

CHAPTER 4

RESEARCH FINDING

4.1 Introduction

This chapter present the results of the study with an analysis of the findings. For the quantitative outcome, the result is explained in the form of tables and descriptions. The analysing and data processing was using SPSS software version 26.0 (SPSS 26). The data obtained was analysed by using descriptive statistic and inferential statistic. The results are explained by dividing them into two sections: the first is for the demographic background of the respondent with 9 parts of demographics which are based on the gender, ages, race, religion, marital status, level education field of study, semester and family monthly income. The descriptive and inferential data of the outcomes about the research objectives will be provided in the form of tables and explanations in the second subtopic of this chapter. The following section expands on the descriptive and inferential data of the findings in relation to the research objectives.

4.2 The Demographic Profile

The demographic data was obtained using Section A of the research instrument. The data revealed general demographic characteristics consist of gender, ages, race, religion, marital status, level education field of study, semester and family monthly income from IKTBN Alor Gajah Melaka students.

Table 4.1: Demographic Profiles of Respondents

Demographic	Frequency	Percentage (%)
Gender		
Male	97	49.5
Female	99	50.5
Ages		
18 - 19	41	20.9
20 - 21	110	56.1
22 - 23	37	18.9
24 - 25	5	2.6
26 and above	3	1.5
Race		
Malay/Bumiputera	183	93.4
Chinese	2	1.0
Indian	6	3.1
Others	5	2.6
Religion		
Islam	183	93.4
Buddha	2	1.0
Hindu	6	3.1
Kristian	2	1.0
Others	3	1.5
Marital Status		
Single	196	100
Marriage	0	0
Highest Education		
SPM/SPMV	65	33.2
Skill Certificate	65	33.2
Diploma	58	29.6
Advanced Diploma	5	2.6
Others	3	1.5
Field of Study		
Hospitality	131	66.8
Electrical	65	33.2
Semester		
1 - 2	54	27.6
3 - 4	106	54.1
5 - 6	33	16.8
7 - 8	3	1.5
Family Monthly Income		
1000 and below	63	32.1
1001 - 3000	77	39.3
3001 - 5000	34	17.3
5001 - 7000	12	6.1
7001 and above	10	5.1
Total Participants (N)	196	100

Table 4.1 presents the demographic profile of respondents who participated in the study. The total number of respondents was 196 respondents, with 97 male students of (49.5 %) which lower than female respondents which is involved 99 female students of (50.5%).

The age of the respondents in this research was classified into five groups. The first group is among respondents aged 18 years to 19 with 41 respondents (20.9%). The second group is among respondents aged 20 to 21 years with 110 respondents (56.1%). There were 37 respondents (18.9%) in the third group, aged between 22 to 23 years. The fourth group, with 5 respondents (2.6%), consisted aged 24 to 25 years and finally the fifth group with 3 respondents (1.5%) consist of those aged 26 years old and above.

The table shows findings on the races of the respondents. There were four categories of races for this study which are Malay, Chinese, Indian and others. Almost all respondents are Malay students with 183 respondents (93.4%), Chinese and Indian shows frequency of 2 (1.0%) and 6 (3.1%) respectively. The lowest category for races is Chinese. The finding shows for 5 respondents (2.6%) in category others on the races of the respondents.

In addition, the table also shows findings on the religion of the respondents. There were five categories of religion for this study which are Islam, Buddha, Hindu, Kristian, and others. Also, almost all respondents are Muslim students with 183 respondents (93.4%), Buddha, Hindu and Kristian show frequency of 2

(1.0%), 6 (3.1%) and 2 (1.0%) respectively. The finding also shows for 3 respondents (1.5%) in category others on the religion of the respondents. From the table as above shows that all 196 (100%) respondents are single in marital status.

The demographic table also portrays the respondents in highest education level comprised of five education levels, that is SPM/SPMV, Skill Certificate, Diploma, Advanced Diploma and other. From Table 4.1, SPM/SPMV and Skill Certificate holder are equally numerous that is 65 respondents (33.2%), 38 respondents (29.6%) possess a diploma and 5 respondents (2.6%) are advanced diploma holders and 3 respondents (1.5%) in others.

There are two categories of fields involved in this study namely hospitality and electrical fields. The highest number of respondents was in the field of hospitality involving 131 students with (66.8 %), followed by respondents in the field of electrical involving 65 respondents with (33.2 %)

The demography on semester consists of 4 categories. The categories are semester 1 to 2 semester, 3 to 4 semester, 5 to 6 semester and 7 to 8 semesters. From the frequency data, most of the students are in 3 to 4 semesters with the highest frequency of 106 with (54.1%). Followed by the second category are 1 to 2 semester is 54 respondents with (27.6%). Followed by those who are in 5 to 6 semester which total of 33 respondents with (16.8%). The lowest count for category of 7 to 8 semester with the frequency of 3 respondents with (1.5%).

The demographic information also describes the family monthly income respondents based on the five categories that is total income from RM1000 and

below, between RM1001 to RM3000, from RM 3001 to RM5000, also from RM5001 to RM7000 and finally from RM 7001 and above .The highest percentage of the respondents are from family monthly income from with frequency of RM1001 to RM 3000 which 77 respondents or (39.3%) followed by those who are from frequency of RM1000 and below which total of 63 respondents at (32.1 %). Next, from frequency of RM3001 to RM5000 which have 34 respondents at (17.3%) and second lower frequency of RM5001 to RM7000 which 12 respondents or (6.1%) and finally the lower frequency of from RM7001 and above which have 10 respondents or (5.1%).

4.3 Findings Based on Research Objectives

4.3.1 Research Objective 1: Identify stress, anxiety and depression in coping hybrid learning during the Covid-19 pandemic among IKTBN Alor Gajah students.

Table 4.2: Descriptive table of Depression, Anxiety and Stress Scale 21 Items (DASS-21) score among IKTBN Alor Gajah students

DASS 21	Mean	Standard Deviation
Score Depression	6.7143	6.44265
Score Anxiety	6.5612	6.23895
Score Stress	7.2653	6.14450
N= 196		

Table 4.2 shows the descriptive data on the DASS 21 consist of depression, anxiety and stress score among IKTBN Alor Gajah students. The mean score for Depression, Anxiety and Stress (DASS) is for Depression 6.1743 and with standard deviation of 6.44265. From the mean and standard deviation, three cut of had been

calculated to determine the level of score which are low, medium and high. To determine the low level, the mean score (6.1743) minus the standard deviation (6.44265) while to determine the high level is the sum of the mean score and standard deviation (6.1743 + 6.44265). After the calculation, the score for low level is below 0.3 and the score for high level is 13 and above which makes the score between 0.3 to 13 is the medium level.

While for Anxiety, mean score 6.5612 and with standard deviation of 6.23895. From the mean and standard deviation, three cut of had been calculated to determine the level of score which are low, medium and high. To determine the low level, the mean score (6.5612) minus the standard deviation (6.23895) while to determine the high level is the sum of the mean score and standard deviation (6.5612 + 6.23895). After the calculation, the score for low level is below 0.3 and the score for high level is 13 and above which makes the score between 0.3 to 13 is the medium level.

The same goes for Stress score 7.2653 and with standard deviation of 6.14450. From the mean and standard deviation, three cut of had been calculated to determine the level of score which are low, medium and high. To determine the low level, the mean score (7.2653) minus the standard deviation (6.14450) while to determine the high level is the sum of the mean score and standard deviation (7.2653 + 6.14450). After the calculation, the score for low level is below 1 and the score for high level is 13 and above which makes the score between 1 to 13 is the medium level

The frequency level of Depression, Anxiety and Stress (DASS)21 among IKTBN Alor Gajah students had been shown in table 4.3, table 4.4 and also table 4.5.

Table 4.3: Level of Depression (DASS)21 score among IKTBN Alor Gajah students

Depression (DASS) 21	Frequency	Percent (%)	Standard Deviation	Mean
Low	146	74.8		
Medium	26	13.2	.3.62	3.928
High	24	12.0		
Total				
N= 196				

From the table 4.3, it shows that most of respondents score low level in Depression (DASS) with frequency of 146 or 74.80 percent. It is then followed by the frequency of medium level is 26 respondents with 13.2 percent. Then, the frequency of respondents who manage to score high level of Depression (DASS) is 24 respondents at 12.00 percent. The total mean for the level of Depression (DASS) among the respondents is 3.62 with standard deviation of 3.928. Overall, it shows that the depression level score among IKTBN Alor Gajah Melaka students in facing hybrid learning during the Covid 19 pandemic is at that level normal.

Table 4.4: Level of Anxiety (DASS) 21 score among IKTBN Alor Gajah students

Anxiety (DASS) 21	Frequency	Percent (%)	Standard Deviation	Mean
Low	150	76.4		
Medium	26	13.2	4.10	3.576
High	20	10.0		
Total				
N= 196				

According to table 4.4, the majority of respondents have a low level of anxiety (DASS) with a frequency of 150 or 76.4 percent. The frequency of medium level is then followed by 26 respondents with 13.2 percent. The frequency of respondents who achieve a high level of Anxiety (DASS) is then 20 at 10.0 percent. The total mean for the respondents' level of Anxiety (DASS) is 4.10, with a standard deviation

of 3.596. Overall, it appears that the anxiety level among IKTBN Alor Gajah Melaka students confronted with hybrid learning during the Covid 19 pandemic is normal.

Table 4.5: Level of Stress (DASS) 21 score among IKTBN Alor Gajah students

Stress (DASS) 21	Frequency	Percent (%)	Standard Deviation	Mean
Low	158	80.0		
Medium	23	12.0	4.55	3.993
High	15	8.0		
Total				

N= 196

According to table 4.5, respondents have a low level of Stress (DASS) with a frequency of 158 or 80.0 percent. It is then followed by the frequency of medium level, which is 23 respondents with 12.0 percent. Then, at 8.0 percent, 15 respondents scored a high level of stress (DASS). The total mean for the level of Stress (DASS) among the respondents is 4.55, with a standard deviation of 3.993. Overall, it appears that the stress level among IKTBN Alor Gajah Melaka students confronted with hybrid learning during the Covid 19 pandemic is normal.

4.3.2 Research Objective 2: Identify the coping style of students in facing hybrid learning during the Covid 19 pandemic

Table 4.6: Descriptive table of Coping Style score among IKTBN Alor Gajah students

Coping Style	Mean	Standard Deviation
Score Coping Style	3.6205	.76742

N= 196

Table 4.6 shows the descriptive data on the coping style score among IKTBN Alor Gajah students. The mean score for coping style is 3.6205 with standard deviation of .76742. From the mean and standard deviation, three cut of had been calculated to determine the levels of score which are low, medium and high. To determine the low level, the mean score (3.6205) deduct the standard deviation (.76742) while to determine the high level is the summation of the mean score and standard deviation. After the calculation, the score for low level is below 3.0 and the score for high level is 4.0 and above which makes the score between 3.0 to 4.0 is the medium level. The frequency level of coping style among IKTBN Alor Gajah students had been shown in table 4.6

Table 4.7: Level of Coping Style among IKTBN Alor Gajah students

Coping Style	Frequency	Percent (%)	Standard Deviation	Mean
Low	18	9.4		
Medium	26	13.2	1.104	3.91
High	152	77.4		
Total				
N= 196				

From the table 4.7, it shows that the respondents score medium level in coping style score with frequency of 26 respondents at 13.2 percent. It is then followed by the frequency of low level with 18 respondents at 9.4 percent. Then, the frequency of respondents who manage to score high level of coping style is 152 respondents at 77.4 percent. The total mean for the level of coping style among the respondents is 3.91 with standard deviation of 1.104

4.3.3 Research Objective 3: To assess the perception of students' competency level during the pandemic.

Table 4.8: Descriptive table of Perceived Competence score among IKTBN Alor Gajah students

Perceived Competence	Mean	Standard Deviation
Score Perceived Competence	3..7207	.88837
N= 196		

Table 4.8 shows the descriptive data on the Perceived Competence score among IKTBN Alor Gajah students. The mean score for Perceived Competence is 3.7207 with standard deviation of .88837. From the mean and standard deviation, three cut off had been calculated to determine the levels of score which are low, medium and high. To determine the low level, the mean score (3.7207) deduct the standard deviation (.88837) while to determine the high level is the summation of the mean score and standard deviation. After the calculation, the score for low level is below 3.0 and the score for high level is 5.0 and above which makes the score between 3.0 to 5.0 is the medium level. The frequency level of Perceived Competence among IKTBN Alor Gajah students had been shown in table 4.9

Table 4.9: Level of Perceived Competence among IKTBN Alor Gajah students

Perceived Competence	Frequency	Percent (%)	Standard Deviation	Mean
Low	10	5.0		
Medium	29	15.0	1.016	3.82
High	157	80.0		
Total				
N= 196				

From the table 4.9, it shows that the respondents score medium level in Perceived Competence score with frequency of 29 respondents at 15.0 percent. It is then followed by the frequency of low level with 10 respondents at 5.0 percent. Then, the frequency of respondents who manage to score high level of Perceived Competence is 157 respondents at 80.0 percent. The total mean for the level of Perceived Competence among the respondents is 3.82 with standard deviation of 1.016.

4.3.4 Research Objective 4: To examine the level of readiness of students while facing these Covid -19 pandemic

Table 4.10: Descriptive table of OLRS dimensions score among IKTBN Alor Gajah students

Dimensions	Mean	Standard Deviation
Computer Interne Self Efficacy	3.8588	.87180
Self -Directed Learning	3.7582	.81328
Learner Control	3.6599	.85997
Motivation for Learning	3.7347	.90357
Online Communication Self- Efficacy	3.7449	.87745
N = 196		

From the Table 4.10, the composite mean for the five dimensions of the OLRS was used to calculate respondents' overall online learning readiness. Computer/internet self-efficacy, self-directed learning, learner control, motivation for learning, and online communication self-efficacy were the five dimensions studied. Table 4.10 shows that the mean scores ranged from 3.73 to 3.85, indicating

a slight to moderate level of readiness for online learning. According to the findings, respondents demonstrated the greatest level of readiness in the computer/internet self-efficacy dimension, but the lowest mean score in the learner control dimension. These findings are consistent with those of Chung et al (2020) and Hung et al (2010), who discovered that students had similar outcomes in terms of online learning readiness. The overall learner readiness score, on the other hand, indicates that students' online learning readiness is above average.

4.3.5 Research Objective 5: Measure the relationship between emotional state and student coping style in the face of hybrid learning during the Covid pandemic 19

Table 4.11: Correlation Between Depression (DASS 21) and Coping Style Among IKTBN Alor Gajah Students.

		Personality Trait	Infidelity Attitude
Depression	Pearson	1	.251**
	Correlation		
	Sig (2-tailed)		.000
	N	196	196
Coping Style	Pearson	.251**	1
	Correlation		
	Sig (2-tailed)	.000	
	N	196	196

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

Table 4.11 shows a Pearson correlation coefficient that was computed to assess the correlation between Depression (DASS) and Coping Style among IKTBN Alor Gajah students. There was a positive correlation between the two variables, $r = .251$, $n = 196$, $p < 0.00$. Therefore, it can be concluded that there was a positive correlation between depression (DASS) and Coping Style. Hence, the Depression is a significant factor and can affect Coping Style among IKTBN Alor Gajah students.

Increases in Depression (DASS) correlated with increases in Coping Style. So, the null hypothesis, H_0^1 is rejected

Table 4.12: Correlation between Anxiety (DASS 21) and Coping Style Among IKTBN Alor Gajah Students.

		Personality Trait	Infidelity Attitude
Anxiety	Pearson Correlation	1	.252**
	Sig (2-tailed)		.000
	N	196	196
Coping Style	Pearson Correlation	.252**	1
	Sig (2-tailed)	.000	
	N	196	196

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

Table 4.12 shows a Pearson correlation coefficient that was computed to assess the correlation between Anxiety (DASS) and Coping Style among IKTBN Alor Gajah students. There was a positive correlation between the two variables, $r = .252$, $n = 196$, $p < 0.00$. Therefore, it can be concluded that there was a positive correlation between Anxiety (DASS) and Coping Style. This shows, the Anxiety is a significant factor and can affect Coping Style among IKTBN Alor Gajah students. Increases in Anxiety (DASS) correlated with increases in Coping Style. So the null hypothesis, H_0^2 is rejected.

Table 4.13: Correlation between Stress (DASS 21) and Coping Style Among IKTBN Alor Gajah Students.

		Personality Trait	Infidelity Attitude
Stress	Pearson Correlation	1	.287**
	Sig (2-tailed)		.000
	N	196	196
Coping Style	Pearson Correlation	.287**	1
	Sig (2-tailed)	.000	
	N	196	196

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

Table 4.13 shows a Pearson correlation coefficient that was computed to assess the correlation between Stress (DASS) and Coping Style among IKTBN Alor Gajah students. There was a positive correlation between the two variables, $r = .287$, $n = 196$, $p < 0.00$. Therefore, it can be concluded that there was a positive correlation between Stress (DASS) and Coping Style. Hence, the Stress is a significant factor and can affect Coping Style among IKTBN Alor Gajah students. Increases in Stress (DASS) correlated will increase in Coping Style. So, the null hypothesis, H_0^3 is rejected.

4.4 Conclusion

In this chapter, the research findings and data analysis of the relationships between Depression, Anxiety and Stress (DASS) and Coping Style are presented. The demographic data contain information consist of gender, ages, race, religion, marital status, level education field of study, semester and family monthly income from IKTBN Alor Gajah Melaka students. From the results, there is a correlation between mental health and coping style. Apart from that, discussions related to readiness and perceived competence among IKTBN Alor Gajah students as well were revealed.