

Stress, Anxiety and Depression among Private Higher Education Student during Movement Control Order (MCO) in Malaysia

Tekanan, Kebimbangan, dan Kemurungan dalam kalangan Pelajar Institusi Pengajian Tinggi ketika Perintah Kawalan Pergerakan di Malaysia.

ASMADI ABDUL RAHMAN, FAHMI ZAIDI ABDUL RAZAK & NORILLAH ABDULLAH HASSIM

ABSTRACT

A student's success depends on an emotional stability as well as a calm atmosphere. Stable emotions and well-controlled stress levels will help students to live healthy and succeed in lessons. The emotional stress faced by Malaysian teenagers is alarming, especially among student's higher education institutions students. If stress cannot be properly treated, the disease is worried to become more serious. Nevertheless, studies that measure the level of stress among religious students are somewhat less. The objective of this research is to examine the level of depression, anxiety and stress among private higher education students in Malaysia. This study uses a quantitative approach to meet the objectives of the study. Respondent were 510 students (366 percent male and 193 female) from one private higher education students in Kuantan who were studying in both diploma and degree level. Participants were selected using a convenience sampling technique and were assessed using questionnaire. To reduce the problem of common method bias in survey research, a number of preventive approaches have been adopted, among them, to convince respondents that this study is for academic purposes only. Findings revealed that the stress level among students were normal during MCO. In terms of stress level, average DASS score was found to be light at 6.8 and as for anxiety were found to be light at 5.7 and average DASS to do score for depression was 5.6 which is normal. This study also proves that students with a religious education background are not exempt from stress.

Keywords: Stress; Anxiety; Depression; Movement control order; private higher education

ABSTRAK

Kejayaan seseorang pelajar bergantung pada beberapa perkara, antaranya ialah kestabilan emosi dan juga suasana yang tenang semasa belajar. Emosi yang stabil dan tahap tekanan yang terkawal akan membantu pelajar untuk hidup sihat dan berjaya dalam pelajaran. Tekanan emosi yang dihadapi oleh remaja Malaysia amat membimbangkan, terutamanya apabila melibatkan pelajar di peringkat pengajian tinggi. Sekiranya tekanan tidak dapat diatasi dengan betul, penyakit ini dikhawatirkan akan menjadi lebih serius. Walaupun begitu, kajian yang mengukur tahap tekanan di kalangan pelajar agama agak kurang. Objektif penyelidikan ini adalah untuk mengkaji tahap kemurungan, kegelisahan dan tekanan di kalangan pelajar pendidikan tinggi swasta di Malaysia. Kajian ini menggunakan pendekatan kuantitatif untuk memenuhi objektif kajian. Responden adalah 510 pelajar (366 peratus lelaki dan 193 perempuan) dari satu pelajar pendidikan tinggi swasta di Kuantan yang menuntut di peringkat diploma dan ijazah. Peserta dipilih menggunakan teknik persampelan kemudahan dan dinilai menggunakan soal selidik. Untuk mengurangkan masalah bias kaedah umum dalam penyelidikan tinjauan, sejumlah pendekatan pencegahan telah diambil, di antaranya, untuk meyakinkan responden bahawa kajian ini hanya untuk tujuan akademik. Hasil kajian mendapati tahap tekanan di kalangan pelajar adalah normal semasa MCO. Dari segi tahap stres, skor DASS rata-rata didapati ringan pada 6,8 dan bagi kecemasan didapati ringan pada 5,7 dan skor DASS rata-rata untuk melakukan kemurungan adalah 5,6 yang normal. Kajian ini juga membuktikan bahawa pelajar yang mempunyai latar belakang pendidikan agama tidak terkecuali daripada tekanan.

Kata kunci: Tekanan; Kebimbangan; Kemurungan; Perintah kawalan pergerakan; pendidikan tinggi swasta

INTRODUCTION AND BACKGROUND

“The impact of the pandemic on people’s mental health is already extremely concerning. Social isolation, fear of contagion, and

loss of family members is compounded by the distress caused by loss of income and often employment.”

Dr. Tedros Adhanom Ghebreyesus Director-General, World Health Organization (2020)

Because of its deadly existence, the latest outbreak of the novel coronavirus COVID-19 has contributed to a global panic. Malaysia is now aware of this pandemic disease and the government has placed a Movement Control Order (MCO) to prevent this disease from spreading. ("The Movement Control Order (MCO) for the COVID-19 Crisis and Its Impact on the Tourism and Hospitality Sector in Malaysia," 2020). It has triggered depression, anxiety and stress for gifted and talented students in Malaysia due to the COVID-19 pandemic. Stress and anxiety have interconnected neural and behavioural roots (Daviu et al., 2019). Stress is a universal problem experienced by almost everyone in the world. Stress, anxiety and depression are severe psychiatric disorders that significantly affect the quality of life of a person (Yang et al., 2015). In the context of student life on campus, stress management is very important for a student's mental health (Razali Md Amin, 2019). Proper stress management will ensure the well-being of students while on campus. The role of the surrounding community is extremely critical in addressing the issue of stress among students. Parents and teachers should play a proactive role in ensuring that students' mental well-being is maintained. Although there have been several studies on stress conducted by some researchers, but studies related to stress among religious students are still lacking. A study by Ishak et al. (2020) examined the stress level of Malaysian secondary school students. While a research by Abd Rahman et al. (2020) aims to identify stress levels among adults in Malaysia and several other studies (e.g Ahmad et al., 2018; Gan et al., 2011; Mellor et al., 2015; Nordin et al., 2017; Ramli & Salmiah, 2009). The studies were conducted in Malaysia but did not study a sample of religious students. Therefore, this study aims to identify the level of stress, anxiety and depression among religious students in private institutions of higher learning during the pandemic covid19.

According to the United Nation's Educational, Scientific, and Cultural Organization (UNESCO), the pandemic has interrupted the learning of more than one billion students in 129 countries around the world. Many universities worldwide have moved to emergency remote teaching (ERT) via online platforms, further inducing anxiety among the students. Studies on the effect of COVID-19 and lockdowns on college students in China reported significant adverse effects on the students' psychological well-being and high levels of anxiety. To date, several studies have been conducted on the

effects of the COVID-19 pandemic and lockdowns from the public health perspective. Most of the research has been conducted in China and Western countries, mainly among the general population, healthcare workers, and medical students. No such studies have been conducted in Malaysia, yet (Sheela Sundarassen et.al 2020). Thus, this study hopes to extend the existing literature by empirically evaluating the stress, anxiety and depression among private higher education students during the Movement Control Order (MCO) in Malaysia.

LITERATURE REVIEW

There are several studies that use DASS to measure the level of stress, anxiety and depression around the world. These studies are also conducted on various levels of society and in various forms of research methods. These studies include the study by Plieger et al. (2015) who link stress with depression and burnout. There were also several previous studies that have been conducted to identify the level of stress of students (Wan Mohd Zaifurin Wan Nawang et. al 2019). In order to assess students' health behaviors, stress and depressive symptoms, Ludwig et al. (2015) have designed a wellness needs assessment of all medical students at the Albert Einstein College of Medicine. The DASS is a set of three self-report scales designed to measure the negative emotional states of depression, anxiety and stress (Randall et al., 2017). The DASS 21 is a 21-item self-report questionnaire designed to measure the severity of a range of symptoms common to both depression and anxiety. In completing the DASS, the individual is required to indicate the presence of a symptom over the previous week (Gomez, 2016) (Kho Ai Peng et. al 2020).

Results DASS-18 reported the rates of depression, anxiety, and stress at levels of moderate severity or above in Vietnamese students at 50%, 19.7%, and 37.3%, respectively. However, a rate of anxiety up to 43.1% by using DASS-21 indicating that many students may be misdiagnosed for the level of anxiety. Finally, linear regression analyses are used to examine the influence of socio-demographic factors on the immediate psychological responses of students to an e-learning environment in the context of the COVID-19 epidemic (Lan et al., 2020).

A total of 505 MBBS students filled the form. Among those 64.4% were females and 35.6% were males. According to DASS stress, 36.6% were categorised as normal, 17.4% as mild, 23.6% as

moderate, 16.6% as severe and 5.7% as extremely severe. According to DASS 21.4% were categorized as normal. 6.3% were suffering from mild stress; 22.4%, 19.0% and 30.9% were suffering from moderate, severe and extremely severe anxiety respectively. According to the DASS depression scale 30.5% of students were normal, 13.1%, 26.1%, 13.7% and 16.6% were categorized as suffering from mild, moderate, severe and extremely severe depression respectively. Females were found to be suffering from slightly more stress as compared to males, whereas the gender difference for anxiety and depression was not significant (H. et al., 2017).

A study by Lee & Syaid (2017) used The Depression, Anxiety and Stress Scale 21 (DASS-21) inventory and several other questionnaires developed by the researchers were used to measure the students' mental health based on three elements (depression, anxiety and stress) and the factors affecting mental health (self-evaluation, lifestyle, health, learning environment, parents, peers, lecturers, academic factors, financial factors and the loss).

A study by Á. et al. (2016) sought to determine gender differences in depression, anxiety and stress and they found that 18% of women recorded at least moderate levels of depressive symptoms among women, 33.1% reported at least moderate levels of symptoms of anxiety, and 16.4% reported at least moderate levels of stress among women. In males, 15.9% reported at least moderate levels of symptoms of depression, 34.1% reported at least moderate levels of symptoms of anxiety, and 12.9% reported at least moderate levels of stress.

Another study by Rahimi et al. (2019) used the Depression Anxiety Stress Scale (DASS) to measure depression, anxiety and stress levels while the Soal Selidik Gaya Daya Tindak (SSGDT) was used to measure coping styles. Rahimi et al. (2019) analysed the data by using descriptive and inferential statistics. The study shows that the level of depression and stress is at a normal level for high-risk students, while the level of anxiety is at a moderate level. Correlational research shows that their coping style was associated with the level of anxiety and stress levels. Another study by YAZID et al. (2019), used the Depression Anxiety Stress Scale-21 (DASS-21) to measure the negative emotional states of mental health. The findings of the study found that the highest level of intelligence is most dominant among gifted students. While the level of stress and depression is at a mild level,

while anxiety is at a moderate level. The findings of the study also prove that there is no significant difference between intelligence and mental health problems. The findings of this study contribute to the relevant parties in helping talented students to find strategies to overcome depression, anxiety, and stress faced by themselves.

A study by Aida et al. (2014) found that 1.3% of students were diagnosed with depression, 2.4% were nervous, and 2.4% were depressed. Most students tend to ask friends for support (283; 74.5%), led by parents (275; 72.4%). Students who experienced distress with the habit of asking for assistance from official sources such as counsellors ($p = 0.001$) and religious leaders ($p = 0.03$) had a substantial relationship.

Another research by Lee et al. (2020) found that the level of mental wellbeing of students and the level of application of mental health elements by educators in education - learning is at a moderate level. The results also showed that there was a substantial association between the mental health component and the level of academic achievement of students, as well as the level of application of mental health components by teachers in teaching and learning. Meanwhile, a study by Kirana & Dwiyaniti (2017) found that 69.2% of nurses experienced high levels of stress while working at Ruwah Sakit Jiwa Menur Central in Java Province, while 30.8% of employees experienced low levels of stress while working at the house. There are several recent studies conducted in Malaysia related to stress, anxiety and depression such as Lugova et al. (2021). Findings from the study found that low-income residents living in the city have mental health problems. This research showed that there is a significant association between levels of stress and race and age as well as marital status. Another study conducted by Balakrishnan et al. (2021) investigated factors influencing stress levels among Malaysian women during MCO. Findings indicates that several factors (among others), working from home and financial issues. There are also studies that test the stability, validity and reliability of DASS 21 instruments as conducted by Musa & Maskat (2020) and they found that DASS 21 is an excellent, valid and reliable instrument. In this study, Musa & Maskat (2020) used several techniques to test the validity and reliability of DASS 21, among them are exploratory analysis (to test the validity) and cronbach alpha (to test reliability). The study conducted by researchers Kahwa & Ismail (2020) also used DASS 21 to test the stress level of

university students in Malaysia. This study found that age and ethnicity were found to be significant factor associated with stress, anxiety and depression among international students in Malaysia.

METHODOLOGY

This study is a positivist in philosophy and quantitative approach in nature which uses survey method and instrument used to obtain data is as a questionnaire. This study was conducted by a group of researchers from the Research and Innovation Division in collaboration with the Student Affairs Division of the Sultan Ahmad Shah Islamic University College KUIPSAS. The objective of this study is to identify the level of stress among KUIPSAS students during the PKP period. The three dimensions of stress involved in this study are (1) stress (2) anxiety and (3) depression /. A total of 510 respondents voluntarily agreed to participate in this study. In order to ensure its content validity, this questionnaire has been adapted from previous researchers. We mentioned to the respondent that this questionnaire is for academic purposes only. According to Podsakoff & Organ (1986), the confidentiality of information is one of the remedies for common method bias. Study

data were obtained through convenience sampling method using the Depression Anxiety Stress Scale 21 (DASS-21) instrument. This study is expected to be able to provide an overview of the level of stress among students during the MCO period. The population of the study represents all of the degree and diploma students that are studying in Pahang, Malaysia. To facilitate the data collection process, we have selected only one private institution of higher learning that we believe can represent the entire population. For data analysis, we used SPSS (Statistical Package for Social Science) version 25.

ANALYSIS

Before a more in-depth analysis is conducted, the study data is first examined to see if there are any missing data and other data defects. This study was conducted on a sample of 484 of private higher institution. As can be seen in Table 1, table 2 and table 3, respondents demography shows that 94.1% were Malay, 0.4% were Chinese and 5.5% were others. Based on Table 4, most of the students recorded their stress at 6.75 (normal), average level of anxiety is at 5.7 (mild) average level of depression is at 5.6 (normal).

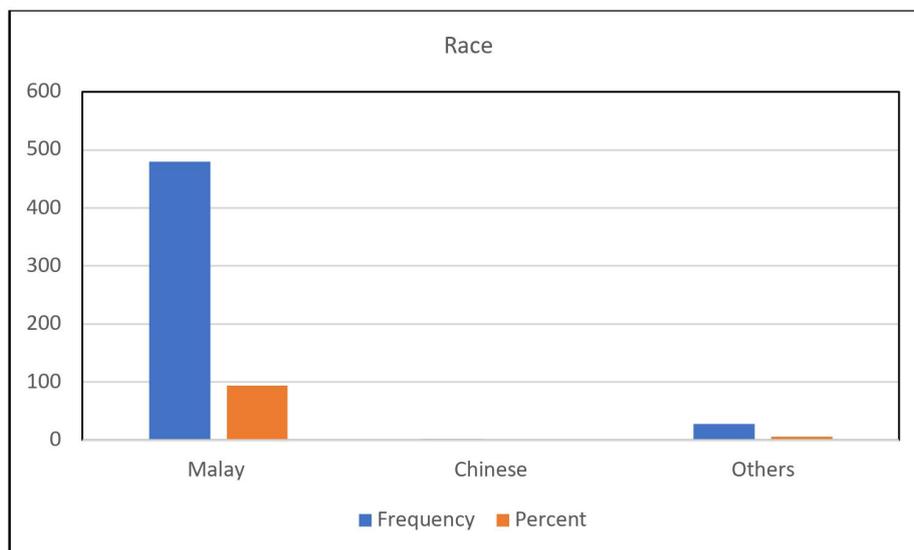


FIGURE 1. Demographic information of race

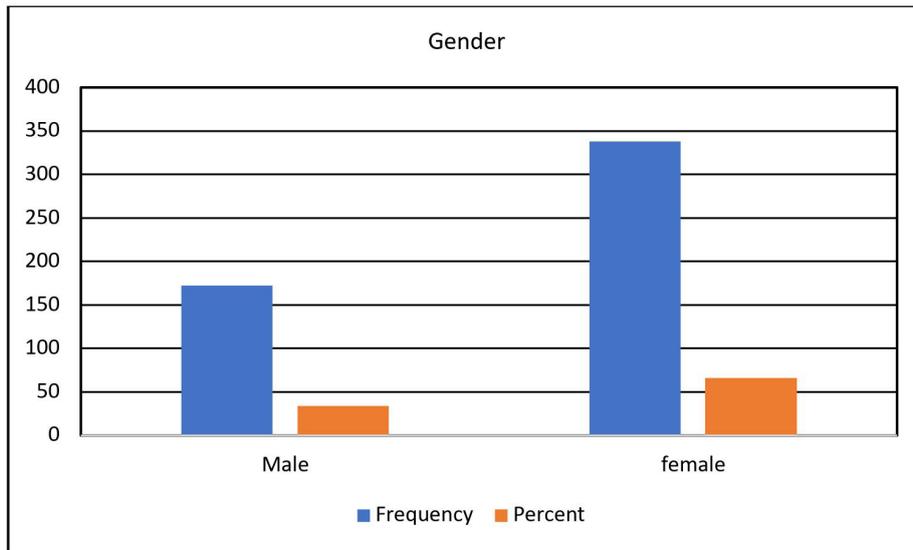


FIGURE 2. Demographic information of gender

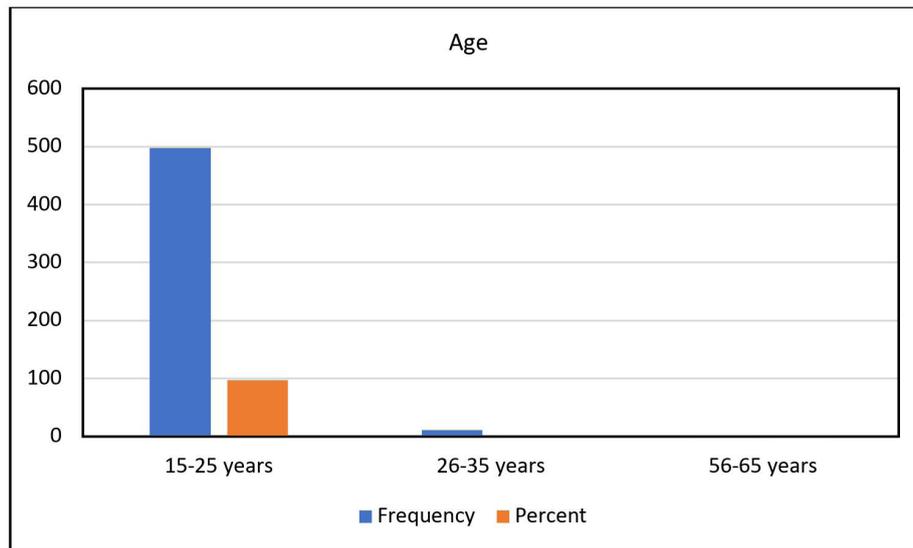


FIGURE 3. Demographic information of age

TABLE 4. DASS 21 score

	Stress	Anxiety	Depression
Valid	501	504	505
Missing	9	6	5
Mean score	6.75	5.72	5.63

FINDINGS AND DISCUSSIONS

In order to answer the research objective, descriptive analysis was carried out and we found that the average stress level of KUIPSAS students during

MCO was 6.8 (normal), the average anxiety level was 5.7 (mild) and the average level of depression (depression) was 5.6 (normal). Although the findings of this study do not show anything surprising, but precautions should still be taken to prevent students

from suffering from serious mental health problems. As found in the literature review section, there are several studies conducted to assess the level of stress, anxiety and depression among students such as Abd Shukor et al. (2019) study which found that the level of depression (1.50) and Stress (1.33) KKMT students are in a normal state. While the Anxiety aspect (2.20) is at a mild level. While a study by Rahimi et al. (2019) found that, the level of depression, anxiety and stress-risk students are still in control. The study conducted by Alim et al. (2014) is a cross sectional study that has been conducted on medical students in Bangladesh and the study has found the DASS 21 instrument is valid for Bangladesh medical students. Another study conducted by Teo et al. (2019) among nursing and midwifery students in Brunei found that DASS21 works very well.

These studies, however, do not examine students in religious institutions. The findings of this study prove that religious students also face the same problems as non-religious students. There are various studies that explain the factors that contribute to stress among students. Among the most common causes are tests and exams. The stress will escalate as exam time approaches and students with a good reputation usually experience more stress compared to peers who have lower achievement. On the other hand, too many tasks are also found to play an important role in explaining stress among students. They will feel so stressed when given tasks are difficult to complete and at the same time, they have new tasks that need to be completed. Another possible cause is that, there are also students who do not care about organisational skills which eventually cause them to be unable to complete their assignments. Experts have also identified several methods in dealing with stress. Among the most important is to exercise because by exercising, an individual will be able to enjoy some benefits of exercise such as the production of hormones get to deal with stress that is cortisol. Other than that, the benefit of exercise is by improving sleep quality. Experts also suggest spending time with friends and even family as one of the strategies to deal with stress. Studies have proven that spending time with friends and children helps the body produce the hormone called Oxytocin which is a natural stress reliever hormone. To ensure that stress can be handled well, time management should also be taken into account. Studies conducted by Azman (2013) have proven that there is a significant relationship between time management and stress. The study

conducted by Azman (2013) is a descriptive study that uses the quantitative approach of the respondents involved are students in the Faculty of Education in two Malaysian government universities. Azman (2013) has advised students to plan time carefully and effectively because time planning requires high commitment and determination. The findings suggested that students who are married and at the same time studying full time should be exposed to problem solving to ensure they have quality study time. at the same time able to manage the family of students also need to be guided and advised not to engage in bad practices such as delaying work. A study conducted by Miskan & Fisol (2021) found that the factors that influence stress among students are the academic load, time management and financial management. This study also found that academic load is the strongest factor that influences stress management among students. Miskan & Fisol (2021) conducted this study at one Malaysian semi government university college in Malaysia and to be more specific, the respondents of this study consisted of bachelor degree students from 3 different faculties.

Students who can handle stress well can not only help them to keep calm, but it also helps students to achieve success in exams and will eventually produce a satisfaction in life as stated by Asnawi & Madlan (2020) through their studies.

Our finding proves that students with a good religious background will also not be spared from experiencing stressful situations. This situation may occur due to some possibilities such as inconsistent religious practices and a focus on bad acts of worship such as does not happen to those who focus on acts of worship and are aware of their responsibilities in the world. The findings of the study conducted by Radzi et al. (2014) have proved that there is no relationship between individuals with a background in religious education and good mental health because to be a good Muslim individual is not merely to have religious knowledge but they need to practice what they know. The findings of this study however are not in line with the study of Ashouri & Rasekhi (2016), who found that there is a significant and positive relationship between religious background and mental health status. This study was conducted in Iran.

On the other perspective, stress is also caused by financial problems commonly experienced by students in the university environment (Sohana Binti Abdul Hamid, 2019). Financial resources are an important asset for a student in seeking

knowledge and further studies. Stress may be due to the workload received from the lecturers, the situation at the university itself, the problem of adapting to a busy environment, conflict and competition in academic achievement. Based on this fact, the community needs to play a big role in helping university students with mental health problems. Therefore, many programmes need to be implemented to enhance youth knowledge of mental illness. Next, it is hoped that the relevant parties can plan and implement appropriate programs continuously especially for university students who need guidance on stress management in a practical and effective way.

Parents also play an important role by supporting children who are now in the campus. Thus, they will not experience extreme emotional stress. Parents can play a role through practical methods such as frequently contacting them by phone call or other necessary method. Teenagers will not only feel more at ease but they will also feel more comfortable even when away from their family. Studies conducted by McDonald (2018) proved that family support has a positive relationship with self-confidence. Based on this finding, parents need to take proactive steps to prevent symptoms that contribute to stress and depression among their children.

CONCLUSION AND RECOMMENDATIONS

Based on the findings of this study we believe that religious students will not be free from emotional stress. Even so, religious students should be able to identify the best methods of dealing with stress especially based on Islamic teachings. Although religious students have a high religious knowledge but the question is, do they really practice it consistently? According to Prophet Sallallahu Alaihi Wasallam through hadith “do deeds in accordance with the ability because Indeed Allah will not be bored until you become bored and Indeed the deeds that Allah loves the most are those who continue to do even a little” (Hadeeth narrated by Abu Daud). Indeed, the characteristic of good worship is worship that is practiced continuously. Worship that is performed continuously will make an individual have high skills and a high level of focus in an act of worship. Having a high level of focus in an act of worship is what is called *khusyu* or focused. Students who are always focused in their worship will automatically avoid themselves and their emotions from stress. The verses of the Qur’an

that are read themselves are soothing and can even be a cure for those who understand the teaching and content of the verses and the recitations indirectly will help calm the minds and emotions of the students. If we study the story of the companions especially in matters related to their worship, we will find that they are really consistent in performing the acts of worship. Their spiritual relationship with God is very close and we will not be able to hear that the companions are affected with stress. The companions are also well known for their penitent nature. Accordingly, the companions characteristics should be followed by students, especially those who are religious stream because the examples of how to deal with stress have been shown by the Prophet and his companions and it is scientifically supported by Gardner et al. (2014), who state that religious practice has a positive correlation with psychological well-being and it proves that stress can be controlled if it is done based on the correct practice and coincides with the practice of Rasulullah and his companions.

During the MCO, students are encouraged to be active with the family if they live at home. While for students living in rented houses or hostels provided by institutions of higher learning, they are strongly encouraged to engage in knowledge-based activities such as *usrah*, religious talks, *tazkirah* and so on. We strongly encourage students to always be in groups and talk about positive things, especially discussions about their studies. Indirectly, it will strengthen relationships among fellow students, increase understanding in the subjects discussed and can prevent from getting involved with stress, anxiety and depression.

Stress is a normal thing that is common to every human being. Stress does not only happen to employees but also to students. Students in the country, both from public and private universities, may experience relatively high living pressures due to MCO. We believe that if no reasonable intervention is done, it is feared that it will lead to more serious problems. The psychological process involves several key aspects of mental, emotional development and cognitively holistically and each student at university cannot escape from facing unexpected situations. This is why they need to be psychologically balanced. This study further helps to provide a better understanding of how MCO affects the level of stress, anxiety and depression among students of private religious institutions of higher learning. The findings in this study are subject to several limitations. First, this study

uses non-probability sampling i.e., convenience sampling as well as limiting generalisation to the entire population. Second, this study did not prove a causal relationship between stress levels and MCO. Future studies should explore in more depth by testing the relationship between emotional stress and MCO situations.

REFERENCES

- Á., C., E.D., C., & T., P. 2016. Psychometric Properties of the DASS-21 Among Latina/o College Students by the US-Mexico Border. *Journal of Immigrant and Minority Health*: 13-23
- Abd Rahman, R., Idris, I. B., & Ibrahim, H. 2020. *Risk factors of depression, anxiety and stress among adults attending primary health clinics in an urban area in Klang Valley, Malaysia*.
- Abd Shukor, N. A., Amir, N., & Irwansyah, W. 2019. Penilaian Hubungan Antara Elemen Kemurungan, Kebimbangan dan Tekanan Terhadap Pencapaian Akademik Pelajar di Kolej Komuniti Masjid Tanah. *Politeknik & Kolej Komuniti Journal of Life Long Learning* 3(1): 121-129.
- Ahmad, N., Roslan, S., & Shamsuddin Othman, S. F. A. 2018. The validity and reliability of psychometric profile for depression, anxiety and stress scale (DASS21) instrument among Malaysian undergraduate students. *International Journal of Academic Research in Business and Social Sciences* 8(6): 812-827.
- Aida, J., Hizlinda, T., Siti Fatimah, S., Mohd Muhaimin, A., Chai, S. Y., Sahrina, W., & Teo, B. H. 2014. Psychological disorders and help seeking behaviour among Malaysian medical students in their clinical years. *Malaysian Journal of Youth Studies*: 126.
- Alim, S. M. A. H. M., Kibria, S. M. E., Uddin, M. Z., Nessa, M., & Wahab, M. A. 2014. Translation of DASS 21 into Bangla and validation among medical students. *Bangladesh Journal of Psychiatry* 28(2): 67-70.
- Ashouri, F. P., & Rasekhi, S. 2016. Correlation between religious beliefs with mental health and academic performance in medical students. *Disease and Diagnosis* 5(1): 1-6.
- Asnawi, A. A., & Madlan, L. 2020. Kemahiran Pengurusan Stres dalam Kecerdasan Emosi dan Hubungannya dengan Kepuasan Hidup Remaja (Stress Management Skills in Emotional Intelligence and Its Association with Adolescents' Life Satisfaction). *JURNAL PSIKOLOGI MALAYSIA* 33(3): 23-34.
- Azman, N. 2013. Perkaitan antara pengurusan masa dan stres dalam kalangan pelajar siswazah di IPTA. *Asean Journal of Teaching and Learning in Higher Education (AJTLHE)* 5(1): 34-49.
- Balakrishnan, V., Mohamad Nor, A., & Zainal, N. Z. 2021. COVID-19 nationwide lockdown and it's emotional stressors among Malaysian women. *Asia Pacific Journal of Social Work and Development*: 1-15.
- Daviu, N., Bruchas, M. R., Moghaddam, B., Sandi, C., & Beyeler, A. 2019. Neurobiological links between stress and anxiety. *Neurobiology of Stress* 11: 57-67
- Gan, W. Y., Nasir, M. T. M., Zalilah, M. S., & Hazizi, A. S. 2011. Disordered eating behaviors, depression, anxiety and stress among Malaysian university students. *College Student Journal* 45(2): 296-310.
- Gardner, T. M., Krägeloh, C. U., & Henning, M. A. 2014. Religious coping, stress, and quality of life of Muslim university students in New Zealand. *Mental Health, Religion & Culture* 17(4): 327-338.
- Gomez, F. 2016. A Guide to the Depression, Anxiety and Stress Scale (DASS 21)-Consultant Clinical Psychologist. *Black Dog Institute*.
- H., K., M., S., & S., M. 2017. Psychosocial well being of undergraduate medical students of king edward medical university lahore using DASS 21 scoring system-a cross sectional survey. *Pakistan Journal of Medical and Health Sciences*.
- Ishak, N. A., Ahmad, N. S., & Omar, M. N. 2020. Issues and trends of depression among students in Malaysia. *Universal Journal of Educational Research* 8(11B): 5951-5957.
- Kahwa, K., & Ismail, A. 2020. Prevalence, Associated Factors, and Help-Seeking Behavior of Psychological Distress among International Students at the National University of Malaysia. *International Journal of Psychological and Behavioral Sciences* 14(10): 300-305.
- Kho Ai Peng, Mohd Asri Mohd Noor & Nor Azrin Md Latip. 2020. Pengaruh Kecerdasan Pelbagai terhadap Pencapaian Akademik Pelajar bagi Subjek Pengajian Perniagaan di Larut Matang dan Selama, Perak. *Akademika* 90(Isu Khas 3): 115-130
- Kirana, V., & Dwiyantri, E. 2017. Hubungan Stres Kerja Dengan Kelelahan Pada Perawat Dengan Metode Pengukuran DASS 21 Dan IFRC. *Jurnal Ilmiah Kesehatan Media Husada*, 6(1 SE-Articles):45-67
- Lan, H. T. Q., Long, N. T., & Van Hanh, N. 2020. Validation of depression, anxiety and stress scales (Dass-21): Immediate psychological responses of students in the e-learning environment. *International Journal of Higher Education*: 45-67
- Lee, M. F., Sulaiman, K. A., & Lai, C. S. 2020. Electrical Technology Students in Vocational Colleges: Are They Healthy Mentally? *Journal of Physics: Conference Series* 1529.
- Lee, M. F., & Syaid, S. 2017. Scale 21 (DASS-21), factors, mental health, stress Lee, M. F. and Syaid, S. 94 *Pertanika. Pertanika J. Soc. Sci. & Hum*: 77-87
- Ludwig, A. B., Burton, W., Weingarten, J., Milan, F., Myers, D. C., & Kligler, B. 2015. Depression and stress amongst undergraduate medical students. *BMC Medical Education* 15(1): 141-157

- Lugova, H., Andoy-Galvan, J. A., Patil, S. S., Wong, Y. H., Baloch, G. M., Suleiman, A., Nordin, R., & Chinna, K. (n.d.). Prevalence and associated factors of the severity of depression, anxiety and stress among low-income community-dwelling adults in Kuala Lumpur, Malaysia. *Community Mental Health Journal*: 1-10.
- McDonald, K. 2018. Social Support and Mental Health in LGBTQ Adolescents: A review of the literature. *Issues in Mental Health Nursing* 39(1): 16-29.
- Mellor, D., Vinet, E. V, Xu, X., Mamat, N. H. B., Richardson, B. & Román, F. 2015. Factorial invariance of the DASS-21 among adolescents in four countries. *European Journal of Psychological Assessment*.
- Miskan, N. H., & Fisol, I. I. M. 2021. Pengurusan Stres Dalam Kalangan Pelajar Kajian Kes: Kolej Universiti Islam Melaka (Kuim). *Journal of Business Innovation* 5(1): 33-44.
- Musa, R. & Maskat, R. 2020. Psychometric properties of depression anxiety stress scale 21-item (DASS-21) malay version among a big sample population. *Mediterranean Journal of Clinical Psychology* 8(1): 67-77.
- Nordin, R. Bin, Kaur, A., Soni, T., Por, L. K., & Miranda, S. 2017. Construct validity and internal consistency reliability of the Malay version of the 21-item depression anxiety stress scale (Malay-DASS-21) among male outpatient clinic attendees in Johor. *J Med J Malaysia* 72(5): 265-275.
- Plieger, T., Melchers, M., Montag, C., Meermann, R., & Reuter, M. 2015. Life stress as potential risk factor for depression and burnout. *Burnout Research* 2(1): 19-24.
- Podsakoff, P. M., & Organ, D. W. 1986. Self-Reports in Organizational Research: Problems and Prospects. *Journal of Management* :15-25.
- Radzi, H. M., Ramly, L. Z., Ghazali, F., Sipon, S., & Othman, K. 2014. Religious and spiritual coping used by student in dealing with stress and anxiety. *International Journal of Asian Social Science* 4(2): 314-319.
- Rahimi, M. K. A., Abdul Rahman, K., & Sabri, F. 2019. Relationship between Emotional States and Coping Styles Among High Risk Students. *AL-ABQARI: Journal of Islamic Social Sciences and Humanities*.
- Ramli, M., & Salmiah, M. A. 2009. Validation and psychometric properties of Bahasa Malaysia version of the Depression Anxiety and Stress Scales (DASS) among diabetic patients. *Malaysian Journal of Psychiatry* 18(2): 45-66
- Randall, D., Thomas, M., Whiting, D., & McGrath, A. 2017. Depression Anxiety Stress Scales (DASS-21). *Journal of Head Trauma Rehabilitation* 32(2): 134-144.
- Razali Md Amin. 2019. Pembangunan Model Pengajaran Gamelan Melayu Peringkat Sekolah Menengah Rendah di Malaysia. *Jurnal Akademika* 89(1): 191-1205.
- Sheela Sundarasan, Karuthan Chinna, Kamilah Kamaludin, Mohammad Nurunnabi, Gul Mohammad Baloch, Heba Bakr Khoshaim, Syed Far Abid Hossain & Areej Sukayt. 2020. Psychological Impact of COVID-19 and Lockdown among University Students in Malaysia: Implications and Policy Recommendations. *International Journal of Environmental Research and Public Health Article*.
- Sohana Binti Abdul Hamid. 2019. Tahap Kesihatan Mental dalam Kalangan Pelajar Institut Pengajian Tinggi: *E-Prosiding Persidangan Sains Sosial Dan Kemusiaan 2019*.
- Teo, Y. C., Yusuf, A. H., Lim, W. P. A., Ghazali, N. B., Abd Rahman, H., Lin, N., & Koh, D. 2019. Validation of DASS-21 among nursing and midwifery students in Brunei. *Journal of Public Health* 27(3): 387-391.
- The Movement Control Order (MCO) for COVID-19 Crisis and its Impact on Tourism and Hospitality Sector in Malaysia. (2020). *International Tourism and Hospitality Journal*. 02-09
- Wan Mohd Zaifurin Wan Nawang & Ibrahim Mamat. 2019. Faktor-Faktor Penentu Kecenderungan keusahawanan dalam Kalangan Pelajar Sekolah Menengah. *Jurnal Akademika* 89(2):3-15
- Yang, L., Zhao, Y., Wang, Y., Liu, L., Zhang, X., Li, B., & Cui, R. 2015. The Effects of Psychological Stress on Depression. *Current Neuropharmacology*.
- YAZID, A. F., ALI, A. R. K. R., & THEIS, A. 2019. Correlation Study of Intelligence With Mental Health Issues Among Gifted and Talented Students. *Malaysian Journal of Youth Studies* 2: 98-110.
- Asmadi bin Abdul Rahman
Jabatan Quran dan Sunnah
Kolej Universiti Islam Pahang Sultan Ahmad Shah (KUIPSAS)
Malaysia
Email: asmadi@kuipsas.edu.my
- Fahmi Zaidi Abdul Razak (Corresponding author)
Pusat Pengurusan Penyelidikan
Kolej Universiti Islam Pahang Sultan Ahmad Shah (KUIPSAS)
Malaysia
Email: fahmizaidi@kuipsas.edu.my
- Norillah Abdullah Hassim
Jabatan Bahasa Arab
Kolej Universiti Islam Pahang Sultan Ahmad Shah (KUIPSAS)
Malaysia.
Email: norillah@kuipsas.edu.my

Received: 26 January 2021

Accepted: 3 September 2021