

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.



**PERCEIVED STRESS AMONG UNIVERSITY STUDENTS IN UUM
DURING COVID-19-INDUCED ONLINE LEARNING**



By
SRILETCUMY A/P MARAN

UUM
Universiti Utara Malaysia

**Project Paper Submitted to
Tunku Puteri Intan Safinaz School of Accountancy,
Universiti Utara Malaysia.
In Partial Fulfilment of the Requirement for the Master of Sciences
(International Accounting)**



Kolej Perniagaan
(College of Business)
Universiti Utara Malaysia

PERAKUAN KERJA DISERTASI/KERTAS PENYELIDIKAN/KERTAS PROJEK
(Certification of thesis / dissertation)

Kami, yang bertandatangan, memperakukan bahawa
(*We, the undersigned, certify that*)

SRILETCUMY A/P MARAN (828080)

calon untuk Ijazah **MASTER OF SCIENCE (INTERNATIONAL ACCOUNTING)**
(*candidate for the degree of*)

telah mengemukakan tesis / disertasi yang bertajuk:
(*has presented his/her thesis / dissertation of the following title:*)

**PERCEIVED STRESS AMONG UNIVERSITY STUDENTS IN UUM DURING COVID-19
INDUCED ONLINE LEARNING**

seperti yang tercatat di muka surat tajuk dan kulit tesis / disertasi.
(*as it appears on the title page and front cover of the thesis / dissertation*).

Bahawa tesis/disertasi tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan, sebagaimana yang ditunjukkan oleh calon dalam ujian lisan yang diadakan pada:

(*That the said thesis/dissertation is acceptable in form and content and displays a satisfactory knowledge of the field of study as demonstrated by the candidate through an oral examination held on:*

Pengerusi Viva : _____ Tandatangan
(*Chairman for Viva*) (Signature)

Pemeriksa Dalam : **DR. MOHD FARID ASRAF BIN MD HASHIM** _____ Tandatangan
(*Internal Examiner*) (Signature)

Tarikh: **12 DISEMBER 2022**
(Date)

Nama Pelajar : **SRILETCUMY A/P MARAN (828080)**
(Name of Student)

Tajuk Tesis / Disertasi : **PERCEIVED STRESS AMONG UNIVERSITY STUDENTS IN UUM**
(Title of the Thesis / Dissertation) **DURING COVID-19 INDUCED ONLINE LEARNING**

Program Pengajian : **M20D – MASTER OF SCIENCE (INTERNATIONAL ACCOUNTING)**
(Programme of Study)

Nama Penyelia/Penyelia-penyelia : **DR. ZAKIYAH BINTI SHARIF**
(Name of Supervisor/Supervisors)



UUM
Universiti Utara Malaysia

Tandatangan

PERMISSION TO USE

In presenting this dissertation/project paper in partial fulfillment of the requirements for a Post Graduate degree from the Universiti Utara Malaysia (UUM), I agree that the Library of this university may make it freely available for inspection. I further agree that permission for copying this dissertation/project paper in any manner, in whole or in part, for scholarly purposes may be granted by my supervisor(s) or in their absence, by the Dean of Tunku Puteri Intan Safinaz School of Accountancy where I did my dissertation/project paper. It is understood that any copying or publication or use of this dissertation/project paper parts of it for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the UUM in any scholarly use which may be made of any material in my dissertation/project paper.

Request for permission to copy or to make other use of materials in this dissertation/project paper in whole or in part should be addressed to:

Dean of Tunku Puteri Intan Safinaz School of Accountancy
Universiti Utara Malaysia
06010 UUM Sintok Kedah Darul Aman



ABSTRACT

Covid-19 is discovered infectious Coronavirus that became pandemic. Since disease outbreaks can have mental health consequences, this study examine how university students' views of UUM undergraduate students' stress were affected by Covid-19-induced e-learning. The objectives of study to examine the perceived stress of undergraduates in UUM due to the implementation of online class. A survey was distributed through online questionnaire focuses on UUM Sintok university students in Kedah. A total of 163 data was collected and used for analyses purpose. The findings of this study shows that students experienced high-moderate stress. The limitation and recommendations for future studies were further discussed.

Keywords: perceived stress, online learning, covid-19, students, health



ABSTRAK

Covid-19 diiktiraf sebagai pandemik penyakit koronavirus 2019. Oleh kerana wabak penyakit boleh membawa kesan pada kesihatan mental, kajian ini mengkaji bagaimana pandangan pelajar universiti mengenai tekanan pelajar UUM yang dipengaruhi oleh e-pembelajaran yang disebabkan oleh Covid-19. Objektif kajian untuk mengkaji persepsi tekanan pelajar di UUM akibat pelaksanaan kelas atas talian semasa Covid-19. Satu tinjauan telah diedarkan melalui soal selidik dalam talian yang memfokuskan kepada pelajar universiti UUM Sintok di Kedah. Sebanyak 163 data telah dikumpul dan digunakan untuk tujuan analisis. Dapatan kajian ini menunjukkan pelajar mengalami tekanan sederhana tinggi. Implikasi, batasan dan cadangan untuk kajian masa depan dibincangkan lebih lanjut.

Kata kunci: tekanan yang dirasakan, pembelajaran dalam talian, covid-19, pelajar, kesihatan



ACKNOWLEDGEMENT

Firstly, I would like to express my grateful to God for His blessings on my studies and the completion of this project paper.

My deepest gratitude and thankful to my supervisor, Dr. Zakiyah Sharif for her continuous guidance and encouragement throughout the process and the completion of this project paper. This project paper would not be a reality without her supervision, assistance, and ongoing support.

To my life supporters since day one, father, mother and family members, thank you for your endless support and prayers throughout the preparation of my project paper. Not to forget, my colleagues especially from MSc International Accounting, for helping me at their very best in this journey.

Last but not least, thank you for all respondents who participated in the survey, and to all who help me directly or indirectly to finish this project paper.



UUM
Universiti Utara Malaysia

Srilecumy Maran

6 November 2022

Universiti Utara Malaysia

Table of Contents

PERAKUAN KERJA DISERTASI	ii
PERMISSION TO USE	iv
ABSTRACT	v
ABSTRAK	vi
ACKNOWLEDGEMENT	vii
LIST OF TABLES	x
CHAPTER 1	1
INTRODUCTION	1
1.1 Introduction	1
1.2 Background of the Study	1
1.3 Problem Statement	3
1.4 Research Objectives	4
1.5 Research Question	4
1.6 Scope of Research	4
1.7 Significance of Research	5
1.8 Organization of the Research	6
CHAPTER 2	7
LITERATURE REVIEW	7
2.0 Introduction	7
2.1 Online Learning	7
2.2 Important of online learning	9
2.3 Challenges of online learning	11
2.4 Academic stress	12
2.5 Financial Stress	14
2.6 Stressor	16
2.7 Summary	18
CHAPTER 3	19
RESEARCH METHODOLOGY	19
3.1 Introduction	19
3.2 Research Design	19
3.3 Data Collection	19
3.4 Data Collection Method	20
3.5 Online Questionnaire	20
3.6 Research Population	21

3.7	Sampling Size.....	22
3.8	The Structured Questionnaire.....	23
3.9	Data Collection Process.....	23
3.10	Summary	24
CHAPTER 4		25
ANALYSIS OF RESULTS		25
4.1	Introduction	25
4.2	Demographic Analysis	25
4.3	Perceived Stress Level.....	27
4.4	Stress Factors.....	29
4.5	Perceived Institutional and Family Support	31
4.6	Students' Perceived Stress.....	32
4.7	Summary	33
CHAPTER 5		35
DISCUSSION AND CONCLUSION.....		35
5.1	Introduction	35
5.2	Discussion on the Findings.....	35
5.3	Limitations and Recommendations	37
5.4	Conclusion.....	38
REFERENCES.....		40
APPENDICES		51

LIST OF TABLES

Table 4. 1 Demographic characteristics	26
Table 4. 2 Response to perceived stress scale.....	28
Table 4. 3 Ranking of stress factor by mean.....	30
Table 4.4 Students perceived family support, institutional suport and academic performance	32
Table 4. 5 Total scores of perceived stress scale	33



CHAPTER 1

INTRODUCTION

1.1 Introduction

The background of the study, problem statement, research objectives, research questions, scope of research, and significance of the study are presented in this chapter. The study was designed to investigate the extent to which university students experience stress as a result of their academic responsibilities.

1.2 Background of the Study

The global economy and social life were completely affected by the spread of Coronavirus (Covid-19) and the harmful effect that it brings to human has seen many activities been slowed down and ultimately necessitates most activities to change their norms. The spread of Covid-19 has made the economy and social life activities extremely critical, necessitating dramatic government action to put the whole country under lockdown and close all social and economic sectors to prevent the spread of the Covid-19. It makes the education industries badly impacted by Covid-19 spread.

A sudden onset of the Covid-19 has seen many schools and higher learning institutions to have other choice than to proceed with the online learning. This situation is capable of triggering panic and discomfort among various parties including students, teachers, institutions and parents. It has been

REFERENCES

- Altaf, S., & Kausar, H. (2013). Effect of perceived academic stress on students' performance. *FWU Journal of Social Sciences*, 7(2), 146-151 146.
- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American psychologist*, 55(5), 469
- Awoke, M., Mamo, G., Abdu, S., & Terefe, B. (2021). Perceived stress and coping strategies among undergraduate health science students of jimma university amid the COVID-19 outbreak: online cross-sectional survey. *Frontiers in psychology*, 12, 639955.
- Aziz, A. R. A. (2020). *Strategi Pembangunan Aspek Kesejahteraan Kendiri bagi Mendepani Tekanan Akademik Semasa Wabak COVID-19 | Malaysian Journal of Social Sciences and Humanities (MJSSH)*.
<https://msocialsciences.com/index.php/mjssh/article/view/594>
- Balnaves, M., & Caputi, P. (2001). *Introduction to Quantitative Research Methods: An Investigative Approach* (Pap/Cdr). SAGE Publications Ltd. Retrieved from <https://methods.sagepub.com/book/introduction-to-quantitative-research-methods>
- Bell, E., Bryman, A., & Harley, B. (2022). *Business research methods*. Oxford university press.
- Bigne, J. E., Mattila, A. S., & Andreu, L. (2008). The impact of experiential consumption cognitions and emotions on behavioural intentions. *Journal of Services Marketing*.
- Bryman, A. & Bell, E. (2015). *Business Research Methods*. 4th Edition. Oxford: University Press.

- Bryman, A. (2008). *Social research methods*. 3rd edition. Oxford: Oxford University Press.
- Cao, W., Fang, Z., Hou, G., Han, M., Xu, X., and Dong, J. (2020). The Psychological Impact of The COVID-19 Epidemic On College Students in China. *Psychiatry Res.* 287:112934. doi: 10.1016/j.psychres.2020.112934.
- Chiu, C. M., Chiu, C. S., & Chang, H. C. (2007). Examining the integrated influence of fairness and quality on learners' satisfaction and Web-based learning continuance intention. *Information Systems Journal*, 17(3), 271–287.
- Cho & Shen.H. (2015). Understanding student loan decisions: A literature review. *Family and Consumer Sciences Research Journal*, 43(3), 229-243
- Cohen S, Gottlieb B, Underwood L (2000) Social relationships and health. Measuring and intervening in social support. Oxford University Press, New York. <https://doi.org/10.1093/med:psych/9780195126709.003.0001>
- Cohen S, Kamarck T, Mermelstein R (1983) Perceived Stress Scale. *J Health Soc Behav* 24(4):385–396. <https://doi.org/10.2307/2136404>
- College Board (2014). Trends in college pricing. Retrieved from http://trends.collegeboard.org/college_pricing
- Deihl, L. M., Vicary, J. R., & Deike, R. C. (1997). Longitudinal trajectories of self-esteem from early to middle adolescence and related psychosocial variables among rural adolescents. *Journal of Research on Adolescence*, 7(4), 393-411.
- Discenza, R., Howard, C., & Schenk, K. (2002). *The design & management of effective distance learning programs*. Idea Group Publishing.
- Feld, L.D. (2011). Into the pressure cooker: Student stress in college preparatory high schools. *Journal of adolescence*, 41, 31-42. Retrieved from

https://wescholar.wesleyan.edu/cgi/viewcontent.cgi?article=1684&context=etd_hon_theses

- Floyd, D. L. (2003). Distance learning in community colleges: leadership challenges for change and development. *Community College Journal of Research and Practice*, 27(4), 337–347. <https://doi.org/10.1080/713838144>
- Forbes (2018). Student loan debt statistics in 2018: A \$1.5 trillion crisis. Forbes: New York, NY, USA.
- Gaither, A. S. (2000). *Stress Differences Between College Freshman and Senior Students* (Doctoral dissertation, Johnson C. Smith University).
- Garrison, D. R., Cleveland-Innes, M., & Fung, T. (2004). Student role adjustment in online communities of inquiry: Model and instrument validation. *Journal of Learning Networks*, 8(2), 61–74
- Gewalt, S. C. (2022). “Effects of the COVID-19 pandemic on university students’ physical health, mental health and learning, a cross-sectional study including 917 students from eight universities in Germany”. PLOS ONE. Retrieved from <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0273928>
- Goff, A. M. (2011). Stressors, Academic Performance, and Learned Resourcefulness in Baccalaureate Nursing Students. *International Journal of Nursing Education Scholarship*, 8(1). <https://doi.org/10.2202/1548-923x.2114>
- Gogos, B. R. (2013). *A brief history of elearning (infographic)*. eFront Blog. <https://www.efrontlearning.com/blog/2013/08/a-brief-history-of-elearning-infographic.html>

- Golladay, R. M., Prybutok, V. R., & Huff, R. A. (2000). Critical success factors for the online learner. *Journal of Computer Information Systems*, 40(4), 69-71.
- Hanson, M. D., & Chen, E. (2010). Daily stress, cortisol, and sleep: the moderating role of childhood psychosocial environments. *Health psychology*, 29(4), 394.
- Hashim, H., Kadir, N. A. A., Mansor, F., & Azudin, M. Z. M. (2020). Open and Distance Learning (ODL) During Movement Control Order (MCO): Conceptualising the Relationships between Self-Efficacy. *Learning Motivation and Performance of Higher Learning Education Students. International Journal of Academic Research in Business and Social Sciences*, 10(8), 258-269.
- Hazari, S., & Johnson, B. (2007). Perceptions of business students' feature requirements in educational web sites. *Decision Sciences Journal of Innovative Education*, 5(2), 357-374.
- Heckman, S., Lim, H., & Montalto, C. (2014). Factors related to financial stress among college students. *Journal of Financial Therapy*, 5(1), 19–39. <https://doi.org/10.4148/1944-9771.1063>.
- Hogarth, K., & Dawson, D. (2008). Implementing e-learning in organisations: What e-learning research can learn from instructional technology (IT) and organisational studies (OS) innovation studies. *International Journal on E-learning*, 7(1), 87-105.
- Ida, L., 2020. Reality for Malaysia's university students: Online learning challenges, stress, workload; possible solutions for fully digital future until Dec. <https://www.malaymail.com/news/malaysia/2020/05/30/reality-for-malaysias-university-students-online-learning-challenges-stress/1870717>

- John Leary, & Zane L. Berge. (2007). Challenges and Strategies for Sustaining eLearning in Small Organizations. *Online Journal of Distance Learning Administration*, <https://doi.org/10.13016/m2vrgf-bqog>
- Johnston, J.C., Killion, J.B. and Oomen, J. (2005), "Student satisfaction in the virtual classroom", *The Internet Journal of Allied Health Sciences and Practice*, Vol. 3, p. 6.
- Kebritchi, M., Lipschuetz, A., & Santiague, L. (2017). Issues and challenges for teaching successful online courses in higher education: A literature review. *Journal of Educational Technology Systems*, 46(1), 4-29.
- Khan, M. J., Altaf, S., & Kausar, H. (2013). Effect of Perceived Academic Stress on Students' Performance. *FWU Journal of Social Sciences*.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607-610.
- Larreamendy-Joerns, J., & Leinhardt, G. (2006). Going the distance with online education. *Review of educational research*, 76(4), 567-605.
- Leary, J & Berger, ZJ. (2007). Challenges and strategies for sustaining e-learning in small organizations. *Online Journal of Distance Learning Administration* 10(3). <http://www.westga.edu/~distance/ojdl/fall103/berge103.htm>
- Lim, I. (2020). The reality for Malaysia's university students: Online learning challenges, stress, workload; possible solutions for fully digital future until Dec. Retrieved from <https://core.ac.uk/download/pdf/328815293.pdf>
- Loose, RM & Worley, KA. 1994. Research and evaluation for information professionals. London Academic Press Inc
- Malhotra, A. K. (2010). The pharmacogenetics of depression: enter the GWAS. *American Journal of Psychiatry*, 167(5), 493-495

- Malik & Javed (2021). *Perceived stress among university students in Oman during COVID-19-induced e-learning - Middle East Current Psychiatry*. SpringerOpen. <https://mecp.springeropen.com/articles/10.1186/s43045-021-00131-7>
- Martin, A. (2020). How to optimize online learning in the age of coronavirus (COVID-19): A 5-point guide for educators
- Masrom, M. (2007) Technology Acceptance Model and E-Learning. 12th International Conference on Education, 21-24 May 2007, Brunei Darussalam Universiti Brunei Darussalam, 1-10. - References - Scientific Research Publishing. (n.d.). Retrieve from <https://scirp.org/reference/ReferencesPapers.aspx?ReferenceID=1610754>
- McEwen BS (1998) Protective and damaging effects of stress mediators. *N Engl J Med* 338(3):171–179. <https://doi.org/10.1056/NEJM199801153380307>
- Mertens, D. M. (2003). Mixed methods and the politics of human research: the transformative-emancipatory. *Handbook of mixed methods in social & behavioral research*.
- Meyen, E. L., Aust, R., Gauch, J. M., Hinton, H. S., Isaacson, R. E., Smith, S. J., & Tee, M. Y. (2002). e-Learning: A Programmatic Research Construct for the Future. *Journal of Special Education Technology*, 17(3), 37–46.
- Meyer, S., & Larson, M. (2018). Physical activity, stress, and academic performance in college: does exposure to stress reduction information make a difference? *College Student Journal*, 52(4), 452-457.
- Misra, R., Crist, M., & Burant, C. J. (2003). Relationships among life stress, social support, academic stressors, and reactions to stressors of international

- students in the United States. *International Journal of Stress Management*, 10(2), 137.
- Moore, J. L., Dickson-Deane, C., & Galyen, K. (2011). e-Learning, online learning, and distance learning environments: Are they the same? *The Internet and Higher Education*, 14(2), 129–135.
<https://doi.org/10.1016/j.iheduc.2010.10.001>
- Morra, D. J., Regehr, G., & Ginsburg, S. (2008). Anticipated debt and financial stress in medical students. *Medical teacher*, 30(3), 313-315.
- Mugenda, OM & Mugenda, AG. 2012. Research methods dictionary. Nairobi: Applied and Training Services.
- Neuman, LW. 2006. Human social research method. 7th edition. Sydney: Pearson Education.
- Noe, RA. 2014. E-learning and use of technology in training. <http://answers.mheducation.com/business/management/employee-training-and-development/e-learning-and-use-technology-training>
- Nora, A., Barlow, L., & Crisp, G. (2006). Examining the tangible and psychosocial benefits of financial aid with student access, engagement, and degree attainment. *American Behavioral Scientist*, 49(12), 1636-1651.
- Northern, J. J., O'Brien, W. H., & Goetz, P. W. (2010). The development, evaluation, and validation of a financial stress scale for undergraduate students. *Journal of College Student Development*, 51(1), 79-92.
- Ong, B., & Cheong, K. C. (2009). Sources of stress among college students--The case of a credit transfer program. *College Student Journal*, 43(4), 1279-1287.

- Ong, C. S., & Lai, J. Y. (2006a). Gender differences in perceptions and relationships among dominants of e-learning acceptance. *Computers in Human Behavior*, 22(5), 816–829. <https://doi.org/10.1016/j.chb.2004.03.006>
- Ong, C. S., & Lai, J. Y. (2006b). Gender differences in perceptions and relationships among dominants of e-learning acceptance. *Computers in Human Behavior*, 22(5), 816–829. <https://doi.org/10.1016/j.chb.2004.03.006>
- Palansamy, Y. (2020). *Higher Education Ministry: All university lectures to be online-only until end 2020, with a few exceptions*. Malay Mail. Retrieved from <https://www.malaymail.com/news/malaysia/2020/05/27/higher-education-ministry-alluniversity-+lectures-to-be-online-only-until-e/1869975>
- Palloff, R. M., & Pratt, K. (2013). *Lessons from the virtual classroom: The realities of online teaching*. John Wiley & Sons.
- Pascoe, M. C., Hetrick, S. E., & Parker, A. G. (2020). The impact of stress on students in secondary school and higher education. *International Journal of Adolescence and Youth*, 25(1), 104-112.
- Rajab, M. H., Gazal, A. M., & Alkattan, K. (2020). Challenges to Online Medical Education During the COVID-19 Pandemic. *Cureus*, 12 (7), e8966-e8976.
- Redfern, K. (2016). An empirical investigation of the incidence of negative psychological symptoms among Chinese international students at an Australian university. *Australian Journal of Psychology*, 68(4), 281-289.
- Roper, A. R. (2007). How students develop online learning skills. *Educause Quarterly*, 30(1), 62–64.

- Sahu, P. (2020). Closure of universities due to coronavirus disease 2019 (COVID-19): impact on education and mental health of students and academic staff. *Cureus*, 12(4).
- Sarantakos, S. 2007. Social research. 2nd edition. Charles Sturt University, Palgrave Publishers.
- Saunders, M, Lewis, P & Thornhill, A. 2007. Research methods for business students. 4th edition. Harlow: Prentice Hall.
- Serwatka, J. A. (2003). Assessment in on-line CIS courses. *Journal of Computer Information Systems*, 44(1), 16-20
- Shiel, W. C., 2018. Definition of Stress. In Eating Disorders in Women and Children. Retrieved from <https://doi.org/10.1201/9781420039405.pt2>
- Simpson, S. (2018). Stress Triggers, the Effects Stress Has on Social, Mental and Physical Behavior in College Students, and the Coping Mechanisms Used. <https://digitalcommons.murraystate.edu/bis437/215/students>.
- Smith, P. J. (2001). Learning Preferences and Readiness for Online Learning. Learning & Technology Library (LearnTechLib). <https://www.learntechlib.org/p/70788/>.
- Smith, P. J., Murphy, K. L., & Mahoney, S. E. (2003). Towards Identifying Factors Underlying Readiness for Online Learning: An Exploratory Study. *Distance Education*, <https://doi.org/10.1080/01587910303043>
- Solberg, V. S., & Viliarreal, P. (1997). Examination of Self-Efficacy, Social Support, and Stress as Predictors of Psychological and Physical Distress among Hispanic College Students. *Hispanic Journal of Behavioral Sciences*, 19(2), 182–201. <https://doi.org/10.1177/07399863970192006>

- Son, C., Hegde, S., Smith, A., Wang, X., & Sasangohar, F. (2020). Effects of COVID-19 on college students' mental health in the United States: Interview survey study. *Journal of medical internet research*, 22(9), e21279.
- Szafran, R. F. (2002). The Effect of Academic Load on Success for New College Students: Is Lighter Better? *NACADA Journal*, 22(2), 26–38. <https://doi.org/10.12930/0271-9517-22.2.26>
- Tabachnick, B. G., Fidell, L. S., & Ullman, J. B. (2007). *Using multivariate statistics* (Vol. 5, pp. 481-498). Boston, MA: pearson.
- Thornton, M. E., Jefferies, A., Jones, I., Alltree, J., & Leinonen, E. (2004). Changing pedagogy: Does the introduction of networked learning have an impact on teaching. In *Procs 4th Int Conf on Networked Learning, Symp. Trends in Higher Education – College Board Research*. (n.d.). Retrieved November 7, 2022, from <https://research.collegeboard.org/trends>
- Tyrrell, J. (1992). Sources of stress among psychology undergraduates. *The Irish Journal of Psychology*, 13(2), 184-192.
- UNESCO (2020). Global Education Coalition. Retrieved from <https://en.unesco.org/covid19/educationresponse/globalcoalition>
- Varghese, R. P., Norman, T. S. J., & Thavaraj, S. (2015). Perceived Stress and Self Efficacy Among College Students: A Global Review. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.2703908>
- Yikealo, D., Tareke, W., & Karvinen, I. (2018). The level of stress among college students: A case in the college of education, Eritrea Institute of Technology. *Open Science Journal*, 3(4).

Zalaznick Matt., 2020. Another survey shows college students' mental health struggles. *Universiti Business*. Retrieved from <https://universitybusiness.com/college-students-mental-health-anxiety-stress-depression-online-learningcoronavirus>

Zhai, Y., & Du, X. (2020). Mental health care for international Chinese students affected by the COVID-19 outbreak. *The Lancet Psychiatry*, 7(4), e22.

Zimmerman, W. A., & Kulikowich, J. M. (2016). Online learning self-efficacy in students with and without online learning experience. *American Journal of Distance Education*, 30(3), 180–191.



APPENDICES



Othman Yeop Abdullah
Graduate School of Business

Universiti Utara Malaysia

Master's Research Project:

Learning in virtual classroom: A study on the perceived stress among university students in University Utara Malaysia

As part of my MSc (International Accounting) research project at the TISSA-UUM, I am conducting a survey that examines the perceived stress among university students in the University Utara Malaysia. This research is under the supervision of Dr. Zakiyah Sharif.

This survey consists of 3 parts and will take around 10 minutes to complete. All responses will be kept anonymous and no one will be identifiable in the research.

Please answer ALL questions.

Sila jawab SEMUA soalan.

Part A: Background information
Bahagian A: Maklumat latar belakang

Tick (✓) the appropriate box.

Tandakan (✓) pada kotak yang berkenaan

A1	Gender/ <i>Jantina</i>	<input type="checkbox"/> Male/ <i>Lelaki</i> <input type="checkbox"/> Female/ <i>Perempuan</i>
A2	Age/ <i>Umur</i>	<input type="checkbox"/> 20 – 24 years/ <i>tahun</i> <input type="checkbox"/> 25 – 29 years/ <i>tahun</i> <input type="checkbox"/> 30 – 34 years/ <i>tahun</i> <input type="checkbox"/> >35 years/ <i>tahun</i>
A3	Current semester/ <i>Semester Terkini</i>	<input type="checkbox"/> First semester/ <i>Semester pertama</i> <input type="checkbox"/> <i>Second semester/ Semester kedua</i> <input type="checkbox"/> <i>Third semester/ Semester ketiga</i> <input type="checkbox"/> <i>Fourth semester/ Semester keempat</i> <input type="checkbox"/> <i>Fifth semester/ Semester kelima</i> <input type="checkbox"/> <i>Sixth semester/ Semester keenam</i> <input type="checkbox"/> <i>Seventh semester/ Semester ketujuh</i> <input type="checkbox"/> <i>Eight semester/ Semester kelapan</i> <input type="checkbox"/> <i>Ninth semester and above/ Semester kesembilan dan keatas</i>

A4	School/ <i>Sekolah</i>	<input type="checkbox"/> COB <input type="checkbox"/> COLGIS <input type="checkbox"/> CAS						
A5	Degree Program/ <i>Program Ijazah Sarjana Muda</i>	Please state/ <i>Sila nyatakan:</i> _____						
A6	Current CGPA/ <i>GPMK Semasa:</i>	<input type="checkbox"/> 3.50 – 4.00 <input type="checkbox"/> 3.00 – 3.49 <input type="checkbox"/> 2.50 – 2.99 <input type="checkbox"/> 2.00 – 2.49 <input type="checkbox"/> <2.00						
A7	Place of residence/ <i>Kawasan penginapan</i>	<input type="checkbox"/> Rural/ <i>Luar bandar</i> <input type="checkbox"/> Urban/ <i>Bandar</i>						
A8	Source of internet/ <i>Sumber internet:</i>	<input type="checkbox"/> Home Wi-Fi <input type="checkbox"/> Mobile data <input type="checkbox"/> Others (Please specify)/ <i>Lain-lain (Sila nyatakan):</i> _____						
A9	Marital status/ <i>Status perkahwinan</i>	<table border="1" data-bbox="746 1821 1321 2024"> <tr> <td data-bbox="746 1821 834 1890"></td> <td data-bbox="834 1821 1321 1890">Married/<i>Berkahwin</i></td> </tr> <tr> <td data-bbox="746 1890 834 1960"></td> <td data-bbox="834 1890 1321 1960">Unmarried/<i>Bujang</i></td> </tr> <tr> <td data-bbox="746 1960 834 2024"></td> <td data-bbox="834 1960 1321 2024">Divorced/<i>Bercerai</i></td> </tr> </table>		Married/ <i>Berkahwin</i>		Unmarried/ <i>Bujang</i>		Divorced/ <i>Bercerai</i>
	Married/ <i>Berkahwin</i>							
	Unmarried/ <i>Bujang</i>							
	Divorced/ <i>Bercerai</i>							

A10	Nationality/ <i>Kewarganegaraan</i>	<input type="checkbox"/> Malaysian <input type="checkbox"/> Non-Malaysian

Part B: Perceived Stress
Bahagian B: Persepsi terhadap Tekanan

Tick (✓) the appropriate box.

Tandakan (✓) pada kotak yang berkenaan.

- | | | |
|---|--|--|
| 1 | | Never/ <i>Tidak Pernah</i> |
| 2 | | Almost Never/ <i>Hampir Tidak Pernah</i> |
| 3 | | Sometimes/ <i>Kadang-Kadang</i> |
| 4 | | Fairly Often/ <i>Agak Kerap</i> |
| 5 | | Very Often/ <i>Sangat Kerap</i> |

Perceived Stress Scale	1	2	3	4	5
-------------------------------	----------	----------	----------	----------	----------

PSS1	In the last month, how often have you been upset because of something that happened unexpectedly? <i>Pada bulan lepas, berapa kerap anda bersedih dengan sesuatu yang berlaku di luar jangkauan?</i>					
PSS2	In the last month, how often have you felt that you were unable to					

	<p>control the important things in your life?</p> <p><i>Pada bulan lepas, berapa kerap anda merasakan bahawa anda tidak dapat mengawal perkara penting dalam hidup anda?</i></p>					
PSS3	<p>In the last month, how often have you felt nervous and “stressed”?</p> <p><i>Pada bulan lepas, berapa kerap anda berasa gementar dan "tertekan"?</i></p>					
PSS4	<p>In the last month, how often have you felt confident about your ability to handle your personal problems?</p> <p><i>Pada bulan lepas, berapa kerap anda berasa yakin tentang keupayaan anda untuk menangani masalah peribadi anda?</i></p>					
PSS5	<p>In the last month, how often have you felt that things were going your way?</p> <p><i>Pada bulan lepas, berapa kerap anda merasakan sesuatu perkara berlaku seperti yang anda inginkan?</i></p>					
PSS6	<p>In the last month, how often have you found that you could not cope with all the things that you had to do?</p> <p><i>Pada bulan lepas, berapa kerap anda mendapati bahawa anda tidak dapat menanggung semua perkara yang anda perlu lakukan?</i></p>					
PSS7	<p>In the last month, how often have you been able to control irritations in your life?</p>					

	Pada bulan lepas, berapa kerap anda dapat mengawal kejengkelan dalam hidup anda?					
PSS8	In the last month, how often have you felt that you were on top of things? <i>Pada bulan lepas, berapa kerap anda merasakan bahawa anda berada di kemuncak segala-galanya?</i>					
PSS9	In the last month, how often have you been angered because of things that were outside of your control? <i>Dalam bulan lepas, berapa kerap anda dimarah kerana perkara yang di luar kawalan anda?</i>					
PSS10	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? <i>Pada bulan lepas, berapa kerap anda mengalami kesukaran telah menimbun begitu tinggi sehingga anda tidak dapat mengatasinya?</i>					

Part C: Stressors
Bahagian C: Sumber Tekanan

Tick (✓) the appropriate box.

Tandakan (✓) pada kotak yang berkenaan.

- | | |
|---|---|
| 1 | Strongly Disagree/ <i>Sangat Tidak Setuju</i> |
| 2 | Disagree/ <i>Tidak Setuju</i> |
| 3 | Neutral/ <i>Natural</i> |
| 4 | Agree/ <i>Setuju</i> |
| 5 | Strongly Agree/ <i>Sangat Setuju</i> |

Academic Factor/Faktor Akademik	1	2	3	4	5
--	----------	----------	----------	----------	----------

AF1	I have to attend to more exams than I used to attend before COVID-19. <i>Saya perlu menghadiri lebih banyak peperiksaan daripada yang biasa saya hadiri sebelum COVID-19.</i>					
AF2	Online education during COVID-19 has increased my academic workload. <i>Pendidikan dalam talian semasa COVID-19 telah meningkatkan beban kerja akademik saya.</i>					
AF3	I am facing technical difficulties (no or poor access to required technology).					

	<i>Saya menghadapi masalah teknikal (tiada atau akses yang lemah kepada teknologi yang diperlukan).</i>					
AF4	Online education has made it difficult to manage my time. <i>Pendidikan dalam talian telah menyukarkan pengurusan masa saya.</i>					
AF5	I am facing difficulty understanding course contents through online educational platforms. <i>Saya menghadapi kesukaran memahami kandungan kursus melalui platform pendidikan dalam talian.</i>					
AF6	My performance in exams has decreased during COVID-19. <i>Prestasi saya dalam peperiksaan telah menurun semasa COVID-19.</i>					
AF7	Learning materials provided by the instructors are not sufficient. <i>Bahan pembelajaran yang disediakan oleh pengajar tidak mencukupi.</i>					

Psychological Factor/Faktor Psikologi	1	2	3	4	5
--	----------	----------	----------	----------	----------

PF1	I have constant fear of losing grades. <i>Saya sentiasa takut kehilangan gred.</i>					
PF2	I am most of the time worried about my performance. <i>Saya selalu bimbang tentang prestasi saya.</i>					

PF3	I worry about my health. <i>Saya bimbang tentang kesihatan saya.</i>					
PF4	I am not able to concentrate during online lectures. <i>Saya tidak dapat menumpukan perhatian semasa kuliah dalam talian.</i>					

Social Factor/Faktor Sosial	1	2	3	4	5
------------------------------------	----------	----------	----------	----------	----------

SF1	My family is suffering due to my over engagement in academic work. <i>Keluarga saya menderita kerana penglibatan saya yang berlebihan dalam kerja akademik.</i>					
SF2	I get very little support from my family to manage my academic requirements. <i>Saya mendapat sedikit sokongan daripada keluarga saya untuk menguruskan keperluan akademik saya.</i>					
SF3	My teachers are less cooperative in solving my academic problems. <i>Guru-guru saya kurang memberi kerjasama dalam menyelesaikan masalah akademik saya.</i>					

Part D: Perceived Academic Performance

Bahagian D: Persepsi Prestasi Akademik

Tick (✓) the appropriate box.

Tandakan (✓) pada kotak yang berkenaan.

	Poor <i>Teruk</i>	Same <i>Sama</i>	Better <i>Semakin baik</i>
Compared to pre-Covid19 period, my academic performance during the Covid-19 is <i>Berbanding dengan waktu sebelum Covid-19, prestasi akademik saya semasa adanya Covid-19 adalah ...</i>			

Part E: Perceived Family Support and Institutional Support

Bahagian E : Persepsi sokongan keluarga dan sokongan institusi

Tick (✓) the appropriate box.

Tandakan (✓) pada kotak yang berkenaan

	Poor <i>Teruk</i>	Moderate <i>Sederhana</i>	Good <i>Baik</i>
I would rate the family support that I received during Covid-19 induced online learning as <i>Saya meletakkan tahap sokongan keluarga yang saya terima untuk pembelajaran secara pembelajaran atas talian semasa COVID-19 sebagai ...</i>			
Based on my experiences with online learning during Covid-19, my expectation on the support that I should get from my family is/are <hr/>			

Berdasarkan kepada pengalaman saya dengan pembelajaran atas talian semasa Covid-19, saya mengharapkan sokongan yang perlu saya peroleh daripada keluarga saya adalah

I would rate the **institutional support** that I received during Covid-19 induced online learning as

Saya meletakkan tahap sokongan institusi yang saya terima untuk pembelajaran secara pembelajaran atas talian semasa COVID-19 sebagai ...

Based on my experiences with online learning during Covid-19, my expectation on the support that I should get from the university is/are

Berdasarkan kepada pengalaman saya dengan pembelajaran atas talian semasa Covid-19, saya mengharapkan sokongan yang perlu saya peroleh daripada universiti saya adalah

Part F: Perceived Stress Level
Bahagian E : Persepsi Tahap Tekanan

Tick (✓) the appropriate box.

Tandakan (✓) pada kotak yang berkenaan.

	Low <i>Rendah</i>	Moderate <i>Sederhana</i>	High <i>Tinggi</i>
I would rate my stress level that I experienced during Covid-19 induced online learning as ...			

<p><i>Saya meletakkan tahap tekanan yang saya alami untuk pembelajaran secara pembelajaran atas talian semasa COVID-19 sebagai ...</i></p>			
<p>Based on my experiences with online learning during Covid-19, the:</p> <p>(i) Challenges that /I encounter is/are _____</p> <p>(ii) Advantages that I experience is/are _____</p> <p><i>Berdasarkan kepada pengalaman yang saya perolehi daripada pembelajaran atas talian semasa Covid-19:</i></p> <p>(i) <i>Cabaran-cabaran yang saya tempuhi adalah</i> _____</p> <p>(ii) <i>Kebaikan yang saya perolehi adalah</i> _____</p>			



Thank you.
Terima kasih.

UUM
Universiti Utara Malaysia