 4.5 Conclusion | 52 |

CHAPTER FIVE: DISCUSSION, RECOMMENDATIONS AND CONCLUSION

| | |
|--|----|
| 5.0 Introduction | 54 |
| 5.1 Discussion | 54 |
| 5.1.1 The relationship between parent warmth and mental health | 55 |
| 5.1.2 The relationship between self-esteem and mental health | 56 |
| 5.1.3 The relationship between E-learning and mental health | 57 |
| 5.2 Implication of the study | 58 |
| 5.2.1 Practical Implication | 59 |
| 5.3 Limitation of the study | 60 |
| 5.4 Recommendation | 60 |

| | |
|---|-----------|
| 5.5 Conclusion | 62 |
| REFERENCES | 63 |
| APPENDICES | 74 |
| Appendix 1 – Online Questionnaire | 74 |
| Appendix 2: Pearson Correlation Result | 75 |
| Appendix 3: Multiple Regression Result | 75 |



LIST OF TABLES

| | | |
|-------------|---|----|
| Table 1.2 | Statistics of Students who receive counseling services in UUM | 4 |
| Table 3.4.1 | Operational definition and items for mental health | 34 |
| Table 3.4.2 | Operational definition and items for parent warmth | 36 |
| Table 3.4.3 | Operational definition and items for self-esteem | 38 |
| Table 3.4.4 | Operational definition and items for E-learning | 40 |
| Table 3.5.1 | Test of Reliability for Pilot study | 42 |
| Table 4.1 | Participant's Demographic Information | 46 |
| Table 4. 2 | Descriptive statistics for mental health, parent warmth, self-esteem and E-learning | 47 |
| Table 4.3 | Normality Tests for mental health, parent warmth, self-esteem, and E-learning | 48 |
| Table 4.4 | Descriptive statistics mean, median, standard deviation and Cronbach for mental health, parent warmth, self-esteem, and E- learning | 49 |
| Table 4. 5 | Reliability results for mental health, parent warmth, self-esteem, and E-learning | 49 |
| Table 4.6 | Pearson correlation analysis of the dependent and independent variables | 50 |
| Table 4.7 | Linear regression analysis of independent variables on mental health | 51 |
| Table 4.8 | Conclusion | 52 |

LIST OF FIGURES

| | | |
|----------|------------------------|----|
| Figure 1 | Theoretical Frameworks | 26 |
| Figure 2 | Theoretical Frameworks | 28 |



CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

The chapter presents the background of the study, problem statement, research question, research objective, significant of the study, the scope of the study and definition of variable and term in this chapter. Lastly, the organization also presented in this chapter.

1.1 BACKGROUND OF STUDY

The entire world is witnessing mental health and its consequences. Subramani & Kadiravan (2017) viewed mental health as “a negative emotional, cognitive, behavioral and physiological process that occurs as a person tries to adjust to or deal with stressors”. The effect of mental health is understood in many walks of life with diverse populations, especially among students. Mental health is one of the fundamental problems in human endeavours, regardless of men, or women. Mental health leads to increased levels of depression in individuals, cardiovascular diseases, and life-threatening health problems for individuals.

Mental health issue always affects students and more affected university students (Storrie, Ahern & Tuckett, 2010). An individual's university years' demand more emotionally and intellectually than any other level of education. At this stage, an individual is faced with many pressures and challenges that create many physical,

REFERENCES

- Abdullah, M., Abdullah, A. H., Rosman, A. S., & Islam, F. T. (2015). Identifikasi Peranan Ibu Bapa dalam Memastikan Kelangsungan Pendidikan Tahfiz Anak-Anak. In *Seminar Antarabangsa Isu-Isu Pendidikan (IsPEN 2015)*
- Abas, W. A. W., & Hamzah, A. (2017). Media dalam kehidupan dan perkembangan kanak-kanak. *Malaysian Journal of Media Studies*, 15(2), 27-39.
- Abdel-Khalek, A. M. (2016). Introduction to the psychology of self-esteem. Self-esteem: perspectives, influences, and improvement strategies, 1-17.
- Abou El-Seoud, M., Taj-Eddin, I., Seddiek, N., El-Khouly, M., & Nosseir, A. (2014). E-learning and students' motivation: A research study on the effect of e-learning on higher education. *International journal of emerging technologies in learning (iJET)*, 9(4), 20-26.
- Akgunduz, Y. (2015). The influence of self-esteem and role stress on job performance in hotel businesses. *International Journal of Contemporary Hospitality Management*.
- Ali, S., Khatun, N., Khaleque, A., & Rohner, R. P. (2019). They love me not: A meta-analysis of relations between parental undifferentiated rejection and offspring's psychological maladjustment. *Journal of Cross-Cultural Psychology*, 50(2), 185-199.
- Almaiah, M. A., Alamri, M. M., & Al-Rahmi, W. (2019). Applying the UTAUT model to explain the students' acceptance of Mobile learning system in higher education. *IEEE Access*, 7, 174673-174686.
- Arkorful, V., & Abaidoo, N. (2015). The role of e-learning, advantages and disadvantages of its adoption in higher education. *International Journal of Instructional Technology and Distance Learning*, 12(1), 29-42.
- Arshad, M., Zaidi, S. M. I. H., & Mahmood, K. (2015). Self-Esteem & Academic Performance among University Students. *Journal of Education and Practice*, 6(1), 156-162.
- Alyami, M., Melyani, Z., Al Johani, A., Ullah, E., Alyami, H., Sundram, Frederick, Hill & Henning, M. (2017). The impact of self-esteem, academic self-efficacy and perceived stress on academic performance: A cross-sectional study of Saudi psychology students. *European Journal of Educational Sciences (EJES)*, 4(3), 51-68. Retrieved from: <https://researchspace.auckland.ac.nz/docs/uoadocs/rights.htm>
- Barbaranelli, C., Paciello, M., Biagioli, V., Fida, R., & Tramontano, C. (2019). Positivity and behaviour: the mediating role of self-efficacy in organisational and educational settings. *Journal of Happiness Studies*, 20(3), 707-727.
- Babu, P. R. R. (2019). Self Esteem of School Students of Dharmapuri. *International Journal of Research in Social Sciences (UGC Journal Number-48887)*, 9(2).
- Bajaj, B., Robins, R. W., & Pande, N. (2016). Mediating role of self-esteem on the relationship between mindfulness, anxiety, and depression. *Personality and Individual Differences*, 96, 127-131.

- Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113-115.
- Bell, E., Bryman, A., & Harley, B. (2018). *Business research methods*. Oxford university press.
- Bodkin-Andrews, G., Whittaker, A., Harrison, N., Craven, R., Parker, P., Trudgett, M., & Page, S. (2017). Exposing the patterns of statistical blindness: Centring Indigenous standpoints on student identity, motivation, and future aspirations. *Australian Journal of Education*, 61(3), 225-249.
- Boricha, S. J., & Gohil, T. A. (2019). Education Through Digital Transformation: An E-Learning Initiatives in India. *Librarianship Development Through Internet of Things and Customer Service*, 85(1), 85-89
- Butt, S. S., Jamil, F., & Khalid, R. (2019). Cyberbullying, self-esteem and interpersonal trust in young adults. *Pakistan Journal of Social and Clinical Psychology*, 17(1), 38-46.
- Choudhry, F. R., Mani, V., Ming, L. C., & Khan, T. M. (2016). Beliefs and perception about mental health issues: a meta-synthesis. *Neuropsychiatric disease and treatment*, 12, 2807.
- Connelly, L. M. (2008). Pilot studies. *Medsurg Nursing*, 17(6), 411-420.
- Epkins, C. C., & Harper, S. L. (2016). Mothers' and fathers' parental warmth, hostility/rejection/neglect, and behavioral control: Specific and unique relations with parents' depression versus anxiety symptoms. *Parenting*, 16(2), 125-145.
- Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5-22.
- Dewaele, J. M., Magdalena, A. F., & Saito, K. (2019). The effect of perception of teacher characteristics on Spanish EFL Learners' Anxiety and Enjoyment. *The Modern Language Journal*, 103(2), 412-427.
- Extremera, N., Quintana-Orts, C., Mérida-López, S., & Rey, L. (2018). Cyberbullying victimization, self-esteem and suicidal ideation in adolescence: does emotional intelligence play a buffering role? *Frontiers in psychology*, 9, 367.
- Farhan, S., & Khan, I. (2015). Impact of stress, self-esteem and gender factor on students' academic achievement. *International journal on new trends in education and their implications*, 6(2), 143-156.
- Gebregergis, W. T., Huang, F., & Hong, J. (2020). The impact of emotional intelligence on depression among international students studying in China: The mediating effect of acculturative stress. *International Journal of Intercultural Relations*, 79, 82-93
- Galderisi, S., Heinz, A., Kastrup, M., Beezhold, J., & Sartorius, N. (2017). A proposed new definition of mental health. *Psychiatria Hungarica*, 51(3), 407-411

- Gueldner, B. A., Feuerborn, L. L., & Merrell, K. W. (2020). Social and emotional learning in the classroom: *Promoting mental health and academic success*. Guilford Publications.
- Hasan, N., & Bao, Y. (2020). Impact of “e-Learning crack-up” perception on psychological distress among college students during COVID-19 pandemic: A mediating role of “fear of academic year loss”. *Children and Youth Services Review*, 118, 105355.
- Habrat, A. (2018). The Role of Self-Esteem in Foreign Language Learning and Teaching. *Springer International Publishing*.
- Hamid, Z. A., Othman, J., Ahmad, A., & Ismail, I. A. (2011). Hubungan Antara Penglibatan Ibubapa dan Pencapaian Akademik Pelajar Miskin di Negeri Selangor. *Journal of Islamic and Arabic Education*, 3(2), 31-40.
- Hansch, A., Hillers, L., McConachie, K., Newman, C., Schildhauer, T., & Schmidt, J. P. (2015). Video and online learning: Critical reflections and findings from the field.
- Hasan, N., & Bao, Y. (2020). Impact of “e-Learning crack-up” perception on psychological distress among college students during COVID-19 pandemic: A mediating role of “fear of academic year loss”. *Children and Youth Services Review*, 118, 105355.
- Hyun, J. K., Quinn, B. C., Madon, T., & Lustig, S. (2006). Graduate student mental health: Needs assessment and utilization of counseling services. *Journal of College Student Development*, 47(3), 247-266.
- Irawan, A. W., Dwisona, D., & Lestari, M. (2020). Psychological Impacts of Students on Online Learning During the Pandemic COVID-19. *KONSELI: Jurnal Bimbingan dan Konseling (E-Journal)*, 7(1), 53-60.
- Irfan, U. (2016). Mental health and factors related to mental health among Pakistani university students.
- Jamaluddin, R., Bakar, A. R., & Sulaiman, S. S. A. (2017). Penerapan Nilai Kekeluargaan: Adakah Ianya Penting?. *Sains Humanika*, 9(1-5).
- Jang, H. J., & Jeon, M. K. (2015). Relationship between self-esteem and mental health according to mindfulness of university students. *Indian Journal of Science and Technology*, 8(21), 1.
- Katifa Rajaa. (2019). Factors that influence mental health among international students at universiti utara Malaysia. *School of business management UUM*, 12- 111.
- Kattoua, T., Al-Lozi, M., & Alrowwad, A. A. (2016). A review of literature on E-learning systems in higher education. *International Journal of Business Management & Economic Research*, 7(5), 754-762.
- Kamaruzaman, N. F., bin Abd Razak, M. A., & Yusoooff, F (2015). Hubungan Dimensi Tingkah Laku Keibubapaan Remaja Terhadap Kesejahteraan Psikologi Dalam Kalangan Ibu Bapa.

- Kembabazi, I. (2019). Self-esteem, depression and substance abuse among adolescents in St. Mbuga Vocational Secondary School Makindye Kampala District (Doctoral dissertation, Makerere university).
- Khaleque, A., Uddin, M. K., Hossain, K. N., Siddique, M. N. E. A., & Shirin, A. (2019). Perceived parental acceptance–rejection in childhood predict psychological adjustment and rejection sensitivity in adulthood. *Psychological Studies*, 64(4), 447-454.
- Lee, J., & Kang, S. (2018). Perceived helicopter parenting and Korean emerging adults' psychological adjustment: The mediational role of parent–child affection and pressure from parental career expectations. *Journal of child and family studies*, 27(11), 3672-3686.
- Lelkes, Y., Sood, G., & Iyengar, S. (2017). The hostile audience: The effect of access to broadband internet on partisan affect. *American Journal of Political Science*, 61(1), 5-20.
- Mahees, M. T. M. (2020). Stress Among Undergraduates: A case study of University of Colombo, Sri Lanka.
- Miller, K. (2019). Mental Health Stigma in College Students by Academic Major
- Moore, J. S., & Smith, M. (2018). Children's levels of contingent self-esteem and social and emotional outcomes. *Educational Psychology in Practice*, 34(2), 113-130.
- Mei, S., Yau, Y. H., Chai, J., Guo, J., & Potenza, M. N. (2016). Problematic Internet use, well-being, self-esteem and self-control: Data from a high-school survey in China. *Addictive behaviors*, 61, 74-79.
- Mohammadyari, S., & Singh, H. (2015). Understanding the effect of e-learning on individual performance: The role of digital literacy. *Computers & Education*, 82, 11-25.
- Mohammadi, H. (2015). Investigating users' perspectives on e-learning: An integration of TAM and IS success model. *Computers in human behavior*, 45, 359-374.
- Nekvasil, S. L. (2018). College Students and Athletes: Identity Adherence, Injury, Illness, Depression, Social Support, and Problem Behaviors (Doctoral dissertation, Purdue University)
- Noesgaard, S. S., & Ørngreen, R. (2015). The Effectiveness of E-Learning: An Explorative and Integrative Review of the Definitions, Methodologies and Factors that Promote e-Learning Effectiveness. *Electronic Journal of E-learning*, 13(4), 278-290.
- Nguyen, D. T., Wright, E. P., Dedding, C., Pham, T. T., & Bunders, J. (2019). Low self-esteem and its association with anxiety, depression, and suicidal ideation in Vietnamese secondary school students: a cross-sectional study. *Frontiers in psychiatry*, 10, 698.
- Noesgaard, S. S., & Ørngreen, R. (2015). The Effectiveness of E-Learning: An Explorative and Integrative Review of the Definitions, Methodologies and Factors that Promote e-Learning Effectiveness. *Electronic Journal of E-learning*, 13(4), 278-290.

- Pedrelli, P., Nyer, M., Yeung, A., Zulauf, C., & Wilens, T. (2015). College students: mental health problems and treatment considerations. *Academic Psychiatry, 39*(5), 503-511.
- Priest, N., Perry, R., Ferdinand, A., Paradies, Y., & Kelaheer, M. (2014). Experiences of racism, racial/ethnic attitudes, motivated fairness and mental health outcomes among primary and secondary school students. *Journal of youth and adolescence, 43*(10), 1672-1687.
- Quach, A. S., Epstein, N. B., Riley, P. J., Falconier, M. K., & Fang, X. (2015). Effects of parental warmth and academic pressure on anxiety and depression symptoms in Chinese adolescents. *Journal of Child and Family Studies, 24*(1), 106-116.
- Rohman, M., Marji, D. A. S., Sugandi, R. M., & Nurhadi, D. (2020). Online Learning in Higher Education During Covid-19 Pandemic: Students' Perceptions. *Journal of Talent Development and Excellence, 12*(2s), 3644-3651.
- Sterrett-Hong, E. M., Kincaid, C., Hardaway, C. R., Adams, M., MacFarlane, M., & Jones, D. J. (2020). Individual-and Family-Level Correlates of Socio-Emotional Functioning among African American Youth from Single-Mother Homes: A Compensatory Resilience Model. *Journal of Family Issues, 41*(8), 1355-1384.
- Sivakumar, N., Praveena, R., & Saranya, S. (2015). Improving content personalization through ant optimization in E-learning. *Adv. Nat. Appl. Sci, 9*(6), 581-586
- Sekaran, U., & Bougie, R. (2011). *Business Research Methods: A skill-building approach*. Chichester: John Wiley & Sons Ltd.
- Saleem, S., Asghar, A., Subhan, S., & Mahmood, Z. (2019). Parental rejection and mental health problems in college students: Mediating role of interpersonal difficulties. *Pakistan Journal of Psychological Research, 639-653*
- Shulman, C. (2016). Conceptualization of the Field of Infant and Early Childhood Mental Health. In *Research and Practice in Infant and Early Childhood Mental Health* (pp. 1-22). Springer, Cham.
- Storrie, K., Ahern, K., & Tuckett, A. (2010). A systematic review: students with mental health problems—a growing problem. *International journal of nursing practice, 16*(1), 1-6.
- Thongsri, N., Shen, L., & Bao, Y. (2019). Investigating factors affecting learner's perception toward online learning: evidence from ClassStart application in Thailand. *Behaviour & Information Technology, 38*(12), 1243-1258.
- Uddin, M. K. (2011). Parental Warmth and Academic Achievement of Adolescent Children. *Journal of Behavioural Sciences, 21*(1).
- مهدوی, عبدالله, احمدی, مقدم ندرمحمدی, مهريار, ادهم, & داود. (2013). The relationship between mental health and self-esteem in students of medical sciences. *Journal of Society for development in new net environment in B&H, 7*(1), 151-157.

APPENDICES

Appendix 1 – Online Questionnaire



UNIVERSITI UTARA MALAYSIA

THE RELATIONSHIP BETWEEN PARENT WARMTH, SELF-ESTEEM, E-LEARNING AND MENTAL HEALTH AMONG UNDERGRADUATE STUDENTS IN UUM

Dear Respondents,

Thank you for your participation in this survey. To be informed that currently, I am conducting a project paper of “The Relationship Between Parent Warmth, Self-Esteem, E-Learning and Mental Health Among Undergraduate Student in UUM”. Therefore, I am seeking your cooperation in completing the questionnaire. I would be thankful and fully appreciate all your contributions in answering this survey. All the information provided is of utmost confidentiality.

Thank you very much for your time and cooperation.

Yours sincerely,

SITI BALQIS BT BASIRON

Master of Science (MSc) Management,

Othman Yeop Abdullah Graduate School of Business,

Universiti Utara Malaysia (UUM),

06010 Sintok, Kedah Darul Aman, Malaysia.

Section A: Demographic Information

Instruction:

For item 1 till 6, please state your answer (/) in the space provided.

1. Gender:

Male

Female

2. Age:

Under 20 years

21 – 25 years

26 – 30 years

30 years and above

3. Race:

Malay

Chinese

India

Others, please specify _____

4. Marital Status:

Single

Married

Divorce

5. Duration of being in UUM

1-2 Semester

3-4 Semester

5-6 Semester

6-7 Semester

6. Financial Arrangement

Government

Sponsored

Family Sponsored

Self-Sponsored

Section B
Mental Health

Please read each statement carefully and for each statement, circle the number which fits your best according to the following scales:

| | | Strongly Disagree | Disagree | Disagree Somewhat | Neither disagree nor agree | Agree Somewhat | Agree | Strongly Agree |
|-----|---|-------------------|----------|-------------------|----------------------------|----------------|-------|----------------|
| No | Items | | | | | | | |
| 1 | I have been able to concentrate on whatever I'm doing | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2 | I lost much of sleep over worries . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3 | I felt that I'm playing a useful part on whatever I'm doing | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | I felt capable of making decision | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | I felt constantly under pressure . | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. | I felt that I couldn't overcome my difficulties | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. | I have been able to enjoy my normal day-to-day activities | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. | I have been able to confront my problems | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. | I have been feeling unhappy and depressed | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. | I have been losing confidence in myself | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. | I have been thinking of myself as a worthless person | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. | I have been feeling reasonably happy | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Section C

Part 1: Parent warmth

Please read each statement carefully and for each statement, circle the number which fits your best according to the following scales:

| | | Strongly Disagree | Disagree | Neither Disagree nor Agree | Agree | Strongly Agree |
|----|---|-------------------|----------|-------------------------------|-------|----------------|
| No | Items | | | | | |
| 1 | My parents say nice things about me | 1 | 2 | 3 | 4 | 5 |
| 2 | My parents make it easy for me to confide them | 1 | 2 | 3 | 4 | 5 |
| 3 | My parents make me feel wanted and needed | 1 | 2 | 3 | 4 | 5 |
| 4 | My parents hit me, even I do not deserve it. | 1 | 2 | 3 | 4 | 5 |
| 5 | My parents punish me severely when he/she is angry | 1 | 2 | 3 | 4 | 5 |
| 6 | When I make something wrong, my parents frighten or threaten me | 1 | 2 | 3 | 4 | 5 |
| 7 | My parents pay attention to me | 1 | 2 | 3 | 4 | 5 |
| 8 | My parents too busy to answer my question | 1 | 2 | 3 | 4 | 5 |
| 9 | My parents take real interest in my affairs | 1 | 2 | 3 | 4 | 5 |
| 10 | My parents always tell me how I should behave | 1 | 2 | 3 | 4 | 5 |
| 11 | My parents insist that I do exactly as they told | 1 | 2 | 3 | 4 | 5 |
| 12 | My parents want to control whatever I do | 1 | 2 | 3 | 4 | 5 |

Part 2: Self-esteem

Please read each statement carefully and for each statement, circle the number which fits your best according to the following scales:

| No | Items | Strongly Disagree | Disagree | Neither Disagree nor Agree | Agree | Strongly Agree |
|----|--|-------------------|----------|----------------------------|-------|----------------|
| 1 | On the whole, I am satisfied with myself. | 1 | 2 | 3 | 4 | 5 |
| 2 | At times I think I am no good at all. | 1 | 2 | 3 | 4 | 5 |
| 3 | I feel that I have a number of good qualities. | 1 | 2 | 3 | 4 | 5 |
| 4 | I am able to do things as well as most other people. | 1 | 2 | 3 | 4 | 5 |
| 5 | I feel I do not have much to be proud of. | 1 | 2 | 3 | 4 | 5 |
| 6 | I certainly feel useless at times. | 1 | 2 | 3 | 4 | 5 |
| 7 | I feel that I'm a person of worth, at least on an equal plane with others. | 1 | 2 | 3 | 4 | 5 |
| 8 | I wish I could have more respect for myself. | 1 | 2 | 3 | 4 | 5 |
| 9 | All in all, I am inclined to feel that I am a failure. | 1 | 2 | 3 | 4 | 5 |
| 10 | I take a positive attitude toward myself. | 1 | 2 | 3 | 4 | 5 |

Part 3: E-learning

Please read each statement carefully and for each statement, circle the number which fits your best according to the following scales:

| | | Strongly Disagree | Disagree | Neither Disagree nor | Agree | Strongly Agree |
|----|---|----------------------|----------|-------------------------|-------|-------------------|
| No | Items | 1 | 2 | 3 | 4 | 5 |
| 1 | I like using e-learning for education | 1 | 2 | 3 | 4 | 5 |
| 2 | I think the lecturer's application of e-learning in teaching helps me improve my skills | 1 | 2 | 3 | 4 | 5 |
| 3 | I think the lecturer's application of e-learning in teaching is not useful | 1 | 2 | 3 | 4 | 5 |
| 4 | I think my grades will improve by using e-learning | 1 | 2 | 3 | 4 | 5 |
| 5 | I find education easier when the lecturer uses e-learning in teaching | 1 | 2 | 3 | 4 | 5 |
| 6 | I hope lecturers can continue to use e-learning in their teaching | 1 | 2 | 3 | 4 | 5 |
| 7 | Using e-learning for education is more interesting than the traditional method | 1 | 2 | 3 | 4 | 5 |
| 8 | E-learning make me more interested in learning lesson | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|--|---|---|---|---|---|
| 9 | By using e-learning for education, the opportunity of interaction with the lecturer is enhanced | 1 | 2 | 3 | 4 | 5 |
| 10 | By using e-learning for education, the opportunity of interaction with my classmates is enhanced | 1 | 2 | 3 | 4 | 5 |
| 11 | Using e-learning for lesson encourages me to continue learning on the Internet by myself | 1 | 2 | 3 | 4 | 5 |
| 12 | I am unwilling to learn education through using E-learning | 1 | 2 | 3 | 4 | 5 |



UUM
Universiti Utara Malaysia

Appendix 2: Pearson Correlation Result

| | | TransMH | TransPW | TransSE | TransEL |
|-------------|---------------------|---------|---------|---------|---------|
| TransMH | Pearson Correlation | 1 | | | |
| | Sig. (2-tailed) | | | | |
| | N | 382 | | | |
| TransPW | Pearson Correlation | .169** | 1 | | |
| | Sig. (2-tailed) | .001 | | | |
| | N | 382 | 382 | | |
| TransSE | Pearson Correlation | .565** | .244** | 1 | |
| | Sig. (2-tailed) | .000 | .000 | | |
| | N | 382 | 382 | 382 | |
| TransELEARN | Pearson Correlation | .135** | .297** | .105* | 1 |
| | Sig. (2-tailed) | .008 | .000 | .040 | |
| | N | 382 | 382 | 382 | 382 |

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

Appendix 3: Multiple Regression Result

Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .570 ^a | .325 | .320 | .34883 | 1.965 |

a. Dependent Variable: Mental health

b. Predictors: (Constant), parent warmth, self-esteem, E-learning

ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 22.182 | 3 | 7.394 | 60.764 | .000 ^b |
| | Residual | 45.996 | 378 | .122 | | |
| | Total | 68.178 | 381 | | | |

a. Dependent Variable: Mental health

b. Predictors: (Constant), parent warmth, self-esteem and E-learning



UUM

Universiti Utara Malaysia