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PERCEIVED STRESS AND EMOTIONAL INTELLIGENCE AS PREDICTORS OF LIFE
SATISFACTION AMONG UNDERGRADUATES IN MALAYSIA

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PERCEIVED STRESS, EI AND LIFE SATISFACTION

Perceived Stress and Emotional Intelligence as Predictors of Life Satisfaction among
Undergraduates in Malaysia

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This research project is submitted in partial fulfilment of the requirements for the Bachelor of Social Science (Hons) Psychology, Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman. Submitted on April 2022.

PERCEIVED STRESS, EI AND LIFE SATISFACTION

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PERCEIVED STRESS, EI AND LIFE SATISFACTION

APPROVAL FORM

This research paper attached hereto, entitled “Perceived Stress and Emotional Intelligence as Predictors of Life Satisfaction Among Undergraduates in Malaysia” prepared and submitted by “Cham Han Tein, Lim Syi Wei and Ooi Yu Jie” in partial fulfillment of the requirements for the Bachelor of Social Science (Hons) Psychology is hereby accepted.



Supervisor

(Dr. Nurul Iman Binti Abdul Jalil)

Date: 5 April 2022

Abstract

Life satisfaction has been found to be strongly correlated with both physical and psychological health-related issues. Hence, this cross-sectional and quantitative study was conducted to examine the predictive effect of perceived stress and sub-dimensions of emotional intelligence (self-emotion appraisal, others' emotion appraisal, use of emotion, and regulation of emotion) on life satisfaction among undergraduates in Malaysia. A total of 110 were involved in the current study using both purposive and snowball sampling techniques. Online questionnaires were distributed across various social media platforms, which include Microsoft Teams, Facebook, Instagram, and WhatsApp. Participants were all undergraduates in the public and private universities in Malaysia with the age range between 19 to 24 ($M = 21.72$). About 43.6 % of respondents were males ($n = 48$), while about 56.4% were females ($n = 62$). Three instruments were applied in this study, which included Perceived Stress Scale (PSS-10), Wong and Law Emotional Intelligence Scale (WLEIS) and Satisfaction with Life Scale (SWLS). The findings revealed that perceived stress negatively predicted life satisfaction, while all sub-dimensions of emotional intelligence (self-emotion appraisal, others' emotion appraisal, use of emotion, and regulation of emotion) positively predicted life satisfaction among Malaysian undergraduates. Thus, this study might provide a deeper insight on relevant topics and contribute significant references as well as directions to further researchers. Relevant authorities may be able to apply the knowledge in implementing new strategies, which may be useful for enhancing the life satisfaction of the undergraduates.

Keywords: perceived stress, emotional intelligence, self-emotion appraisal, others' emotion appraisal, use of emotion, regulation of emotion, life satisfaction, undergraduates

DECLARATION

We declare that the material contained in this paper is the end result of our own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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List of Abbreviations

Abbreviations	
EI	Emotional Intelligence
OEA	Others' Emotion Appraisal
PSS-10	Perceived Stress Scale-10 Items
ROE	Regulation of Emotion
SEA	Self-Emotion Appraisal
SWLS	Satisfaction with Life Scale
UOE	Use of Emotion
WLEIS	Wong and Law Emotional Intelligence Scale
IQ	Intelligence Quotient
EQ-I:s	Emotional Quotient Inventory: Short
CR	Cognitive Reappraisal
ES	Expressive Suppression
IV	Independent Variables
DV	Dependent Variable
K-S Test	Kolmogorov-Smirnov Test
S-W Test	Shapiro-Wilk Test
MLR	Multiple Linear Regression
VIF	Variance Inflation Factor

Chapter I

Introduction

Background of Study

Life satisfaction has been the focus of researchers for a long time and has been linked to various dimensions. It reflects the overall evaluation of life experiences of an individual based on a set of criteria that include a sense of pleasure and "feel good" factors that are relatively stable over time (Diener et al., 2002; Lewis et al., 2011). Life satisfaction also acts as an indicator of an individual's quality of life and how much an individual likes the life they chose (Özer et al., 2016). It allows an individual to feel better and express positive feelings (Cazan & Năstasă, 2015). In a broader context, it is the subjective well-being contributed by both cognitive and affective appraisal components. It is believed that people judge their quality of life by comparing their current state with the proper standard that is assumed and set by themselves (Pavot & Diener, 2009). Therefore, individuals will rate their life satisfaction differently in various aspects according to their fundamental differences in personality and affectivity.

Apart from preventing the negative outcomes, life satisfaction has also been related to various positive outcomes. It is consistently shown that individuals who experience higher life satisfaction will develop more positive social relationships and get more social support (Barger et al., 2009; Diener & Seligman, 2002; Pavot & Diener, 2008). Moreover, some studies reported that high life satisfaction tends to facilitate students' academic engagement and academic achievement (Antaramian, 2015; Renshaw & Cohen, 2014). In other words, it may have an impact on student commitment, academic performance, academic stress, and lastly, the Grade Point Averages (GPAs) (Antaramian, 2017). The students will develop more positive attitudes towards their academic experiences (Duffy et al., 2012; Ojeda et al., 2011).

In contrast, low life satisfaction will lead to poor mental health among individuals. Previous research has shown that mental health issues have negative consequences, with suicidal behaviour being one of the most serious effects (Bolton et al., 2008; Chesney et al., 2014; Nock et al., 2008; Yaldizli et al., 2010). To this extent, suicide has been one of the leading causes of death in both adolescents and young people in the world (Bridge et al., 2006; Bridge et al., 2014; Haegerich et al., 2014; Wasserman et al., 2005).

Suicidal behaviour is common among undergraduate students and is known as the second highest cause of mortality (Blasco et al., 2018; Mortier et al., 2018a; Mortier et al., 2018b; Nam et al., 2018). It was reported that among 50,054 undergraduate students, 21% of them had suicide ideation while 4.2% attempted to commit suicide (Sivertsen et al., 2019). Hence, the public highlights the potential factors affecting life satisfaction, either in a negative or positive way so that they gain a deeper insight on what should be emphasized in order to enhance people's psychological health and life quality.

In this context, perceived stress is crucial in determining life satisfaction. According to Shahsavarani et al. (2015), stress refers to an uncomfortable mental condition, in which an individual experiences tension and worry due to the actual stressors in life. In other words, stress can be defined as anything that is viewed as a challenge or threat that disrupts one's sense of equilibrium in life (Afridi & Maqsood, 2017; Madebo et al., 2016). To this extent, perceived stress is identified as the feelings about the unpredictability and uncontrollability of life, which refers to the general stressfulness and ability to handle stress, regardless of the types or frequencies of stressful events (Phillips, 2015). In this study, the term 'stress' will be referred to the cognitive appraisal of threats and harms, which is similar to "perceived stress".

In this materialistic world, stress has been considered a common health related problem for every person at some point (Afridi & Maqsood, 2017). Although stress may be helpful in keeping an individual motivated and focused sometimes, it may negatively affect

health, mood, and quality of life which then influences one's life satisfaction, especially for students (Behere et al., 2011). In recent decades, the stress level of students, especially those in the tertiary level of education, has risen sharply due to the increasing competitiveness in academics (Ain et al., 2021; Dessie et al., 2013; Hamaideh, 2011). There are many situations in university that expose students to stress, including students' academic expectations, goals, social networks, extracurricular activities and others. As a result, majority of undergraduate students were found to have serious vulnerability to stress (Habeeb, 2013).

According to Dohrenwend (1998), people are at risk for both physical and psychological problems if they are generally in acute or chronic stressful conditions. Since stress is known to lead to different outcomes, many researchers have conducted several studies related to perceived stress and life satisfaction (Abolghasemi & Varaniyab, 2010; Alleyne et al., 2010; Kahraman et al., 2020). Moreover, Tan and Ramzan (2017) found perceived stress as a useful predictor of life satisfaction in their study.

Furthermore, ever since 1990, emotional intelligence (EI) has been introduced as a subset of social intelligence that includes the proficiency in monitoring and discriminating emotions of one and others as well as to apply the information in guiding one's thoughts and behaviours (Salovey & Mayer, 1990). Later, EI is specified and divided into four categories, which are the ability to perceive emotions, to use emotions in facilitating thoughts, to understand emotions and to regulate emotions (Mayer & Salovey, 1997). Due to the significance of an individual's life quality, various research regarding life satisfaction and possible emotional, behavioural and social variables had been conducted (Proctor et al., 2009).

EI is proved to be one of the most noticed aspects that determines one's degree of life satisfaction (Kong et al., 2014). It is stated that individuals who can recognise and control emotions tend to develop a better view of life (van Heck & den Oudsten, 2008; Salovey,

2001; Sánchez-Álvarez et al., 2015). High EI enables an individual to be more optimistic and it can decrease negative experiences, such as depression and suicide thoughts, as well as enhance well-being as well as life adaptation skills (Afolabi, 2013; Bar-On, 2002; Ciarrochi et al., 2002; Giardini & Frese, 2006; Gohm & Clore, 2002; Sjöberg, 2008). Students are required to be emotionally intelligent to fit well into universities. It will be easier for them to adapt to different situations and tend to perceive the situation as a development opportunity instead of a threat (Mikolajczak & Limunet, 2008).

Hence, this present study aims to find out how perceived stress, EI and sub-dimension of EI, which includes self-emotion appraisal (SEA), others' emotion appraisal (OEA), use of emotion (UOE) and regulation of emotion (ROE) predict life satisfaction among undergraduate students in Malaysia.

Problem Statement

Over the past years, researchers tend to focus more on job satisfaction while life satisfaction of students continues to be neglected until today (Afolabi & Balogun, 2017). Life satisfaction has been reported by many researchers to be strongly correlated with both physical and psychological health-related issues, such as sleep problems, obesity, smoking, chronic illness, anxiety, and others (Kim et al., 2021; Proctor et al., 2017; Valois et al., 2004; Strine et al., 2008). Moreover, another study reported that life satisfaction can help reduce the risk of mortality (Boehm et al., 2015). Therefore, it is clearly shown that life satisfaction and health, as well as well-being, go hand-in-hand.

Nowadays, mental health problems have become a common and serious issue that should concern the public. University students all over the world have been reported to have poor mental health, particularly high levels of stress, anxiety, and depression (Brown, 2018; Mey & Yin, 2015). In Malaysia, the number of students with mental health issues doubled from 10% in 2011 to 20% in 2016 (Hezmi, 2018). Besides, other studies reported that a third

of public university undergraduates had anxiety, with an increasing prevalence from 2013 to 2016 (Latiff et al., 2014; Mohammed et al., 2016; Shamsuddin et al., 2013). Although past studies have shown that undergraduates are vulnerable to mental health issues, this issue remains mostly undiscovered in eastern societies (Kumar et al., 2016; Kotera et al., 2021; Oswalt et al., 2020). Consequently, a study conducted by Paschali and Tsistas (2010) among 200 university students found that 63.4% of them experienced low life satisfaction (Tsistas et al., 2019).

On the other hand, although stress is part of an individual's life, people who are undergoing major life changes tend to be more stressed. Hence, undergraduate students who are undergoing the transition to adulthood will be exposed to more chronic stress and uncertainties in unfamiliar surroundings (Darling et al., 2007; Towbes & Cohen, 1996). In Malaysia, researchers reported that 50% of public university students were facing stress, mainly due to academic-related issues (Phang et al., 2015). As a result, students who are incompetent at managing stress will have adjustment difficulties, which will then lead to lower life satisfaction (Lee et al., 2016). However, there is less research that has only studied the predictive effect of perceived stress on life satisfaction (Hamzah et al., 2019; Lee et al., 2016; Urquijo et al., 2016; Yildirim & Alanazi, 2018). Additionally, there is a lack of research related to this domain that focuses on university students in Malaysia (Dymecka et al., 2021; Gürkan et al., 2021; Ocaña-Moral et al., 2021).

Nevertheless, according to Bar-On (1997, 2002), EI enables an individual to regulate and manage any emotional related issues in their environment. Since life satisfaction is determined based on individuals' evaluations of overall life experiences, those with high EI are believed to have high life satisfaction as they will tend to focus on the positive side of life (Carmeli, 2003; van Heck & den Oudsten, 2008). However, a study conducted by Khurshid and his colleagues (2018) revealed that there were only 27% of highly EI university students.

Besides, most students who were involved in clinical placements were often surrounded by emotion-filled scenarios, which included distressed patients and families, unfamiliar environments and the others (Birks et al., 2009). They were reported to face difficulties due to the deficiency of EI skills. They were unable to understand and regulate their own stress as well as to use emotional information to make clinical decisions (Cooper et al., 2010; Larin et al., 2014; Stagnitti et al., 2010).

Although past studies acknowledged the importance of EI in predicting life satisfaction, the studies were mostly conducted in other countries and were mostly targeted only on medical undergraduates, rather than focusing undergraduates in overall (Jensen et al., 2021; Tsitsas et al., 2019; Wahab et al., 2021). This is because the researchers perceived that the health of medical students will be greatly affected as they hold the responsibilities to preserve and promote health of society (Ghahramani et al., 2019). In this context, EI plays a significant role to support them in providing adequate clinical care as well as handling a particular situation during the medical treatment process (Sundararajan & Gopichandran, 2018). To date, there is less research that specifically studying the four branches of EI introduced by Salovey and Mayer (1997) which focused on self-emotion appraisal (SEA), others' emotion appraisal (OEA), use of emotion (UOE) and regulation of emotion (ROE) (Blasco-Belled et al., 2020; Cazan & Năstasă, 2015; Kong et al., 2019). Therefore, the predictive ability of perceived stress and each specific component of EI towards life satisfaction is examined so that more detailed and specified actions can be taken by considering each dimension. This quantitative study should be conducted among undergraduates in Malaysia to fill the knowledge gap of life satisfaction on the perceived stress and the sub-dimension of EI.

General Objective

In general, this study is conducted to determine the predictive effect of perceived stress and emotional intelligence on life satisfaction.

Research Questions

1. Does perceived stress negatively predict life satisfaction among undergraduates in Malaysia?
2. Do sub-dimension of emotional intelligence (self-emotion appraisal, others' emotion appraisal, use of emotion and regulation of emotion) positively predict life satisfaction among undergraduates in Malaysia?

Research Objectives

1. To investigate the predictive effect of perceived stress and sub-dimension of emotional intelligence (self-emotion appraisal, others' emotion appraisal, use of emotion and regulation of emotion) on life satisfaction among undergraduates in Malaysia.

Hypotheses

*H*₁: Perceived stress negatively predicts life satisfaction among undergraduates in Malaysia.

*H*₂: Self-emotion appraisal (SEA) positively predicts life satisfaction among undergraduates in Malaysia.

*H*₃: Others' emotion appraisal (OEA) positively predicts life satisfaction among undergraduates in Malaysia.

*H*₄: Use of emotion (UOE) positively predicts life satisfaction among undergraduates in Malaysia.

*H*₅: Regulation of emotion (ROE) positively predicts life satisfaction among undergraduates in Malaysia.

Significance of Study

Through this study, the findings may create an awareness for the public, especially the education authorities, to place more emphasis on perceived stress and emotional intelligence that are related to the life satisfaction of undergraduate students. Most of the students' life satisfaction has been ignored because the achievement of their ultimate goals is assessed by their academic success (Jamali et al., 2013). Therefore, the present findings may alert the public to pay greater attention to university students' mental health problems. Academic structure can be modified, which emphasis more on the emotional intelligence, not intellectual intelligence. Besides, the universities should provide adequate counselling services so that the psychological conditions of the undergraduates can be taken into consideration. Apart from that, the university students can be more concern with their satisfaction of lives, thus, making adjustments by improving emotional intelligence and reducing stress.

Nevertheless, the level of perceived stress among undergraduates may be more emphasized than neglected. This study can raise awareness among the public, parents of undergraduate students and universities regarding the psychological, not merely academic concerns of students. They will gain a clearer view of the serious negative consequences of stress and the probability of undergraduate students who are experiencing chronic stress. Thus, effective actions can be taken, in which the university may try to introduce activities or programmes that can assist students in releasing their stress and provide sufficient mental health care for them. Universities have the moral obligation to enhance the academic environment by implementing some policies to limit students' exposure to stressful situations (Kumar et al., 2009). For instance, counselling sessions in each trimester, two weeks of study breaks, yoga week, and others. When the stress issues are well addressed, the overall cognitive development of undergraduate students can be enhanced and this will shape them into more skillful people (Madebo et al., 2016).

Apart from that, the findings obtained can help to develop a new perspective on the Malaysian education field. According to Goleman (1995) as cited in a past study, an individual's success is mostly contributed by EI, while only 20% is contributed by intellectual intelligence (Mohzan et al., 2013). Cooper and Sawaf (1998) also mentioned that an individual who has a high intelligence quotient (IQ) but with the absence of corresponding EI will not experience consistent success in life due to their incompetency in understanding, controlling and managing both intrapersonal and interpersonal emotions. Hence, it is stated that EI plays a vital role in one's personal, social and professional lives. Since undergraduates are the future leaders of the country, EI should be emphasized so that they are well-prepared to deal with challenges and uncertainties. Therefore, through this study, the government may be able to gain an insight into the weakness of the education system, which is underestimating the valuable effects of EI and overweighing the effects of IQ in undergraduates. They may realize that a supportive academic environment brings more benefits than a competitive academic environment.

The current research findings can also have positive impacts on the targeted samples, which are undergraduate students. They will be encouraged to discover and improve their EI as well as to view stress positively as a motivator in order to increase their life satisfaction. According to Kant (2019), EI is very useful for students as it allows them to decrease academic pressure and improve their decision-making skills. In addition, those with high EI are familiar with their potential and they will use it in both personal and professional life. Hence, the knowledge and understanding gained related to this domain would enable them to positively perceive any issues, either academic-related or non-related, which may help in their personal development (Afridi & Maqsood, 2017).

Lastly, the findings of this research can help to fill the knowledge gap on perceived stress and life satisfaction as well as the sub-dimensions of EI and life satisfaction in

Malaysia. Since the limited literature on this related field does not provide sufficient information, this study can serve as a baseline for future research. In the future, researchers will have more statistics related to this field, which will enable them to investigate related predictors and life satisfaction in a deeper way.

Conceptual Definitions

Perceived Stress

Perceived stress is an individual's feelings or thoughts about how much pressure they have in their life, and their confidence to cope with it within a certain period of time (Phillips, 2013). According to Golden-Kreutz et al. (2004), perceived stress is the extent to which an individual found their life to be uncertain, burdensome, and out of control.

Emotional Intelligence (EI)

EI is a type of emotional information processing. It consists of the ability, capability, competence, or self-perceived skill to understand, evaluate, and manage one's own emotion, others' emotion, and the group's emotions. People with a high EI are able to take the process as guidance to make wise decisions on how to express, to think and to behave which will result in the best outcome (Ishaq et al., 2020; Salovey & Mayer, 1990). They are highly aware and can regulate the feelings and emotions of others (Serrat, 2017).

Self-Emotion Appraisal (SEA). SEA is the ability of an individual to understand and express their own inner feelings in a natural way (Davies et al., 1998).

Others' Emotion Appraisal (OEA). OEA is the ability of an individual to sense and comprehend the emotions of others around (Davies et al., 1998).

Use of Emotion (UOE). An individual has the ability to channel their emotions into productive activities and personal performance that enable the individual to continually motivate themselves for desirable outcomes (Davies et al., 1998).

Regulation of Emotion (ROE). As defined by Davies et al. (1998), ROE is an individual's ability to control emotions by monitoring, evaluating and taking action on their mood, allowing the individual to recover faster from psychological distress.

Life Satisfaction

Life Satisfaction refers to the positive evaluation of an individual on their life's quality and conditions (Aldridge et al., 2016; Suldo et al., 2008; Veenhoven, 1991). The judgement is made by comparing their overall life situation to their standards or expectations (Coffman & Gilligan, 2002). To put it simply, it is about how well one likes their life.

Undergraduate Students

The phrase "undergraduate students" refers to the one who is enrolled in a university to obtain a bachelor's degree at the tertiary level of education (Dictionary.com, 2021).

Operational Definitions

Perceived Stress

The perceived stress of undergraduates will be measured by the Perceived Stress Scale (PSS-10) which is a 10-item scale (Cohen et al., 1983). It is to assess the degree of an individual's feeling of stress in response to their life circumstances in the last month. The scale is scored on a 5-point Likert scale from *never* (0) to *very often* (4). Higher scores on this scale indicate the individual find their lives are under a higher level of stress.

Emotional Intelligence (EI)

EI of undergraduates will be accessed using the Wong and Law Emotional Intelligence Scale (WLEIS) which is based on the theoretical model established by Mayer and Salovey (1997). The 16-item scale is categorised into four components. They are self-emotion appraisal (SEA), others' emotion appraisal (OEA), use of emotion (UOE), regulation of emotion (ROE). Each component comprises four items, which are rated on a 7-point Likert scale, with the range from *strongly disagree* (1) to *strongly agree* (7) (Wong & Law, 2002).

Self-Emotion Appraisal (SEA). The SEA of undergraduates will be measured by the first four items out of the 16 items in WLEIS. The four items are rated on a 7-point Likert scale, with the range from *strongly disagree* (1) to *strongly agree* (7). People with strong competence in this area will be able to recognise and understand their emotions better than others (Davies et al., 1998).

Others' Emotion Appraisal (OEA). The items five to eight in WLEIS will be used to evaluate OEA. The four items are rated on a 7-point Likert scale, with the range from *strongly disagree* (1) to *strongly agree* (7). People who score high on this dimension are very sensitive to others' feelings and can predict their emotional responses as well (Davies et al., 1998).

Use of Emotion (UOE). UOE will be examined by another four out of 16 items in WLEIS. The four items are rated on a 7-point Likert scale, with the range from *strongly disagree* (1) to *strongly agree* (7). People who are extremely capable in this dimension, are able to direct their emotions positively and make use of it to be better (Davies et al., 1998).

Regulation of Emotion (ROE). Undergraduates' ability to regulate their emotions will be measured by the last four items in WLEIS. The four items are rated on a 7-point Likert scale, with the range from *strongly disagree* (1) to *strongly agree* (7). An individual who possesses a high ability in this area would be able to rapidly return to their normal psychological states after having their mood affected. They can be less prone to lose their temper (Davies et al., 1998).

Life Satisfaction

Life satisfaction of undergraduates will be evaluated by the Satisfaction with Life Scale (SWLS). The scale is made up of 5 items by using a 7-point Likert scale (Diener et al., 1985). It is to evaluate the respondent's overall satisfaction with their life, but not examine

satisfaction with life domains such as wealth or health. The higher score in this scale reflects a higher level of life satisfaction towards an individual's life.

Undergraduate Students

Undergraduate students aged 19 to 24 in Malaysia public and private universities, including polytechnics and institutes of teacher education, will be recruited as participants in this study.

Conclusion

In the present study, we will examine the predicting roles of perceived stress and the sub dimensions of EI (SEA, OEA, UOE, ROE) on life satisfaction. Perceived Stress Scale (PSS-10) by Cohen et al. (1983) will be applied to measure perceived stress while Wong and Law Emotional Intelligence Scale (WLEIS) by Wong and Law (2002) will be used to measure the sub-dimension of EI. In addition, life satisfaction will be examined by using Satisfaction with Life Scale (SWLS) developed by Diener et al. (1985). Targeted samples in this study are undergraduate students in Malaysia, who aged between 19 to 24 years.

Chapter II

Literature Review

Perceived Stress

Stress can be explained in two ways, which are situational stress and perceived stress. According to the Transactional Model of Stress and Coping by Lazarus and Folkman (1984a), situational stress refers to a relationship that exists between an individual and the environment in which the environment is appraised as threatening and exceeding people's resources to cope with it. In this context, different individuals tend to experience different levels of stress regardless of the situation due to different perceptions and evaluations of the situation (Goppert & Pfof, 2021). In other words, perceived stress refers to a broader perceived experience of individuals by evaluating their lives as uncertain, unpredictable, and uncontrollable. It differs according to the adaptability of an individual in all recent situations of stress (Cohen et al., 1983).

Previous research has found that stress is common among university students (Larcombe et al., 2016; Saleh et al., 2017; Weier & Lee, 2016). The large number of stressors at the university, which include a high workload, frequent exams, fear of failure, uncertainties about the future, and others, tend to contribute to students' stress (Bedewy & Gabriel, 2015; Goff, 2011). The negative consequences of stress have been reported in various studies, which include poor academic performance, mental health issues, sleeping problems, and others (Pascoe et al., 2020; Sohail, 2013). Unfortunately, a study conducted by Jia and Loo (2018) reported that 37.7% of the undergraduates experienced stress, and one-third of them were experiencing heavy stress. Recently, during the COVID-19 outbreak, university students showed moderate-to-high stress levels, which ranged between 11.5% and 85.0%

levels of perceived stress (Du et al., 2020; Li et al., 2020; Sheroun et al., 2020; Son et al., 2020; Ye et al., 2020).

Emotional Intelligence

Emotional intelligence is a significant factor in an individual's ability to attain success in most aspects (Sulaiman & Noor, 2015). It remains a popular notion in literature and in practice, particularly in psychoeducational and mental health contexts (Ramos-D áz et al., 2019). Various scholars conceptualise EI differently, and there are three generally accepted models in the field. Firstly, EI is introduced by Mayer and Salovey as an ability that could be learned, whereas Bar-On thought it was a personality trait that people possessed. Goleman combined the ideas of both and defined EI as a mix of both abilities and personality traits (Kooker et al., 2007). In this study, the concept of EI as an ability by Mayer and Salovey is adopted.

Mayer and Salovey were the first to formally introduce and conceptualise the term into four dimensions: recognising and conveying self-emotions to others; effectively utilising EI in decision making; understanding others' emotions; and regulating emotions (Mayer et al., 2000; Mayer & Salover, 1997). Their concept of EI is the most widely acknowledged and is widely accepted by scholars and researchers in all fields with empirical evidence (Cabello et al., 2016; Evans et al., 2020; Fernandez-Berrocal & Extremera, 2006; Zeidner et al., 2002). Additionally, it has provided psychological research with the most influential framework as it is theoretically driven and much more detailed (Gohm et al., 2005; Ramos-D áz & Rodríguez-Fern ández, 2019; Wong & Law, 2002).

People with high EI are able to manage their negative emotions and make good reasoning in response to those emotions in oneself and others, which results in a desirable ending (Mayer et al., 2016; Salovey & Mayer, 1990). They would have more positive life outcomes, such as better physical and mental health, better psychological well-being,

academic achievement, and job-related success (Law et al., 2004; Lea et al., 2019; Śmieja et al., 2014; Wong et al., 2007). As opposed to that, a person without sufficient EI is more likely to be dissatisfied with their life due to getting depressed (Schutte et al., 2001).

Life Satisfaction

Life satisfaction is known as an indicator of an individual's satisfaction in a few life aspects that contribute to part of their subjective well-being (Khalid, 2021). According to Prasoon and Chaturvedi (2016), life satisfaction can be conceptualized as a cognitive aspect of an individual's subjective well-being, and high life satisfaction represents a good quality of life. The role of life satisfaction in people, including students, has been shown in previous studies, in which life satisfaction is associated with various aspects, such as optimism, academic performance, health, self-image, sleep disorders, and others (Darling et al., 2007; Extremera et al., 2009; Samaranayake et al., 2014).

Diener (2000) revealed that most undergraduate students perceived happiness and life satisfaction as more important than money. Based on the model of life satisfaction, satisfaction results from individuals' perception that important needs have been fulfilled (Campbell et al., 1976; Erikson, 1994; Frisch et al., 1992). In this context, the failure to follow and complete academic-related tasks will lead to life dissatisfaction in university students (Schwartz et al., 2005). In contrast, life satisfaction is positively related to learning experiences, which contribute to positive functions of students in academic-related issues, social and health (Fakunmoju et al., 2016; Renshaw & Cohen, 2014; Rissanen, 2015).

Perceived Stress and Life Satisfaction

In the field of health psychology, stress is a condition of challenge or threat that disrupts the person's life equilibrium (Madebo et al., 2016; Rezaei & Jeddi, 2020). Looking into the undergraduates' perspective, stress is usually related with the academic demands, such as balancing of university and private life, economic issues, and high workload

(Stallman & Hurst, 2016). University is widely regarded as one of the most stressful times in students' lives because they have to manage their own affairs (Cress & Lampman, 2007).. They often encounter stress, and this circumstance becomes a factor that hinders their psychological adjustment. Life satisfaction is one of the positive adjustment factors that is affected by the stressful lifestyles of undergraduate students (Çivitci, 2015). If stress in academic institutions is not adequately dealt with, it can have a negative impact, thereby reducing life satisfaction (Lee et al., 2016).

The research by Rezaei and Jeddi (2020) has conclusively shown that perceived stress was one of the main predictors of students' life satisfaction. The more stress a person perceives, the less satisfied they will be with their lives. The result was explained with the transactional model of stress by Lazarus and Folkman (1984b). When demand exceeds an individual's available resources, this imbalance will lead the person to perceive it as stress. Due to this, one's sense of well-being will be threatened by their reactions to stressful situations. Prior to this study, Matheny et al. (2008) also implied that perceived stress was negatively correlated with life satisfaction among the United States and Mexican students with the support of the transactional stress model as well. The findings in both studies were similar to the study conducted by Lee et al. (2016) in the group of South Korean undergraduate students. It has been suggested that an individual is able to enhance life satisfaction provided that they focus on their strengths and available resources, interpret the challenge positively and be confident in their abilities to handle the stressful event (Karademas & Kalantzi-Azizi, 2004).

Moreover, Civitci (2015) reported that life satisfaction is reduced when perceived stress increases in students who have a low sense of belonging in university. Likewise, the relationship between stress and life satisfaction was also investigated in Turkish (Kaya et al., 2015). It was found that perceived stress appears to be negatively related to life satisfaction

among 235 undergraduate students. Students who reported feeling more stressed have more negative appraisals to the challenging environmental stimuli towards them. Thus, they are not satisfied with their life which is not supportive.

Stress during university is likely to be sustained and prolonged, which makes students more susceptible to mental health issues, thus adversely influencing their life satisfaction (Cavazos et al., 2010; Chao, 2012; Jenkins et al., 2013). According to Bickford et al. (2019), suicidal thoughts are more common among those who are vulnerable to perceived stress. As a result, it may lead to lower satisfaction in life. Later, in research by Lardier et al. (2020), it was discovered that the higher the stress levels of Hispanic undergraduate students, the lower their life satisfaction. Hence, it is stated that increased stress levels are linked to decreased life satisfaction and vice versa.

The findings in other geographical and cultural contexts such as in South Korea (Lee et al., 2016), in the north-eastern United States (Lardier et al., 2020), in Turkey (Civitci, 2015; Kaya et al., 2015) and the other countries could not be generalized to Malaysia. Hence, this study is needed to examine the relationship between perceived stress and life satisfaction among undergraduates within the Malaysian context.

Emotional Intelligence (EI) and Life Satisfaction

Emotional intelligence (EI) refers to how well the person makes good use of their capacity to adapt, to choose and even to alter the condition via emotional process (Gignac, 2010; Ramachandran et al., 2018). EI has been identified as a central component in studies of positive youth development as it has been connected to well-being (Crane et al., 2016). In the university period, students are in an autonomous environment with a stronger academic focus and less individualized emotional care (Laborde et al., 2018). Hence, it is crucial for students to be able to master the emotions that arise for the sake of their well-being.

In a study, Ramachandran et al. (2018) revealed that the life satisfaction level of undergraduates is mainly influenced by EI. If students had unfavourable feelings and understandings about themselves or others, they would be dissatisfied with their lives. They need inner support, which is a positive EI to perform, thus, to have a better sense of life satisfaction. Besides, other research done by Extremera and Rey (2016) also showed that people with high EI may lead to a higher level of life satisfaction. Their findings are supported by positive psychology concepts, which emphasise the importance of pleasant experiences in achieving better life satisfaction (Sin & Lyubomirsky, 2009). According to the World Happiness Report 2018 by Helliwell et al. (2018), the most unhappy young people were students who were pursuing their education at a tertiary level. Hence, it is vital for students to have this ability to process emotional information effectively. Otherwise, they would have low life satisfaction as they failed to turn negative emotional states into positive ones (Zeidner et al., 2012).

Furthermore, as stated above, Ramachandran et al. (2018) indicated that EI appears to be a major predictor of life satisfaction among undergraduates. They found that the higher the undergraduates' EI, the more satisfied they will be in life. EI among undergraduates were measured by using Schutte Emotional Intelligence Scale (SEIS) with four dimensions, including the perception of emotion, managing others' emotion, social skills and utilising emotions. Similar results have been observed in both the research carried out by Adewumi and Ajayi (2017) as well as Ishaq et al. (2020) although another measurement has been used to examine EI of university students. They used the Wong and Law Emotional Intelligence Scale (WLEIS) consisting of four components. All the components including the SEA, OEA, UOE and ROE are positively correlated with life satisfaction among students.

Conversely, the study by Carvalho et al. (2018) that also measured EI with WLEIS revealed that not all EI components predicted life satisfaction among Spanish healthcare

students over a year. Besides, Holinka (2015) claimed that no significant correlation was found between EI and life satisfaction. The study adopted the Emotional Quotient Inventory: Short (EQ-I: s) developed by Bar-On (2002), which consisted of five subscales. They are Intrapersonal EQ, Interpersonal EQ, Stress Management EQ, Adaptability EQ, and General Mood EQ. The researcher reviewed that the restriction in the EI range in this measurement resulted in an extremely low correlation between variables as none of the participants exceeded the standard mean of EQ-I: s which is 100 ($SD = 15$).

To address the gaps, the present study should be carried out to examine whether EI composed of four components defined by Mayer and Salovey (1997) is the predictor of life satisfaction among Malaysian undergraduates. The four components, namely the SEA, OEA, ROE, and UOE, can be observed by WLEIS. WLEIS is an instrument that has been validated to measure EI with four dimensions in university student samples in Asian as well as European countries (Fukuda et al., 2012; Halimi et al., 2020; Sabbah et al., 2020). For instance, in Hong Kong (Law et al., 2004), in Japan (Fukuda et al., 2011), in South Korea (Fukuda et al., 2012), in Arab (El Ghoudani et al., 2018), in Lebanon (Sabbah et al., 2020) and in India (Rathore & Chadha, 2021).

Self-Emotion Appraisal (SEA) and Life Satisfaction

Self-emotion appraisal (SEA) is defined as self-perception of one's ability to understand and express emotions in oneself (Mayer & Salovey, 1997). SEA aids in the identification of personal emotions, including their impacts, strengths, and weaknesses, so that a feeling of self-worth may be developed (Zhou & George, 2003). Besides, another term "self-awareness" also means the ability to identify and differentiate one's own feelings, to understand what and why one is experiencing, and to understand what caused the feelings (Goleman, 1995; Strickland, 2000). Similarly, the ability to clearly recognise and comprehend one's own emotions, and the ability to distinguish between different emotions is

called emotional clarity (Fernandez-Berrocal et al., 2004; Salovey et al., 1995; Salovey et al., 2002). It shows self-awareness and emotional clarity, expressing the meanings that overlap with those of the SEA. Hence, in the following review, both self-awareness and emotional clarity will be used solely to refer to SEA if needed.

According to Ramachandran et al. (2018), university students who have better self-awareness are able to improve their feelings and will tend to enhance their overall well-being. By perceiving one's own emotions, a student's level of life satisfaction can be increased. Based on Ishaq et al. (2020), a sample of 200 participants from different universities in Pakistan showed that SEA was positively correlated with life satisfaction. In addition, research by Ain et al. (2021) also established that emotional self-awareness positively predicts life satisfaction among Pakistan undergraduates. The findings implied that students who are more conscious of their emotions are more satisfied with their lives. The sample of 350 undergraduates in this study is only from one university in Pakistan, which could not be generalized to the population.

Similar to the previous study (Ain et al., 2021), the sample in the study by Carvalho et al. (2018), 303 healthcare students were also from one university in Spain. However, it is slightly different because they carried out a longitudinal study in which they followed up with the sample after one year. The results also indicated a contrary result that SEA did not predict life satisfaction over a year, which may be due to dramatic changes in students' lives within the one-year period that potentially affect the impact of the EI's components on their well-being. Another study done by Blasco-Belled et al. (2020) stated that emotional clarity was not a significant predictor of life satisfaction among 749 participants. This may be owing to the imbalance of male and female participants, as gender differences might be affected by the personality, social environment, and gender roles of the gender difference.

Since previous research that explored the predictive role of SEA and life satisfaction has shown inconsistent results, this study is needed in the Malaysian context. This is because people's perceptions of emotions vary across the culture of individualism and collectivism (Thingujam, 2011; Zeidner et al., 2002).

Others' Emotion Appraisal (OEA) and Life Satisfaction

Based on Wong and Law (2002), the capability of an individual to recognize and interpret the emotions of others is known as others' emotion appraisal (OEA). A proper others' emotion appraisal, which includes both observation and interpretation, is the initial step before conscious regulation of emotion (Gross & Thompson, 2007; Joseph & Newman, 2010). In addition, a high level of this capacity will contribute to the vulnerability in perceiving others' thoughts and emotions, as well as the ability to read minds.

OEA was found to predict life satisfaction of students in a research conducted by Carvalho et al. (2018) that involved a sample of 303 medicine, physiotherapy and nursing students. The findings revealed that the students' ability to recognize and interpret the emotions of those close to them and the way they responded to those emotions were significant for making a positive judgement of life satisfaction. Furthermore, some self-determination theory assumptions claim that there are basic psychological needs that lead to a healthy and ideal life, which may explain the association between OEA and the positive life appraisal. For instance, a sense of relatedness, which is the process of adaptation and acceptance into a social group that requires the understanding of others, may explain the significant role of OEA in predicting happiness and life satisfaction (Deci & Ryan, 2000).

Moreover, in research by Noor et al. (2021), 200 Malaysian university students were recruited as a sample of the study and an ability-based model by Mayer et al. (1999) was applied. One of the branches of emotion known as perceiving emotion was discussed in this study. Perceiving emotion is defined as the ability to perceive one's own emotions as well as

those around them. In this context, OEA is included in this branch of emotion. As stated in the result, there is a significant correlation between perceiving emotion and life satisfaction with the sample of Malaysian public university students (Noor et al., 2021). Hence, the association between OEA and life satisfaction was supported.

Use of Emotion (UOE) and Life Satisfaction

Use of emotion (UOE) is commonly applied in the assistance of an individual's performance. It describes an individual's ability to channel their emotions into productive activities and improve personal performance (Carvalho et al., 2018). UOE has been found to be explained using another term, which is "using emotion." It refers to an individual's ability to channel their positive emotion for desired outcomes while reducing negative emotions (Noor et al., 2021).

The predictive role of UOE on life satisfaction was revealed in a study that involved a sample of medicine, physiotherapy and nursing students (Carvalho et al. (2018). Similar to the point mentioned above, the influence of UOE on this positive appraisal of life can be explained by the self-determination theory assumptions, which argue that there are certain psychological needs that lead to a happy and healthy life. In this context, UOE enables an individual to be more productive and leads to self-improvement. Consequently, basic psychological needs such as competency and autonomy can be achieved, which then enhances one's life satisfaction (Deci & Ryan, 2000).

Additionally, UOE was revealed to have a direct and positive influence on life satisfaction due to the significant correlation found between using emotion and life satisfaction in a study by Carvalho et al. (2018). Besides, the predictive role of UOE on life satisfaction was further supported by Di et al. (2020) in a study that involved 525 Chinese university students. Nevertheless, among the EI components, which include SEA, OEA, UOE

and ROE, UOE was found to have the strongest relationship with life satisfaction (Gavin-Chocano et al., 2020).

Regulation of Emotion (ROE) and Life Satisfaction

Based on Eisenberg and Spinrad (2004), emotional regulation refers to the process of initiating, sustaining, modifying and intensity of internal feeling states and motives, typically in the service of achieving one's goals. In the 21st century, development of cognitive and emotional abilities of undergraduate students are viewed as important skills to confront varieties of problems which may be challenging and stressful (Saddki et al., 2017). Research has looked into the aspects that contribute to individuals' protection and well-being in the university setting by combining cognitive and social-emotional skills (Gavin-Chocano et al., 2020). Finding shows that those appropriate skills of emotion regulation, as well as their learning and growth, may function as a preventive component against negative emotional charge, which may lead to higher life satisfaction (Geßler et al., 2020).

According to Verzeletti et al. (2016), they applied a theoretical framework named "process model of emotional regulation" by Gross (1998). Two strategies, including cognitive reappraisal (CR) and expressive suppression (ES) are focused in this model. CR is thought to be a useful method for altering the emotional impact of a situation by reinterpreting an emotion-elicited situation. In contrast, ES involves a form of response modulation by inhibiting the current emotion-expressive behaviour in the circumstances (Verzeletti et al., 2016). In this perspective, CR is believed to be positively correlated with psychological health, including a higher level of life satisfaction due to the positive emotional regulation while ES is being correlated with a lower level of life satisfaction due to the incompetency in regulating emotion positively (Haga et al., 2009).

The effect of these two strategies is also revealed in other past studies, in which adolescents who showed a higher preference for CR were reported at a higher level of

positive feelings and life satisfaction than those who showed a lower preference for CR (Balzarotti et al., 2010; Haga et al., 2009; John & Gross, 2004). Besides, in comparison to non-suppressors, suppressors reported lower positive affect, life satisfaction, social support, and higher negative affect and depression, which is consistent with the findings mentioned above (Balzarotti et al., 2010; Gross & John, 2003; Haga et al., 2009; Nolen-Hoeksema & Aldao, 2011). Apart from that, the other two types of emotional regulation strategies were introduced by Esmailinasab et al. (2016) in the study, which are positive emotion regulation and negative emotion regulation. A significant relationship between positive emotion regulation strategies and life satisfaction was found. In this context, the predictive role of UOE on life satisfaction is supported.

However, the findings reported by Carvalho et al. (2018) were in contrast with the studies mentioned above, which showed that ROE did not predict life satisfaction. In addition, another research conducted by Purnamaningsih (2017) with a sample of 339 psychology students also stated that emotion regulation strategies were not the predictors for life satisfaction. The inconsistency of results may be due to the imbalanced number of male and female participants which are 75 males and 264 females since both populations have different personalities and ways to regulate emotion.

Theoretical Framework

Broaden-and-Build Theory of Positive Emotions

Broaden-and-build Theory of Positive Emotions was first introduced by Barbara Fredrickson in 1998. This theory proposed that positive emotions help individuals in widening awareness, broadening experiences and building resources in themselves over time (Fredrickson, 2001). It stated that one's momentary thought-action repertoire can be broadened by positive emotions, which include joy, interest, contentment and love. These positive emotions contribute to the urge to play, to explore, to savour and integrate, as well as a

recurring cycle of these urges within close, safe relationships respectively. To this extent, the broadened habitual modes of thinking or acting will promote exploratory of creative ideas, actions and social bonds, thus, building one's personal resources, regardless physical, intellectual, social and psychological resources. Consequently, these resources may contribute to the odds of successful coping and survival in future. Fredrickson (2004) argued that unlike negative emotions that bring direct and immediate adaptive advantages in life-threatening situations, positive emotions that broaden one's minds bring indirect and long-term benefits by enduring personal resources.

The expansive cognitive changes will contribute to the decision-making and actions of people in different areas, including intellectual, personal, and social perspectives (Thompson et al., 2021). In other words, positive emotions will affect cognitive thoughts and tend to contribute to individuals' personal development, which includes a higher level of well-being and life satisfaction (Fredrickson, 2013). In contrast, negative emotions are reported to narrow thought-action repertoires, which means people's thoughts about possible actions will be limited by negative emotions (Burns et al., 2019; Fredrickson & Branigan, 2005). Therefore, this model is used to explain the predicting roles of perceived stress and emotional intelligence on life satisfaction.

Positive emotions are more frequently experienced by people with low perceived stress and high EI (Du et al., 2018; Krieger et al., 2015; Sánchez-Álvarez et al., 2016). Past findings showed that negative emotions often arose from psychological stress, in which people often experienced a complex range of negative emotions in challenging surroundings (Richardson, 2017; Wang et al., 2016). Daily stress was revealed to have a stronger association with negative affect as compared to positive affect, which means stress contributed to higher negative emotions and lower positive emotions (Dunkley et al., 2017).

Thus, in contrast, those with no or low perceived stress tend to have higher levels of happiness (Haghdoost et al., 2020).

On the other hand, high EI refers to the ability to perceive, understand, use and regulate emotions. This ability promotes and even maintains positive emotions over time as it helps individuals choose coping strategies and replace negative emotions with positive ones (Özer et al., 2016; Zeidner et al., 2009; Zeidner et al., 2012). Hence, the greater positive emotions aroused in people with low perceived stress and high EI will contribute to individuals' possible cognitions and behaviours in particular situations and lead to higher life satisfaction (Fredrickson et al., 2008).

Conceptual Framework

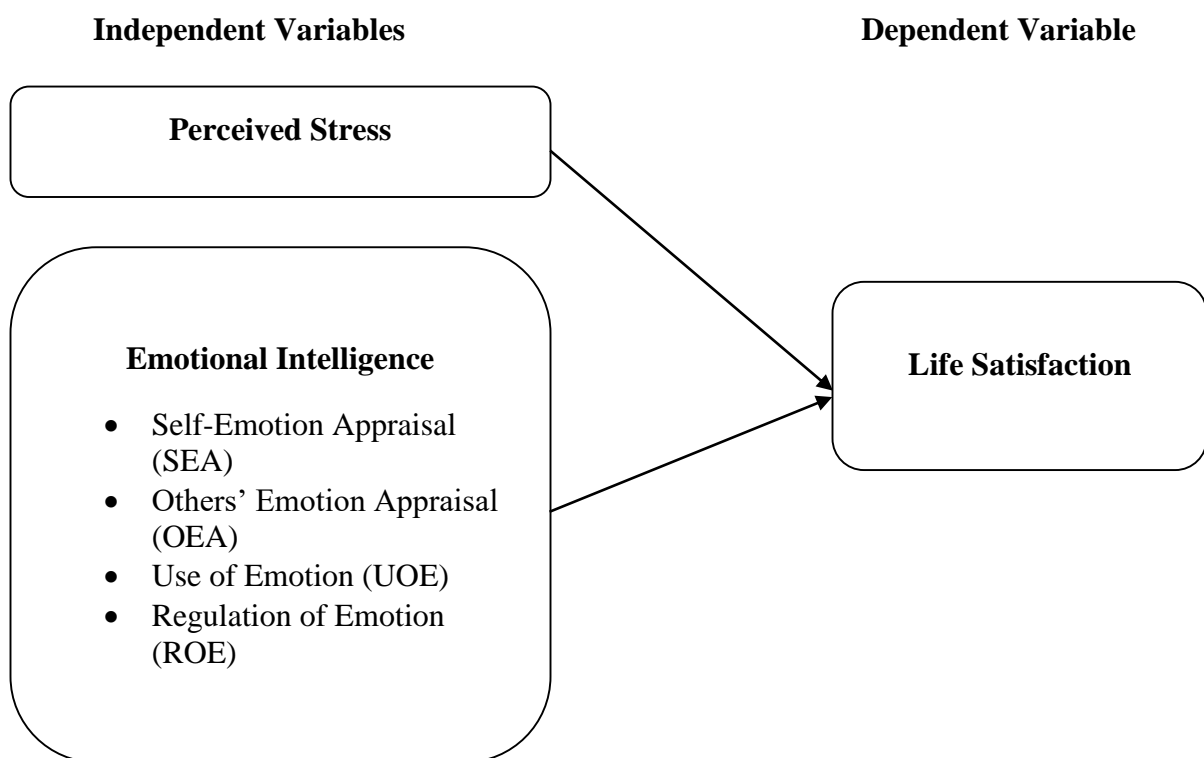


Figure 1.1. *Predictors of life satisfaction among undergraduate students in Malaysia.*

The figure above shows that perceived stress, emotional intelligence (EI) and the sub-dimension of EI are the predictors of life satisfaction among undergraduate students in Malaysia. The independent variables (IV) for this study are perceived stress, EI and sub-

dimension of EI, which includes self-emotion appraisal (SEA), others' emotion appraisal (OEA), use of emotion (UOE) and regulation of emotion (ROE) while the dependent variable (DV) is life satisfaction.

Chapter III

Methodology

Research Design

The current study was a quantitative, descriptive, and cross-sectional study design that examined life satisfaction among undergraduates in Malaysia based on five predictors, which included perceived stress, and sub-dimension of EI. Descriptive studies aim to describe the characteristics and phenomena of a population without manipulating any of the variables (Grove et al., 2012; Siedlecki, 2020). A cross-sectional study design is a type of observational study with fewer ethical issues. Since the data is only collected once on a population and no follow-up is required, it is both time and cost-effective (Setia, 2016; Wang & Cheng, 2020; Zangirolami-Raimundo, 2018).

Furthermore, questionnaires or interviews are often used in many cross-sectional studies, while surveys or observations are also mostly used in descriptive studies (Atmowardoyo, 2018; Cook & Cook, 2016; Kesmodel, 2018; Kim et al., 2017; Wang & Zheng, 2020). To reach the target group in this study, a self-reported online survey was used for the data collection. This is because interviews and observations are inconvenient and time-consuming, yet training is required for interviewers and observers to avoid inaccurate data collection (Wang & Cheng, 2020; Siedlecki, 2020). Moreover, an online questionnaire can be quickly administered to a large group of samples with little effort and expense (Demetriou et al., 2015).

Research Sample

Sampling Method

A non-probability sampling method, which is purposive sampling technique, was applied to recruit participants. It is a judgement sampling, in which the participants are selected according to the qualities they possess (Etikan et al., 2016). It relies on the

judgement of researchers to determine the sample selection to be involved in the study (Sharma, 2017). Thus, not everyone has an equal chance to participate in the study as the researchers will first analyse the characteristics demanded. Due to the large number of people widespread in Malaysia, this sampling method was applied since it is time saving and cost-effective, which leads to greater convenience.

Apart from that, a snowball sampling technique was used in this study as well. It refers to a non-probability sampling method that recruits future samples based on the primary existing samples (Sharma, 2017). Due to the limited ability to recruit undergraduate students with specific criteria across states, the snowball sampling method has been applied so that the existing samples reached by the researchers can ask their peers who fulfilled the criteria to participate in the study.

Hence, the combination of the purposive sampling method and the snowball sampling method is effective to help the researchers reach targeted participants, especially during the pandemic. The questionnaires were initially distributed among peers that fulfilled all the criteria. Then, they were encouraged to send the questionnaires to the people in their social circles who possessed the required criteria as well.

Sample Size

G*Power version 3.1 is a general power analysis application that is used to calculate sample size and analyse the power in research studies (Faul et al., 2009; Verma & Verma, 2020). According to Cohen (1988), small, medium, and large effects are represented by effect sizes of .02, .15, and .35, correspondingly. The sample size was generated using an effect size of .30, a statistical power level of .95, and an alpha error probability level of .05 with five predictors. A minimum number of 72 targeted participants was generated (refer to Appendix A). However, it is suggested to add 10 to 15% of the minimum sample to avoid the likelihood of inaccuracies or invalid data (Fairbairn & Kessler, 2015). Hence, this study opted to add

15% ($72 \times 15\% = 10.8$) of the targeted sample size computed by G*Power, resulting in a minimum sample size of 83 ($72 + 11 = 83$).

Participants

The targeted sample in this study was undergraduates in Malaysia and several inclusion criteria were set. First, the participants, regardless male or female, must be Malaysian undergraduate students aged between 19 to 24 years old. This age range is determined based on past studies' common range for bachelor's degree programmes (Irfan et al., 2019; Jovanović & Joshanloo, 2021; Ye et al., 2018). Next, they should be studying in public or private universities, in Malaysia. In other words, postgraduate students, matriculation, foundation, and diploma students as well as those who are studying abroad are excluded.

Research Location

Since undergraduate students in Malaysia were targeted, the recruitment of participants has been conducted across states. Due to the COVID-19 pandemic, participants were recruited by using online surveys. The questionnaires were distributed by a survey link through social media, such as Facebook, WhatsApp, Microsoft Teams, and others.

Research Procedure

Ethics Approval

Prior to the collection of data, ethical approval to conduct the research was acquired from the UTAR Scientific and Ethical Review Committee (SERC) with the reference number of the ethical approval letter, U/SERC/299/2021 (see Appendix B).

Procedure

An online survey form that was created using Qualtrics has been distributed to participants from different universities through online platforms, including Microsoft Teams, Facebook, Instagram, and WhatsApp. The research topic, research purpose, as well as the

informed consent were emphasized on the front page of the online survey. The informed consent aimed to acknowledge the terms and conditions of the survey, in which participants were anonymous, and their responses were kept confidential. Respondents were given the right to reject or withdraw from the survey whenever they wanted.

When informed consent had been provided, the respondents proceeded to fill in their demographic information, educational level, and the name of their university. Respondents who did not fulfil the criteria needed were stopped from proceeding to the questionnaire. For those who met the inclusion criteria, they continued to complete the questionnaire after filling in the demographic information. The questionnaire consisted of three instruments, which are the Perceived Stress Scale (PSS-10) by Cohen et al. (1983), the Wong and Law Emotional Intelligence Scale (WLEIS) by Wong and Law (2002) and the Satisfaction with Life Scale (SWLS) by Diener et al. (1985). The data collected were analysed using SPSS software and incomplete data were eliminated during the process.

Pilot Study

A pilot study enhances the quality and efficiency of research by reflecting all the procedures and plays a role in validating the feasibility of the main study (Benger et al., 2016). In this context, a pilot study with a sample size of 33 was conducted before proceeding to the actual study. As stated by Browne (1995) and Conroy (2015), 30 participants are the minimum requirement for a survey research pilot study. The survey questionnaires created using Qualtrics were distributed online to Malaysian undergraduates. After that, the collected data was analysed to review the reliability of instruments for each variable.

Reliability of Instruments for Each Variable in Pilot Study and Actual Study

A basic rule of thumb for reliability, according to Hair et al. (2016), is that a Cronbach's alpha value of less than .6 suggests low reliability, below .7 indicates moderate reliability, below .8 implies good reliability, below .9 signifies great reliability, and value

above .9 displays excellent reliability. As shown in Table 3.1, the reliability for each instrument in the pilot study shows excellent reliability, as all the Cronbach's alpha values were above .9. In the actual study, each instrument showed good and also excellent reliability, with the Cronbach's alpha ranging from .8 to .9.

Table 3.1

Reliability of Instruments in Pilot Study (n = 33) and in Actual Study (n = 110)

Variable	Number of items	Pilot Study	Actual Study
		Cronbach's alpha	
Perceived Stress	10	.908	.801
Emotional Intelligence	16	.956	.874
Self-Emotion Appraisal (SEA)	4	.942	.803
Others' Emotion Appraisal (OEA)	4	.970	.854
Use of Emotion (UOE)	4	.935	.856
Regulation of Emotion (ROE)	4	.976	.904
Life Satisfaction	5	.944	.850

Instrumentation

The survey questionnaire consists of four sections, and thereby, respondents will be required to spend approximately 15 minutes completing the questionnaire. The four sections include Part A (demographic data), Part B (Perceived Stress Scale, PSS-10), Part C (Wong and Law Emotional Intelligence Scale, WLEIS) and Part D (Satisfaction with Life Scale, SWLS). In Part A, the demographic data that has been asked for includes age, gender,

ethnicity, religion, current education level, educational institution, course name, and current year and semester (See Appendix C).

Perceived Stress Scale (PSS-10)

Perceived Stress Scale (PSS-10) was created by Cohen et al. (1983). It is mostly adopted to measure an individual's perception of life stress in the previous month. There are a total of 10 items with a 5-point Likert scale ranging from *never* (0) to *very often* (4). A sample item is "In the last month, how often have you felt nervous and stressed?" The scale has four reverse items, which are items 4, 5, 7, and 8 which need to be calculated inversely, for example, 0=4, 1=3, 2=2, 3=1 and 4=0. One of the reverse items is "In the last month, how often have you been able to control irritations in your life?". The total score is calculated by summing the scores of all items. A score that ranges from 0 to 13 is considered a low stress level, 14 to 26 is considered a moderate stress level, and 27 to 40 is considered a high perceived stress level. The reliability coefficient of this scale is 0.842 while the convergent validity is from 0.289 to 0.608 (Maroufizadeh et al., 2018).

Wong and Law Emotional Intelligence Scale (WLEIS)

Wong and Law Emotional Intelligence Scale (WLEIS) was developed by Wong and Law (2002) to measure an individual's emotional intelligence from 4 dimensions. It was a set of 16 items with 4 sub-dimensions, which are SEA (item 1 to 4), OEA (item 5 to 8), UOE (item 9 to 12) and ROE (item 13 to 16). It used a 7-point Likert scale ranging from *strongly disagree* (1) to *strongly agree* (7). The overall score is calculated by averaging the score obtained from items 1 to 16. Examples of items for each dimension are as follows: "I really understand what I feel." (SEA), "I am a good observer of others' emotions." (OEA), "I am a self-motivating person." (UOE), and "I have good control of my own emotions." (ROE). The reliability coefficient for the overall instrument is 0.91 (Sulaiman & Noor, 2015). All

dimensions showed high reliability which are SEA=0.83, OEA=0.92, ROE=0.85 and UOE=0.89. The validity of WLEIS is 0.38 (Pacheco et al., 2019).

Satisfaction with Life Scale (SWLS)

Satisfaction with Life Scale (SWLS) is generated by Diener et al. (1985) to measure the respondents' life satisfaction. It consists of 5 items with a 7-point Likert scale, from *strongly agree* (7) to *strongly disagree* (1). The total score is calculated by summing up all the scores obtained. One of the example items is "The conditions of my life are excellent.". The well-being of the respondents can be divided into six categories, the higher the score, the higher the level of life satisfaction. Respondents who score from 5 to 9 (extremely dissatisfied), 10 to 14 (dissatisfied), 15 to 19 (slightly dissatisfied), 20 to 24 (slightly satisfied), 25 to 29 (satisfied) and lastly 30 to 35 (extremely satisfied). The reliability coefficient for this scale is 0.89 while the discriminant validity is 0.874 (Dirzyte et al., 2021; Hinz et al., 2018).

Data Cleaning

The researcher received a total of 170 responses, however, 25 of them were eliminated due to not fulfilling the inclusion criteria, which included Form Six students, diploma students, postgraduate students, and students studying abroad. In addition, 12 responses that were incomplete were deleted. An additional 23 cases that were discovered to be univariate outliers were later removed as well. Finally, the study's final sample consisted of 110 responses.

Data Analysis

After collecting the data, the statistical software, SPSS version 23, was used to perform the data analysis. First of all, demographic information of respondents, such as age, gender, ethnicity, education level, and others, is statistically analysed by descriptive statistics. Descriptive statistics is a statistical analysis, which summarises the raw data from a sample or

population (Kaur et al., 2018). Mean and standard deviation of respondents' demographic information was computed.

Next, an assumption of normality test for each variable was performed to determine if the data are normally distributed. The test of normality is a crucial step for continuous data since the decision on using parametric or nonparametric test for data analysis depends on the distribution normality status. When the data has a normal distribution, parametric test is used, or else, nonparametric test is applied (Mishra et al., 2019).

As the distribution was considered normal, a parametric test, which is multiple linear regression (MLR), was decided to be used in the current study. Before the MLR analysis, the assumptions test for MLR was carried out to ensure that no assumptions were violated, as violations could lead to unreliable results and Type 1 or Type 2 error (Osborne & Waters, 2002). Then, after confirming that both the assumption of normality test and assumptions of MLR showed no violation, MLR analysis was conducted to test whether perceived stress, and sub-dimensions of EI significantly predict life satisfaction.

Assumption of Normality

The indicators of normality test include skewness, kurtosis, histogram, Quantile-Quantile (Q-Q) plot, and the Kolmogorov-Smirnov (K-S) test. Skewness and kurtosis are the measures of symmetry and peakiness of a distribution (Mishra et al., 2019). The skewness and kurtosis values must be within the range of ± 2 (Gravetter & Wallnau, 2014). When the skewness and kurtosis values are both zero, the distribution is symmetrically normal (Mishra et al., 2019).

Besides, a histogram is a graphical means to determine the shape of the probability distribution of data. If the histogram shows roughly a bell-shape, the data can be assumed to be normally distributed (Barton & Peat, 2014; Orcan, 2020). A Q-Q plot is also a graphical method, which is a scatterplot consisting of observed and expected quantiles plotted against

each other to see if the data is derived from the same population (Mishra et al., 2019). If the data is normally distributed, the observed data should fall along and closely to the expected score, which is the reference line.

Additionally, the Kolmogorov-Smirnov (K-S) test and the Shapiro-Wilk (S-W) test are well-known for determining normality. However, the K-S test was chosen to test normality in this study as it is better for sample sizes of 50 or more, whereas the Shapiro-Wilk test is preferable for sample sizes of less than 50 (Mishra et al., 2019; Razali & Wah, 2011). It is expected to have a p-value of $>.05$, so that the null hypothesis will not be rejected (Miot, 2017; Mishra et al., 2019). This indicates the data distribution of the sample is the same as the population distribution.

Assumptions for Multiple Linear Regression (MLR)

According to Berry (1993), the key assumptions for MLR include type of variable, independent, multivariate outliers, multicollinearity, independence of errors, linearity of residual, normality of residual, and homoscedasticity. The first assumption, variable types, assumes that all the predictors must be either quantitative or categorical, and the outcome variables must be continuous. The second assumption, which is independent, requires that the response data must not rely on each other.

To detect the multivariate outliers, which is the third assumption, three residual statistics: Mahalanobis distance, Cook's distance, and Centered Leverage Value are used. Mahalanobis distance measures the distance between an observation and the distribution mean by the number of standard deviations (Ghorbani, 2019). The value of the Mahalanobis distance in a 100-sample size exceeding 15 could be an issue (Barnett & Lewis, 1978). Cook's distance is used to determine the effect of a single data point on the regression model when performing least squares fit, and the Centered Leverage value, which is also known as the hat value, is a measure of the distance between the observed value of an independent

variable and another observed value (Salvatores et al., 2013). Cook's distance value should be less than one, while the Leverage value should be less than the value calculated with this formula, $\frac{2(p+1)}{n}$ (Cook & Weisberg, 1982; Barrett & Gray, 1997).

The fourth assumption, multicollinearity, requires a low correlation between independent variables. It is measured by tolerance and variance inflation factor (VIF), which should not be greater .1 and less than 10 respectively (Miles, 2014). Tolerance is the amount of variance of a predictor that is not explained by other predictors. VIF, however, is the opposite of tolerance (Senaviratna & Cooray, 2019). Furthermore, independence of errors, the fifth assumption, implies that residuals should not be highly correlated but scattered randomly (Hadi & Chatterjee, 2015). It can be tested with the Durbin-Watson test which the value falls between 1.5 and 2.5 is desirable (Miles, 2014; Williams et al., 2013). Lastly, another three assumptions, which are linearity of residual, normality of residual, and homoscedasticity, were examined by the residuals pattern on the scatterplot. The residuals should be in a linear relationship, distributed randomly and evenly, and have the same variance at each level of predictors (Berry, 1993; Osborne & Waters, 2002).

Conclusion

This study was a quantitative research that applied a cross-sectional study design in examining whether perceived stress, EI, and sub-dimension of EI predict life satisfaction among undergraduates in Malaysia. The survey questionnaire was sent online to the respondents who are Malaysian undergraduates aged between 19 and 24 years old. The total sample size of the study was 110 respondents across Malaysia. A non-probability sampling method and a snowball sampling method were adopted to recruit participants. In addition, three instruments were applied in this present study. They were the Perceived Stress Scale (PSS-10), the Wong and Law Emotional Intelligence Scale (WLEIS), and the Satisfaction with Life Scale (SWLS). Before the actual study, ethical approval was obtained, a pilot study

was carried out to confirm that the main study is feasible. After the data collection, SPSS was used to perform statistical analysis.

Chapter IV

Results

Descriptive Statistics

Table 4.1 shows that the present study collected data from a total of 110 undergraduate respondents as a final sample ranging in age from 19 to 24 years old ($M = 21.72$, $SD = .847$). About 43.6 % of respondents were males ($n = 48$), and majority of them, which was about 56.4% were females ($n = 62$). The differences in sample size between male and female was 14. Among the 110 respondents, 70.9% were Chinese ($n = 78$), 17.3% were Malay ($n = 19$), and 11.8% were Indian ($n = 13$). More than half of them were Chinese female. There were 67.3% of respondents were Buddhists ($n = 74$), minority of them, in which 17.3% were Muslim ($n = 19$), 10.9% were Hindu ($n = 12$) while 4.5% were Christian ($n = 5$). Other demographic information of respondents, such as current education level, education institutions, course name, and current year and semester are shown in Appendix D.

Table 4.1

Demographic Information of Respondents

	<i>n</i>	<i>%</i>	<i>M</i>	<i>SD</i>
Age	110		21.720	.847
Gender				
Male	48	43.600		
Female	62	56.400		
Ethnicity				
Chinese	78	70.900		
Malay	19	17.300		
Indian	13	11.800		
Religion				

Buddha	74	67.300
Islam	19	17.300
Hindu	12	10.900
Christian	5	4.500

Note. n = sample size; M = mean; SD = standard deviation

Besides, the mean and standard deviation of dependent variables (perceived stress, SEA, OEA, UOE, and ROE) and independent variable (life satisfaction) were calculated with the sample size of 110 (see Table 4.2).

Table 4.2

Descriptive Statistics of Each Variable

Variable	n	%	M	SD
Perceived Stress	110		17.380	5.286
Low (≤ 17.38)	52	47.300		
High (> 17.38)	58	52.700		
Emotional Intelligence				
Self-Emotion Appraisal (SEA)	110		22.120	3.073
Low (≤ 22.12)	52	47.300		
High (> 22.12)	58	52.700		
Others' Emotion Appraisal (OEA)	110		21.650	3.102
Low (≤ 21.65)	55	50.000		
High (> 21.65)	55	50.000		
Use of Emotion (UOE)	110		20.950	3.490
Low (≤ 20.95)	52	47.300		
High (> 20.95)	58	52.700		
Regulation of Emotion (ROE)	110		19.470	4.533

Low (≤ 19.47)	50	45.500		
High (> 19.47)	60	54.500		
Life Satisfaction	110		23.750	4.832
Low (≤ 23.75)	50	45.500		
High (> 23.75)	60	54.500		

Note. n = sample size; M = mean; SD = standard deviation

Assumption of Normality

Univariate Outliers

In this study, the boxplot was used to identify univariate outliers. There were 23 cases deleted from the total of 170 because they were univariate outliers (see Appendix E).

Skewness and Kurtosis

The acceptable limits for skewness and kurtosis value, according to Gravetter and Wallnau (2014), are ± 2 . As shown in Table 4.3, the values of skewness and kurtosis of the six variables were within the acceptable range, indicating a normal distribution. The data of perceived stress, OEA and UOE were slightly positively skewed. However, data of SEA, ROE and life satisfaction were slightly negatively skewed. Hence, there are no violations skewness and kurtosis in any of the variables.

Table 4.3

Skewness and Kurtosis

Variable	Skewness	Kurtosis
Perceived Stress	.094	-.459
Emotional Intelligence		
Self-Emotion Appraisal (SEA)	-.351	-.473
Others' Emotion Appraisal (OEA)	.048	-.318

Use of Emotion (UOE)	.021	-.251
Regulation of Emotion (ROE)	-.363	-.504
Life Satisfaction	-.332	-.515

Histogram

Each histogram of the six variables were in the bell-shaped and symmetrically normal curve, showing a good normality (see Appendix F). All the variables show no violation on histogram.

Quantile-Quantile (Q-Q) Plot

On the Q-Q plot of each variable, almost all the observed scores fall closely and exactly on the diagonal line, indicating good normality (see Appendix G). As a result, no violation is visible on the Q-Q plot for any of the six variables.

Kolmogorov-Smirnov (K-S) Test

Based on Mishra et al. (2019), the distribution is normal when the significant value is greater than .05 in Kolmogorov-Smirnov test. Table 4.4 shows that perceived stress and UOE were found normally distributed with a significant value of $p > .05$. SEA, OEA, ROE, and life satisfaction, however, were found to be non-normally distributed, with a significant value of $p < .05$. As a result, SEA, OEA, ROE, and life satisfaction show violations in the K-S test.

Table 4.4

Kolmogorov-Smirnov Test

Variable	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Perceived Stress	.080	110	.078
Emotional Intelligence			
Self-Emotion Appraisal (SEA)	.148	110	.000

Others' Emotion Appraisal (OEA)	.111	110	.002
Use of Emotion (UOE)	.082	110	.068
Regulation of Emotion (ROE)	.092	110	.024
Life Satisfaction	.093	110	.020

Summary of Assumption of Normality

Perceived stress and UOE were found to have no violations in skewness, kurtosis, histogram, Q-Q plot, and K-S test. However, SEA, OEA, ROE, and life satisfaction were found to be violated in the K-S test out of the five indicators under the assumption of normality. Since another four indicators have not been identified to have violation, it can be claimed that the distribution meets the assumption of normality.

Assumptions for Multiple Linear Regression (MLR)

Type of Variables

In MLR analysis, the dependent variables must be continuous or categorical, and the independent variables must be continuous (Berry, 1993; Tripepi et al., 2011). This assumption was met in this study as all the variables were continuous variables.

Multivariate Outliers

In Table 4.5, there were five potential outlier cases that exceeded the standard deviation of two. To determine if they were outliers, three residual statistics, including Mahalanobis distance, Cook's distance, and Centered Leverage value were used. According to Barnett and Lewis (1978), the value of Mahalanobis distance's value of a 100-sample size should not exceed 15. Cook and Weisberg (1982) proposed that a Cook's distance value greater than one could be considered as undesirable. Furthermore, the Leverage value, according to Barrett and Gray (1997), should not exceed the value calculated with this formula, $\frac{2(p+1)}{n}$. The leverage value in this study is 0.109, which was obtained from $\frac{2(5+1)}{110}$.

Therefore, there are no multivariate outliers and influential cases in the data as five potential outlier cases were within the benchmark of three residual statistics.

Table 4.5

Multivariate Outlier Tests

Case Number	Mahalanobis Distance	Cook's Distance	Centered Leverage Value
2	7.394	.074	.068
69	1.826	.021	.017
83	4.866	.054	.045
88	5.329	.048	.049
108	.560	.016	.005

Multicollinearity

Berry (1993) noted that low inter-correlations between predictors should be assumed for MLR analysis. Tolerance and variance inflation factor (VIF) values should be greater than .1 and less than 10 respectively (Miles, 2014; Williams et al., 2013). By referring to Table 4.6, none of the variables violated the cut-off value in either of the measures, which are tolerance and VIF.

Table 4.6

Collinearity Statistics

Model	Variable	Tolerance	VIF
1	(Constant)		
	Perceived Stress	.729	1.372
	Emotional Intelligence		
	Self-Emotion Appraisal (SEA)	.739	1.353
	Others' Emotion Appraisal (OEA)	.791	1.264

Use of Emotion (UOE)	.746	1.341
Regulation of Emotion (ROE)	.719	1.391

Note. Dependent variable = Life Satisfaction

Independence of Error

Durbin-Watson was used to examine the assumption of MLR which is independence of errors. Based on Miles (2014) and Williams et al. (2013), Durbin-Watson value between 1.5 and 2.5 shows no violation. The value of 1.878 shown in Table 4.7, indicating that it did not violate the assumption of independence of errors.

Table 4.7

Independence of Errors

Model	Durbin-Watson
1	1.878

Note. Dependent variable = Life Satisfaction

Linearity of Residual, Normality of Residual, and Homoscedasticity

Figure 4.1 shows that there was a linear relationship among residuals. The residuals were distributed randomly and evenly. Besides, the variances among residuals were also constant. Hence, the scatterplot shows that all the assumptions are met.

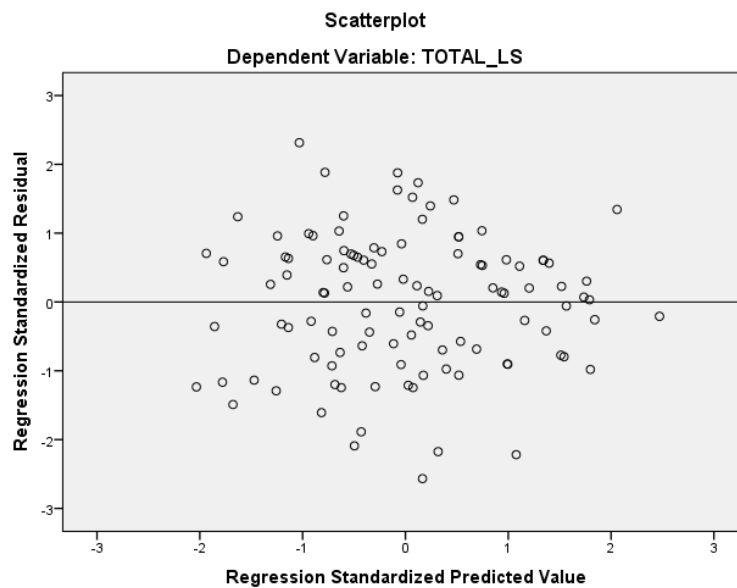


Figure 4.1 Scatterplot of Standardized Predicted Value against Standardized Residual.

Summary of Assumptions for Multiple Linear Regression (MLR)

All the assumptions of MLR analysis shows no violation and all of them are met.

Multiple Linear Regression (MLR) Analysis

Multiple linear regression was used to examine whether perceived stress, SEA, OEA, UOE, and ROE were significantly predicted life satisfaction among undergraduates in Malaysia. Table 4.8 shows that the model was statistically significant, $F(5, 104) = 11.307$, $p < .001$. A total of 32.1% of the variances in life satisfaction were explained by perceived stress, SEA, OEA, UOE, and ROE. It is solely UOE ($\beta = .311$, $p = .001$) and ROE ($\beta = .200$, $p = .034$) were found to significantly predict of life satisfaction, while perceived stress ($\beta = -.152$, $p = .103$), SEA ($\beta = .106$, $p = .252$), and OEA ($\beta = .060$, $p = .499$) did not.

Furthermore, the findings revealed that only perceived stress negatively predicted life satisfaction, whereas the other predictors, SEA, OEA, UOE, and ROE, positively predicted life satisfaction (see Table 4.9).

Table 4.8

Result of Regression Model

Model		df	F	Sig.	Adjusted R Square
1	Regression	5	11.307	.000	.321
	Residual	104			
	Total	109			

Note. Dependent variable = Life satisfaction. Predictors = Perceived stress, self-emotion appraisal, others' emotion appraisal, use of emotion and regulation of emotion.

Table 4.9

Result of Regression Coefficient

Model	Variable	Std. β	t	Sig.
-------	----------	--------------	---	------

1	(Constant)		1.555	.123
	Perceived Stress	-.152	-1.646	.103
	Emotional Intelligence			
	Self-Emotion Appraisal (SEA)	.106	1.151	.252
	Others' Emotion Appraisal (OEA)	.060	.678	.499
	Use of Emotion (UOE)	.311	3.405	.001
	Regulation of Emotion (ROE)	.200	2.152	.034

Summary of Results

In summary, as shown in Table 4.10, all the hypotheses were supported by the current study.

Table 4.10

Summary of Results

Hypotheses	Decision
H ₁ : Perceived stress negatively predicts life satisfaction among undergraduates in Malaysia.	Supported
H ₂ : Self-emotion appraisal (SEA) positively predicts life satisfaction among undergraduates in Malaysia.	Supported
H ₃ : Others' emotion appraisal (OEA) positively predicts life satisfaction among undergraduates in Malaysia.	Supported
H ₄ : Use of emotion (UOE) positively predicts life satisfaction among undergraduates in Malaysia.	Supported
H ₅ : Regulation of emotion (ROE) positively predicts life satisfaction among undergraduates in Malaysia.	Supported

Chapter V

Discussion

H₁: Perceived stress negatively predicts life satisfaction among undergraduates in Malaysia.

First of all, the hypothesis is supported in the present study. The findings showed that people who have high perceived stress will result in low life satisfaction. It was consistent with the past findings which stated that perceived stress was a negative predictor of life satisfaction (Lee et al., 2016; Civitci, 2015; Ishaq et al., 2020). This may be contributed by a level of self-efficacy that was believed to be one of the reasons that influenced the level of perceived stress and life satisfaction (Lee et al., 2016).

Self-efficacy refers to a conviction in an individual's capacity to implement coping ability of stress management in changing and demanding environments (Bandura, 1977). In this context, people's perceptions of their present life conditions as very stressful or frightening may have a negative impact on their judgments of their own ability to deal in difficult situations (Cho & Kim, 2014; Rayle et al, 2005). In other words, as people perceive their circumstances as manageable and positively challenging, they will gain confidence in their efforts to manage the obstacles of environmental stressors. The positive perception of present situation, thus lead to improved life satisfaction (Lee et al., 2016).

Moreover, resilience may be another reason to explain why perceived stress can negatively predict life satisfaction. The word "resilience" is defined as the need to identify one's ability to resist stress and negative experiences and it has become more popular in clinical, corporate, and educational contexts (Hjemdal et al., 2006). Individuals' well-being and life satisfaction were dependent on their capacity to recover from unpleasant emotional experiences and adjust flexibly to stressful circumstances (Tugade & Fredrickson, 2004). Those who had high psychological resilience exhibited lower reactivity to stressful events, so

they were easier to rebound from adversity (Ong et al., 2006). As a result, the level of life satisfaction increased (Tugade & Fredrickson, 2004).

H2: Self-emotion appraisal (SEA) positively predicts life satisfaction among undergraduates in Malaysia.

Based on the findings of the study, the hypothesis was supported, which mentioned that higher self-emotion appraisal (SEA) will contribute to higher life satisfaction. The finding was consistent with the past studies, stating that SEA positively predicted life satisfaction (Sánchez-Álvarez et al., 2015; Extremera et al., 2011a, b; Extremera & Fernández-Berrocal, 2005). According to the result of a study conducted by Blasco-Belled et al. (2020), emotional clarity was found to have a significant relationship with life satisfaction and happiness. It claimed that those who were able to recognise their emotions and fix their negative emotional states had a higher level of life satisfaction (Salovey et al., 2002).

Delhom et al. (2017) suggested that emotional clarity would help with fluid thinking and adaptive behaviour and thus became a key predictor of life satisfaction (Sánchez-Álvarez et al., 2015; Extremera et al., 2011a, b). Fluid thinking which also known as fluid intelligence, is a concept that describes the capacity to reason, engage with the environment in a flexible manner, perceive patterns, and solve issues without relying on particular prior knowledge or experience (Cochrane et al., 2019). It may also operate as a protective factor against many mental diseases, such as depression (Lloyd et al., 2012). Individuals who were able to accurately detect their feelings and believed they can improve their mood states may focus their cognitive effort on coping and reducing the impact of stressful situations (Salovey et al., 2002). Hence, those who can recognise and understand emotional states and manage their activities individually were more likely to promote positive affect, avoid negative affect, and feel satisfied with their life (Mayer & Salovey, 1997).

Next, the importance of SEA in predicting life satisfaction can also be explained by the self-esteem level. In other words, individuals who have high SEA will lead to high levels of self-esteem and resulting in high life satisfaction. This is because when SEA contributes to a high level of self-esteem, it will make the person proud himself (Gonzalez-Pianda & Nunez, 2002; Owens, 1992). In all cultures studied, self-esteem has been proven to predict strongly subjective well-being (Campbell, 1981; Diener & Diener, 1995).

In the past study, it was stated that self-esteem refers to a self-reflective evaluation (Cheung et al., 2015), which acted as a strong predictor for happiness and reduction of negative thoughts and stress (Tracy et al., 2009). As stated in Patel et al. (2018), a significant relationship was shown between self-esteem and life satisfaction conducted among university students. This study showed that high self-esteem reflected high life satisfaction. Since individuals' overall assessment of their quality of life is based on their own set of criteria, they might have a belief that they are progressing toward significant life objectives.

H₃: Others' emotion appraisal (OEA) positively predicts life satisfaction among undergraduates in Malaysia.

The third hypothesis was also supported based on the findings. The finding indicated that a high level of others' emotion appraisal (OEA) will contribute to a high level of life satisfaction. This was consistent with the past studies which stated that there was a positive relationship between OEA and life satisfaction (Doktorova et al., 2020; Sari çam et al., 2015; Morelli et al., 2015). Referring to Cavarlho et al. (2018), the findings showed that OEA was positively predicted with life satisfaction. In order to achieve a high level of life satisfaction, it is significant to be able to recognize and analyze the emotions of people around the students. Self-determination theory can be used to explain the contribution of OEA to this positive judgement of life satisfaction, which claims that there are fundamental psychological necessities that lead to living a healthy and optimal lifestyle (Deci & Ryan, 2000). One of

them is the sense of relatedness that may help to clarify why OEA is essential for life satisfaction (Cavarlho et al., 2018).

A study conducted by Lau and colleagues (2018) had found that there was a positive relationship between a sense of relatedness and life satisfaction. According to Weinstein et al. (2012), they mentioned that sense of relatedness can be defined as the belongingness that is received by the person derived from the attention and warmth given by others (Weinstein et al., 2012). As a result, the construct is considered as a key underlying process in constructing and maintaining relationships, as well as the development of a support system (Prince-Embury, 2013, 2014). People with a stronger sense of relatedness may be more socially competent and own a larger social network (Lau et al., 2018), resulting in greater well-being and happiness as well as life satisfaction (Reis et al., 2000).

Other than that, the positive relationship between other's emotion appraisal (OEA) and life satisfaction may be due to high levels of social self-efficacy. Social self-efficacy is known as one's assurance in the capability to involve in social interaction for establishing and sustaining interpersonal relationships the social life (Anderson & Betz, 2001). To this extent, people with high OEA are more socially aware and they tend to react to the emotional needs of others in a positive manner. The improved quality of the relationship enables the individual to gain more confidence in establishing new relationships, especially when happiness is gained by receiving the love and respect from others. In addition, individuals who have high social self-efficacy in initiating and maintaining social relationships also aids in the formation of social relationships (Bakioglu & Turkum, 2017; Ditchman et al., 2017; Jeon, 2016; Jian et al., 2018; Zamani & Shirazi, 2020). Positive social relationships was found to be one of the effective factors in life satisfaction as it enabled people with strong social ties to obtain more life satisfaction and to be happier (Jeon, 2016; Jian et al., 2018; Keser, 2005; Zamani & Shirazi, 2020).

H₄: Use of emotion (UOE) positively predicts life satisfaction among undergraduates in Malaysia.

Furthermore, this hypothesis was supported by the results of the present study. It indicated a high level of use of emotion (UOE) resulting in high level of life satisfaction, which was consistent with the past studies (Carvalho et al., 2018; Gavín-Chocano et al., 2020). Need for competency in self-determination theory can be applied in explaining why UOE is important in predicting life satisfaction with the claim that basic psychological needs were significant for a healthy and ideal life (Deci & Ryan, 2000). The need for competence is defined as the desire of a person to be competent in their interactions with their surroundings. When a person has the competence to respond to the event by using emotion effectively, it will bring the sense of success for the person, thus achieving and bringing satisfaction (Deci & Ryan, 2008). This can be supported by a past study conducted among Turkish university students that proved that the need for competence was the most significant predictor of happiness which can lead to higher life satisfaction (Sapmaz et al., 2012).

Referring to the same article above, the need for autonomy can also be used to explain the predictive effect of UOE on life satisfaction based on the self-determination theory (Deci & Ryan, 2000). Autonomy refer to a person's want to express all self-approved behaviours that are in line with their integrated selves. When it comes to initiating, maintaining, and ending behaviours, autonomy is described as the person's feeling of preference, acceptance, and volition (Weinstein et al., 2012). A person has the freedom to choose the emotion he wants to apply at the particular moment and situation but not forced by others to make another emotion that is not in line with the person's inner self. Hence, the freedom for making choices has satisfied the need for autonomy and brought satisfaction to life (Deci & Ryan, 2008). When an individual receives autonomy support from their family and friends, one will experience an increase in satisfaction of basic psychological needs. This will indirectly

increase the level of subjective well-being, which includes life satisfaction (Cihangir-Çankaya, 2009).

H₅: Regulation of emotion (ROE) positively predicts life satisfaction among undergraduates in Malaysia.

Lastly, the findings of the current study had supported this hypothesis. In other words, a high level of regulation of emotion (ROE) will lead to a high level of life satisfaction. It was similar to the past findings such as (Noor et al., 2021; Blasco-Belled et al., 2020). Referring to Noor et al. (2021), the study showed that managing emotion had a significant relationship with the student's life satisfaction. As a reference to a past study, managing emotions can serve as a coping tool, particularly for students who are always under academic stress. Therefore, emotional management is very essential because if they have trouble controlling their emotions for a long time, it can lead to mental health problems. Hence, it is obvious that by effectively managing emotions, people would be able to overcome a variety of problems and achieve life satisfaction (Jain, 2015). As a result, regulating emotion might be a useful approach for improving students' life satisfaction (Mestre et al., 2017).

As mentioned by Blasco-Belled et al. (2020), the findings revealed that mood repair showed a significant relationship with life satisfaction and happiness because it increased the chance of people in choosing appropriate regulatory strategies. This was supported by past studies which found a positive relationship between emotion regulation strategies and subjective well-being (Haga et al., 2009; Mitrofan & Ciuluvică, 2012; Schutte et al., 2009). Another study by Lightsey Jr et al. (2013) emphasized that self-efficacy for regulation of negative emotion (SERN) predicted life satisfaction. One of the emotional strategies, cognitive appraisal can alternate people's way of thinking about the emotional situations by minimizing negative feelings and inducing positive feelings and adaptive behaviours and thus enhancing life satisfaction (Gross & John, 2003; Mitrofan & Ciuluvică, 2012). However,

individuals who applied another type of emotion regulation strategy, which is expressive suppression, will result in a lower level of life satisfaction (Haga et al., 2009; Yoo et al., 2006).

Theoretical Implication

Broaden-and-Build Theory of Positive Emotions is applied in the present study to find out the predictive role of sub-dimensions of emotional intelligence and perceived stress on life satisfaction. To this extent, the results supported the theory, in which all predictors, including sub-dimensions of emotional intelligence and perceived stress among undergraduates in Malaysia significantly predict life satisfaction. This provides a new explanation for the ways of life satisfaction get affected by both emotional intelligence and perceived stress. Since there is a limited study of these predictors on life satisfaction among undergraduates in Malaysia, this study may serve as a basis and provide insight for the future researchers to modify and enhance the application of the Broaden-and-Build Theory of Positive Emotions. In other words, this study may contribute to society by providing new references related to related fields of study.

Practical Implication

The findings of the current study revealed the significant roles of emotional intelligence and perceived stress in affecting life satisfaction of undergraduates in Malaysia. It may reinforce the knowledge of the public and provide a new perspective for different parties, including the government, university authorities, counsellors, parents and also the undergraduates themselves.

In this context, the government and Ministry of Higher Education may modify the academic system by emphasizing more on emotional intelligence, not only intellectual intelligence, as well as emphasizing the students' stress level, in order to promote higher life satisfaction among undergraduates in Malaysia. Universities can work with the government

on promoting the importance of emotional intelligence and be more concerned about the perceived stress of undergraduates. They may provide more counseling services for those who demand and organize more activities that benefit the students. For example, workshops related to ways of enhancing emotional intelligence skills can be held. In addition, the teachers should also be well-equipped with ways to enhance emotional intelligence and incorporate the methods in their teaching plan.

Besides, the parents may be more aware of their children's emotional intelligence and perceived stress after understanding the possible risks of low life satisfaction. Therefore, they may not be too strict towards the academic results of the undergraduates but placing more concerns on their well-being. Lastly, the undergraduates may also realize their level of emotional intelligence and perceived stress, thus, discovering ways to improve and deal with their conditions. They may seek support from counsellors in universities and gain solutions to improve their life satisfaction.

Low life satisfaction has been found to lead to negative consequences, which include depression, suicidal behaviour and the others (Naseem & Munaf, 2017; Seo et al., 2018). Therefore, this study may lead the society to implement ways to improve life satisfaction through two dimensions, which are emotional intelligence and perceived stress. When life satisfaction is enhanced, the mental health of undergraduates will be improved at the same time. Consequently, they may be more able to give better contributions since undergraduates are future leaders of the country.

Limitations

This study contains several limitations that should be addressed. First of all, purposive sampling method, which is one of the non-probability sampling methods, was used to collect responses in current study. As a result, the issue of the imbalance ratio of ethnicity was raised. Due to the same ethnicity of researchers in this study, the majority of the participants

were Chinese (70.9%), thus leading to a disproportionate population ratio. To this extend, there is an inadequate of data collected from races other than Chinese in Malaysia. As a result, bias may occur, and the result will not be able to generalize across undergraduates of different ethnicity in Malaysia.

Secondly, the self-administered online questionnaire may act as one of the limitations due to social desirability bias. Social desirability bias is known as one's tendency to underreport socially unfavourable thoughts or actions while overreporting more desirable ones (Latkin et al., 2017). When the respondents are requested to answer the questionnaire, they may tend to perform better by choosing options that appear to be more favourable to them. As a result, accuracy of the self-report data might be affected, thus, influencing the final results of this study.

Thirdly, another limitation is the small sample size issue. There were only a total of 110 participants involved in the study. Since this study targeted all undergraduates in Malaysia, the number of sample sizes may not be suitable to represent the entire population. The statistical power may be weaker, thus, affecting the actual effect of statistical analysis.

Lastly, due to the application of cross-sectional research design in this study, which involves only a short period of time for data collection, variables in the current study were measured once in time (Wang & Cheng, 2020). However, changes might occur in terms of emotional intelligence and perceived stress since they can be affected by personal experiences and environmental factors. Therefore, the predictive effects of the variables in this study may not be determined since they are only measured at a specific time.

Recommendations

In order to overcome the first limitation, probability sampling methods, such as stratified random sampling method is encouraged in order to get samples of equal demographic background that can best represent the population. By using stratified random

sampling, the population will first be categorized into subgroups, which is also referred as strata, based on their characteristics. The members from each stratum are then selected randomly in equal numbers (Bhardwaj, 2019). In this context, future researchers can divide the target samples into different strata according to their ethnicities. As a result, the issue of homogeneity can be solved, and true representation of population can be selected.

In other perspective, the issue of social desirability bias can be overcome using 7 methods, such as forced choice items and the others (Nederhof, 1985). For example, the researchers can modify the survey questions by excluding the neutral option. Furthermore, social desirability bias can be reduced by using social desirability scale (Pontes et al., 2014). To this extent, Brenner and deLamater (2016) proposed that disguising the purpose of surveys can help in reducing social desirability bias. The questions in the survey can be neutralized as well (Backstrom & Bjorklund, 2014). In addition, privacy and confidentiality of participants can be emphasized before proceeding to answering questionnaires (Larson, 2019). By acknowledging this issue, the participants will not worry that they may be criticized for their answers.

Besides, to overcome the limitation of small sample size, future researchers are encouraged to get more participants by providing reinforcement for them. For example, rewards, in terms of cash vouchers can be given as a motivation for their engagement and participation.

Lastly, longitudinal research design is suggested for future researchers to conduct related studies. Longitudinal study is a research design, in which the study is conducted over time. Hence, the researchers will be able to identify the changes that occur in the same respondent across time (Johnson, 2018). To this extent, changes of emotional intelligence (self-emotion appraisal, others emotion appraisal, use of emotion, regulation of emotion) and perceived stress of undergraduates that occur over time can be identified. For example,

perceived stress may be reduced when the undergraduates completed their assignments or examinations. Hence, longitudinal research design can be applied to overcome the limitation related to the variables.

Conclusion

In summary, the current study has reached the objective to examine the predictive effects of sub-dimensions of emotional intelligence (self-emotion appraisal, others' emotion appraisal, use of emotion, regulation of emotion) and perceived stress on life satisfaction among undergraduates in Malaysia. The findings revealed that all sub-dimensions of emotional intelligence, including self-emotion appraisal, others' emotion appraisal, use of emotion, regulation of emotion positively predicts life satisfaction while perceived stress negatively predicts life satisfaction.

To this extent, the predictive effect of perceived stress on life satisfaction can be explained by the level of self-efficacy and resilience of a person. Besides, emotional clarity that helps with fluid thinking and adaptive behaviour and level of self-esteem are significant predictors of life satisfaction. Moving to next, the predictive effect of OEA for life satisfaction is clear when it is clarified by the need of relatedness according to the self-determination theory and also the level of social-self-efficacy. Furthermore, the need for competence and autonomy can be used to describe the relationship between UOE and life satisfaction. Lastly, a high level of ROE will reflect that a person is well in managing emotion and using appropriate emotional regulatory strategies that result in a high level of life satisfaction. Hence, emotional intelligence and perceived stress should be emphasized by the public in order to improve life satisfaction of undergraduates, who act as the future leaders of our nation.

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Appendices
Appendix A
G*Power Calculation

Table 2
Correlation analysis between the dimensions of the WLEIS

	1	2	3	4	5	6	7	8	Alpha	M (SD)
1. Self-Emotion Appraisal	–								.79	5.17 (1.10)
2. Other's Emotion Appraisal	.62	–							.81	5.16 (1.10)
3. Use of Emotion	.67	.56	–						.81	5.11 (1.16)
4. Regulation of Emotion	.62	.44	.62	–					.84	4.64 (1.24)
5. Global Emotional Intelligence	.87	.78	.86	.82	–				.91	5.02 (.96)
6. Subjective Happiness	.36	.27	.46	.37	.44	–			.76	4.89 (1.13)
7. Perceived Stress	-.34	-.22	-.40	-.37	-.40	-.56	–		.66	2.15 (.68)
8. Suicidal Behaviors	-.18	-.07	-.24	-.20	-.21	-.32	.26	–	.80	1.08 (.61)
9. Life Satisfaction	.33	.26	.41	.38	.41	.60	-.54	-.29	.83	4.28 (1.27)

Note: All correlations indexes were significant $p < .001$

Extremera Pacheco, N., Rey, L., & Sánchez-Álvarez, N. (2019). Validation of the Spanish version of the Wong Law Emotional Intelligence Scale (WLEIS-S). *Psicothema*, 31(1), 94-100. <https://doi.org/10.7334/psicothema2018.147>

Table 1. Internal consistency, mean, standard deviation and Spearman's Rho correlation of the variables life satisfaction and emotional intelligence.

Dimension	α	ω	M (SD)	SV	SEA	OEA	UOE	ROE	ATT	CL	REP	INTER	ADAP	STR	INTRA
SWL	0.8	0.79	19.39 (±4.9)	-	0.50 **	0.11 *	0.56 **	0.48 **	0.12 *	0.45 **	0.44 **	0.14 **	0.17 **	-0.18 **	0.25 **
SEA	0.77	0.76	11.30 (±2.3)		-	0.40 **	0.67 **	0.66 **	0.43 **	0.84 **	0.57 **	0.33 **	0.37 **	-0.14 **	0.28 **
OEA	0.8	0.76	18.17 (±2.7)			-	0.22 **	0.33 **	0.39 **	0.40 **	0.24 **	0.61 **	0.38 **	-0.17 **	0.19 **
UOE	0.78	0.8	14.39 (±3.4)				-	0.62 **	0.30 **	0.56 **	0.76 **	0.22 **	0.32 **	-0.26 **	0.25 **
ROE	0.78	0.75	13.36 (±3.1)					-	0.41 **	0.61 **	0.62 **	0.25 **	0.40 **	-0.44 **	0.17 **
ATT	0.8	0.74	26.40 (±5.3)						-	0.53 **	0.36 **	0.41 **	0.25 **	-0.05	0.08
CL	0.77	0.84	30.31 (±6.0)							-	0.52 **	0.34 **	0.35 **	-0.13 *	0.24 **
REP	0.78	0.86	26.16 (±5.7)								-	0.20 **	0.39 **	-0.25 **	0.09
INTER	0.76	0.65	29.33 (±3.2)									-	0.36 **	-0.03	0.26 **
ADAP	0.72	0.64	18.23 (±2.9)										-	-0.11 *	0.22 **
STR	0.84	0.72	21.50 (±7.0)											-	-0.14 *
INTRA	0.77	0.7	26.78 (±3.4)												-

Note: (1) Mean = M; Standard deviation = SD; Life satisfaction = SWL; Self Emotion Assessment = SEA; Other's Emotions Assessment = OEA; Use of Emotions = UOE; Emotional regulation = ROE; Emotional Intelligence Attention = ATT; Clarity = CL; Repair = RE; Interpersonal Emotional Intelligence = INTER; Adaptability = ADAP; Stress management = STR; Intrapersonal Emotional Intelligence = INTRA. (2) * = $p < 0.05$; ** = $p < 0.01$.

Gavín-Chocano, Ó., Molero, D., Ubago-Jiménez, J. L., & García-Martínez, I. (2020). Emotions as predictors of life satisfaction among university students. *International Journal of Environmental Research and Public Health*, 17(24), 9462. <https://doi.org/10.3390/ijerph17249462>

$$f^2_{\text{perceived stress}} = \frac{(-0.54)^2}{1 - (-0.54)^2}$$
$$= 0.411$$

$$f^2_{\text{emotional intelligence}} = \frac{(0.41)^2}{1 - (0.41)^2}$$
$$= 0.202$$

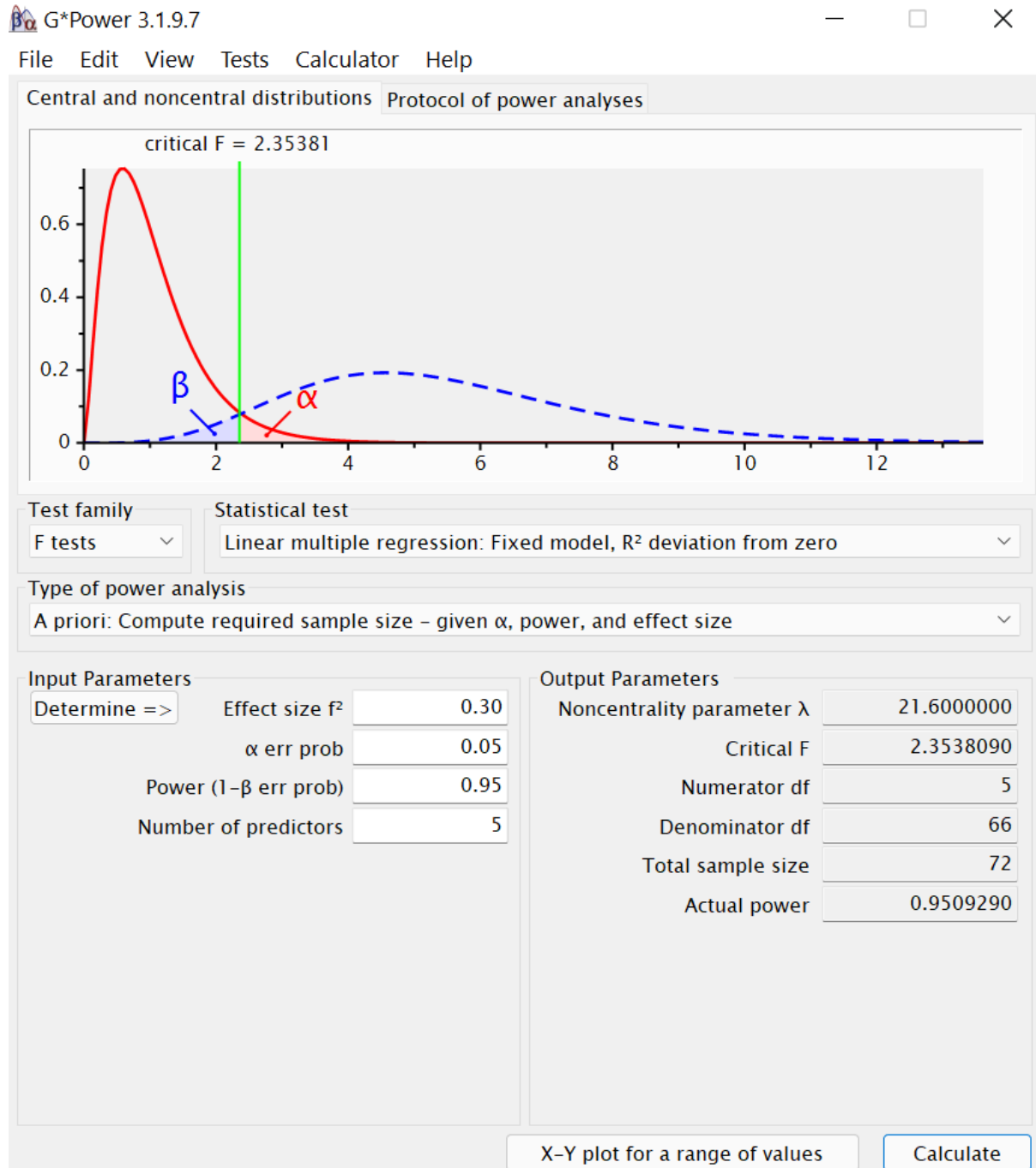
$$f^2_{\text{SEA}} = \frac{(0.50)^2}{1 - (0.50)^2}$$
$$= 0.333$$

$$f^2_{\text{OEA}} = \frac{(0.26)^2}{1 - (0.26)^2}$$
$$= 0.073$$

$$f^2_{\text{UOE}} = \frac{(0.56)^2}{1 - (0.56)^2}$$
$$= 0.457$$

$$f^2_{\text{ROE}} = \frac{(0.48)^2}{1 - (0.48)^2}$$
$$= 0.299$$

$$f^2 = \frac{0.411 + 0.202 + 0.333 + 0.073 + 0.457 + 0.299}{6}$$
$$= 0.295$$



Appendix B

Ethical Approval Letter



UNIVERSITI TUNKU ABDUL RAHMAN
Wholly Owned by UTAR Education Foundation (Company No. 578227-M)

Re: U/SERC/299/2021

30 December 2021

Dr Pung Pit Wan
Head, Department of Psychology and Counselling
Faculty of Arts and Social Science
Universiti Tunku Abdul Rahman
Jalan Universiti, Bandar Baru Barat
31900 Kampar, Perak.

Dear Dr Pung,

Ethical Approval For Research Project/Protocol

We refer to the application for ethical approval for your students' research projects from Bachelor of Social Science (Hons) Psychology programme enrolled in course UAPZ3013/UAPZ3023. We are pleased to inform you that the application has been approved under Expedited Review.

The details of the research projects are as follows:

No	Research Title	Student's Name	Supervisor's Name	Approval Validity
1.	Social Loafing Behaviour in Collaborative Group Work Among University Students in Malaysia: Self-Efficacy, Group Cohesion and Task Interdependence	1. Dheenosheeni a/p Maganthrin Kumar 2. Khoo Jing Wen 3. Kishuvan a/l Marimuthu	Dr Chie Qiu Ting	30 December 2021 - 29 December 2022
2.	Examining the Role of Materialism, Perceived Stress and Gender Difference in Compulsive Buying Behavior Among Young Adults in Malaysia	1. Looi Ke Xin 2. Tan Kai Ni 3. Tee Geok Hong		
3.	The Mediating role of Social Anxiety on Perceived Stress and Internet Addiction Among Undergraduate Students in Malaysia	1. Chong Khai-Juen 2. Lai Ming Han 3. Len Wan Qi		
4.	The Association of Psychological Distress and Burnout on Job Satisfaction Among Frontliners in The Healthcare Industry During the Pandemic COVID-19 in Malaysia	1. Loochana a/p Krishna Rao 2. Adrianna a/l P Silvarajah 3. Vissan a/l Mianthan	Dr Nurul Iman binti Abdul Jalil	
5.	Perceived Stress and Emotional Intelligence as Predictors of Life Satisfaction Among Undergraduates in Malaysia	1. Ooi Yu Jie 2. Lim Syi Wei 3. Cham Han Tein		
6.	The Mediating Role of Money Desire in Death Anxiety Toward Materialism Among Young Adults in Malaysia	1. Britney Bong Sue Fun 2. Jemimah Choong Giet Hee 3. Kwok Koh Yee		
7.	Social Anxiety, Perceived Stress Level and Perceived Social Support as Predictors of Smartphone Addiction Among Undergraduate Students in Malaysia	1. Chua Pei Yi 2. Chuah Yi Ting 3. See Jie Sheng	Mr Tay Kok Wai	
8.	The Relationship Between Intrinsic Motivation, Extrinsic Motivation on Job Performance and Job Satisfaction Among Academic Staff in Malaysia	1. Chen Chi Shan 2. Ishwinder Kaur a/p Jasper Singh 3. Jessica Teoh Wan Jie		
9.	Cognitive Behavioral Therapy Informed Workshop on Sleep: A Preliminary Randomized Controlled Trial	1. Joanna Eileen Chan 2. Michele Chu Hiew Mun 3. Sanjeetra a/p Ravindharan		

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Website: www.utar.edu.my



No	Research Title	Student's Name	Supervisor's Name	Approval Validity
10.	Cognitive Behavioral Therapy Informed Workshop on Procrastination: A Preliminary Randomized Controlled Trial	1. Phuah Wai Hong 2. Wong Weng Han	Mr Tay Kok Wai	30 December 2021 - 29 December 2022
11.	Relationship Between Self-Esteem, Fear of Covid-19 and Instagram Addiction Among Undergraduates in Malaysia	1. Lee Jia Jie 2. Loon Ling Lee 3. Thio Kai Qi	Ms Evelyn Toh Kheng Lin	
12.	The Relationship Between Perfectionism, Cognitive Flexibility and Suicide Ideation Among Malaysian Undergraduates	1. Zoe Chng Woon Chin 2. Liew Kee Yee 3. Tiong Wei Jie		
13.	The Relationship Between Depression, Anxiety, Perceived Social Support and Suicidal Intention Among Gay and Lesbian Young Adults' Community	1. Fo Han Sien 2. Gabriel Chai Yeet Jher 3. Beh Jin Ying		
14.	Knowledge, Risk Perception and Protective Behaviour Among Malaysian Young Adults During COVID-19 Pandemic	1. Gan Hui Min 2. Jeanette Elena Tan 3. Swi Zi Qing	Dr Gan Su Wan	
15.	Online Social Support, Offline Social Support and Academic Readiness as Predictors of Academic Resilience Among Undergraduates in Malaysia	1. Kenny Ng Kai Feng 2. Ng In Yan 3. Karthiyaini a/p Sathiyaseelan	Ms Sanggari a/p Krishnan	
16.	Big 5 Personality Traits as the Predictors of Psychological Well-being Among Adults Working from Home (WFH) in Malaysia During COVID-19 Pandemic	1. Liew Qian Qi 2. Lim Yee Wen		
17.	Impact of Psychological Distress, Fear, Changes in Lifestyle-Related Behavior and Life Satisfaction Among Working Adults During Movement Control Order (MCO) in Malaysia	1. Chua Wan Yi 2. Koo Yu Wen 3. Ng Pui Ye		

The conduct of this research is subject to the following:

- (1) The participants' informed consent be obtained prior to the commencement of the research;
- (2) Confidentiality of participants' personal data must be maintained; and
- (3) Compliance with procedures set out in related policies of UTAR such as the UTAR Research Ethics and Code of Conduct, Code of Practice for Research Involving Humans and other related policies/guidelines.
- (4) Written consent be obtained from the institution(s)/company(ies) in which the physical or/and online survey will be carried out, prior to the commencement of the research.

Should the students collect personal data of participants in their studies, please have the participants sign the attached Personal Data Protection Statement for records.

Thank you.

Yours sincerely,



Professor Ts Dr Faidz bin Abd Rahman
Chairman
UTAR Scientific and Ethical Review Committee

c.c Dean, Faculty of Arts and Social Science
Director, Institute of Postgraduate Studies and Research



Appendix C
Questionnaire



UNIVERSITI TUNKU ABDUL RAHMAN
DEPARTMENT OF PSYCHOLOGY AND COUNSELLING
FACULTY OF ARTS AND SOCIAL SCIENCE

A Study of Perceived Stress and Emotional Intelligence as Predictors of Life Satisfaction among Undergraduates in Malaysia.

Introduction

We are Year 3 Sem 3 Bachelor of Social Science (Hons) Psychology students from University Tunku Abdul Rahman. This research study is conducted for UAPZ 3013 Final Year Project I and UAPZ 3023 Final Year Project II requirements.

Procedures

The following questionnaire will require approximately 10 minutes to complete. This questionnaire is divided into 4 sections which are demographic data, Perceived Stress Scale (PSS-10), Wong and Law Emotional Intelligence Scale (WLEIS) and Satisfaction with Life Scale (SWLS).

Confidentiality

All information provided will remain as private and confidential. The information given will only be reported as group data with no identifying information and only used for academic purpose.

Participation

All the information gathered will remain anonymous and confidential. Your information will not be disclosed to any unauthorized person and would be accessible only by group members. Participant in this study is voluntary, you are free to withdraw with consent and discontinue participation in anytime without

prejudice. Your responses will be coded numerically in the research assignment for the research interpretation. Your cooperation would be greatly appreciated. Please feel free to contact the researchers via hanteinnn@lutar.my (Cham Han Tein), syiwei0606@lutar.my (Lim Syi Wei), ooiyujie12@lutar.my (Ooi Yu Jie) if you have any inquires. If you choose to participate in this study, please answer the questions as honestly as possible and return the completed questionnaire promptly.

Risk

Throughout this survey, you will be asked questions about religiosity, educational level and personal events. We acknowledge that the topics might be sensitive, but the questionnaire was checked that without any offensive words.

Personal Data Protection Statement

In accordance with Personal Data Protection Act 2010 ("PDPA") which came into force on 15 November 2013, Universiti Tunku Abdul Rahman ("UTAR") is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

Notice:

1. The purposes for which your personal data may be used are inclusive but not limited to:-

- . For assessment of any application to UTAR
- . For processing any benefits and services
- . For communication purposes
- . For advertorial and news
- . For general administration and record purposes
- . For enhancing the value of education
- . For educational and related purposes consequential to UTAR
- . For the purpose of our corporate governance
- . For consideration as a guarantor for UTAR staff/ student applying for his/her scholarship/ study loan

2. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services,

maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.

3. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.

4. UTAR is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Acknowledgment of Personal Data Protection Notice

- I have been notified by you and that I hereby understood, consented and agreed per UTAR above notice
 - I disagree, my personal data will not be processed.
-

PART A

Demographic Data

Please fill in your personal details or select ONE option.

Age

Gender

- Male
- Female
- Others:

Ethnicity

- Chinese
- Malay
- Indian
- Others:

Religion

- Buddha

- Islam
- Christian
- Others:

Current Education Level

- Foundation/ A-level/ Diploma
- Undergraduate
- Postgraduate

Educational Institution (Full name eg: Universiti Tunku Abdul Rahman)

PART B

Perceived Stress Scale (PSS-10)

The questions in this scale ask about your feelings and thoughts during the last month. In each case, you will be asked to indicate how often you felt or thought a certain way.

Instructions: Please read the following statements and for each, click the number that best corresponds with your experience during the last month. The rating scale is as follows:

	0 (Never)	1 (Almost Never)	2 (Some times)	3 (Fairly Often)	4 (Very Often)
1. In the last month, how often have you been upset because of something that happened unexpectedly?					
2. In the last month, how often have you felt that you were unable to control the important things in your life?					
3. In the last month, how often have you felt nervous and stressed?					
4. In the last month, how often have you felt confident about your ability to handle your personal problems?					
5. In the last month, how often have you felt that things were going your way?					
6. In the last month, how often have you found that you could not cope with all the things that you had to do?					
7. In the last month, how often have you been able to					

control irritations in your life?					
8. In the last month, how often have you felt that you were on top of things?					
9. In the last month, how often have you been angered because of things that happened that were outside of your control?					
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?					

PART C

Wong and Law Emotional Intelligence Scale (WLEIS)

The items on the Wong and Law Emotional Intelligence Scale (WLEIS) is based on the ability model of emotional intelligence. A list of statements are provided below, and to complete this questionnaire, mark the extent to which you agree or disagree to each of the statements.

Instructions: Please read the following statements and for each, mark the extent to which you agree or disagree to each of the statements. The rating scale is as follows:

	1 (Strongly Disagree)	2 (Disagree)	3 (Slightly Disagree)	4 (Neither Agree or Disagree)	5 (Slightly Agree)	6 (Agree)	7 (Strongly Agree)
1. I have a good sense of why I feel certain feelings most of the time.							
2. I have a good understanding of my own emotions.							
3. I really understand what I feel.							
4. I always know whether I am happy or not.							

5. I always know my friends' emotions from their behaviour.							
6. I am a good observer of others' emotions.							
7. I am sensitive to the feelings and emotions of others.							
8. I have a good understanding of the emotions of people around me.							
9. I always set goals for myself and then try my best to achieve them							
10. I always tell myself I am a competent person.							
11. I am a self-motivating person.							
12. I would always encourage myself to try my best.							
13. I am able to control my temper so that I can handle difficulties rationally.							
14. I am quite capable of controlling my own emotions.							
15. I can always calm down quickly when I am very angry.							
16. I have good control of my emotions.							

PART D

Satisfaction with Life Scale (SWLS)

The SWLS is a short 5-item instrument designed to measure global cognitive judgments of satisfaction with one’s life.

Instructions: Below are five statements that you may agree or disagree with. Indicate your agreement with each item by tapping the appropriate box, from strongly agree, to strongly disagree. Please be open and honest in your responding.

	1 (Strongly Disagree)	2 (Disagree)	3 (Slightly Disagree)	4 (Neither Agree or Disagree)	5 (Slightly Agree)	6 (Agree)	7 (Strongly Agree)
1. In most ways my life is close to my ideal.							
2. The conditions of my life are excellent.							
3. I am satisfied with my life.							
4. So far I have gotten the important things I want in life.							
5. If I could live my life over, I would change almost nothing.							

Appendix D

SPSS Output: Current Education Level

Education_level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergraduate	110	100.0	100.0	100.0

SPSS Output: Educational Institution

Educational_institution					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Aimst University	5	4.5	4.5	4.5
	HELP University	1	.9	.9	5.5
	International Medical University	6	5.5	5.5	10.9
	INTI International College Subang	1	.9	.9	11.8
	Monash university malaysia	1	.9	.9	12.7
	Multimedia University	1	.9	.9	13.6
	Sunway university	3	2.7	2.7	16.4
	Taylor's University Lakeside Campus	3	2.7	2.7	19.1
	Tunku Abdul Rahman Universiti College	4	3.6	3.6	22.7
	UCSI University	1	.9	.9	23.6
	Universiti Kebangsaan Malaysia	1	.9	.9	24.5
	Universiti Malaya	7	6.4	6.4	30.9
	Universiti Putra Malaysia	1	.9	.9	31.8
	Universiti Sains Malaysia	2	1.8	1.8	33.6
	Universiti Tunku Abdul Rahman	60	54.5	54.5	88.2
	Universiti Utara Malaysia	2	1.8	1.8	90.0
	University Malaysia Kelantan (UMK)	1	.9	.9	90.9
	University Malaysia Perlis	1	.9	.9	91.8

University Malaysia Terengganu	1	.9	.9	92.7
University of Nottingham Malaysia	1	.9	.9	93.6
University Teknologi Malaysia	1	.9	.9	94.5
Wawasan Open University	2	1.8	1.8	96.4
Xiamen University Malaysia	4	3.6	3.6	100.0
Total	110	100.0	100.0	

SPSS Output: Course Name

		Course_name			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Accounting	5	4.5	4.5	4.5
	Accounting and Finance	1	.9	.9	5.5
	Biochemistry	1	.9	.9	6.4
	Biotechnology	2	1.8	1.8	8.2
	Buidling Surveying	1	.9	.9	9.1
	Business	1	.9	.9	10.0
	Business Administration	5	4.5	4.5	14.5
	Business Information System	1	.9	.9	15.5
	Business Psychology	1	.9	.9	16.4
	Chiropractic	1	.9	.9	17.3
	Commerce Accounting	1	.9	.9	18.2
	Computer Science	2	1.8	1.8	20.0
	Construction Management	5	4.5	4.5	24.5
	Dentistry	1	.9	.9	25.5
	Dietetics	9	8.2	8.2	33.6
	Economics	1	.9	.9	34.5
	Engineering	1	.9	.9	35.5
	Engineering	1	.9	.9	36.4
	Entrepreneurship	1	.9	.9	37.3
	English Language	1	.9	.9	38.2
	Finance	6	5.5	5.5	42.7
	Food Science with Nutrition	1	.9	.9	43.6
	Global Economies	1	.9	.9	44.5

Hospital Management	1	.9	.9	45.5
Information Systems Engineering	1	.9	.9	46.4
International Business	3	2.7	2.7	49.1
Law	2	1.8	1.8	50.9
Logistics and International Shippings	1	.9	.9	51.8
Marketing	2	1.8	1.8	53.6
Material Engineering	1	.9	.9	54.5
MBBS	4	3.6	3.6	58.2
Mechanical Engineering	1	.9	.9	59.1
Mechatronic	1	.9	.9	60.0
Petrochemical Engineering	1	.9	.9	60.9
Pharmacy	2	1.8	1.8	62.7
Physiotherapy	2	1.8	1.8	64.5
Property Management	1	.9	.9	65.5
Psychology	27	24.5	24.5	90.0
Public Relations	7	6.4	6.4	96.4
Software Engineering	1	.9	.9	97.3
Technology Management	1	.9	.9	98.2
Translation and Interpretation	1	.9	.9	99.1
Veterinary Medicine	1	.9	.9	100.0
Total	110	100.0	100.0	

SPSS Output: Current Year and Semester

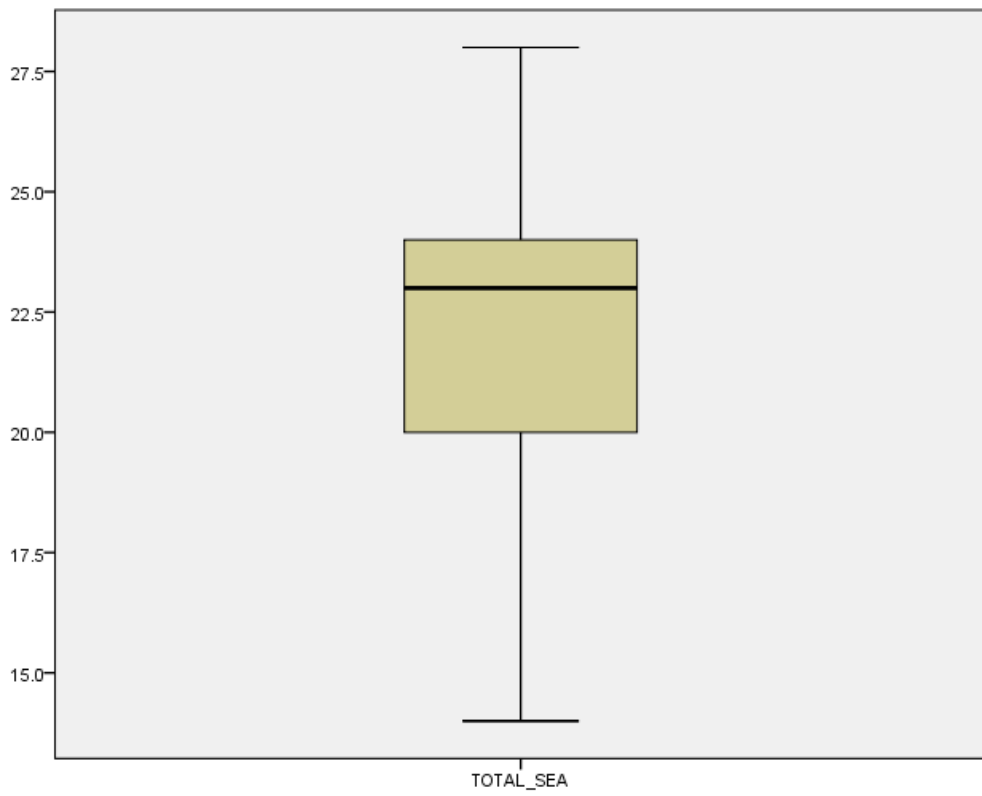
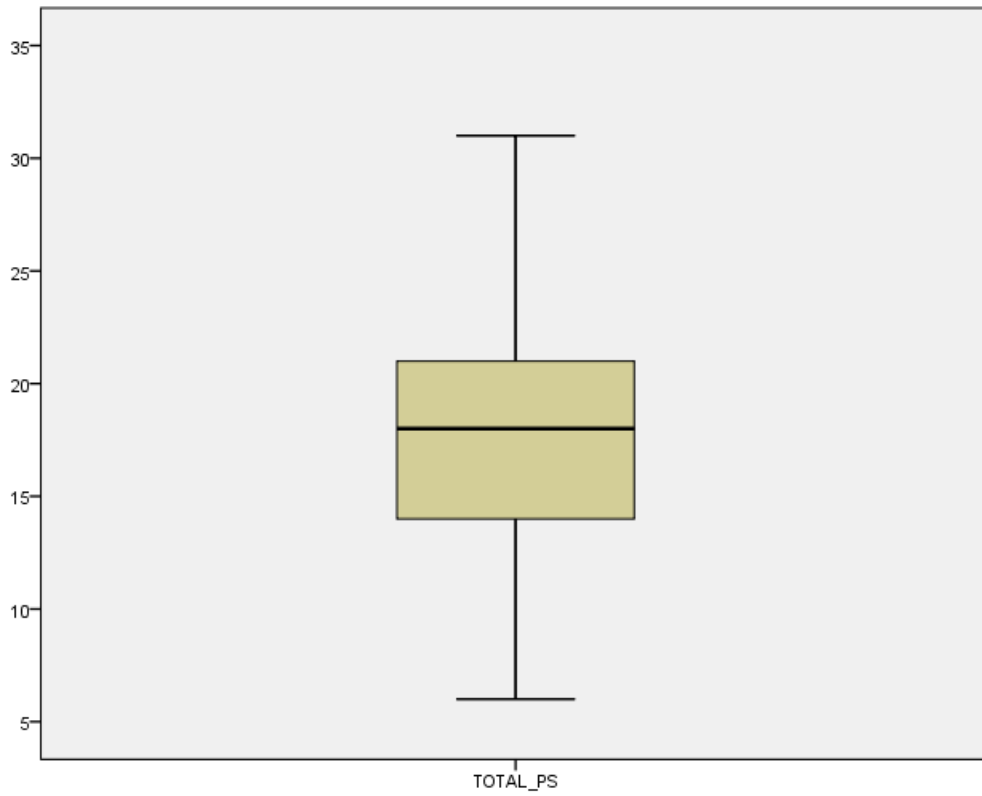
Current_year_and_semester

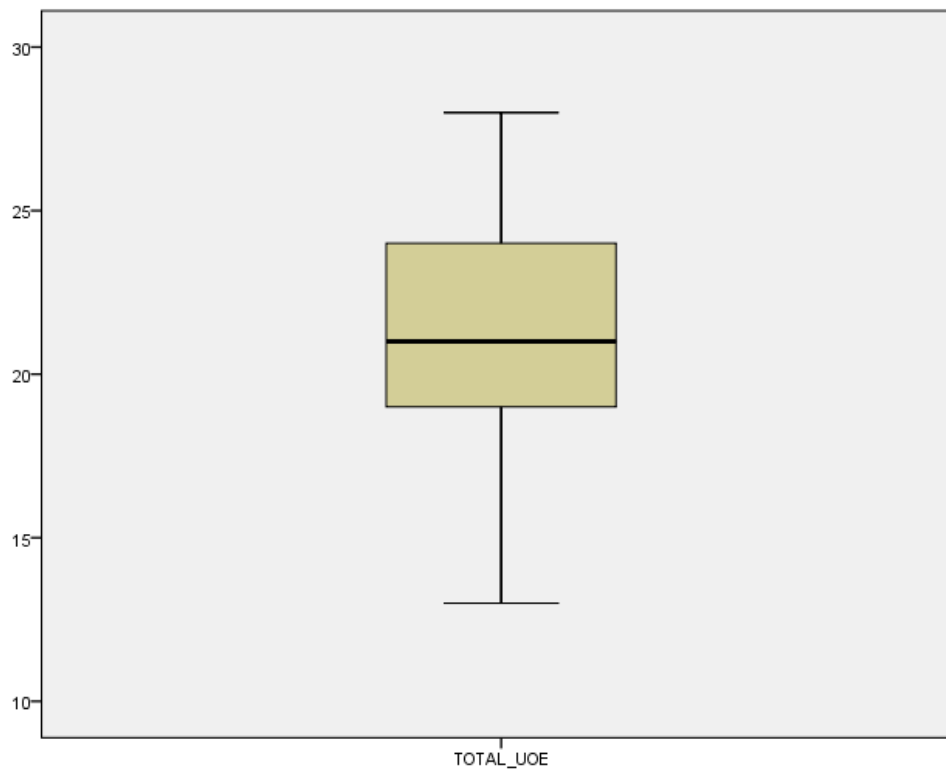
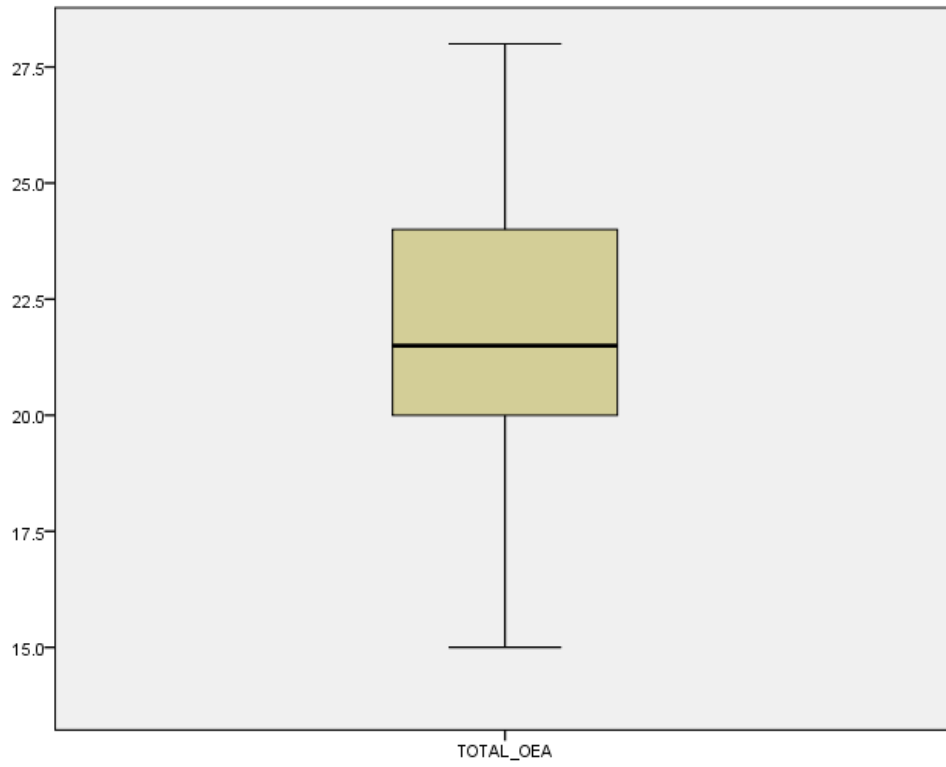
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Y1S1	2	1.8	1.8	1.8
	Y1S2	5	4.5	4.5	6.4
	Y1S3	3	2.7	2.7	9.1
	Y2S1	16	14.5	14.5	23.6
	Y2S2	2	1.8	1.8	25.5
	Y2S3	2	1.8	1.8	27.3
	Y3S1	10	9.1	9.1	36.4
	Y3S2	22	20.0	20.0	56.4
	Y3S3	44	40.0	40.0	96.4

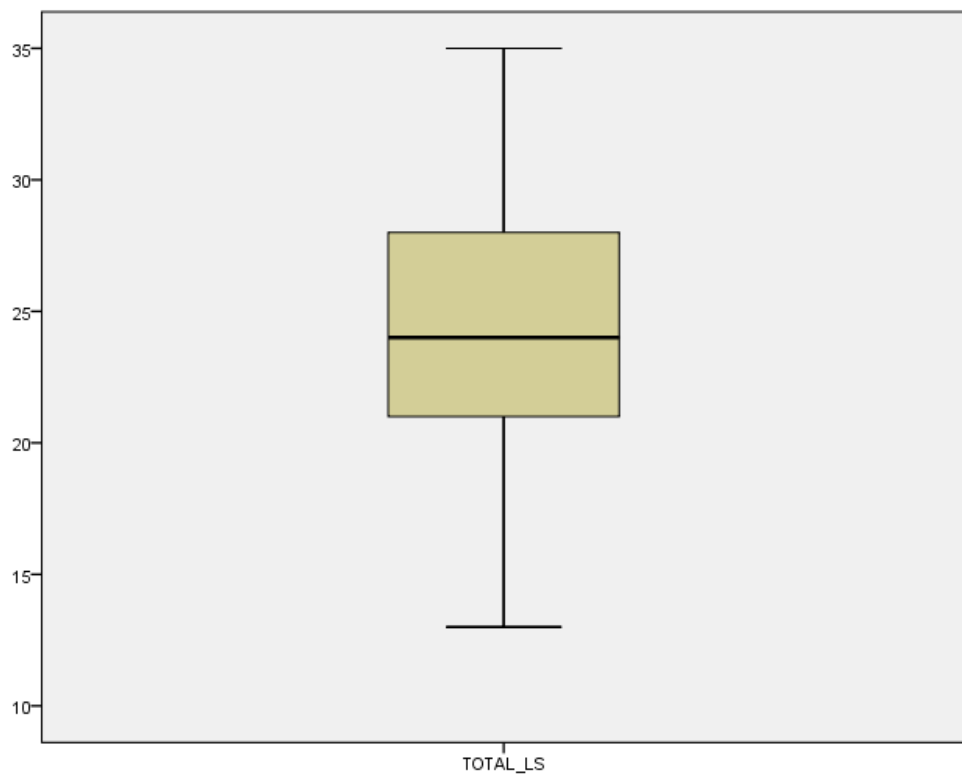
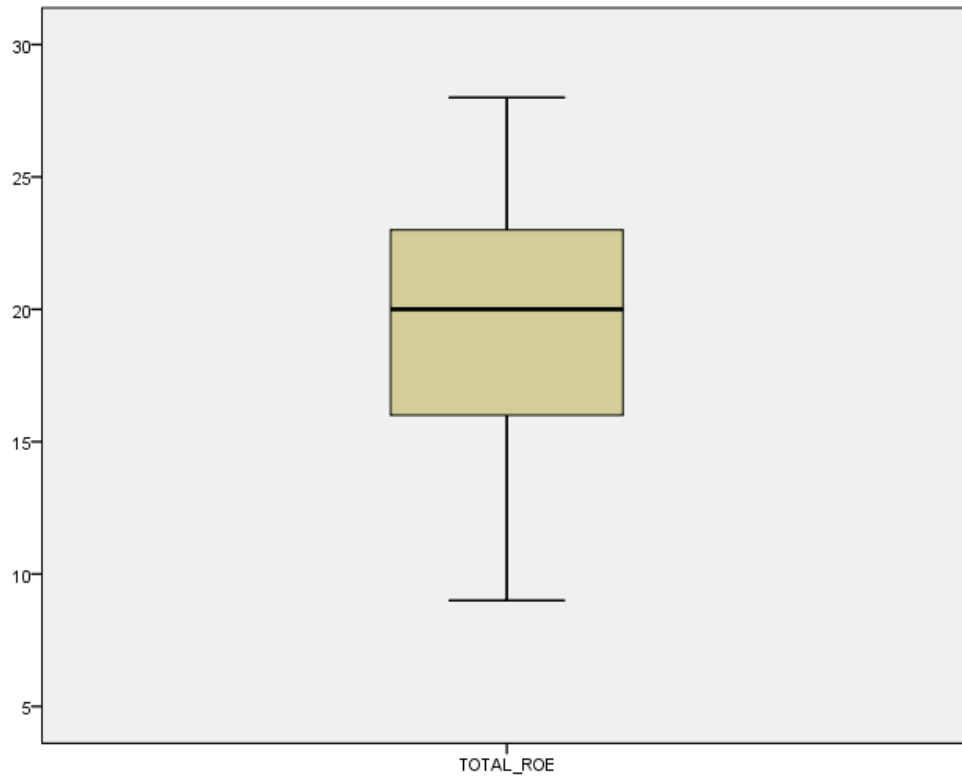
Y3S5	3	2.7	2.7	99.1
Y4S1	1	.9	.9	100.0
Total	110	100.0	100.0	

Appendix E

Boxplot

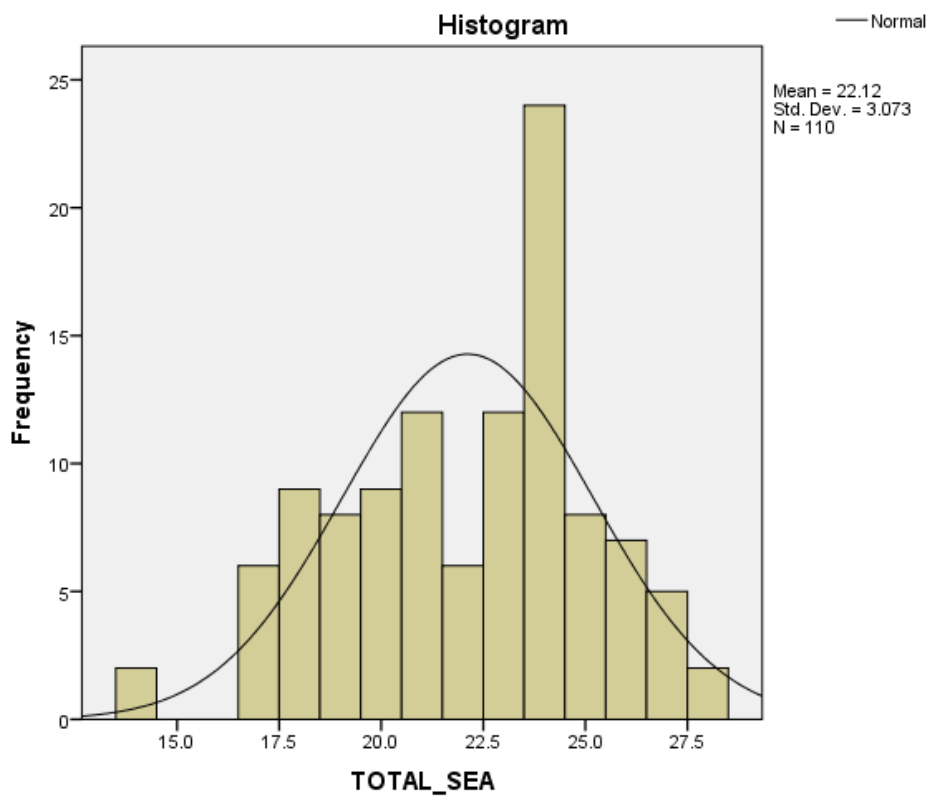
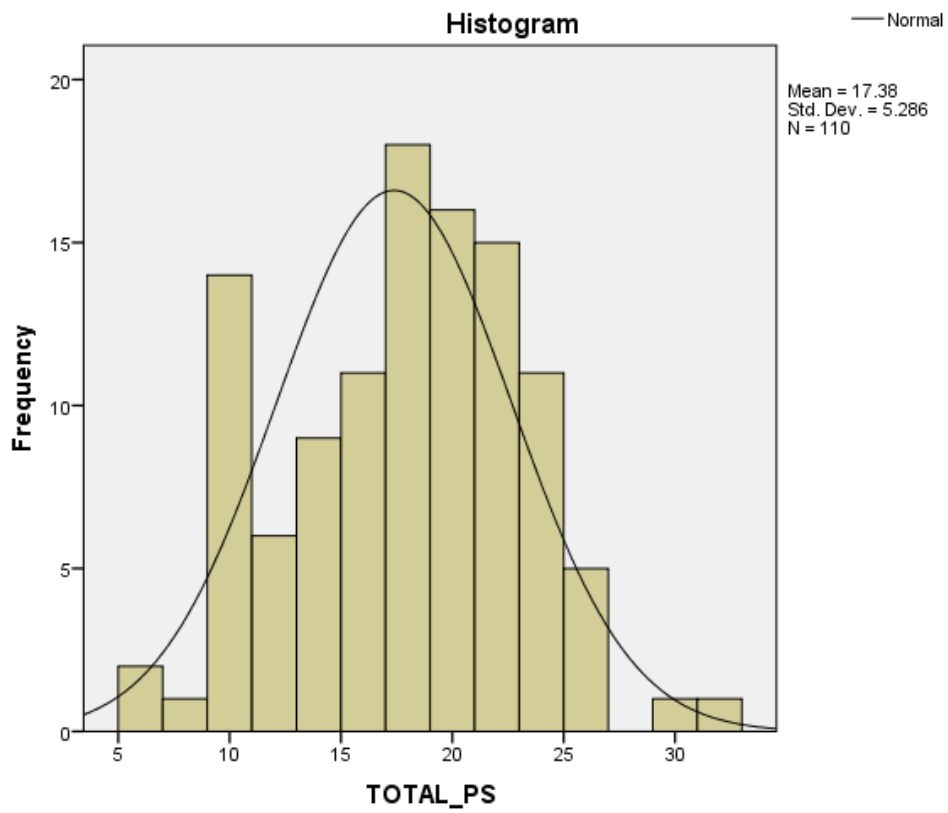


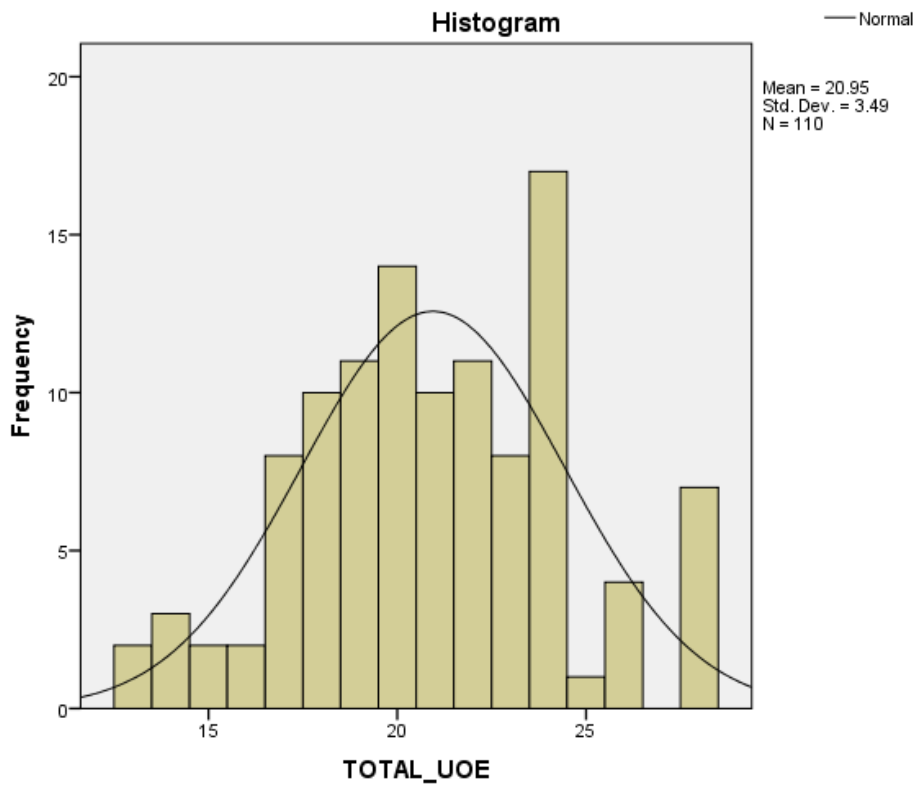
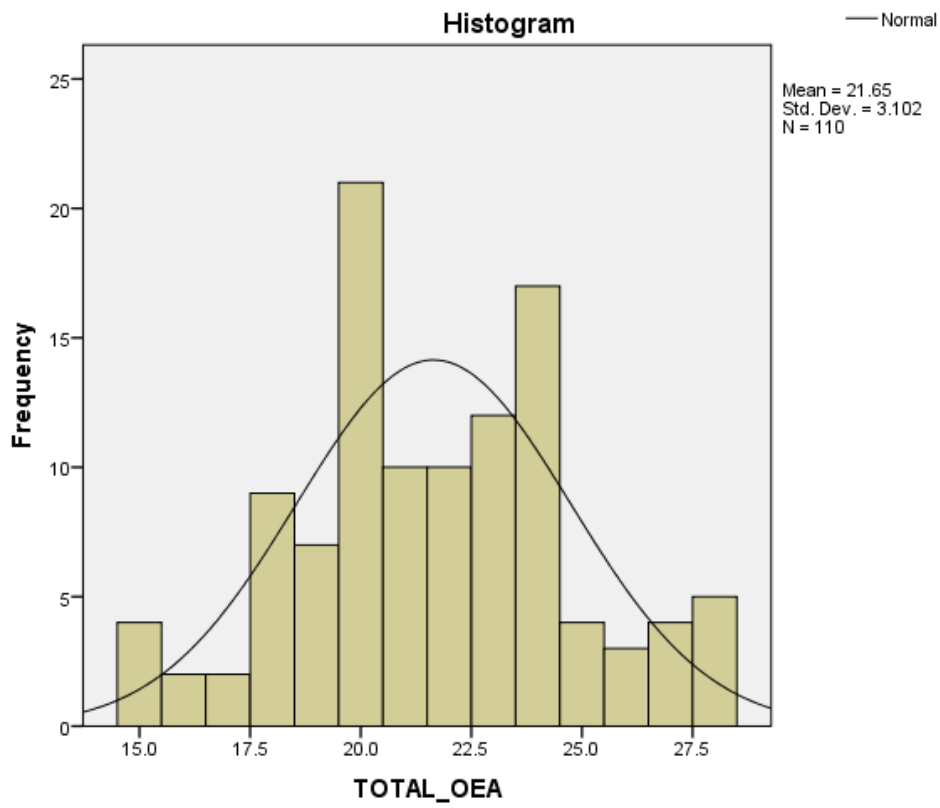


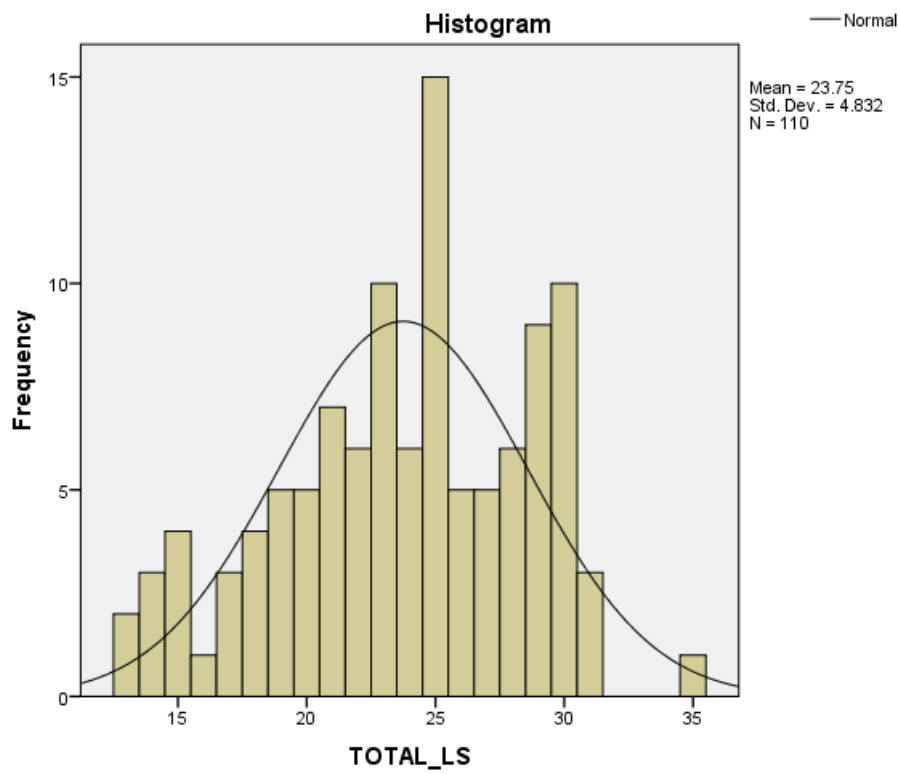
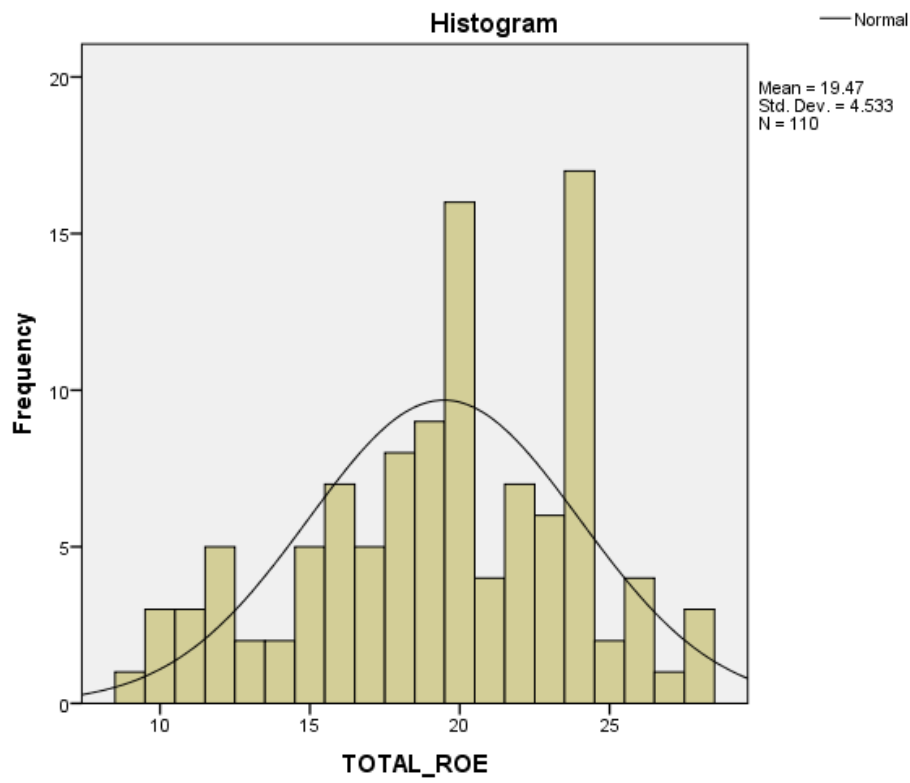


Appendix F

Histogram

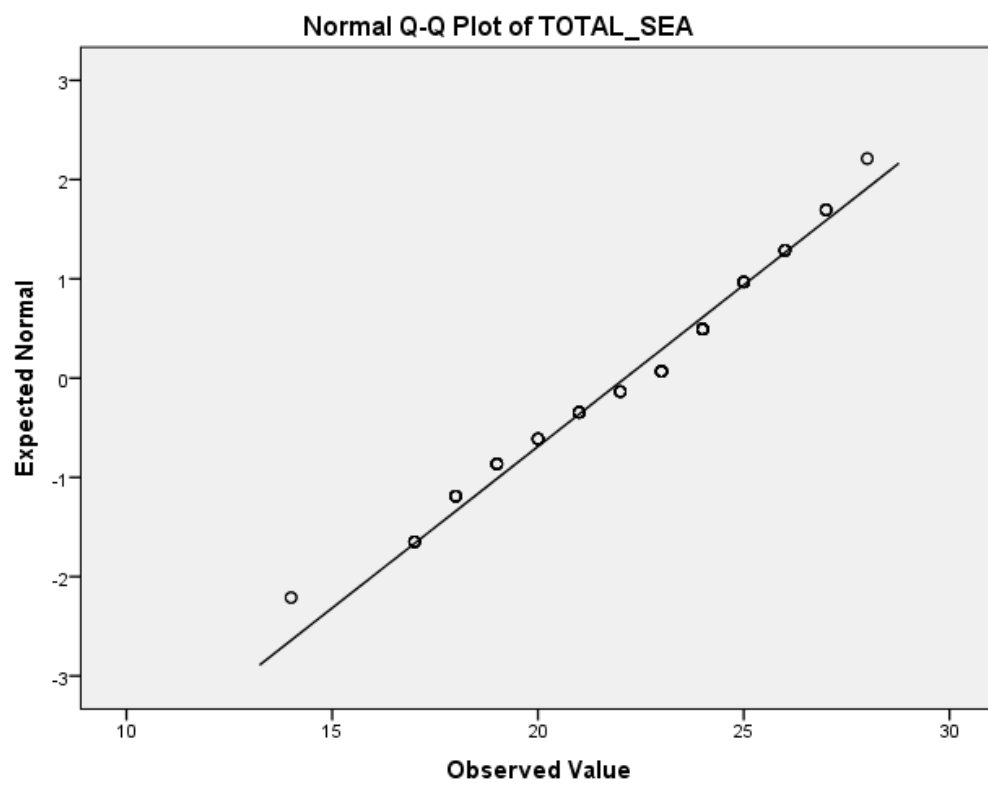
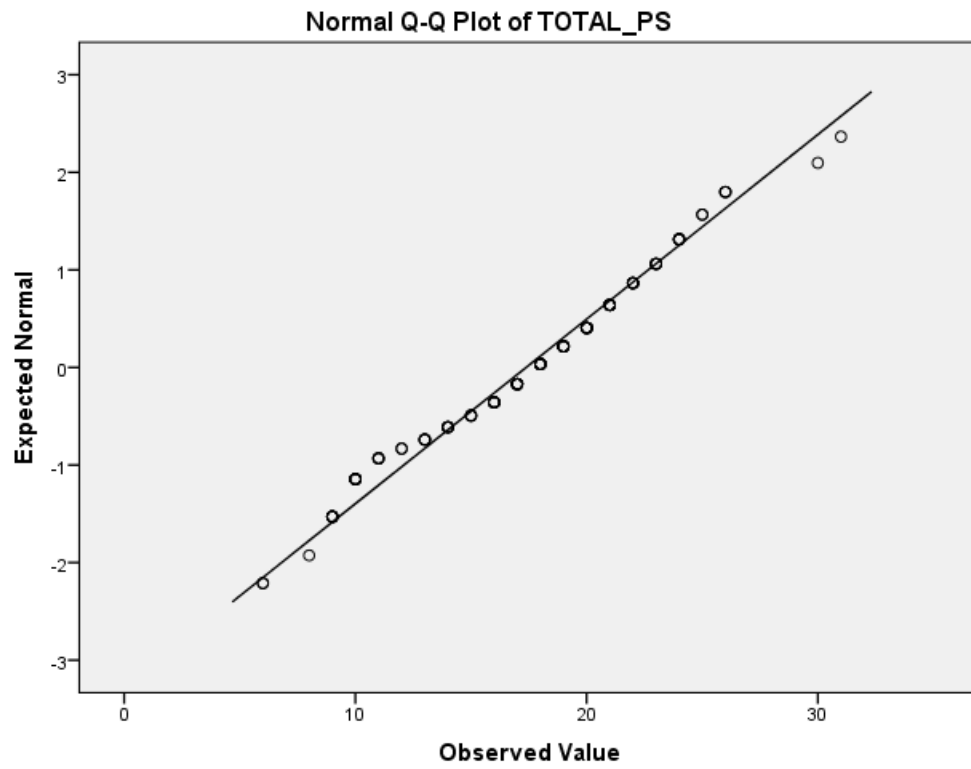


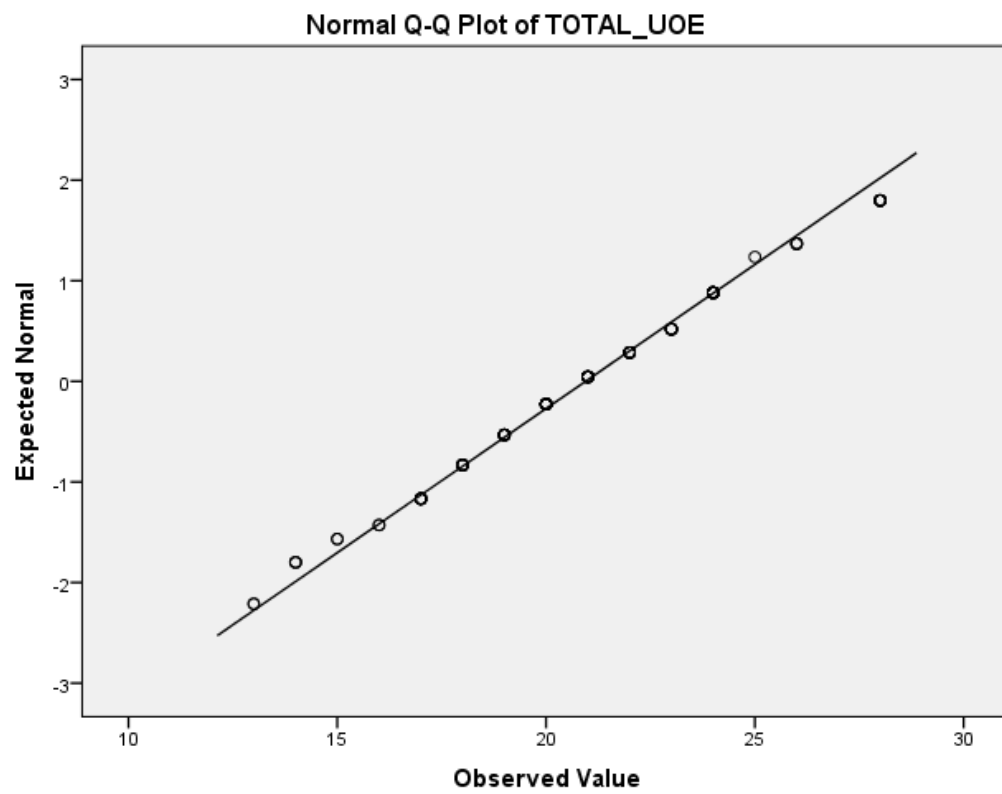
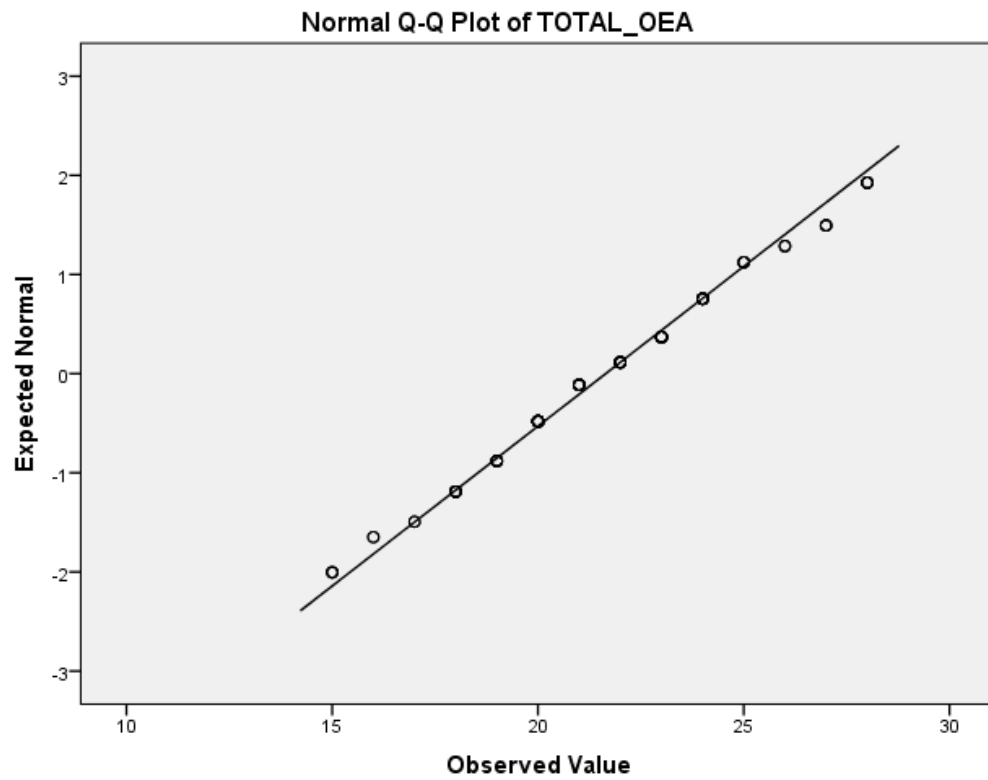


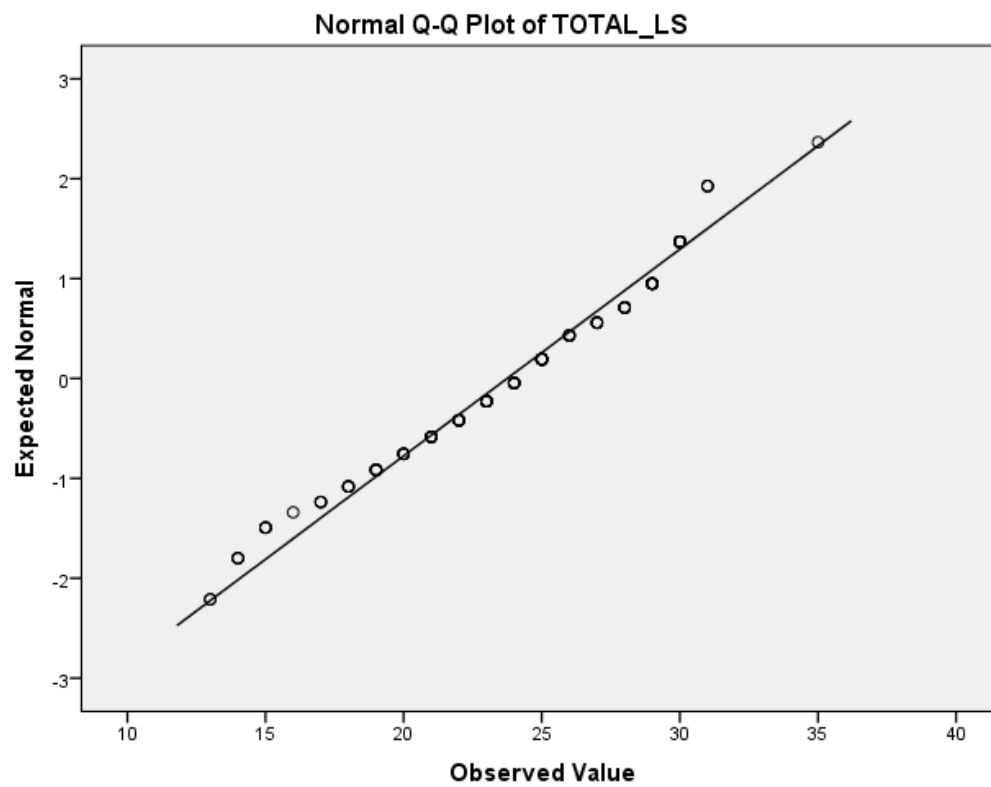
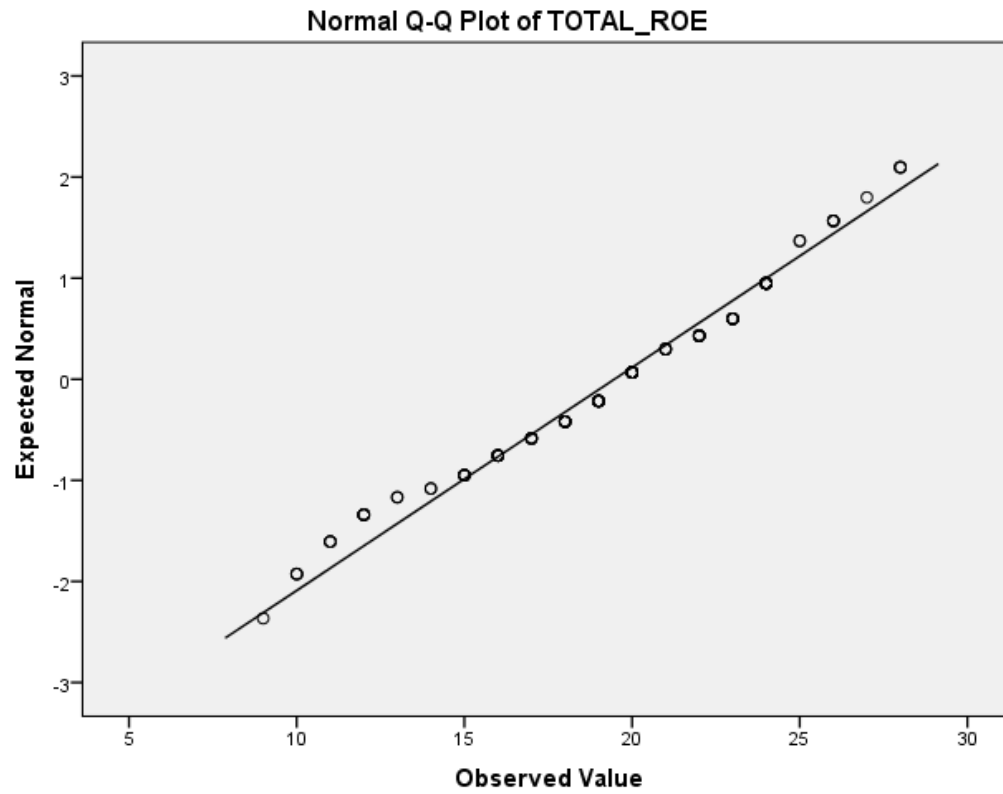


Appendix G

Q-Q Plot







Appendix H

Turnitin Originality Report

fyp2

ORIGINALITY REPORT

16%	13%	8%	6%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	eprints.utar.edu.my Internet Source	3%
2	link.springer.com Internet Source	1%
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5	www.ncbi.nlm.nih.gov Internet Source	<1%
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12	Submitted to Universiti Tunku Abdul Rahman Student Paper	<1 %
13	Malinauskas, Romualdas. "The Associations Among Social Support, Stress, and Life Satisfaction as Perceived by Injured College Athletes", <i>Social Behavior and Personality An International Journal</i> , 2010. Publication	<1 %
14	etd.uum.edu.my Internet Source	<1 %
15	Submitted to Higher Education Commission Pakistan Student Paper	<1 %
16	Hyo Sun Jung, Hye Hyun Yoon. "Why is employees' emotional intelligence	<1 %

important?", International Journal of
Contemporary Hospitality Management, 2016

Publication

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19	Evans Asante Boadi, Zheng He, Eric Kofi Boadi, Samuel Antwi, Joy Say. "Customer value co-creation and employee silence: Emotional intelligence as explanatory mechanism", International Journal of Hospitality Management, 2020 Publication	<1 %
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Publication

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Student Paper

34 Submitted to Sim University
Student Paper

35 Submitted to City University
Student Paper

36 Denizer Yildirim, Yasemin Gülbahar. "Implementation of Learning Analytics Indicators for Increasing Learners' Final Performance", *Technology, Knowledge and Learning*, 2022
Publication

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Publication

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71	Rocio Guil, Rocio Gómez-Molinero, Ana Merchán-Clavellino, Paloma Gil-Olarte. "Lights and Shadows of Trait Emotional Intelligence: Its Mediating Role in the Relationship Between Negative Affect and State Anxiety in University Students", <i>Frontiers in Psychology</i> , 2021 Publication	<1 %
72	Estela Núñez-Barriopedro, Rafael Ravina-Ripoll, Eduardo Ahumada-Tello. "Happiness perception in Spain, a SEM approach to	<1 %

evidence from the sociological research
center", Quality & Quantity, 2019

Publication

73

Minqi Yang, Hanxiao Guo, Chen Jie, Xicheng Guo, Kexin Tian, Chunyu Qu. "The Relationship between Perceived Stress and Overall Well-being during the COVID-19 epidemic: A moderated mediation model", Research Square Platform LLC, 2022

Publication

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Appendix I**Evaluation Form**

**UNIVERSITI TUNKU ABDUL RAHMAN
FACULTY OF ARTS AND SOCIAL SCIENCE
DEPARTMENT OF PSYCHOLOGY AND COUNSELLING**

UAPZ 3023 Final Year Project II**Quantitative Research Project Evaluation Form**

TURNITIN: *'In assessing this work you are agreeing that it has been submitted to the University-recognised originality checking service which is Turnitin. The report generated by Turnitin is used as evidence to show that the students' final report contains the similarity level below 20%.'*

Project Title: Perceived Stress and Emotional Intelligence as Predictors of Life Satisfaction among Undergraduates in Malaysia	
Supervisor: Dr. Nurul Iman Binti Abdul Jalil	
Student's Name:	Student's ID
1. Cham Han Tein	1. 18AAB02284
2. Lim Syi Wei	2. 18AAB02283
3. Ooi Yu Jie	3. 18AAB05045

INSTRUCTIONS:

Please score each descriptor based on the scale provided below:

1. Please award 0 mark for no attempt.
2. For criteria 7:
Please retrieve the marks from "**Oral Presentation Evaluation Form**".


1. ABSTRACT (5%)	Max Score	Score
a. State the main hypotheses/research objectives.	5%	
b. Describe the methodology: <ul style="list-style-type: none"> • Research design • Sampling method • Sample size • Location of study • Instruments/apparatus/outcome measures • Data gathering procedures 	5%	
c. Describe the characteristics of participants.	5%	
d. Highlight the outcomes of the study.	5%	
e. Conclusions, implications, and applications.	5%	
<i>Sum</i>	25%	/25%
Subtotal (Sum/5)	5%	/5%
Remark:		
2. METHODOLOGY (25%)	Max Score	Score
a. Research design/framework: <ul style="list-style-type: none"> • For experiment, report experimental manipulation, participant flow, treatment fidelity, baseline data, adverse events and side effects, assignment method and implementation, masking. (*if applicable with the study design) • For non-experiment, describe the design of the study and data used. 	5%	
b. Sampling procedures: <ul style="list-style-type: none"> • Justification of sampling method/technique used. • Description of location of study. • Procedures of ethical clearance approval. (Provide reference number of approval letter) 	5%	
c. Sample size, power, and precision: <ul style="list-style-type: none"> • Justification of sample size. • Achieved actual sample size and response rate. • Power analysis or other methods (if applicable). 	5%	
d. Clear explanation of data collection procedures: <ul style="list-style-type: none"> • Inclusion and exclusion criteria • Procedures of obtaining consent • Description of data collection procedures • Provide dates/duration of recruitment repeated measures or follow-up. • Agreement and payment (if any) 	5%	
e. Explanation of instruments/questionnaire used: <ul style="list-style-type: none"> • Description of instruments • Scoring system • Meaning of scores 	5%	

<ul style="list-style-type: none"> • Reliability and validity 		
Subtotal	25%	/25%
Remark:		
3. RESULTS (20%)	Max Score	Score
a. Descriptive statistics: <ul style="list-style-type: none"> • Demographic characteristics • Topic-specific characteristics 	5%	
b. Data diagnostic and missing data: <ul style="list-style-type: none"> • Frequency and percentages of missing data. (if applicable) • Methods employed for addressing missing data. (if applicable) • Criteria for post data-collection exclusion of participants. • Criteria for imputation of missing data. • Defining and processing of statistical outliers. • Analyses of data distributions. • Data transformation (if applicable). 	5%	
c. Appropriate data analysis for each hypothesis or research objective.	5%	
d. Accurate interpretation of statistical analyses: <ul style="list-style-type: none"> • Accurate report and interpretation of confidence intervals or statistical significance. • Report of <i>p</i> values and minimally sufficient sets of statistics (e.g., <i>dfs</i>, <i>MS</i>, <i>MS error</i>). • Accurate report and interpretation of effect sizes. • Report any problems with statistical assumptions. 	5%	
Subtotal	20%	/20%
Remark:		
4. DISCUSSION AND CONCLUSION (20%)	Max Score	Score
a. Constructive discussion of findings: <ul style="list-style-type: none"> • Provide statement of support or nonsupport for all hypotheses. • Analyze similar and/or dissimilar results. • Rational justifications for statistical results. 	8%	
b. Implication of the study: <ul style="list-style-type: none"> • Theoretical implication for future research. • Practical implication for programs and policies. 	4%	
c. Relevant limitations of the study.	4%	

d. Recommendations for future research.	4%		
Subtotal	20%		/20%
Remark:			
5. LANGUAGE AND ORGANIZATION (5%)	Max Score	Score	
a. Language proficiency	3%		
b. Content organization	1%		
c. Complete documentation (e.g., action plan, originality report)	1%		
Subtotal	5%		/5%
Remark:			
6. APA STYLE AND REFERENCING (5%)	Max Score	Score	
a. 7 th Edition APA Style	5%		/5%
Remark:			
*ORAL PRESENTATION (20%)	Score		
	Student 1	Student 2	Student 3
Subtotal	/20%	/20%	/20%
Remark:			
PENALTY	Max Score	Score	
Maximum of 10 marks for LATE SUBMISSION (within 24hours), or POOR CONSULTATION ATTENDANCE with supervisor. *Late submission after 24hours will not be graded	10%		
	Student 1	Student 2	Student 3
**FINAL MARK/TOTAL	/100%	/100%	/100%

*****Overall Comments:**

some part need improvement

Signature:  _____

Date: 22 April 2022

Notes:

1. **Subtotal:** The sum of scores for each assessment criterion
2. **FINAL MARK/TOTAL:** The summation of all subtotal score
3. Plagiarism is **NOT ACCEPTABLE**. Parameters of originality required and limits approved by UTAR are as follows:
 - (i) **Overall similarity index is 20% or below**, and
 - (ii) **Matching of individual sources listed must be less than 3%** each, and
 - (iii) Matching texts in continuous block must **not exceed 8 words**

Note: Parameters (i) – (ii) shall exclude quotes, references and text matches which are less than 8 words.

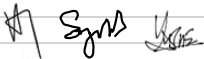
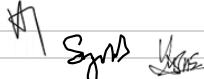
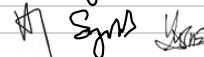
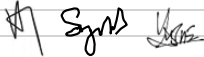
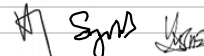
Any works violate the above originality requirements will NOT be accepted. Students have to redo the report and meet the requirements in **SEVEN (7)** days.

*The marks of “Oral Presentation” are to be retrieved from “**Oral Presentation Evaluation Form**”.

**It is compulsory for the supervisor/examiner to give the overall comments for the research projects with A- and above or F grading.

Appendix J

Action Plan Form

Action Plan of UAPZ 3023 (group-based)Final Year Project II for Jan & May trimester						
Supervisee's Name:		Cham Han Tein, Lim Syi Wei, Ooi Yu Jie				
Supervisor's Name:		Dr. Nurul Iman Binti Abdul Jalil				
Task Description	Duration	Date/Time	Supervisee's Signature	Supervisor's Signature	Supervisor's Remarks	Next Appointment Date/Time
Methodology, Data Collection & Data Analysis	W1-W2	29/1/2022 3pm		<i>nuruliman</i>	Ongoing data collection	
Finding & Analysis	W3-W6					
Discuss Findings & Analysis with Supervisor		24/2/2022 3pm		<i>nuruliman</i>	Done with data collection and proceed with data analysis	
Amending Findings & Analysis		1/3/2022 3pm				
Discussion & Conclusion	W7-W9					
Discuss Discussion & Conclusion with Supervisor		9/3/2022 3pm		<i>nuruliman</i>	Done with data analysis, continue writing chapter 4 and 5 and combining all chapters	
Amending Discussion & Conclusion		17/3/2022 3pm				
Submission of first draft*	Monday of Week 10	submit the first draft to Turnitin.com to check similarity rate				
Amendment	W10					
Submission of final FYP (FYP I + FYP II)*	Monday of W11	final submission to supervisor				
Oral Presentation		Oral Presentation Schedule will be released and your supervisor will inform you				
Notes:	1. The listed duration is for reference only, supervisors can adjust the period according to the topics and content of the projects. 2. *Deadline for submission can not be changed, one mark will be deducted per day for late submission. 3. Supervisees are to take the active role to make appointments with their supervisors. 4. Both supervisors and supervisees should keep a copy of this record. This record is to be submitted together with the submission of the FYP II.					

Universiti Tunku Abdul Rahman			
Form Title : Sample of Submission Sheet for FYP/Dissertation/Thesis			
Form Number : FM-IAD-004	Rev No: 0	Effective Date: 21 June 2011	Page No: 1 of 1

FACULTY/INSTITUTE* OF ARTS AND SOCIAL SCIENCE
UNIVERSITI TUNKU ABDUL RAHMAN

Date: 4th April 2022

SUBMISSION OF FINAL YEAR PROJECT /DISSERTATION/THESIS

It is hereby certified that Lim Syi Wei (ID No: 1802283)

has completed this final year project entitled
“ Perceived Stress and Emotional Intelligence as Predictors of Life Satisfaction among
Undergraduates in Malaysia ”

under the supervision of Dr. Nurul Iman binti Abdul Jalil (Supervisor) from the
Department of Psychology and Counselling , Faculty/Institute* of
Arts and Social Science .

I understand that University will upload softcopy of my final year project / dissertation/
thesis* in pdf format into UTAR Institutional Repository, which may be made
accessible to UTAR community and public.

Yours truly,



Name: Lim Syi Wei

**Delete whichever not applicable*

Universiti Tunku Abdul Rahman			
Form Title : Sample of Submission Sheet for FYP/Dissertation/Thesis			
Form Number : FM-IAD-004	Rev No: 0	Effective Date: 21 June 2011	Page No: 1 of 1

FACULTY/INSTITUTE* OF ARTS AND SOCIAL SCIENCE
UNIVERSITI TUNKU ABDUL RAHMAN

Date: 4th April 2022

SUBMISSION OF FINAL YEAR PROJECT /DISSERTATION/THESIS

It is hereby certified that Ooi Yu Jie (ID No: 1805045)

has completed this final year project entitled
“Perceived Stress and Emotional Intelligence as Predictors of Life Satisfaction among
Undergraduates in Malaysia”

under the supervision of Dr. Nurul Iman binti Abdul Jalil (Supervisor) from the
Department of Psychology and Counselling , Faculty/Institute* of
Arts and Social Science .

I understand that University will upload softcopy of my final year project / dissertation/
thesis* in pdf format into UTAR Institutional Repository, which may be made
accessible to UTAR community and public.

Yours truly,



Name: Ooi Yu Jie

**Delete whichever not applicable*

Appendix L

Universiti Tunku Abdul Rahman			
Form Title : Supervisor's Comments on Originality Report Generated by Turnitin for Submission of Final Year Project Report (for Undergraduate Programmes)			
Form Number: FM-IAD-005	Rev No.: 0	Effective Date: 01/10/2013	Page No.: 1 of 1



FACULTY OF ARTS AND SOCIAL SCIENCE

Full Name(s) of Candidate(s)	Cham Han Tein, Lim Syi Wei, Ooi Yu Jie
ID Number(s)	18AAB02284, 18AAB02283, 18AAB05045
Programme / Course	Bachelor of Social Science (Hons) Psychology
Title of Final Year Project	Perceived Stress and Emotional Intelligence as Predictors of Life Satisfaction among Undergraduates in Malaysia

Similarity	Supervisor's Comments (Compulsory if parameters of originality exceeds the limits approved by UTAR)
Overall similarity index: 16 _____ % Similarity by source Internet Sources: 13 _____ % Publications: 8 _____ % Student Papers: 6 _____ %	
Number of individual sources listed of more than 3% similarity: 0 _____	
Parameters of originality required and limits approved by UTAR are as follows: (i) Overall similarity index is 20% and below, and (ii) Matching of individual sources listed must be less than 3% each, and (iii) Matching texts in continuous block must not exceed 8 words <i>Note: Parameters (i) – (ii) shall exclude quotes, bibliography and text matches which are less than 8 words.</i>	

Note Supervisor/Candidate(s) is/are required to provide softcopy of full set of the originality report to Faculty/Institute

Based on the above results, I hereby declare that I am satisfied with the originality of the Final Year Project Report submitted by my student(s) as named above.

nuruliman

Signature of Supervisor

Signature of Co-Supervisor

Name: Dr. Nurul Iman binti Abdul Jalil

Name: _____

Date: 28 March 2022

Date: _____