

Emotional Exhaustion in Public Universities Undergraduate Students during Open and Distance Learning Session

Nurul Asma Mazlan*

Academy of Language Studies, Universiti Teknologi MARA Melaka
Malaysia

Nur Aqilah Norwahi

Academy of Language Studies, Universiti Teknologi MARA Melaka
Malaysia

Nik Mahfuzah Nik Mat

Academy of Language Studies, Universiti Teknologi MARA Negeri Sembilan
Malaysia

Mohd Faizulamri Mohd Saad

Faculty of Islamic Studies, Universiti Kebangsaan Malaysia
Malaysia

Nur Zainatul Nadra Zainol

Centre for General Studies and Co-curricular, Universiti Tun Hussein Onn
Malaysia

ABSTRACT

This study focuses on factors leading to emotional exhausted among public university students in Malaysia during implementation of Open and Distance Learning (ODL) sessions due to Covid-19 pandemic. It is to identify how these factors could affect their mental and emotion. This study collected survey from 392 students from three various university in Malaysia. The study is descriptive and analytical which using quantitative method using SPSS and PLS-SEM analysis in order analyse the relationship between all the variables. Result shows that it can be signified that there is a positive and strong relationship existed among students, lecturers and family during ODL sessions.

Keyword: emotional exhaustion, public universities, Open and Distance Learning, Covid-19 pandemic

INTRODUCTION

Recently, the country was outraged by the death of two UiTM undergraduate students due to brain haemorrhage, which brought the attention of netizens with over 12,500 tweets, 8981 shares and 4.4 million comments on Twitter (Yosof, 2021). The cause of the deaths has led to

various speculations and assumptions spread on social media saying that they were overwhelmed with assignments that some parties blamed the lecturers solely on this issue. Nevertheless, putting the blame on one party will not solve the problem. Hence, this study was conducted to identify the factors of students' mental and emotional stress during ODL sessions.

LITERATURE REVIEW

The implementation of ODL due to Covid-19 pandemic was a decision needed to be made due to the closure of every learning institution in order to impede the spread of the deadly virus, which was declared a global public health emergency by the World Health Organization (WHO) in early 2020 (Mahase, 2020). In Malaysia, the enforcement of Restriction Movement Order (RMO) beginning 18 March 2020 has greatly impacted every sector including education where all schools and universities were ordered to close, and learning session was to be replaced with ODL (Agenda Awani, 2020).

Studies have reported that pandemic or outbreak that causes abrupt changes in daily routines affect one's psychological health which can lead to panic disorder and depression (Qiu, Shen, Zhao, Wang, Xie & Xu, 2020). Thus, the sudden execution of ODL from the traditional physical classroom has also greatly affected students' attitude towards their learning development. Raaper and Brown (2020) stated students' mental and physical wellbeing are significantly impacted by this shift. Similarly, based on a survey of 3800 respondents, Wang and Zhao (2020) also reported that graduate students face higher level of anxiety than general public due to the pandemic. However, the factors that contribute to the anxiety are not strongly derived from lecturer or family relationships.

Though blended learning has been part of most curriculum in Malaysian higher learning institutions for over 20 years, students are still highly dependent on face-to-face discussions with lecturers and classmates. In a study by Kireev, Zhundibayeva and Aktanova (2019), it was found that ODL interrupts students' motivation to learn as they are not well-prepared to work completely independent and without the close guidance of a teacher especially if it involves complex chapters and assessments. Other than that, since the learning session has shifted to their family home, students have also reported that lack of access to materials such as stable Internet connection, reference books and technological equipment, has disrupted their study or even to the extent of quitting the course (Mittelmeier et. al., 2019 & Illarionova et. al., 2021). This negative attitude towards ODL due to the pandemic affects the number of student enrolment into universities all around the world (Thatcher et. al, 2020).

According to Ngampornchai and Adams (2016), ODL is highly relevant especially for flexible teaching and learning at tertiary level, however, they also stated that student's commitment is the main challenge in handling effective ODL sessions. They found that students are prone to skip sessions as well as not actively participating in online discussion. Interestingly, this study was conducted pre-pandemic but the findings are still relevant to be discussed. Abakumova et. al. (2020) reported that 51.5% of the respondents in their study claim that ODL is an ineffective teaching method and the lack of "live" interaction with

teachers and peers contributes to their negative attitude towards ODL sessions. This also leads to emotional stress as students find it hard to find motivation in continuing their study via ODL without the interactions that they usually have during face-to-face classroom.

Nevertheless, there are multiple studies that have found positive student attitude in regard to e-learning. Previously, Bolliger and Erichsen (2013) stated that blended learning, flexible learning and ODL are more convenient to students and allow them to appreciate technology in classroom. Elfaki, Abdulraheem and Abdulrahim (2019) found that ODL improves students' learning process and academic performance, compared to the traditional physical classroom. The respondents agree that ODL provides the opportunity to acquire new skills and increases learning quality with the integration of various media. In UiTM, Google Classroom, Edmodo, WhatsApp, Zoom and MOOC platforms have been utilised as main ODL platforms as agreed upon with students. In line with ODL classroom, massive open online courses (MOOCs) were created to assist those who wish to study online as long as they have access to a computer with Internet connection (Kurzman, 2013). These various platforms allow both lecturers and students to have more interactive ODL sessions.

In addition, since students have to continue their study from home via ODL sessions, family plays an important role in influencing student's attitude towards this new shift from face-to-face classroom. Parental engagement helps to give assurance in their children's learning process by motivating them and at the same time providing them privacy. Although parents have major concern over the closure of learning institutions, they are at least at ease having their children in a safe environment. Most parents have shown support in their children's study by befriending technology and providing necessary tools to aid ODL sessions (Bhamani et. al, 2020). Cooperation and effective communication between parents and children also result in quality education and conducive learning environment (Slovaček & Čosić, 2020). In short, supportive family engagement brings comfort to students' learning session at home.

Another important factor that contributes to effective ODL sessions is lecturers' readiness and professionalism. Lecturers' technological knowledge is vital in classroom preparation and this can be challenge for those of age 50-60 years old. Voloshinov et. al (2020) stated that lecturers' lack of desire to adapt to innovative technologies and inadequate computer literacy have affected students' attitude. Furthermore, lecturer-student interaction is reported to be significant in ensuring successful teaching and learning sessions. Students highly appreciate lecturers' encouragement and constant feedback which are proven to affect student engagement and satisfaction positively (Muzammil, Sutawijaya & Harsasi, 2020). It is then vital to study the factors that contribute to students' mental exhaustion during ODL as previous studies have shown that it is not solely based on student, lecturer and family relationships.

METHODOLOGY

Research methodology comprised of vital steps to conduct the research and it was significant to discover the most relevant strategies in order to get efficient outcomes to respond to the

problem statement of the research (Kothari, 2004). This study is descriptive and analytical. The primary data were obtained through questionnaires administered to the diploma and degree students from public university in Malaysia who studied in three various universities which were research university, comprehensive university as well as focus university. Random sampling technique was used in this study and the survey was conducted online by using Google Form to obtain the responses. The entire population for this study was one million students that came from all races and ethnics in Malaysia which included Malay, Chinese, Indian, Bumiputera Sabah and Sarawak (Iban, Murut and Bidayuh). The sample size for this study was 384 students that have been identified primarily by referring to the Krejcie and Morgan's table (1970). Since a total of 392 students participated in this study, the minimum sample size requirement has therefore been met.

A five-point Likert-based scales were used to represent most suitable answer of the from the respondents. The description of the Likert scales used include, 1-Strongly Disagree, 2-Disagree, 3- Neutral, 4-Agree and 5-Strongly Agree. To test the reliability of the answers of the questionnaires, reliability analysis is used in the study. The reliability analysis has been conducted by referring to the rule of thumb made by Perry, Charlotte, Isabella and Bob (2004). They described that Cronbach's alpha (α) 0.90 and above shows excellent reliability, 0.70 to 0.90 shows high reliability, 0.50 to 0.70 shows moderate reliability and 0.50 and below shows low reliability. The descriptive analysis have been tested using SPSS 27.0 and four independent variables factors (students' attitude, lecturers' professionalism, family-role and other factors) and dependent variables (student stress) have been tested using Smart PLS 3 (Ringle, Wende, and Becker, 2015). The study used mean, standard deviation, correlation analysis to examine the relationship between all the variables (students' attitude, lecturers' professionalism, family-role and other factors) with emotional exhaustion. Besides, the analyses also have been carried out to identify the most influential factors that give impact on Emotional Exhaustion during ODL session in public universities.

RESULTS

Descriptive Analysis

This data was collected from 392 respondents using questionnaires. This study represented students from public universities in Malaysia. Majority of respondents were female (n=258, 65.8%), and the rest were male (n=134, 34.2%). From all of the respondents, majority were full time study (n= 381; 97.2%) and only 11 of them; 2.8% were part time. The biggest respondents were from focus university (n=161; 41%), followed by comprehensive university (n=119; 30.3%) and research university (n=112; 28.7%). They are from Science and Technology Cluster (n=210; 53.5%), Social Science and Humanities Cluster (n=120; 30.6%) and Business and Management Cluster (n=62; 15.9%). Overall, Malay student is the highest number of respondents (n=358; 91.3% respectively), Indian (n=17, 4.3%), Chinese (n=10; 2.6%) and other races from Bumiputera Sabah and Sarawak (n=7; 1.8%). Further, majority of the respondents were currently study in degree level (n=370; 94.4%), while the rest were study in diploma level (n=22; 5.6%). The highest majority age were 22 to 24 years (n=190;

48.4%), followed by 19 to 21 years (n=185; 47.1%), 25 to 27 years (n=13, 3.3%) and 28 to 30 years (n=4, 1.2%).

The household income and basic amenities for this study have been identified primarily by referring to the source of Department of Statistics Malaysia (2019). The biggest household group was B40 (n=260; 66.3%), M40 (n=100; 25.5%) and T20 (n=22; 8.2%). They are from urban area (n=177; 45.1%), rural area (n=121; 30.8%) and semi-urban area (n=94; 24.1%). This situation shows that, majority of respondents were urban poverty from Selangor (n=103; 26.2%), followed by Johor (n=46; 11.7%), Kelantan (n=36; 9.1%), Kedah (n=34; 8.8%), Melaka (n=28; 7.1%), Pahang (n=26; 6.6%) and Terengganu (n=26; 6.6%), Perak (n=22; 5.6%), Negeri Sembilan (n=20; 5.1%), Wilayah Persekutuan Kuala Lumpur and Putrajaya (n=18; 4.6%), Pulau Pinang (n=17; 4.3%), Sarawak (n=8; 2%), Sabah (n=6; 1.5%) and Perlis (n=2; 0.8%). However, there was no respondent from Wilayah Persekutuan Labuan. In ODL session, the highest respondents lives with their family (n=358; 91.3%), then stay at hostel (n=25; 6.4%), rental house with university members (n=5; 1.3%) and others (relatives and friends house) (n=4; 1%). They have four siblings (n=101; 25.8%), three siblings (n=89; 22.7%), five siblings (n=65; 16.6%), six siblings (n=46; 11.8%), two siblings (n=34; 8.7%), seven siblings (n=30; 7.7%), eight siblings (n=12; 3.1%), nine siblings (n=5; 1.3%) and no have sibling (n=5; 1.3%), twelve siblings (n=3; 0.4%), ten siblings (n=1; 0.3%) and eleven siblings (n=1; 0.3%).

Hence, based on the frequency analysis of the overall demographic background of the respondents, it can be claimed that most of the respondents were from Science and Technology Cluster were currently study at focus university, female, aged between 22 to 24 years old, study in degree level and full time. In fact, they were come from B40 family at urban area in Selangor, Malay race and stay with their family with five siblings during implementation of ODL.

LS-SEM DESIGN AND DISCUSSION

Table 1. Stress factor indicators among students

Construct	No.	Item
<i>Student Attitude</i>	B1	I complete assignment at the very last minute
	B2	I have a hard time understanding the lessons during ODL even though the courses are simple
	B3	I find it difficult to collaborate in groups during ODL
	B4	I revise lessons at the very last minute
	B5	I diligently complete the assignment
	B6	If I have hard time understanding any topics, I will refer to a lecturer or friend
	B7	Overall, I study hard to succeed
<i>Lecturer</i>	C1	Lecturer teaches with enthusiasm
<i>Professionalism</i>	C2	Lecturer is responsive towards students' inquiries
	C3	Lecturer is always ready to provide academic guidance to students

	C4	The lecturer is accessible for discussion
	C5	Lecturer teaches the topics creatively to ensure students' understanding
	C6	Lecturer give assignments outside the teaching and learning scope
	C7	Lecturer helps students master the learning content
<i>Family-Role</i>	D1	My family understands my ODL situation
	D2	My family always motivates me not to give up in study
	D3	My family is willing to listen to my tribulations
	D4	My family provides a conducive study environment
	D5	My family does not bother me while studying
	D6	My family facilitates my learning
	D7	Overall, I am happy to be in this family
<i>Other Factors</i>	E1	I have problems accessing the internet while studying
	E2	I have conducive and comfortable learning space
	E3	I have complete learning equipment
	E4	I work part-time during ODL to cover my study costs
	E5	My friend finds it difficult to cooperate while completing group assignments
	E6	I get stressed out studying during MCO
	E7	Overall, ODL is burdensome to me

Resource: Researcher 2022

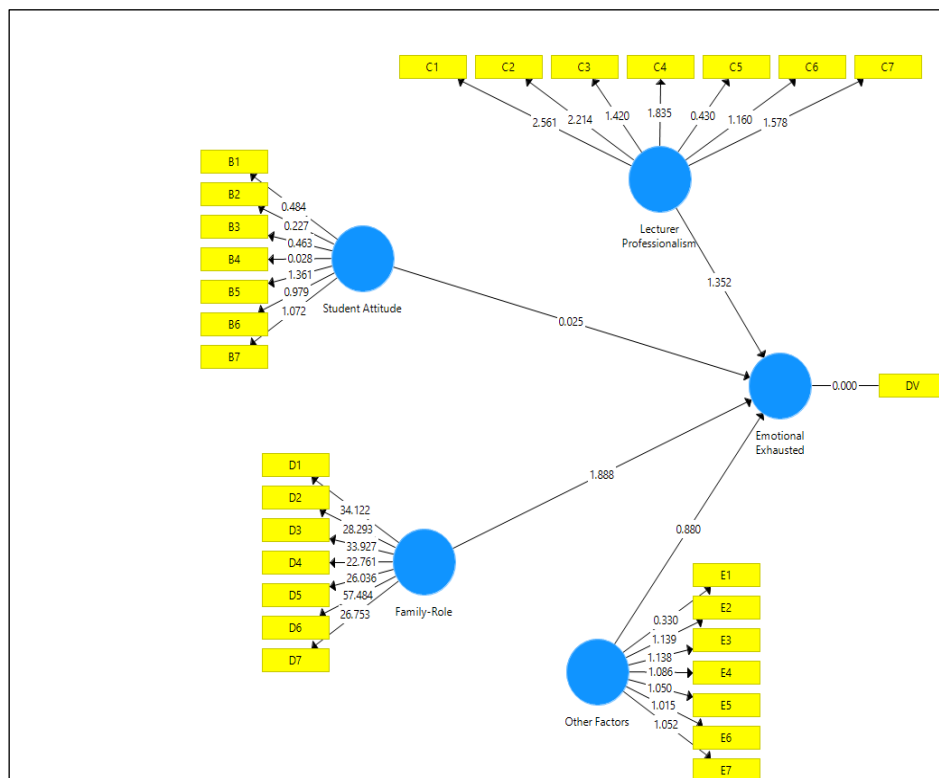


Figure 3. The PLS-SEM Modelling analysis showed the emotional exhaustion factors among public university students'

DISCUSSION

The findings of the Smart PLS analysis proves that there is a positive and significant relationship between family-role factors on mental and emotional stress during learning by ODL among respondents. According to Muhammad Wafi & Sharifah Rohayah Sheikh, (2020); Khan et al., (2013), the main factor of stress among students derives from family. This opinion coincides with the view of Bhat U et al., (2018) who stated that students who live with families have higher psychological stress scores compared to students who live on their own or with friends.

Without a doubt, family institution greatly influences the mental and emotional of the respondents during ODL. Studies show that parental involvement in children's school activities is important in helping socio-emotional development (Bronfenbrenner, 1979; Vygotsky 1978). According to Johari Talib (2007), live-in children consider their parents to be the most important socializing agents before they are influenced by others. Distant family relationships, broken families and lack of attention from family or parents will create mental and emotional stress among the children (Mitchell, 1989). This negative environmental pressure will also affect the focus and acceptance of students in their learning process.

A study by Rozumah Baharudin (2001) conducted on secondary and primary school students in four Peninsular Malaysia states, namely Selangor, Johor, Penang and Terengganu, found that the influence of the family environment greatly affected their education. According to her, the structure and values of the family as well as the economic achievement and self-improvement development has a big impact on the lives of their children. Moreover, based on a study conducted by Lavasani, Afzali and Hejazi (2011), social support from parents is important for healthy psychological development among adolescents. Meanwhile, Kocayoruk's (2012) study states that parental perceptions are also closely related to the psychological needs of adolescents. This is because basic psychological needs can have an impact on the adolescents' relationships with parents, as well as on their own well-being. All three sources of this study prove that family role greatly affects the mental and emotional stress of children if not managed properly, thus further supporting the findings of the study.

Based on the results of the respondents' background study, it was found that most of them are from the B40 group who live in urban areas. The structure and stress of urban life cause the economy for survival to be highly stressed out (Wan NorAzriyati et al. 2011). This group, most of families with non-fixed lower income sources and self-employed. They are the most affected group especially the outbreak of COVID-19. In addition to struggling to provide the food needs of family members to survive, these groups are also burdened to provide gadgets and Internet subscription to assist their children's ODL sessions. Based on the challenges faced, of course, the priority of parents in this group is to provide food to the family before thinking about the ODL preparation for their children.

Furthermore, extreme poverty and a large number of family members cramped in a small house result in non-conducive living environment for the children. In addition, according to Puvaneshvaran & Rajendran (2004) financial constraints also cause many parents to encourage

their children to work part-time to reduce family financial problems. If this situation continues, more university students from B40 families will drop out in the learning process and at the same time, affect their emotional development and management.

Meanwhile, the Smart PLS analysis has also shown that student attitude, lecturer professionalism and other factors do not have a positive and significant relationship with the mental and emotional stress of respondents. This unexpected finding negates the issue of the recent deaths of two UiTM undergraduate students which netizens speculate due to lecturer's unprofessionalism (Yosof 2021).

According to the findings of this study, a reason there is no positive and significant relationship among the three factors is due the positive role of lecturers shown throughout ODL. According to Mohd Sahandri Gani et al, (2010) the most effective teachers are the ones who are most approachable by all their students. Personal Touch such as understanding each student personally to identify their problems and care for the student's academic development by discussing to identify their strengths and weaknesses allow strong lecturer-student rapport. These two approaches, in fact, are the methods most needed by a student in his or her learning process, especially in the pandemic situation that is full of challenges and constraints. In addition, the findings show that the lecturers demonstrate wholesome teaching methods that have structured steps and strategies as well as accurate and achievable objectives. In addition to the selection of appropriate approaches and techniques, sophisticated teaching aids and interesting delivery of knowledge also facilitate the respondents in the learning process throughout the ODL sessions.

In addition, the nature of most respondents who are more comfortable referring to friends and lecturers if any issues arise during ODL has shielded them from mental and emotional stress. The results of this study coincide with several previous studies such as studies that have been conducted by Irma Martiny, Maimun & Zaid Arafat (2017), Mohd Zaki et al. (2016a); Mohd Zaki & Kaseh (2016b); Faironita & Kamarul (2015); Abdul Razif Zaini et al. (2016). The results of their studies prove that students do prefer to ask for help and ask lecturers or friends if they do not know and understand any topics. Furthermore, respondents were also found to have been applying self-learning. This situation indicates that the respondents are accustomed to the learning environment, thus, it is not a constraint on the respondents throughout ODL and indirectly as well, the respondent has actually practiced the Heutagogy Strategy. According to Nurul Aisyah, Jamaludin & Wan Muna Ruzanna (2019) this strategy encourages students' motivation towards building their goals and creating awareness, desire or responsible attitude to perform a task in achieving a goal.

Hence, it is undeniable that positive lecturer-student relationship helps to support students' emotional development, build positive attitudes, and offers motivation in achieving excellent academic outcomes (Wentzel, 2009). This, at the same time, proves that student attitude, lecturer professionalism and other factors in this study do not affect the mental and emotional stress of respondents during ODL.

CONCLUSION AND RECOMMENDATION

Wholesome support from family affects the mental and emotional well-being of students in their learning sessions at home. This study provides exposure to the importance of the role of parents and families in assisting children's learning development. Parents also play an important role in ensuring that children do not experience mental and emotional stress in the process of ODL implementation.

Although the factors of student attitude, lecturer professionalism and other factors did not show a significant relationship to the mental and emotional stress of the respondents in learning by ODL, this does not mean that these three factors can be taken lightly. Perhaps the global situation that is still facing numerous issues due COVID-19 pandemic has caused the results of the study to show that family-role factors have a more significant impact among the three factors. In addition, the amount of time most respondents spend with their families in this situation also has a lot of influence on the results of the study.

In general, this study helps lecturers understand the constraints and challenges faced by students and their families while conducting ODL at home. This is because the ODL will instigate differences of opinion from various parties. For example, from the lecturers' viewpoints, they may not find it difficult to implement online teaching, however, from the point of view of parents, especially families with many children or unstable economic status, ODL will be a constraint and a challenge for their whole family.

It is suggested that further research can be done qualitatively to obtain detailed information for the purpose of improving the educational-based problems among university students from B40 families. In addition, parents' perceptions of ODL learning also needs to be reviewed. Such a study is able to provide information to educational institutions and educators in improving and strengthening educational services in line with the aptness of a family in the current situation.

ACKNOWLEDGEMENT

The authors would like to express special gratitude to UiTM Melaka and UKM for giving the opportunity to our team in conducting this study. The authors would also like to express their highest appreciation to anyone who was involved directly or indirectly in this study and kept them motivated to complete this study successfully.

Corresponding Author

Name: Nurul Asma Mazlan

Affiliation: Universiti Teknologi MARA Cawangan Melaka Kampus Jasin, Jalan Lembah Kesang, 1/1-2, Kampung Seri Mendapat, 77300 Merlimau, Melaka

Country: Malaysia

Email: asmamazlan@uitm.edu.my

REFERENCES

1. Abdul Razif Zaini, Khirulnizam Abdul Rahman & Muhammad Haron Husaini 2016. Pembelajaran kosa kata bahasa Arab berbantuan aplikasi. *International Conference on Aqidah, Dakwah And Syariah 2016*.
2. Abakumova, I., Zvezdina, G., Grishina, A., Zvezdina, E., & Dyakova, E. (2020). University students' attitude to distance learning in situation of uncertainty. *In E3S Web of conferences* (Vol. 210, p. 18017). EDP Sciences.
3. Agenda Awani, *Pendidikan Era Normal Baharu*. 16 Mac 2020. <https://www.facebook.com/astroawani/videos/agendaawani-pendidikan-era-normal-baharu/550681059209279/>
4. Bhamani, S., Makhdoom, A. Z., Bharuchi, V., Ali, N., Kaleem, S., & Ahmed, D. (2020). Home learning in times of COVID: Experiences of parents. *Journal of Education and Educational Development*, 7(1), 9-26.
5. Bhat U, S., Amaresha, A. C., Kodancha, P., John, S., Kumar, S., Aiman, A., Jain, P. A., & Cherian, A. V. (2018). Psychological distress among college students of coastal district of Karnataka: A community-based cross-sectional survey. *Asian Journal of Psychiatry*, 38, 20-24.
6. Bolliger, D., & Erichsen, E. (2013). Student satisfaction with blended and online courses based on personality type. *Canadian Journal of Learning and Technology/La revue canadienne de l'apprentissage et de la technologie*, 39(1).
7. Elfaki, N. K., Abdurraheem, I., & Abdulrahim, R. (2019). Impact of e-learning vs traditional learning on student's performance and attitude. *International Journal of Medical Research & Health Sciences*, 8(10), 76-82.
8. Faironita binti Ibrahim & Kamarul Shukri bin Mat The. 2015. Pengaruh permainan bahasa terhadap motivasi murid sekolah rendah dalam pembelajaran perbendaharaan kata bahasa Arab. *Tinta Artikulasi Membina Ummah*, 1(2), 41-50.
9. Household Income and Basic Amenities Survey Report. (2019). Department of Statistics Malaysia. [Retrieve on 22 July 2021].
10. Illarionova, L. P., Karzhanova, N. V., Ishmuradova, A. M., Nazarenko, S. V., Korzhuev, A. V., & Ryazanova, E. L. (2021). Student attitude to distance education: Pros and cons. *Cypriot Journal of Educational Sciences*, 16(3), 1319-1327.
11. Irma Martiny Md Yasim, Maimun Aqsha Lubis & Zaid Arafat Mohd Noor. 2017. Penggunaan teknik pembelajaran aspek kosa kata bahasa Arab dalam kalangan murid. *ASEAN Comparative Education Research Journal on Islam and Civilization (ACER-J)*, 1(1), 14-24.
12. Johari Talib. (2007). Pengaruh gaya keibubapaan terhadap pencapaian akademik kanak-kanak. Dlm. Wacana Pengajian Umum, hlm. 77-94. Bangi: Universiti Kebangsaan Malaysia.
13. Khan, K. U. D., Gulzar, S., & Yahya, F. (2013). Crucial factors affecting stress: A study among undergraduates in Pakistan. *International Journal of Asian Social Science*, 3(2), 428-442. Bronfenbrenner, U. (1979). *The Ecology of the Family as a Context of Human Development: Experiments by Nature and Design*. Cambridge, MA: Harvard University Press.
14. Kireev, B., Zhundibayeva, A. & Aktanova, A., (2019). Distance Learning at Higher Education Institutions: Results of an Experiment. *Journal of Social Studies Education Research*, v10 n3, p387-403.
15. Kocayoruk, E. (2012). The perception of parents and well-being of adolescents: Link with basic psychological need satisfaction. *Procedia Social and Behavioral Sciences*, 46, 3624-3628.
16. Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. 2nd Ed., New Age International Publishers.
17. Krejcie, R. V., and Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3): 607-610
18. Kurzman, P. A. (2013). The evolution of distance learning and online education. *Journal of Teaching in Social Work*, 33(4-5), 331-338.
19. Lavasani, M.G., Afzali, L., & Hejazi, E. (2011). The relationship between perceived parenting styles, social support with psychological well-being. *Procedia Social and Behavioral Sciences*, 15, 1852-1856. Perry, R. H., Charlotte, B., Isabella, M., & Bob, C. (2004). *SPSS Explained*. Routledge: London, UK.
20. Mahase, E. 2020. China coronavirus: WHO declares international emergency as death toll exceeds 200. *BMJ Clin. Res. Ed.*, 368, m408.
21. Mitchell, B. (1989). The Family Environment and Leaving the Parental Home. *Journal of the Marriage and Family*, 51, 605-613.
22. Mittelmeier, J., Rogaten, J., Long, D, Dalu, M., Gunter, A., Prinsloo, P. & Rienties, B. (2019). Understanding the Early Adjustment Experiences of Undergraduate Distance Education Students in South Africa, *International Review of Research in Open and Distributed Learning*, v20 n3 p19-38.
23. Mohd Sahandri Gani Hamzah, Ramli Basri, Shaffe Mohd Daud (2010). *Karakter Guru Ilmu Diagung Guru Disanjung*. Kuala Lumpur: Utusan Publications & Distributors Sdn Bhd.

24. Mohd Zaki Ismail, Kaseh Abu Bakar, Nik Farhan Nik Mustapha & Nurazan M Rouyan. 2016. Penggunaan strategi pembelajaran kosa kata bahasa Arab pada kalangan pelajar cemerlang. *Asia Pacific Journal of Educators and Education*, 31, 47–68.
25. Mohd Zaki Ismail & Kaseh Abu Bakar. 2016. Strategi pembelajaran kosa kata berimbuhan bahasa Arab. *Malaysian Journal of Learning and Instruction*, 13, 113-133.
26. Muhammad Wafi & Sharifah Rohayah Sheikh. (2020). Faktor Tekanan Dalam Kalangan Pelajar Universiti Sains Malaysia: Satu Tinjauan Awal. *Journal of Social Science and Humanities*. Vol. 17. No.7 (2020), 66-76. ISSN: 1823-884x.
27. Muzammil, M., Sutawijaya, A. & Harsasi, M. (2020). "Investigating student satisfaction in online learning: the role of student interaction and engagement in distance learning university." *Turkish Online Journal of Distance Education* 21. Special Issue-IODL (2020): 88-96.
28. Ngampornchai, A. & Adams, J. (2016). Students' Acceptance and Readiness for e-Learning in Northeastern Thailand. *International Journal of Educational Technology in Higher Education*. 34: 1-10.
29. Nurul Aisyah Kamrozzaman, Jamaludin Badusah, Wan Muna Ruzanna Wan Mohammad. 2019. Pendekatan heutagogi: Keberkesanan M-Pembelajaran Untuk Pendidikan Sepanjang Hayat. *Sains Humanika*, 11(3), 53-61.
30. Perry, R. H., Charlotte, B., Isabella, M., & Bob, C. (2004). *SPSS Explained*.
31. Puvanesvaran (2004) Faktor yang menyebabkan keciciran pelajar India di Kuala Selangor. Pendidikan, Universiti Malaya.
32. Qiu, J, Shen, B, Zhao, M, Wang, Z., Xie, B, Xu, Y. 2020. A nationwide survey of psychological distress among Chinese people in the COVID-19 epidemic: implications and policy recommendations. *General Psychiatry*, 33, p. 1-3.
33. Ringle, C. M., Wende, S., and Becker, J.-M. 2015. *SmartPLS 3*. Boenningstedt: SmartPLS GmbH, <http://www.smartpls.com>.
34. Raaper, R., & Brown, C. (2020). The Covid-19 pandemic and the dissolution of the university campus: Implications for student support practice. *Journal of Professional Capital and Community*.
35. Rozumah, B. (2001). Keluarga Pengaruhi Prestasi Akademik Pelajar. *Berita Harian*, m.s 16.
36. Slovaček, K. A., & Čosić, G. (2020). The Role of Parents during the COVID19 Pandemic in Croatia. *Studies in Educational Management*, 8(8), 9-17.
37. Thatcher, A.; Zhang, M.; Todoroski, H.; Chau, A.; Wang, J.; Liang, G. (2020) Predicting the Impact of COVID-19 on Australian Universities. *J. Risk Financ. Manag.* 2020, 13, 188
38. Voloshinov, S., Kruglyk, V., Osadchyi, V., Osadcha, K., & Symonenko, S. (2020). Realities and prospects of distance learning at higher education institutions of Ukraine.
39. Vygotsky, L.S.C. (1978). *Mind in society. The Development of Higher Psychological Processes*. (New edition, edited by M.Cole, V. John Steiner, S. Scribner and E. Souberman). Cambridge, MA: Harvard University Press.
40. Wan Nor Azriyati Wan Abd Aziz, Noor Rosly Hanif & Kuppusamy Singaravello. (2011). Affordable housing within the middle-income households in Malaysia: challenge to enter homeownership. *Australian Journal of Basic and Applied Sciences*, 5(8), 258-267
41. Wang, C., & Zhao, H. (2020). The impact of COVID-19 on anxiety in Chinese university students. *Frontiers in psychology*, 11, 1168.
42. Wentzel, K. R. (2009)., *Student's Relationship With Teachers As Motivational Contextin* Wentzel, K. R. & Wigfield, A. *Handbook of Motivation*, (pp. 301-322). New York and London: Routledge Taylor & Francis Group.
43. Yogesh Hole et al 2019 *J. Phys.: Conf. Ser.* 1362 012121
44. Yosof, T. D. B. T. (2021). *Pelajar Cemerlang UiTM Maut Pendarahan Otak*. Dalam Utusan Online. <https://www.utusan.com.my/terkini/2021/07/>.