



Faculty of Cognitive Sciences and Human Development

**IMPACT OF COVID-19 ON HIGHER EDUCATION: A STUDY ON THE EFFECT
OF EMOTIONAL INTELLIGENCE TOWARD STUDENTS' PSYCHOLOGICAL
WELL-BEING IN UNIVERSITI MALAYSIA SARAWAK (UNIMAS)**

Nurul Farrahin Binti Rahim

Bachelor of Psychology (Honours)

2021

UNIVERSITI MALAYSIA SARAWAK

Grade: A-

Please tick (✓)
Final Year Project Report
Masters

PhD

DECLARATION OF ORIGINAL WORK

This declaration is made on the 16th day of July 2021.

Student's Declaration:

I NURUL FARRAHIN BINTI RAHIM, 67363, Faculty of Cognitive Sciences and Human Development hereby declare that the work entitled, Impact of COVID-19 on higher education: A study on the effect of Emotional Intelligence toward students' Psychological Well-Being in Universiti Malaysia Sarawak (UNIMAS) is my original work. I have not copied from any other students' work or from any other sources except where due reference or acknowledgement is made explicitly in the text, nor has any part been written for me by another person.


16th July 2021
Date submitted



NURUL FARRAHIN BINTI RAHIM (67363)

Supervisor's Declaration:

I DR. KARTINI ABD GHANI hereby certifies that the work entitled, Impact of COVID-19 on higher education: A study on the effect of Emotional Intelligence toward students' Psychological Well-Being in Universiti Malaysia Sarawak (UNIMAS) was prepared by the above named student, and was submitted to the "FACULTY" as a partial fulfillment for the conferment of Bachelor of Psychology (Honours), and the aforementioned work, to the best of my knowledge, is the said student's work.

Received for examination by: 
(DR. KARTINI ABD GHANI)

Date: 16/07/2021


I declare this Project/Thesis is classified as (Please tick (√)):


- CONFIDENTIAL** (Contains confidential information under the Official Secret Act 1972)*
- RESTRICTED** (Contains restricted information as specified by the organisation where research was done)*
- OPEN ACCESS**

Validation of Project/Thesis

I therefore duly affirmed with free consent and willingness declared that this said Project/Thesis shall be placed officially in the Centre for Academic Information Services with the abide interest and rights as follows:

- This Project/Thesis is the sole legal property of Universiti Malaysia Sarawak (UNIMAS).
- The Centre for Academic Information Services has the lawful right to make copies for the purpose of academic and research only and not for other purpose.
- The Centre for Academic Information Services has the lawful right to digitise the content to for the Local Content Database.
- The Centre for Academic Information Services has the lawful right to make copies of the Project/Thesis for academic exchange between Higher Learning Institute.
- No dispute or any claim shall arise from the student itself neither third party on this Project/Thesis once it becomes sole property of UNIMAS.
- This Project/Thesis or any material, data and information related to it shall not be distributed, published or disclosed to any party by the student except with UNIMAS permission.

Student's signature: 
(16th July 2021)

Supervisor's signature: 
(Date: 16/07/21)

Current Address: Apartment Indah Jaya, Block 2, Lot 12 (GF), 90000 Sandakan, Sabah

Notes: * If the Project/Thesis is **CONFIDENTIAL** or **RESTRICTED**, please attach together as annexure a letter from the organisation with the period and reasons of confidentiality and restriction.

[The instrument was duly prepared by The Centre for Academic Information Services]

The project entitled 'Impact of COVID-19 on higher education: A study on the effect of Emotional Intelligence toward students' Psychological Well-Being in Universiti Malaysia Sarawak (UNIMAS)' was prepared by Nurul Farrahin Binti Rahim and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Psychology with Honours.

Received for examination by:



(DR. KARTINI ABD GHANI)

Date:

16/07/2021

Grade A-

UNIVERSITI MALAYSIA SARAWAK

Grade: _____

Please tick (√)

Final Year Project Report

Masters

PhD

DECLARATION OF ORIGINAL WORK

This declaration is made on the 16th day of July 2021.

Student's Declaration:

I NURUL FARRAHIN BINTI RAHIM, 67363, Faculty of Cognitive Sciences and Human Development hereby declare that the work entitled, Impact of COVID-19 on higher education: A study on the effect of Emotional Intelligence toward students' Psychological Well-Being in Universiti Malaysia Sarawak (UNIMAS) is my original work. I have not copied from any other students' work or from any other sources except where due reference or acknowledgement is made explicitly in the text, nor has any part been written for me by another person.

Date submitted

NURUL FARRAHIN BINTI RAHIM (67363)

Supervisor's Declaration:

I DR. KARTINI ABD GHANI hereby certifies that the work entitled, Impact of COVID-19 on higher education: A study on the effect of Emotional Intelligence toward students' Psychological Well-Being in Universiti Malaysia Sarawak (UNIMAS) was prepared by the above named student, and was submitted to the "FACULTY" as a partial fulfillment for the conferment of Bachelor of Psychology (Honours), and the aforementioned work, to the best of my knowledge, is the said student's work.

Received for examination by: _____

(DR. KARTINI ABD GHANI)

Date: _____

I declare this Project/Thesis is classified as (Please tick (√)):

- CONFIDENTIAL** (Contains confidential information under the Official Secret Act 1972)*
- RESTRICTED** (Contains restricted information as specified by the organisation where research was done)*
- OPEN ACCESS**

Validation of Project/Thesis

I therefore duly affirmed with free consent and willingness declared that this said Project/Thesis shall be placed officially in the Centre for Academic Information Services with the abide interest and rights as follows:

- This Project/Thesis is the sole legal property of Universiti Malaysia Sarawak (UNIMAS).
- The Centre for Academic Information Services has the lawful right to make copies for the purpose of academic and research only and not for other purpose.
- The Centre for Academic Information Services has the lawful right to digitise the content to for the Local Content Database.
- The Centre for Academic Information Services has the lawful right to make copies of the Project/Thesis for academic exchange between Higher Learning Institute.
- No dispute or any claim shall arise from the student itself neither third party on this Project/Thesis once it becomes sole property of UNIMAS.
- This Project/Thesis or any material, data and information related to it shall not be distributed, published or disclosed to any party by the student except with UNIMAS permission.

Student's signature _____ Supervisor's signature: _____
(Date) (Date)

Current Address: Apartment Indah Jaya, Block 2, Lot 12 (GF), 90000 Sandakan, Sabah

Notes: * If the Project/Thesis is **CONFIDENTIAL** or **RESTRICTED**, please attach together as annexure a letter from the organisation with the period and reasons of confidentiality and restriction.

[The instrument was duly prepared by The Centre for Academic Information Services]

The project entitled 'Impact of COVID-19 on higher education: A study on the effect of Emotional Intelligence toward students' Psychological Well-Being in Universiti Malaysia Sarawak (UNIMAS)' was prepared by Nurul Farrahin Binti Rahim and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Psychology with Honours.

Received for examination by:

(DR. KARTINI ABD GHANI)

Date:

Gred

**IMPACT OF COVID-19 ON HIGHER EDUCATION: A STUDY ON THE
EFFECT OF EMOTIONAL INTELLIGENCE TOWARD STUDENTS'
PSYCHOLOGICAL WELL-BEING IN UNIVERSITI MALAYSIA
SARAWAK (UNIMAS)**

NURUL FARRAHIN BINTI RAHIM

This project is submitted in partial fulfillment of the requirements for a
Bachelor of Psychology with Honours

Faculty of Cognitive Sciences and Human Development
UNIVERSITI MALAYSIA SARAWAK
(2021)

ACKNOWLEDGEMENT

With the completion of this research, I would like to express my thanks and gratitude to all of those who had helped me a lot in completing this project with all the support, guidance, and encouragement.

First and foremost, I would like to thank my beloved supervisor, Dr. Kartini Abd Ghani for guiding and supervise me to find a suitable topic until I was finally able to come out with a full research project entitled 'Impact of COVID-19 on higher education: A study on the effect of Emotional Intelligence toward students' Psychological Well-Being in Universiti Malaysia Sarawak (UNIMAS)'. Without her consistency in supporting me, encouraging me, and inspiring me, I would not be able to gather motivation in completing this project. Besides, she always gives her time to supervise us despite of her busy schedule.

I also would like to thank my evaluator, Encik Mohamad Azhari Bin Abu Bakar. Without the feedback and comment given by him based on my final year project presentation, I would not be able to notice any mistakes I have done during the completion of the project. With all the feedback and comment I can try my best to improve this research to ensure that this project will benefit others. Aside from that, I also want to thanks all of my Psychology coursemates for always supporting and helping me by giving and sharing a lot of information and knowledge in completing this final year project.

Also, I would love to take this opportunity to express my appreciation to my beloved family for keep on encouraging me throughout this year since the learning setting has been shifted to online distance learning, it has been hard for me to organize my schedule properly especially in finding time to complete this final year project. Without their cooperation, understanding, and continuously supporting me financially, physically, and mentally along the process of completing this project, I would not be able to complete this project successfully.

Lastly, I would like to express my appreciation to all 320 participants who are willing to take part in this research. Without their cooperation and participation, I would not be able to complete my final year project.

TABLE OF CONTENTS

Acknowledgement.....	ii
Table of Contents.....	iii
List of Tables.....	vi
List of Figures.....	vii
Abstract.....	viii
Abstrak.....	ix
CHAPTER 1 INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background of the study.....	1
1.2 Problem Statement.....	2
1.3 The objectives of study.....	3
1.3.1 General objective.....	3
1.3.2 Specific objectives.....	3
1.4 Research questions and hypotheses.....	3
1.4.1 Research questions.....	3
1.4.2 Research hypotheses.....	3
1.5 Conceptual Framework.....	4
1.6 Significance of the study.....	4
1.7 Limitations of the study.....	5
1.8 Definition of terms.....	5
1.9 Summary.....	6
CHAPTER 2 LITERATURE REVIEW.....	7
2.0 Introduction.....	7
2.1 Emergency Remote Learning.....	7
2.2 Emotional Intelligence (EI).....	9
2.3 Psychological Well-Being.....	11

2.4	Effect of Emotional Intelligence on Psychological Well-Being.....	13
2.5	Summary.....	14
CHAPTER 3 METHODOLOGY.....		15
3.0	Introduction.....	15
3.1	Research design.....	15
3.2	Population, sample and sampling procedure.....	15
3.2.1	Population.....	15
3.2.2	Sample.....	15
3.2.3	Sampling procedure.....	15
3.3	Instrument.....	16
3.3.1	Section A (Demographics).....	16
3.3.2	Section B (Trait Meta Mood Scale-24).....	16
3.3.3	Section C (The EPOCH Measure of Adolescence Well-Being).....	16
3.4	Pilot study.....	17
3.5	Validity and reliability.....	18
3.6	Ethics of study.....	18
3.7	Data collection procedure.....	18
3.8	Data analysis procedure.....	19
3.9	Summary.....	19
CHAPTER 4 FINDING AND DISCUSSION.....		20
4.0	Introduction.....	20
4.1	Descriptive Statistics: Respondent Demographics.....	20
4.1.1	Gender.....	21
4.1.2	Age.....	22

4.1.3 Year of Study.....	23
4.1.4 Faculty.....	24
4.2 Inferential Statistics.....	27
4.2.1 Pearson Correlation Coefficient.....	27
4.3 Summary of finding.....	30
4.4 Discussion.....	31
4.5 Summary.....	34
CHAPTER 5 CONCLUSION, IMPLICATION AND RECOMMENDATION	35
5.0 Introduction.....	35
5.1 Research Summary.....	35
5.2 Conclusion.....	37
5.3 Implications.....	37
5.3.1 Theoretical implication.....	37
5.3.2 Policy implication.....	38
5.3.3 Practical implication.....	38
5.4 Recommendations.....	39
5.4.1 Future research.....	40
5.5 Limitations.....	41
5.6 Summary.....	42
References.....	43
Appendix.....	48
Instrument:	49

LIST OF TABLES

Table 3.4.1: Cronbach's Alpha for Section B.....	17
Table 3.4.2: Cronbach's Alpha for Section C.....	1ix
Table 4.1: Overall Descriptive Statistics.....	20
Table 4.1.1: Descriptive Statistics of Gender.....	21
Table 4.1.2: Descriptive Statistics of Age.....	22
Table 4.1.3: Descriptive Statistics of Year of Study.....	23
Table 4.1.4: Descriptive Statistics of Faculty.....	18
Table 4.2.1: Descriptive Statistics on Emotional Intelligence and Psychological Well-Being.....	27
Table 4.2.2: Correlation between Emotional Intelligence and Psychological Well-Being.....	27
Table 4.3: The Summary of the Result of Hypotheses Testing.....	30

LIST OF FIGURES

Figure 1.5: Conceptual Framework.....	4
Figure 2.2: The Mayer and Salovey (1997) four-branch model of Emotional Intelligence (EI) abilities.....	9
Figure 2.3: The Seligman's PERMA model.....	11
Figure 4.1.1: Pie Chart of Gender.....	21
Figure 4.1.2: Pie Chart of Age.....	22
Figure 4.1.3: Pie Chart of Year of Study.....	15
Figure 4.1.4: Pie Chart of Faculty.....	18
Figure 4.2.1: Scatter plot between Emotional Intelligence and Psychological Well-Being.....	28

ABSTRACT

Online distance learning is one of the changes that has been implemented in Malaysia to overcome the spread of the COVID-19 virus. These changes have led to a social restriction which mainly causes students to experienced isolation, arises worries, and also causes distress. Emotional intelligence is a part of cognitive processing which involves the awareness of own emotions and other and also the ability to facilitate and manage own emotions. Having a good degree of emotional intelligence will enable the participants to facilitate, manage and aware of their own emotions during this pandemic, also it can help and encourage students to practice a good and healthy lifestyle which will result in a good and healthy psychological well-being. A cross-sectional study has been conducted to study the correlation between emotional intelligence and the psychological well-being of the students due to the impact of COVID-19. This study involves 320 undergraduate students from Universiti Malaysia Sarawak (UNIMAS), Kota Samarahan, Sarawak. The measurement instrument used to conduct this research are the English version of the Trait Meta Mood Scale-24, and also the EPOCH Measure of Adolescent Well-Being. The hypotheses have been tested by using a Pearson Correlation Coefficient, and the result has shown that there is a strong positive relationship between emotional intelligence and the psychological well-being of students. This indicates, the participants experienced a higher level of emotional intelligence during this pandemic, and it directly affects the students' psychological well-being which also recorded a high level. To further improve this study, future researchers were suggested to conduct a study with a large population in order to generalize the data among students in higher institutions.

Keywords: *Pandemic COVID-19, Emotional Intelligence, Psychological Well-Being*

ABSTRAK

Pembelajaran jarak jauh dalam talian adalah salah satu perubahan yang telah dilaksanakan di Malaysia untuk mengatasi penyebaran virus COVID-19. Perubahan ini telah menyebabkan pembatasan sosial yang menyebabkan pelajar mengalami pengasingan, timbul kebimbangan, dan juga menyebabkan kesukaran. Kecerdasan emosi adalah bahagian dari pemprosesan kognitif yang melibatkan kesedaran emosi terhadap diri dan orang lain dan juga kemampuan untuk memfasilitasi dan mengurus emosi sendiri. Mempunyai tahap kecerdasan emosi yang baik akan membolehkan para peserta memfasilitasi, mengurus dan menyedari emosi mereka sendiri semasa wabak ini, juga dapat membantu dan mendorong pelajar untuk mengamalkan gaya hidup yang baik dan sihat yang akan menghasilkan kesejahteraan psikologi yang baik dan sihat. Satu kajian keratan rentas telah dilakukan untuk mengkaji hubungan antara kecerdasan emosi dan kesejahteraan psikologi pelajar kerana kesan COVID-19. Kajian ini melibatkan 320 pelajar sarjana dari Universiti Malaysia Sarawak (UNIMAS), Kota Samarahan, Sarawak. Instrumen pengukuran yang digunakan untuk menjalankan penyelidikan ini adalah Trait Meta Mood Scale-24 versi bahasa Inggeris, dan juga EPOCH Measure of Adolescent Well-Being. Hipotesis telah diuji dengan menggunakan Pekali Korelasi Pearson, dan hasilnya menunjukkan bahawa terdapat hubungan positif yang kuat antara kecerdasan emosi dan kesejahteraan psikologi pelajar. Ini menunjukkan, para peserta mengalami tahap kecerdasan emosi yang tinggi semasa wabak ini, dan secara langsung mempengaruhi kesejahteraan psikologi pelajar yang juga mencatatkan tahap yang tinggi. Untuk meningkatkan lagi kajian ini, para penyelidik masa depan disarankan untuk melakukan kajian dengan populasi yang besar untuk menggeneralisasikan data di kalangan pelajar di institusi tinggi.

Kata kunci: *Pandemik COVID-19, Kecerdasan Emosi, Kesejahteraan Psikologi*

CHAPTER 1

INTRODUCTION

1.0 Introduction

In this chapter, the research preliminary elements were discussed. The background of the study, the statement of the problem, the research objectives include both general and specific objectives in this study. Also, research questions, research hypotheses, the conceptual framework, the definition of terms used in this study, the significance of the study, and the limitations of the study are all included in this chapter.

1.1 Background of the study

Recently we were shocked by an epidemic that is spreading across the country. The disease COVID-19 caused the severe acute respiratory syndrome. This illness was started in Wuhan City, Hubei Province, China (CDC, 2019), and had an outbreak in other countries. On the 30th of January 2020, WHO declared the COVID-19 outbreak as a global health emergency as a result of the pandemic (Gallegos, 2020). This disease had spread to the rest of the world and have a lot of impacts on society. Malaysia is one of the countries affected due to the COVID-19 pandemic. This situation not only causes economic turmoil but also the education sector of the country is also affected. This situation causes new norms to be practiced. Among them, the education system is turning to online learning. As a result of the pandemic, people are also affected mentally and physically especially among workers, students, and entrepreneurs.

This research primarily focused on students' development in terms of students' level of emotional intelligence and psychological well-being during the pandemic period. The major goal of this research is to look at students' emotional intelligence and psychological well-being as a result of COVID-19's impact on higher education. The researcher wants to identify does the students' emotional intelligence affects psychological well-being during this pandemic COVID-19. Emotional intelligence generally referred to as emotional quotient (EQ), is the capacity to recognise, use, and control one's own emotions and others in a productive way. Thus, a good level of emotional intelligence can ensure a good level of psychological well-being.

Apart from that, the way we perceive things may give an impact on our well-being. Besides, there is an interrelation between emotional intelligence and psychological well-being. Through this study, the researcher wants to identify the correlation between emotional intelligence as well as students' psychological well-being during this pandemic. Does the increase in emotional intelligence ensure a good state of psychological well-being among students during this pandemic as has been proven by study conducted by Samaei and Sepahmansour (2015). Hence, this study was conducted to identify whether the pandemic COVID-19 has an impact on students in higher institutions in terms of the emotional intelligence and psychological well-being of students.

1.2 Problem statement

Slightly over half of the Malaysian students were affected due to the pandemic COVID-19. The pandemic COVID-19 causes new norms to be implemented and adapted, among them is the online learning setting. Recently, the learning setting has been shifted to an online learning setting to avoid the spread of COVID-19. Students in higher education are affected by the changes in their well-being, lifestyle, and functioning. Reducing and restricting physical contact meetings is an attempt to reduce the spread of the COVID-19 virus. These situations have consequences for the efficiency of the learning process in higher education (Irawan et al., 2020). This situation is very impactful toward students in higher education. It arise worries, anxiety among students, thus this study focusing on how students' emotional intelligence affects students' psychological well-being during this pandemic COVID-19.

Many studies have shown the interrelation between emotional intelligence and psychological well-being. For instance, research carried out by Samaei and Sepahmansour (2015), found that there is a positive association between emotional intelligence and psychological well-being. This study implies, increase in emotional intelligence is positively associated with an increase in psychological well-being. Moreover, research on emotional intelligence and psychological well-being among rural students in Sabah. This study has proven almost half of the rural students in Sabah have a poor level of well-being. Based on the findings, rural poor students encounter numerous difficulties in life, such as financial problems, learning, relationships with others, and social pressures, which eventually led to a moderate or

low level of emotional intelligence and psychological well-being. (Rathakrishnan et al., 2019). However, it only focused on a specific population and cannot be generalized to all populations.

Therefore, the researcher finds other indicators that may contribute and give an impact on the student well-being during this current pandemic such as emotional intelligence. Also, only fewer studies are focusing on the pandemic since the pandemic is a recent global issue. Thus, this study intends to investigate the impact of emotional intelligence on students' psychological well-being during this pandemic. The researcher aimed to examine the impact of COVID-19 on higher education specifically on students' emotional intelligence and psychological well-being. Hence, this study needs to prove does a good level of emotional intelligence ensures a good and healthy psychological well-being among students in higher education during this pandemic COVID-19.

1.3 The objective of the study

1.3.1 General objective

To investigate the relationship between student's emotional intelligence and psychological well-being due to the impact of COVID-19.

1.3.2 Specific objective

1. To determine the demographic attributes among the participants.
2. To investigate the relationship between student's emotional intelligence and psychological well-being.

1.4 Research question and hypotheses

1.4.1 Research questions

1. What are the demographic attributes of the participants?
2. Is there any relationship between student's emotional intelligence and psychological well-being?

1.4.2 Research hypotheses

1. There is no significant relationship between student's emotional intelligence and psychological well-being.

1.5 Conceptual Framework

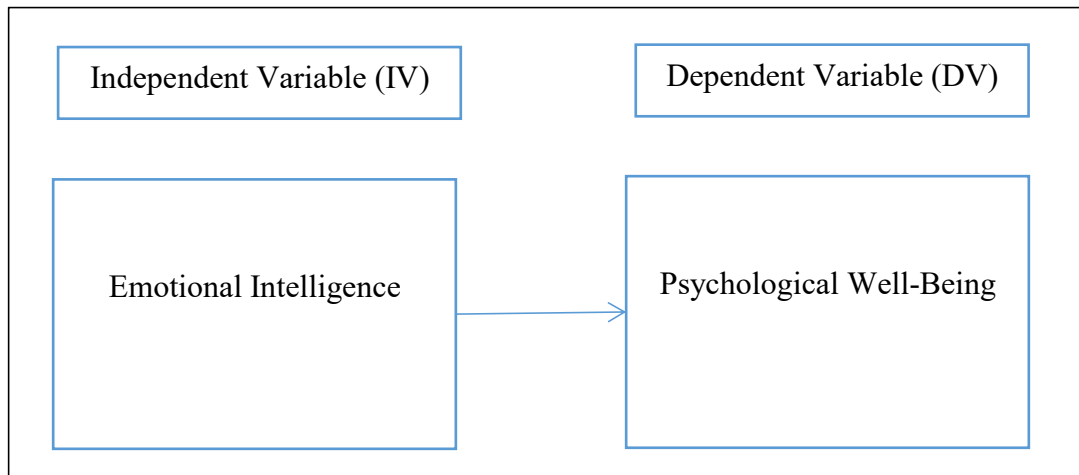


Figure 1.5: Conceptual Framework

This study aimed to assess the effect of emotional intelligence on students' psychological well-being throughout the pandemic COVID-19 period. Figure 1.5 illustrates the conceptual framework for this study. Emotional intelligence is the independent variable in this study, while psychological well-being is the dependent variable.

1.6 Significance of the study

The researcher wants to highlight the positive psychology research in this study. Other than that, this study will show the demographic attributes among the participants. Aside from that, this research will be able to help the participants gain insight and awareness on their level of emotional intelligence and psychological well-being during this pandemic. The findings of this research also show the correlation between emotional intelligence and psychological well-being in higher education during this pandemic. In addition, this research will give an advantage for both researcher and participants as the researcher can gain insight and explore the broad terms of emotional intelligence and psychological well-being of students during this pandemic. The participants also have the chance to participate and reflect on their emotional intelligence and level of psychological well-being during this pandemic.

1.7 Limitations of the study

In this research, there is some limitation which researcher cannot ignore and it may threaten the validity of the result from this research. Firstly, the time constraint for the researcher to gain the participants. In this case, with the help of the internet, it will be much easier to distribute the questionnaire and to obtain the data from the participants. Other than that, the researcher only focused on UNIMAS undergraduate students. Therefore, this research cannot be generalized to all institutions of higher education. Besides, only a particular institution that allows the researcher to run the study only can implicate the findings.

1.8 Definition of terms

There are two types of definitions of terms used in this study which are the conceptual definition and operational definition.

Emotional Intelligence (EI)

Conceptually, Emotional Intelligence (EI) can be defined as the ability to understand the way people feel and react and to use this skill to make good judgments and to avoid or solve problems (Cambridge Dictionary, 2019).

Operationally, the measure of emotional intelligence in this study currently using the Trait Meta Mood Scale-24 in the English version. The purpose is to measure the students' emotional intelligence during this pandemic. This questionnaire develops by Salovey, Mayer, Goldman, and Turvey (1995).

Psychological Well-Being

Conceptually, psychological well-being can be defined as the combination of positive affective states such as happiness and being able to function well with optimal effectiveness in individual and social life (Deci & Ryan, 2008).

Operationally, students' psychological well-being can be measured by using The EPOCH Measure of Adolescent Well-Being (Andhini, 2017). This questionnaire develops by Seligman based on the Seligmans' PERMA Model.

1.9 Summary

To sum up, this chapter explains the introductory details of this study, consist of the background of the study, conceptual framework, research objectives, research hypotheses, research questions. Besides, the definitions of terms, the significance of the study, and also the limitation of the study have been discussed in this chapter. Although COVID-19 is the current issue that arises in Malaysia and affects almost all of the countries, this study intends to find out does the pandemic COVID-19 impacts higher education specifically on students' emotional intelligence and students' psychological well-being during this pandemic period. Mainly it focuses on how students perceive this pandemic based on their emotional intelligence affects the students' psychological well-being.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

In this chapter, the researcher will explain the literature review and theory related to this study. Since the topic focuses on the effect of emotional intelligence on students' psychological well-being due to the impact of COVID-19, the researcher divided the review chapter comprise of emergency remote learning as the impact of COVID-19 on higher education. Emotional intelligence and psychological well-being as the variables in this study. Also, the effect of emotional intelligence on psychological well-being was derived from a previous study.

2.1 Emergency Remote Learning

COVID-19 is a worldwide issue that arises in Malaysia recently. COVID-19 is an abbreviated form for Corona virus disease 2019. Pandemic is defined by The World Health Organization (WHO) as the spread of the disease that affects large numbers of people around the world or across international borders (Kelly, 2011). The name has been used to avoid stigmatizing individuals, geographical or animal associations with the origin of the virus (David Cennimo et. al, 2020). On the 25th of January 2020, the first case of COVID-19 was discovered in Malaysia, with three Chinese citizens reported to have had close contact with the case in Singapore (Borneo Post Online, 2020). While on 4th February 2020 the first Malaysian has been confirmed to get infected by COVID-19 (Bernama, 2020). After that, the number of COVID-19 cases in Malaysia started to rise slowly. A couple of weeks after a religious event in Seri Petaling, Kuala Lumpur. Malaysia had recorded the most number of COVID-19 and holds the top position within the South Asia country (Barker, 2020).

As a result, the Malaysian government has taken action by implementing a Movement Control Order (MCO). This order led to the closure of some economic, business, and institutions temporarily. But, for the essential service such as banking, foods, water, security and defense, healthcare services and more was still open as unusual with the guideline of Standard Operation Procedure (SOP). This COVID-19 also changes the lifestyle of work people and also the students. The minister of

education decides to shut down all the schools and higher institutions and change the learning style to online learning. Higher education has been affected worldwide as a result of measures taken to combat the COVID-19 epidemic, such as the shift to online learning (Duraku & Hoxha, 2020). However, this online learning has its positive and negative side of it. But, mostly it was found that conducting online learning was a very challenging task for students and have an effect on the students mentally and physically. According to Kim Hellemans et., al. (2020), the pandemic COVID-19 had affected the mental health of younger populations aged between 18 to 25 years old which is the age category under the high school and higher institution students. For instance, in the United Kingdom, more than half of students reported a mental health downward trend due to the COVID-19 epidemic (The Guardian, 2020).

Slightly over half of the Malaysian students were affected due to the pandemic. The pandemic COVID-19 also give an impact on both the physical and emotional state of the people. The online learning setting is one of the changes that has been practiced in Malaysia in order to overcome the spread of COVID-19. These changes have give an impact mainly on the students' emotional and psychological well-being. According to Killan (2020), students reported feeling isolated from society and their social networks as a result of quarantining at home during COVID-19 and the closure of educational facilities. Due to unfavourable familial situations, some students had bad experiences while going home during the pandemic.

Active Minds conducted an online survey toward 2086 college students mainly to determine the impact of COVID-19 on students' mental health. Mental health is one of the components to ensure a good level of psychological well-being. This survey briefly describes the impact of COVID-19 on students' mental health. The online survey reported that one over five college students stated that their mental health has drastically worsened during the pandemic COVID-19 and there has been reported that COVID-19 has had a negative effect on the mental health of 80 percent of college students. There are some factors that caused the COVID-19 has negatively impacted students' mental health, which include 91 percent stress or anxiety, 81 percent disappointment or sadness, and 80 percent loneliness and isolation. Thus, the online survey indicates that COVID-19 has a negative impact on student's mental health, which can also have an impact on students' emotional and psychological well-being (*Covid-19 Impact on College*, 2020).