



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



The Relationship Between Emotional Intelligence, Spiritual and Students Stress Facing Online Learning During the Covid Pandemic

Suzyliana Mamat, Wan Norhayati Wan Othman, Atini Alias, Siti Aishah Yahya, Norhasima Abdullah, Muhammad Yasin Omar Mokhtar

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v12-i5/13308>

DOI:10.6007/IJARBSS/v12-i5/13308

Received: 09 March 2022, **Revised:** 11 April 2022, **Accepted:** 27 April 2022

Published Online: 06 May 2022

In-Text Citation: (Mamat et al., 2022)

To Cite this Article: Mamat, S., Othman, W. N. W., Alias, A., Yahya, S. A., Abdullah, N., & Mokhtar, M. Y. O. (2022). The Relationship Between Emotional Intelligence, Spiritual and Students Stress Facing Online Learning During the Covid Pandemic. *International Journal of Academic Research in Business and Social Sciences*, 12(5), 724 – 739.

Copyright: © 2022 The Author(s)

Published by Human Resource Management Academic Research Society (www.hrmars.com)

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Vol. 12, No. 5, 2022, Pg. 724 – 739

<http://hrmars.com/index.php/pages/detail/IJARBSS>

JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at
<http://hrmars.com/index.php/pages/detail/publication-ethics>



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



www.hrmar.com

ISSN: 2222-6990

The Relationship Between Emotional Intelligence, Spiritual and Students Stress Facing Online Learning During the Covid Pandemic

Suzyliana Mamat¹, Wan Norhayati Wan Othman², Atini Alias³,
Siti Aishah Yahya⁴, Norhasima Abdullah⁵, Muhammad Yasin
Omar Mokhtar⁶

^{1, 3, 4, 5}Faculty of Social Sciences, Universiti Melaka, Malaysia, ²Faculty of Educational Studies, Universiti Putra Malaysia, Malaysia, ⁶Faculty of Islamic Studies and Humanities, Universiti Sultan Azlan Shah, Malaysia

Abstract

The Covid pandemic has altered the daily routines of humans. Students have been compelled to study from home, utilising an online learning platform. Students were stressed and dissatisfied as a result of the abrupt change in their learning environment. The purpose of this study is to examine the relationship between emotional intelligence, spirituality, and the stress that students experience when participating in online learning during the global pandemic. Relevant articles were chosen from databases such as Scopus, PudMed, ScienceDirect, and Google Scholar. It was decided to look at research published between 2012 and 2021 in order to examine the emotional intelligence, spirituality, and student stress associated with online learning. The finding shows that emotional intelligence and spiritual is significant correlated with students stress. Students' stress levels were predicted by their online learning experiences. A discussion is also held about the implications of the article, specifically about how a counsellor can improve their counselling services so that they can better assist students in dealing with their study stress while using an online learning method.

Keywords: Emotional Intelligence, Spiritual, Stress

Introduction

The global response to the COVID-19 pandemic and lockdown has been extraordinary. The lockdown has altered people's daily routines, which includes those of students. Because of the disease's potential danger, the school was forced to close. During the lockdown, online learning was made available to students. Online learning refers to the providing educational experiences made possible through the use of several type of technology (Benson, 2002). For Conrad (2002), Online education is described as the provision of educational opportunities to students who are both unconventional and underrepresented in traditional educational environments. Several modes of study, including web-based learning, CD-ROM learning, as well as audio and videotape learning, are described by Ellis (2004) as being available through

the internet. Online learning has emerged as a major research topic in the field of education. Many studies have found a link between student stress and online learning.

Stress in the context of a transactional model is defined as the interaction between an individual and his or her environment. Lazarus (1966) defines stress as "a situation or feeling that occurs when an individual's personal and social resources are depleted." Lazarus developed a theory of psychological stress that viewed stress as a relationship, or transaction, between an individual and his environment. This definition itself encompasses the traditional notion that stress comes from some external demand that exceeds one's coping resources. Often stress occurs in pathology or some type of environmental change.

The term "stress" is frequently used in conjunction with the term "allostasis," which refers to the body's ability to adapt in response to external demands (McEwen & Seeman, 1999). It is the cost of long-term exposure to fluctuating demands and the neuroendocrine responses that are produced when an individual responds to those demands that is known as allostatic burden. In this case, study stress refers to anxiety associated with the student's learning environment. When a student has academic obligations that must be met, such as school assignments and maintaining good grades, this can result in academic stress (Daulay & Mirwan, 2021).

Emotional Intelligence

Emotional intelligence is defined as the ability to cope with, recognise, and express one's own experiences and emotions (Iqbal et al., 2021). In particular, it is concerned with the integration of emotions into actual thinking and knowledge, as well as the effective control of emotional states. Emotional intelligence is comprised of several components, including motivation, self-regulation of emotions, and social skills (Iqbal et al., 2021; Jan & Anwar, 2019). Other factors to consider include knowledge of one's own emotions, assisting oneself in managing emotional reactions, categorising one's own experiences with various emotions, assisting others in understanding and assisting people in channelling their emotions, among other things (Bliss, 2005).

According to Bar-on (2014), emotional intelligence means intelligence that encompasses an individual's power to manage his or her own emotions as well as the emotions of the others, to identify them, and to use that information to impact one's ideas and conduct. Personal and interpersonal connections at school and at home rely on emotional intelligence to function effectively and efficiently (Brackett et al., 2011). The expectation is that people with high emotional quotients will make greater strides and bring about greater joy and satisfaction (Stankovska et al., 2018).

Spiritual

Spirit comes from the Latin word *spiritus*. It is that active energy that gives life, vigour, enthusiasm, and passion to one's life. Spirituality is defined as Beyond religious affiliation is a trait that seeks inspiration, reverence, wonder, significance, and purpose, even in individuals who do not believe in God (Murray and Zentner, 1989). As defined by Kathleen Krebs (2001), spirituality refers to a person's relationship with God or other higher powers, as well as their practise, faith, and attitude toward them. Spirituality is the exploration for the value, direction, and wholeness of one's existence.

Spirituality has also been defined as the search for meaning, purpose in life and deep experiences related to oneself and others as well as with nature (Bosacki, 2002). Palmer (1983) put forward another definition of spirituality in relation to education. He refers to it as

the cultivation of life in, because of the cultivation of the heart and mind. In this process the individual is seen as a whole being, as a subject full of intellect, emotion, and perception; the individual is seen in all his or her circumstances (Glazer, 1999).

Objectives

The goal of this study is to examine the effect of emotional intelligence and spirituality on student stress associated with online learning during the epidemic of covid infection 19. A more in-depth examination of the association between emotional intelligence and spirituality and student stress will be conducted. Following that, this review examined a range of cultural and country research to determine that there might not be a link between emotional intelligence, spirituality, and student stress. In addition, the relationship between online study and students stress will be identified in this review. After completing this study, the reader should be able to identify specific strategies and recommendations that a counsellor can use to assist adolescents with online study stress during this pandemic. The findings were tabulated systematically based on objective research findings.

The following are some suggestions for analysing the contest in light of the following question:

1. What is impact of online learning toward students?

The first focus was on the online learning impact on students. What is the effect of online learning on student while in pandemic?

2. What effect does emotional intelligence and spirituality have on student stress associated with online learning during the covid pandemic?

The second issue examines the relationship between emotional intelligence and spirituality in relation to student stress associated with online learning during the epidemic of covid. The findings section will explore the association between emotional intelligence and student stress, as well as the association between spirituality and student stress.

3. What is counsellor should be aware when assisting students in maintaining their emotional intelligence and spiritual?

The final question focuses on how counsellors can assist students. This portion of the study may be more descriptive or less obvious, but the majority of articles will include a recommendation

Methodology

To identify or retrieve high-quality literature related to the issue, a specialised search technique is used. When undertaking basic research, it is advantageous to undertake a systematic review since it minimises author bias. Adapted from Moher et al. (2009) PRISMA technique. This technique is meant to aid reviewers in deciding which journal article or other source of information is most appropriate for the issue at hand. The challenge outlined previously enables reviewers to obtain a better understanding of the information they are seeking in a journal or in the literature.

The Search Strategy

The articles were obtained from the UPM subscriber database. Scopus, ScienceDirect, PubMed, and Google Scholar were chosen as the four databases. The first stage in performing this systematic review is to choose a few essential terms as a starting point. The main term use to search articles is emotional intelligence, spiritual, student stress and covid-19. Second

is search on 10 year published journal. During the hunt, the social sciences and psychology were the most popular disciplines of study. The search for literature included only journal articles and academic publications. Only quantitative studies should be included, as this is a quantitative synthesis.

A total of 578 articles were discovered using the key terms. The number of papers was reduced to 217 after the publication year was restricted. Table 1 below contains a list of all of the criteria that are inclusive and exclusive. 133 articles were excluded from consideration because they were in a non-relevant subject area. At the conclusion of the search, only 22 articles have been selected for review.

Table 1. inclusive and exclusive criteria

Criterion	Eligibility	Exclusion
Literature type	Research article	Review article, book series, book, chapter in book, conference proceeding
Timeline	2012-2021	<2012
Subject area	Psychology, Social Sciences, Arts and Humanities	toxicology and pharmaceuticals, Agricultural and biological sciences, Environmental science, and other hard sciences

Table 2. Key term used in review process

Databases	Key terms used
Scopus, ScienceDirect, PubMed, Google Scholar	emotional intelligence, spiritual, student stress, online class, online study, and covid-19

After screening total 22 article was found. PRISMA figure were shows to allow reader to gain better understanding about the process of selecting articles.

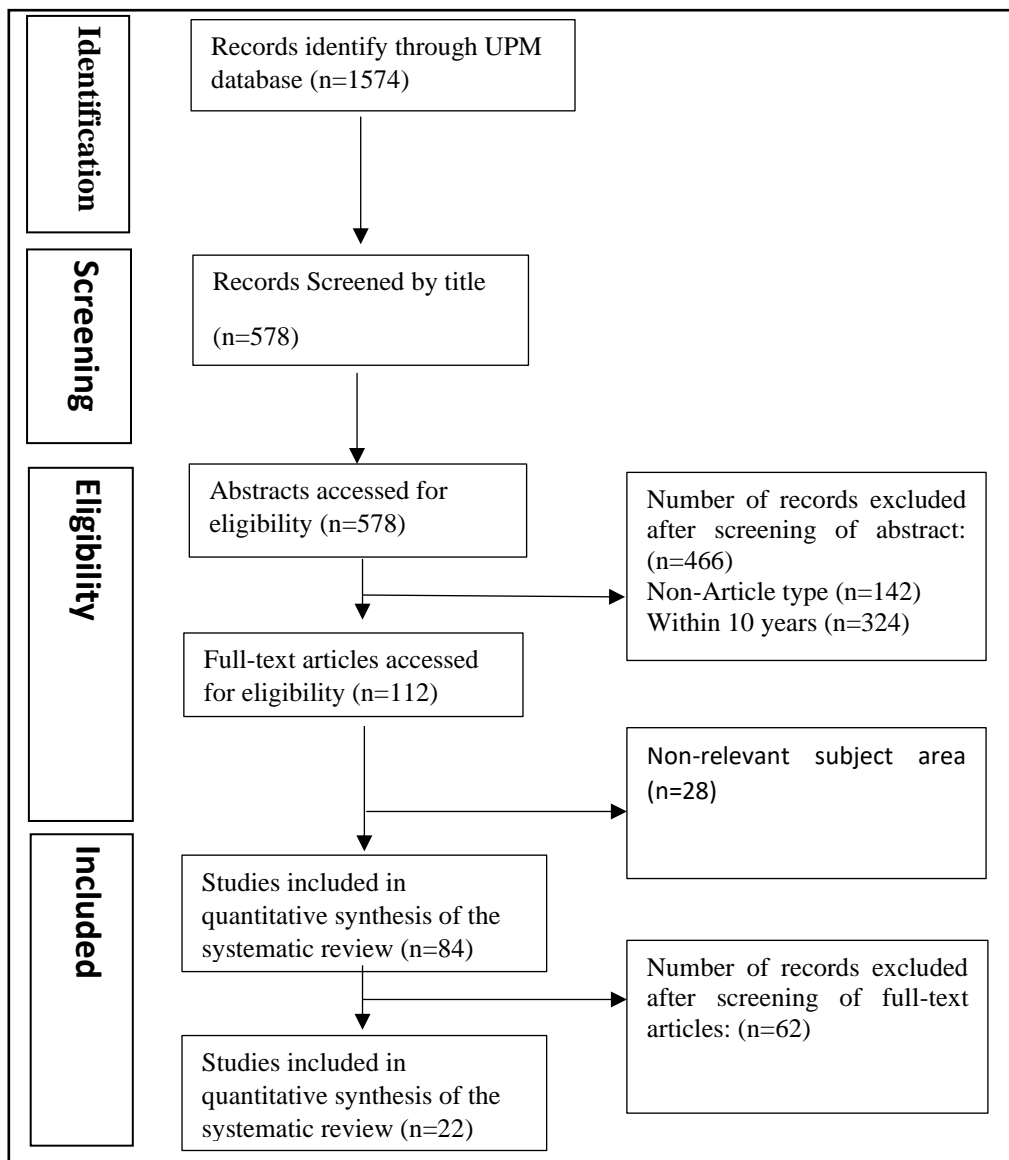


Fig 1. Flow diagram for selection review of studies

Findings of Literature Review

Author & Year	Title of Article	Country	Relevant Findings
Negi, Khanna & Aggarwal (2019)	Spirituality as predictor of depression, anxiety and stress among engineering students	India	There is a positive and statistically significant association between universal consciousness and engineering students' anxiety.
Maqableh & Alia (2021)	Evaluation online learning of undergraduate students under lockdown amidst COVID-19 Pandemic: The online learning experience and students' satisfaction	Jordan	According to the findings of the study, the most significant causes contributing to students' discontent with online learning are distraction and lost focus,

			psychological issues, and management issues, among others.
Saha, Dutta & Sifat (2021)	The mental impact of digital divide due to COVID-19 pandemic induced emergency online learning at undergraduate level: Evidence from undergraduate students from Dhaka City	Bangladesh	According to the findings of the study, the prevalence of no psychological distress (16.67 percent) was followed by mild (40 percent), moderate (30.56 percent), and severe psychological distress (12.78 percent).
A. Patricia Aguilera-Hermida (2020)	College students' use and acceptance of emergency online learning due to COVID-19	USA	It is demonstrated in the data that students' attitudes, motivation, self-efficacy, and usage of technology all have an important impact in their cognitive engagement and academic achievement.
Kamitsis, Andrew (2013)	Spirituality mediates the relationship between engagement with nature and psychological wellbeing	Australia	Nature exposure and feeling linked to nature were found to be associated with improved psychological well-being as well as higher levels of stated spirituality.
Onen & Ulusoya (2015)	The Effect Of The Emotional Intelligence Level Of High School Students On Their Study Attitudes	Turkey	As per their emotional intelligence levels, pupils' study attitudes are different from one another.
Lemay, Bazalais & Doleck (2021)	Transition to online learning during the COVID-19 pandemic	Canada	While students in general responded positively to the move, their unwillingness to continue learning online, as well as the additional stress and workload, demonstrate the limitations of this wide-scale social experiment on a broad scale.
Pajarianto et al (2020)	Study from Home in the Middle of the COVID-19 Pandemic: Analysis of	Indonesia	Academic stress is associated with a favourable and statistically

	Religiosity, Teacher, and Parents Support Against Academic Stress		significant association between religiosity, school support, teachers, and parents.
Chandra (2020)	Online education during COVID-19: perception of academic stress and emotional intelligence coping strategies among college students	India	Students were attempting to cope with the negative consequences of the present pandemic condition by developing emotional intelligence and separating themselves from boredom and sad thoughts.
Daulay et al (2020)	The Emotional Intelligence and Academic Stress in Aliyah Madrasa Students during the Covid-19 Pandemic	Indonesia	Academic stress can be reduced by 24.7 percent when one has high emotional intelligence. According to the findings of this study, one of the students' internal variables, such as emotional intelligence, can help to reduce academic stress when students are studying at home during the COVID-19 outbreak.
Nemati et al (2018)	Investigate the Relationship between Spiritual Intelligence and Emotional Intelligence with Resilience in Undergraduate (BA) Students	Iran	There is a statistically substantial positive relationship between spiritual intelligence, emotional intelligence, and perseverance.
Qureshi et al (2021)	The Effect of Emotional Intelligence and Academic Social Networking Sites on Academic Performance During the COVID-19 Pandemic	China	Students' academic performance was significantly improved when they exhibited high levels of emotional intelligence, namely self-regulation and self-awareness.
Keshtegar & Jenaabadi (2015)	Relationship among Emotional Intelligence, Spiritual Intelligence and Resilience of Students at University of Zabol	Iran	Between emotional intelligence and spiritual intelligence, there exists a substantial link. Also shown to be strongly and

				positively connected with resilience were the dimensions of emotional intelligence and spiritual intelligence.
Gudnanto et al (2021)	The Influence of Intelligence and Emotional Intelligence on Religious Attitudes and Their Influence on Entrepreneurial Motivation Among Vocational Students During The COVID-19 Pandemic	Indonesia		Between intellect and religious sentiments, there exists a favourable and statistically significant association.
Stankovska et al (2018)	Emotional Intelligence, Test Anxiety and Academic Stress among University Students	North Macedonia		The emotional intelligence of university students was found to be connected to their feelings of exam anxiety and academic stress, as well as their level of academic achievement.
Enns et al (2018)	Perceived stress, coping strategies, and emotional intelligence: A cross-sectional study of university students in helping disciplines	USA		An increase in emotional intelligence was associated with a reduction in perceived stress, and this association was partially mediated by both adaptive and maladaptive coping mechanisms.
Cejudo et al (2018)	Emotional Intelligence and Its Relationship with Levels of Social Anxiety and Stress in Adolescents	Spain		The findings of this study show the presence of a positive association between trait emotional intelligence and subjective well-being in individuals.
Sundarasan, Karuthan Chinna, Kamilah Kamaludin, Mohammad Nurunnabi, Gul Mohammad Baloch, Heba Bakr Khoshaim,	Psychological Impact of COVID-19 and Lockdown among University Students in Malaysia: Implications and Policy Recommendations	Malaysia		Financial restrictions, remote online teaching, and uncertainty about the future in terms of academics and career are some of the most stressful factors to deal with.

Syed Far Abid Hossain and Areej Sukayt			
Gorji et al (2017)	Emotional and Spiritual Intelligence Among Medical Students in Iran	Iran	It was discovered that there is a considerable association between emotional intelligence and spiritual intelligence.
Leung & Pong (2021)	Cross-sectional study of the relationship between the spiritual wellbeing and psychological health among university Students	Hong Kong	The domains of personal and communal spiritual well-being were found to be the most significant predictors of psychological suffering.
Radzi et al (2013)	religious and spiritual coping used by student in dealing with stress and anxiety	Malaysia	The findings revealed that the student had a modest to moderate level of stress and anxiety, as well as a strong religious mentality.
Fawas & Samaha (2020)	E-learning: Depression, anxiety, and stress symptomatology among Lebanese university students during COVID-19 quarantine	Lenanon	Because of the overwhelming amount of work necessary, a considerable portion of students have experienced anxiety and depression symptoms as a result of the abrupt transition to exclusively online learning methods of instruction.

Discussions

Impact of online learning toward students

The change in the learning method does have an impact on the student to some extent. During the Covid 19 pandemic, some research was conducted to determine the impact of changing the learning method. The findings of Maqableh and Alia (2021) revealed that students were dissatisfied with their online learning experiences. Students' dissatisfaction is caused by a variety of factors, including workload, psychological issues and management issues. Students have stated that they have received more work as a result of using the online learning method. Furthermore, they were experiencing difficulties with their study method, which caused them to become bored, anxious, and frustrated (Maqableh & Alia, 2021). Saha et al (2021) discovered that changing the learning method during the pandemic period caused students to experience a range of psychological distress levels in different ways. The findings reveal that mild psychological distress was the most prevalent, followed by moderate psychological distress. When it comes to student psychological distress, the most common causes are problematic internet use and prolonged screen time. Other factors that contribute to psychological distress include isolation, toxic psychological environments, academic

pressure, heavy workloads, and test schedules (Saha et al., 2021). Sundarasan et al (2020) found that remote online teaching is one of the factors that cause stress and anxiety for Malaysia student in the covid 19 pandemic.

Following that, Aguilera-Hermida (2020) discovered that students preferred face-to-face learning over online learning. The main reasons why students dislike online learning methods are the distractions from family, the slow internet speed, and the amount of housework required. In addition, students report that the support system was less effective when compared to face-to-face instruction. Furthermore, when using the online learning method, they report feeling demotivated and having negative feelings about it. They were concerned that they would become ill and that this would affect their mental health (Aguilera-Hermida, 2020).

In accordance with Lemay et al (2021), students who use the online learning method will experience increased levels of stress, anxiety, and difficulties with concentration. The importance of social challenges in online learning issues with students was recognised. According to the findings of the study, social connections will become a source of stress for online learners. As a result, when educators plan for online learning, they cannot ignore the social and affective dimensions. In the alternative, it means that having a strong social and cognitive presence is essential for success in the online learning environment (Lemay et al., 2021).

According to the findings of Fawaz and Samaha (2020), online learning has been shown to increase the levels of depression and anxiety in students. In addition, they discovered that student satisfaction was associated with depression, anxiety, and stress in their study. The overwhelming amount of work expected of students was the primary cause of their increased anxiety and depression. According to their research, students report that online learning has increased the number of emails they receive every day and the number of assignments they have to complete. They experience stress and anxiety as a result of this (Fawaz & Samaha, 2020).

Relationship between emotional intelligence and student stress

On the subject of emotional intelligence and student stress, we came across a couple of articles during our review process that we thought were worth mentioning. According to Chandra (2020), emotional intelligence will assist students in maintaining their depressive thoughts and keeping them away from boredom during their online schooling. Students will experience stress and fear of academic failure as a result of the abrupt change in their study environment. The ability to recognise one's own emotions aids students in coping with the negative consequences of the pandemic situation (Chandra, 2020).

According to Daulay and Mirwan (2021), online learning has had a negative impact on some students' academic performance. According to their findings, students who used online learning were experiencing moderate to high levels of academic stress. Academic stress and emotional intelligence had a positive relationship, according to the research. Students' academic stress is reduced to a greater extent when their emotional intelligence is higher. The development of emotional intelligence will allow students to have better control over their emotions, which will allow them to not easily lose control of their emotions and be better able to adapt to new environments as they progress through school (Daulay & Mirwan, 2021).

The findings are comparable to those of the Stankovska et al (2018) research. According to the findings of the study, emotional intelligence was found to be connected with exam anxiety

and academic stress experienced by university students, as well as with academic accomplishment achieved by these individuals in the classroom. Emotional intelligence can assist students in expressing themselves emotionally. One of the ways for reducing stress and anxiety is through emotional expression. Students will benefit from reducing stress and anxiety since they will be less overwhelmed by their emotions (Stankovska et al., 2018). In addition, high emotional intelligence will have lower perceived stress. This is because high emotional intelligence will link with adaptive coping (Enns et al., 2018).

The association between emotional intelligence, social anxiety, and stress was also discovered by Cejudo et al (2018) in adolescent respondents. According to research, students' emotional intelligence has an impact on their overall well-being. High levels of emotional intelligence will be connected with elevated levels of well-being. Students will benefit from improved well-being in terms of maintaining their happiness and stress levels. Furthermore, students with high emotional intelligence will be better at understanding people and developing stronger interpersonal relationship abilities (Cejudo et al., 2018). Onen and Ulusoy (2015) also mentioned that high emotional intelligence student will have better study attitude which will help them in maintaining good mental health.

Emotional intelligence shows a positive effect on academic performance (Iqbal et al., 2021). The sub-dimension of emotional intelligence such as self-regulation, self-awareness and social skill is the mediator of academic performance. Students' awareness allows them to better understand their emotional states, which allows them to create stronger relationships with others and continue to enhance their academic performance over time (Iqbal et al., 2021). A student's ability to regulate their emotions in tough conditions is associated with improved academic achievement. Self-regulation is an emotional quality that helps students control their emotions and adjust them constructively in demanding situations (Iqbal et al., 2021).

Relationship between spiritual and student stress

During the evaluation process, the reviewer discovered that there is a connection between spirituality and stress. According to Pajarianto et al (2020), religiosity was found to be a favourable predictor of academic stress in students. Students who have a high level of religious belief are able to keep an acceptable level of control over their learning stress, according to research. The results were comparable to those obtained by (Radzi et al., 2014). According to the findings of the study, students who experience little stress and anxiety will have a high level of religious belief. Religious will help people increase their self-control and help them face in difference situation.

Another research done in Hong Kong also found that spirituality has effect on student psychological well-being. According to Leung and Pong (2021), student psychological suffering is negatively connected with all aspects of spirituality and religion. Psychological suffering such as stress, worry, and sadness will be more prevalent in people with a low level of spirituality. Early research also indicates that people who have a high level of psychological well-being will have a higher level of spirituality (Kamitsis & Francis, 2013). An individual's psychological well-being will improve if he or she has more exposure to nature and a deeper sense of connection to nature. Spirituality is the process of connecting an individual to themselves and others. It assists individuals in discovering their own selves as well as making it easier for them to manage their problems when they are confronted with difficulties (Negi et al., 2021).

Relationship between emotional intelligence and spiritual

Emotional intelligence and spirituality are intertwined. Gorji et al (2017) assert that increasing a student's emotional intelligence can be accomplished through increasing their spiritual intelligence. The development of spiritual intelligence supports positive social behaviours and the recognition of the rights and emotions of others, among other things. Sogolitappeh et al (2018) support the finding results. In their result found significant relationship between emotional intelligence, spiritual and resilience. High spiritual intelligence may manage others in a variety of ways, as well as build communication and engagement with them on several levels.

Similar result with Keshtegar and Jenaabadi (2015) study. Emotional intelligence, spiritual and resilience of student was correlated to each other. Research found that student who have high resilience skills will accompany with good emotional intelligence. Emotional intelligence is the facto that make students away from mental health issues. Students' entrepreneurial ambition is influenced by their emotional intelligence in both direct and indirect ways, according to research. Furthermore, religious sentiments have a direct impact on students' ambition to start their own businesses (Gudnanto, 2021).

Implications of the Study

There are a few suggestions that reviewers have discovered that can assist students in resolving their study stress during the pandemic by utilising online learning techniques. One of the first things they should do is work on their emotional intelligence. Student emotional intelligence cannot be separated from the process of resolving their study stress. Study stress is affected by emotional intelligence, as discussed in the preceding paragraph. Student learn to recognise and control their own emotions through this programme. As a result, when students encounter difficulties in their studies, they will be able to maintain good emotional control and will not be tempted to enter a state of stress or despair.

Improve student resilience is also one of the ways to alleviate their study stress during the pandemic, as previously mentioned. The ability of an individual to cope with and adapt to difficult and stressful events is referred to as their level of resilience in this context. Resilience also aids in the prevention of psychological disorders in children and adolescents, as well as the protection of these individuals from the psychological consequences of traumatic events in their lives. Because of this, counsellors must be knowledgeable about students' levels of resilience in order to assist them in avoiding study stress.

Conclusion

As a result of the review process, the objectives have been addressed and resolved. In some cases, there is evidence that online learning has an impact on students' mental health, particularly in the case of students. It was reported that students experienced stress when they used online learning methods. Anxiety, workload, distraction from family obligations and the speed of one's internet connection are all factors that contribute to stress caused by new technology. When comparing the new learning method to the traditional face-to-face learning method, students have expressed dissatisfaction with the new learning method. In addition, the relationship between emotional intelligence, spirituality, and study stress has been explored in greater depth as well. There is a link between emotional intelligence and the stress associated with studying. Students' emotional intelligence will assist them in maintaining their emotions, which will assist them in dealing with stress. The use of spirituality can assist students in establishing a connection with their surroundings. When they are

confronted with difficulties, the connection will assist them in coping with their stress. As a result, increased emotional intelligence and spirituality will assist students in developing more effective stress coping skills. In addition, the implications of this study for counsellors were discussed in detail in this paper as well.

Acknowledgement

This research is under Research Incentive Grant award from KUIM Research Management Center (RMC)

Corresponding Author

Wan Norhayati Wan Othman

Faculty of Educational Studies, Universiti Putra Malaysia, Malaysia

Email: wanorhayati@upm.edu.my

References

- Bar-On, R. (2014): Emotional intelligence: An integral part of positive psychology. *African Journal of Psychology*, 40, 54-62.
- Brackett, M. A., Rivers, S. A., & Salvoes, P. (2011): Emotional intelligence: Implications for personal, social, academic and workplace success. *Social and Personality Psychology*, 10, 88-103.
- Benson, A. (2002). Using online learning to meet workforce demand: A case study of stakeholder influence. *Quarterly Review of Distance Education*, 3(4), 443–452.
- Bliss, S.E. (2005), “The affect of emotional intelligence on a modern organizational leader’s ability to make effective decisions”, (accessed 12 January 2012).
- Bosacki, S. L., Moore, K., Talwar, V., & Park-Saltzman, J. (2011). Preadolescents gendered spiritual identities and self-regulation. *Journal of Beliefs and Values*, 32(3), 303–316. <https://doi.org/10.1080/13617672.2011.627679>
- Cejudo, J., Rodrigo-Ruiz, D., López-Delgado, M. L., & Losada, L. (2018). Emotional intelligence and its relationship with levels of social anxiety and stress in adolescents. *International Journal of Environmental Research and Public Health*, 15(6). <https://doi.org/10.3390/ijerph15061073>
- Chandra, Y. (2021). Online education during COVID-19: perception of academic stress and emotional intelligence coping strategies among college students. *Asian Education and Development Studies*, 10(2), 229–238. <https://doi.org/10.1108/AEDS-05-2020-0097>
- Conrad, D. (2002). Deep in the hearts of learners: Insights into the nature of online community. *Journal of Distance Education*, 17(1), 1–19.
- Daulay, N., & Mirwan, H. (2021). The Emotional Intelligence and Academic Stress in Aliyah Madrasa Students during the Covid-19 Pandemic. *Proceeding International Seminar of Multicultural Psychology (ISMP 1st)*, 96–102.
- Ellis, R. (2004). Down with boring e-learning! Interview with e-learning guru Dr. Michael W. Allen. Learning circuits. Retrieved from. http://www.astd.org/LC/2004/0704_allen.htm.
- Enns, A., Eldridge, G. D., Montgomery, C., & Gonzalez, V. M. (2018). Perceived stress, coping strategies, and emotional intelligence: A cross-sectional study of university students in helping disciplines. *Nurse Education Today*, 68, 226–231. <https://doi.org/10.1016/j.nedt.2018.06.012>

- Fawaz, M., & Samaha, A. (2021). E-learning: Depression, anxiety, and stress symptomatology among Lebanese university students during COVID-19 quarantine. *Nursing Forum*, 56(1), 52–57. <https://doi.org/10.1111/nuf.12521>
- Glazer, S. (Ed.). (1999). *The heart of learning: Spirituality in education*. New York: Tarcher/Putnam.
- Gorji, A. H., Darabinia, M., & Ranjbar, M. (2017). Emotional and spiritual intelligence among medical students in Iran. *Iranian Journal of Psychiatry and Behavioral Sciences*, 11(4). <https://doi.org/10.5812/ijpbs.9504>
- Gudnanto, Mappiarre, A., Atmoko, A., & Muslihati. (2021). The Influence of Intelligence and Emotional Intelligence on Religious Attitudes and Their Influence on Entrepreneurial Motivation Among Vocational Students During The COVID-19 Pandemic. *Ilkogretim Online - Elementary Education Online*, 20(1), 681–690. <https://doi.org/10.17051/ilkonline.2021.01.58>
- Iqbal, J., Ashraf, M. A., & Asghar, M. Z. (2021). The Effect of Emotional Intelligence and Academic Social Networking Sites on Academic Performance During the COVID-19 Pandemic. *Psychology Research and Behavior Management*, 14, 905–920. <https://doi.org/10.2147/PRBM.S316664>
- Kamitsis, I., & Francis, A. J. P. (2013). Spirituality mediates the relationship between engagement with nature and psychological wellbeing. *Journal of Environmental Psychology*, 36, 136–143. <https://doi.org/10.1016/j.jenvp.2013.07.013>
- Keshtegar, M., & Jenaabadi, H. (2015). Relationship among Emotional Intelligence, Spiritual Intelligence and Resilience of Students at University of Zabol. *International Journal of Clinical Medicine*, 06(10), 759–768. <https://doi.org/10.4236/ijcm.2015.610102>
- Krebs, Kathleen. (2001). The Spiritual Aspect of Caring-An Integral Part of Health and Healing. *Nursing Administration Quarterly*, 25(3), 55-60.
- Lazarus, R. S. (1966). *Psychological stress and the coping process*. New York, NY: McGraw-Hill.
- Lemay, D. J., Bazalais, P., & Doleck, T. (2021). Transition to online learning during the COVID-19 pandemic. *Computers in Human Behavior Reports*, 4, 100130. <https://doi.org/10.1016/j.chbr.2021.100130>
- Leung, C. H., & Pong, H. K. (2021). Cross-sectional study of the relationship between the spiritual wellbeing and psychological health among university students. *PLoS ONE*, 16(4 April), 1–19. <https://doi.org/10.1371/journal.pone.0249702>
- Maqableh, M., & Alia, M. (2021). Evaluation online learning of undergraduate students under lockdown amidst COVID-19 Pandemic: The online learning experience and students' satisfaction. *Children and Youth Services Review*, 128(August 2020), 106160. <https://doi.org/10.1016/j.childyouth.2021.106160>
- McEwen, B. S., & Seeman, T. (1999). Protective and damaging effects of mediators of stress. Elaborating and testing the concepts of allostasis and allostatic load. *Annals of the New York Academy of Sciences*, 896, 30–47. <https://doi.org/10.1111/j.1749-6632.1999.tb08103.x>
- Murray, R. B., Zentner, J. B. (1989) *Nursing concepts for health promotion*. Prentice Hall, London, 259
- Negi, A. S., Khanna, A., & Aggarwal, R. (2021). Spirituality as predictor of depression, anxiety and stress among engineering students. *Journal of Public Health (Germany)*, 29(1), 103–116. <https://doi.org/10.1007/s10389-019-01092-2>

- Önen, A. S., & Ulusoy, F. M. (2015). The Effect of the Emotional Intelligence Level of High School Students on their Study Attitudes. *Procedia - Social and Behavioral Sciences*, 191, 2351–2354. <https://doi.org/10.1016/j.sbspro.2015.04.609>
- Pajarianto, H., Kadir, A., Galugu, N., Sari, P., & Februanty, S. (2020). Study From Home In The Middle Of The COVID-19 Pandemic: Analysis Of Religiosity, Teacher, and Parents Support Against Academic Stress. *Journal of Talent Development and Excellence*, 12(2), 1791–1807. <http://iratde.com/index.php/jtde>
- Palmer, P. J. (1983). *To know as we are known: A spirituality of education*. San Francisco: Harper and Row Publishers, Inc.
- Patricia Aguilera-Hermida, A. (2020). College students' use and acceptance of emergency online learning due to COVID-19. *International Journal of Educational Research Open*, 1(August), 100011. <https://doi.org/10.1016/j.ijedro.2020.100011>
- Saha, A., Dutta, A., & Sifat, R. I. (2021). The mental impact of digital divide due to COVID-19 pandemic induced emergency online learning at undergraduate level: Evidence from undergraduate students from Dhaka City. *Journal of Affective Disorders*, 294(June), 170–179. <https://doi.org/10.1016/j.jad.2021.07.045>
- Sogolitappeh, F. N., Hedayat, A., Arjmand, M. R., & Khaledian, M. (2018). Investigate the Relationship between Spiritual Intelligence and Emotional Intelligence with Resilience in Undergraduate (BA) Students. *International Letters of Social and Humanistic Sciences*, 82, 10–18. <https://doi.org/10.18052/www.scipress.com/ilshs.82.10>
- Stankovska, G., Dimitrovski, D., Angelkoska, S., Ibraimi, Z., & Uka, V. (2018). Emotional Intelligence, Test Anxiety and Academic Stress among University Students. *Bulgarian Comparative Education Society (BCES)*, 16, 157–164.
- Studies, G., & Sembilan, N. (2014). RELIGIOUS AND SPIRITUAL COPING USED BY STUDENT IN DEALING Husni Mohd Radzi Lilie Zahara Ramly Farhaniza Ghazali Sapora Sipo. *International Journal of Asian Social Science Special Issue : International Conference on Teaching and Learning in Education*, 2013, 4(2), 314–319.
- Sundarasan, S., Chinna, K., Kamaludin, K., Nurunnabi, M., Baloch, G. M., Khoshaim, H. B., Hossain, S. F. A., & Sukayt, A. (2020). Psychological impact of covid-19 and lockdown among university students in malaysia: Implications and policy recommendations. *International Journal of Environmental Research and Public Health*, 17(17), 1–13. <https://doi.org/10.3390/ijerph17176206>