


JTH
<https://jthkss.com/>

e-ISSN 2805-4431


 DOI: <https://doi.org/10.53797/jthkss.v3i2.1.2022>

Factors of Positive Emotion Among Catering Students at UTHM During COVID-19 Pandemic

Ahmad Zabidi, Nurul Afiqah¹, Zakariah, Siti Hajar^{1*}, Abdul Rahman, Khairul Anuar¹, Ahmad, Nor Aziah¹, Tukiran, Nor Anis Intan Aqiah¹ & Syawal Ismail, Lisa Mariam¹

¹Faculty of Technical and Vocational Education, Universiti Tun Hussein Onn Malaysia, 86400 Parit Raja, Batu Bahat, Johor, MALAYSIA

*Corresponding author email: hajarz@uthm.edu.my

Available online 01 August 2022

Abstract: This study aims to identify the main factors influencing positive emotions among Bachelor of Vocational Education (ISMPV) students catering at UTHM during the COVID-19 pandemic and to identify the differences in positive emotional factors between male and female students. This study only involves catering students from the Faculty of Technical and Vocational Education, Universiti Tun Hussein Onn Malaysia. This group of students is selected because they have experience learning before and during the COVID-19 pandemic. This is a quantitative study; therefore, the survey was conducted using a questionnaire instrument to obtain information from the sample. Analytical methods were used in descriptive and inferential forms, using questionnaires as research instruments. The data obtained were analyzed using the SPSS (Statistical Package for the Social Sciences) software version 25 to obtain the mean values, standard deviations, and t-test to observe the differences between students, male and female. The results showed that the main factor influencing positive emotions among catering students at UTHM during the Covid-19 pandemic was the social support factor with a total mean score of 4.66. In addition, the inferential findings of the t-test found that there was no significant difference in positive emotional factors between male and female students because all the factors involved greatly helped each student to support positive thinking and behavior throughout the learning process.

Keywords: Factors, positive, emotion, pandemic, COVID-19

1. Introduction

The spread of the COVID-19 pandemic is becoming increasingly alarming and has changed the learning life scenario of students in institutions of higher learning throughout Malaysia where all parties must perform their daily tasks using online platforms to cater to their daily tasks using online platforms to meet the new normative standards (Mailis, Hanim, & Hassan, 2020). In the face of this pandemic, positive emotions are very important to ensure that learning management runs smoothly. In addition, positive emotions can also influence the formation of an excellent generation as required by the education system in Malaysia (Ismail et al., 2017). Social support, such as support from friends, is also a driver for the application of positive emotions among students (Hamidi, 2019). In addition, a good environmental atmosphere helps students to learn effectively (Che Ahmad, Shaharim, & Yahaya, 2016). To create a positive learning environment, a conducive learning environment plays a role in creating a good learning environment. To influence effective student learning, the student learning environment is very important. To create a positive learning environment, a conducive learning environment plays a role in creating a good learning environment. In addition, daily activities performed also affect the level of individual fitness (Damanhuri, Razak, & Ismail, 2021). Physical activities, such as exercising, healthy food intake, and adequate rest greatly influence the applications of positive emotions in individuals, especially students. Based on the study by Rosli & Muda (2010), healthy lifestyle practices are activities or programs that can be done regularly and are very beneficial for a person's health and emotions.

1.1 Problem Statement

In Sunday's study, Ahad et al. (2020) state that this pandemic has a significant impact on self-motivation and puts pressure on students throughout the teaching and learning process. Emotional stress, if not managed properly, will affect students' emotions. A study by Saad et al. (2018) states that stress is shown in various ways in terms of emotional and physical. Lack of positive social support will, to some extent, complicate positive emotions among students. For example, lack of attention at home due to dysfunctional family structure is also one of the causes of students being easily influenced by various other social problems, such as being involved in criminal problems (Kedah, 2019). In addition, some of the issues and challenges in implementing online teaching and learning include access to Internet facilities, lack of computer or mobile phone facilities, an uncondusive learning environment, and effectiveness. These things make it difficult for positive emotions to develop in students (Pratama et al., 2020). In addition, lack of knowledge and emphasis on unhealthy lifestyle practices also affect students' thoughts and emotions, especially when facing the COVID-19 pandemic (Dumbiri & Nwadiani, 2020).

1.2 Objectives of the Study

The objectives of this study are to:

- a. Identify the main factors influencing positive emotions among Bachelor of Vocational Education (ISMPV) students catering at UTHM during the COVID-19 pandemic.
- b. Identify differences in positive emotional factors between male and female students.

1.3 Research Questions

The research problem is based on the objective, namely:

- a. What are the main factors influencing positive emotions among Bachelor of Vocational Education (ISMPV) students catering at UTHM during the COVID-19 pandemic?
- b. Are there any differences in positive emotional factors between male and female students?

1.4 Hypotheses

The hypothesis of this study are to:

- H1a: There are differences in social support factors between male and female students.
- H1b: There are differences in learning environment factors between male and female students.
- H1c: There are differences in healthy lifestyle practice factors between male and female students.

2. Methodology

The methodology section describes all the necessary information required to obtain the results of the study. It consists of Research Design, Research Procedure, and Research Instrument or other important information related to methodology.

1.1 Research Design

The research design refers to the overall strategy that the researchers plan. This helps the researchers to make sure everything is according to plan. It also helps researchers to keep track of the time to complete the study. This study was conducted under the category of quantitative research design using the survey method.

1.2 Research Procedure

Procedures can be described using flowcharts, in which the charts will be considered a figure. This includes the appropriate references to standards. Authors can also explain the scope and limitations of the methods.

1.3 Research Instrument

A research instrument is a method used by a researcher to collect data. It will involve questions specifically designed to obtain data. In addition, several methods of obtaining data can be used including surveys, questionnaires, observations, interviews, tests, and documents. The researchers employed the questionnaire method to obtain the data. A questionnaire is a tool used to obtain data that include respondents' information, and demographics, as well as some sections to answer research questions. The constructed questionnaire should be more practical and effective to achieve the purpose of the study. Moreover, this method will save the cost borne by the reviewers and all the respondents will get the same question structure, and it encourages the respondents to answer the questions honestly without embarrassment. Next, the questionnaire used a five-point Likert scale measure as it could guarantee high reliability and validity. The questionnaire in this study is close ended. Respondents are only required to answer in the answer space provided. This will not burden the respondents to answer because the respondents are given the option to answer each question in the questionnaire. Besides, in this study, the questionnaire will be divided into two parts, namely Part A, representing the

demographics, and Part B, representing positive emotional factors, which are divided into social, learning environment, and healthy lifestyle practice factors.

1.4 Population and Study Sample

The study sample was selected from among the catering students of the Faculty of Technical and Vocational Education. This is because the study wanted to find out the positive emotional factors among catering students at UTHM during the COVID-19 pandemic. In addition, reviewers selected catering students of groups 12 through 17 as the study sample, as this group was students who were on campus before and during the COVID-19 pandemic. According to Ithnin & Abdullah (2018), the research population is very important because it allows the researchers to calculate how many samples are needed to represent the group. In addition, the questionnaire sampling method was used to assist surveyors in obtaining respondent data easily. The question of this study is what are the factors that influence positive emotions among catering students at UTHM during the COVID-19 pandemic and whether there are differences in positive emotional factors between male and female students. In addition, the researchers determined the study sample size using the sample size determinant table by Krejcie and Morgan (1970). Therefore, the researchers selected 120 FPTV catering students at UTHM as the sample.

3. Results and Discussion

The results and discussion section presents data and analysis of the study.

3.1 Results

3.1.1 Data Analysis Section A: Respondent Demographics

The demographic analysis identified the background information of the respondents. There were four sets of questions regarding the demographics of the respondents: gender, age, race, and catering cohort. Respondent demographic information was analyzed based on frequency and percentage. Table 1 shows the overall demographic data of the respondents. The findings of the gender study showed that 43 respondents (35.8%) were male, while 77 respondents (64.2%) were female students. The data showed that most respondents were female. The findings of the study for age also showed a total of 47 people (39.2%) respondents aged 20 to 22 years old, while 58 respondents (48.3%) aged 23 to 25 years old, and 15 people (12.5%) were students aged 26 years old and above. The Malays consisted of 115 people (95.8%) while the Chinese and Indian and others each had a frequency and percentage of 5 (4.2%). This showed that most respondents were Malays. This might be due to the respondents from peninsular Malaysia which consist of a majority of Malay. The results of this group catering study also showed that 19 respondents (15.8%) were from cohort 12 catering students while 22 respondents (18.3%) were from catering cohort 13 students. While that, 19 respondents (15.8%) were from cohort 14, and 15 respondents (12.5%) were from cohort 15. For cohort 16, there were 22 respondents (18.3%) while cohort 17 had 23 respondents (18.2%). The data showed that most respondents were from cohort 17.

Table 1: Frequency distribution analysis and percentage by gender

Respondent information		Frequency (f)	Percentage (%)
Gender	Male	43	35.8
	Female	77	64.2
Age	20–22	47	39.2
	23–25	58	48.3
	26 and above	15	12.5
Nation	Malay	115	95.8
	Chinese	0	0
	India	0	0
	Lain-lain	5	4.2
BBC cohort	Cohort 12	19	15.8
	Cohort 13	22	18.3
	Cohort 14	19	15.8
	Cohort 15	15	12.5
	Cohort 16	22	18.3
	Cohort 17	23	18.2

Section B: Factors influencing positive emotions among catering students at UTHM during the COVID-19 pandemic and the differences in positive emotional factor between male and female students.

This section discusses the main factors that influence the positive emotions of FPTV UTHM catering students and the differences in positive emotional factor between male and female students. Table 2 shows the descriptive findings of the three variables for positive emotional factors. They are social support, learning environment, and healthy lifestyle practice factors. The descriptive analysis of mean values and standard deviations was used.

Table 2: Major factors influencing the positive emotion of catering students

Total Variables	Mean	Standard Deviation	Sample
Social Support	3.68	0.36	120
Learning environment	3.56	0.37	120
Healthy lifestyle	3.52	0.39	120

According to the findings in Table 3, the highest variable is social support ($M = 3.68$, $SP = 0.36$). Next, the learning environment variable is in second place ($M = 3.56$, $SP = 0.37$). The last variable that is the lowest variable is healthy lifestyle practices ($M = 3.52$, $SP = 0.39$). Therefore, based on the findings from 120 respondents, the highest mean value for positive emotional factors indicates that social support is the main factor that influences positive emotions among FPTV UTHM catering students.

The table below shows the results of the inferential analysis (T-test) performed for all three variables for positive emotional factors, namely social support, learning environment, and healthy lifestyle practice factors.

Table 3: Differences in social support factor between male and female students

Gender	N	Mean	Standard Deviation	T value	Significant Value
Male	43	4.6406	0.35980	-0.407	0.874
Female	77	4.6682	0.35540		

Table 3 shows that 43 respondents are male and the results from the t-test analysis showed the mean and standard deviation scores for male (Mean = 4.6406, $SP = 0.35980$). Meanwhile, the mean value and standard deviation value for 77 female respondents were 4.6682 and 0.58894, respectively. The t value obtained was -0.407 while the significant value for the difference in social support factors between male and female students was 0.874, $P > 0.05$. Thus, the results from the analysis showed that there was no significant difference between gender for male and female students on social support factor.

Table 4: Differences in learning environment factors between male and female students

Gender	N	Mean	Standard Deviation	T Value	Significant Value
Male	43	4.4968	0.37867	-1.299	0.536
Female	77	4.5880	0.36261		

Table 4 above shows that 43 respondents were male, and the results of the t-test analysis showed that the mean and standard deviation scores for male were 4.4968 and 0.37867, respectively. The mean value and standard deviation values for 77 female respondents were 4.5880 and 0.36261, respectively. The t value obtained is -1.299 and the significant value for the difference in social support factor between male and female students is $Sig = 0.536$, $P > 0.05$. Thus, the results obtained from the analysis show that there is no significant difference between male and female students in terms of the learning environment factor.

Table 5: Differences in lifestyle practice between male and female students

Gender	N	Mean	Standard Deviation	T Value	Significant Value
Male	43	4.4863	0.35922	-0.759	0.245
Female	77	4.5431	0.41081		

Table 5 shows that the t-test analysis of 43 male respondents shows that the mean and standard deviation for male students are 4.4863 and 0.35922, respectively. The mean and standard deviation for 77 female respondents are 4.5431 and 0.41081, respectively. The t value obtained is -0.759 and the significant value for the difference in social support factor between male and female students is $Sig = 0.245$, $P > 0.05$. Thus, the results obtained from the analysis show that there is no significant difference between gender on the factors of healthy lifestyle practices because male and female students need good healthy lifestyle practices to avoid stress and disease, which are dangerous.

4. Discussions

This study aims to identify the factors of positive emotional factors among catering students in UTHM during the COVID-19 pandemic. At the same time, this study aims to identify the main factors influencing positive emotions among Bachelor of Vocational Education (ISMPV) students catering at UTHM during the COVID-19 pandemic. In addition, this study also identifies the differences in positive emotional factors between male and female students. Therefore, the hypotheses, H_{1a}, H_{1b}, and H_{1c}, are rejected because the results show that there is no significant difference in terms of social support factor between male and female students. This study has answered all the research questions posed and achieved all the research objectives set out in Chapter 1. Although some findings differ from the previous study, it still meets the requirements of the study and achieves the objectives of the study.

5. Conclusion

According to the study, it has been clearly shown that the factor that influences positive emotions most among catering students at UTHM during the COVID-19 pandemic is the social support factor. This study also proves that there is no significant difference in terms of positive emotional factor between male and female students. This is because both need social support, a comfortable learning environment, and good care in practicing a healthy lifestyle in their daily lives to ensure that they are always in a positive emotional state, calm, and mentally and physically healthy.

References

- Ahad, N., Hamid, M. F. A., Noor, A. M., & Lazin, Z. (2020). Analisis faktor tekanan yang mempengaruhi pelajar kolej komuniti negeri Johor ketika perintah kawalan pergerakan. *Jurnal Dunia Pendidikan*, 2(3), 158-172.
- Che Ahmad, C. N., Shaharim, S. A., & Yahaya, A. (2016). Kesesuaian persekitaran pembelajaran, interaksi guru-pelajar, komitmen belajar dan keberhasilan pembelajaran dalam kalangan pelajar biologi. *Jurnal Pendidikan Sains Dan Matematik Malaysia (JPSMM UPSI)*, 6(1), 101-120.
- Damanhuri, M. F., Razak, M. R. A., & Ismail, E. (2021). Perkaitan Antara Gaya Hidup Dengan Komposisi Badan Dalam Kalangan Pelajar Kolej Profesional Mara Semasa Pandemik COVID-19. *Jurnal Dunia Pendidikan*, 3(1), 267-278.
- Dumbiri, D. N., & Nwadiani, C. O. (2020). Challenges Facing Application of E-learning Facilities in Vocational and Technical Education Program in South Nigeria Universities. *Asian Journal of Vocational Education And Humanities*, 1(2), 1-8. <https://doi.org/10.53797/ajvah.v1i2.1.2020>
- Hamidi, N. A. B. (2019). Sokongan Sosial Dan Penghargaan Kendiri Sebagai Petunjuk Kemurungan Dalam Kalangan Mahasiswa Insituti Pengajian Tinggi (IPT): Social Support and Self-Esteem: Determinants of Depression among Higher Education Institution Students. *The Sultan Alauddin Sulaiman Shah Journal (JSASS)*, 6(2), 58-70.
- Ismail, M. H., Salleh, M. F. M., Aris, S. R. S., & Campus, P. A. (2017). Malaysian Education Plan 2013-2025: Transformation on Science. *The Social Sciences*, 12(1), 79-84.
- Ithnin, A., & Abdullah, Z. (2018). Kepimpinan Instruksional Pengetua Seberang Perai Selatan, Pulau Pinang. *Jurnal Kepimpinan Pendidikan*, 5(3), 72-94.
- Kedah, M. (2019). Pengaruh Sosioekonomi Keluarga Terhadap Keciciran Pelajar-pelajar India: Kajian Kes Di Daerah Kuala Muda Kedah. *International Journal*, 2(9), 77-91.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607-610.
- Mailis, M. I., Hanim, Z. H., & Hassan, N. H. (2020). Persepsi Pelajar Kolej Universiti Islam Melaka Terhadap Pelaksanaan Pembelajaran Secara Atas Talian Dalam Era Pandemik Covid-19. *Jurnal Kesidang*, 5(1), 88-99.
- Pratama, H., Azman, M. N. A., Kassymova, G. K., & Duisenbayeva, S. S. (2020). The Trend in using online meeting applications for learning during the period of pandemic COVID-19: A literature review. *Journal of Innovation in Educational and Cultural Research*, 1(2), 58-68.
- Rosli, S. N., & Muda, W. H. N. W. (2018). Amalan Gaya Hidup Sihat Pelajar Universiti Tun Hussein Onn Malaysia. *Online Journal for TVET Practitioners*.
- Saad, S. S., Wan Zaimah, D., Zahrul, A., & Hussain, O. (2018). Pengurusan stres dalam kalangan pelajar universiti. *Pendayaupayaan Bahasa, Agama dan Transformasi Masyarakat*, 135-147.