



E-PROCEEDING HOTWEC 6.0

THE GAME ON 2022:

**THE FUTURE IS
BRIGHT**

FHPK - UMK

E-PROCEEDING HoTWeC 6.0

**THE GAME ON 2022:
THE FUTURE IS BRIGHT**

**FACUTLY OF HOSPITALITY, TOURISM AND WELLNESS,
UNIVERSITI MALAYSIA KELANTAN**

Copyright: Faculty of Hospitality, Tourism and Wellness, UMK, 2022

All rights reserved. No part of this publication may be reproduced, stored in production transmitted in any form, whether electronic, mechanical, photocopying, recording or otherwise, without having permission from the Faculty of Hospitality, Tourism and Wellness Universiti Malaysia Kelantan.

Published by: Faculty of Hospitality, Tourism and Wellness Universiti Malaysia Kelantan
Kampung Kota, Pengkalan Chepa Karung Berkunci 36 16100 Kota Bharu, Kelantan

e ISBN 978-967-0021-47-8



Editors

Aifa Rozaini Mohd Radzol, PhD

Ataul Karim Patwary, PhD

Nurul Aziah Binti Ahmad

Nik Alif Amri Bin Nik Hashim, PhD

- Polyzos, S., Samitas, A., & Spyridou, A. E. (2020). Tourism demand and the COVID-19 pandemic: An LSTM approach. *Tourism Recreation Research*, 1-13.
- (10) (PDF) An econometric study of tourist arrivals in Aruba and its implications. (2022). ResearchGate. <https://doi.org/10.1016/vj.tourman.2004.04.007>
- Rashid, A. A., Rashid, M. R. A., Yaman, M. N., & Mohamad, I. (2020). Teaching medicine online during the COVID-19 Pandemic: A Malaysian perspective. *Bangladesh Journal of Medical Science*. <https://doi.org/10.3329/bjms.v19i0.48170>
- Rogerson, C., & Rogerson, J. (2020). COVID-19 and Tourism Spaces of Vulnerability in South Africa. *African Journal of Hospitality, Tourism and Leisure*, 9(4), 382–401. <https://doi.org/10.46222/ajhtl.19770720-26>
- Sekaran, U., & Bougie, R. (2016). *Research Methods for Business A Skill Building Approach*. Hoboken, NJ John Wiley & Sons. - References - Scientific Research Publishing. (2016). Scirp.org. <https://scirp.org/reference/referencespapers.aspx?referenceid=286952>
- Škare, M., Soriano, D. R., & Porada-Rochoń, M. (2021). Impact of COVID-19 on the travel and tourism industry. *Technological Forecasting and Social Change*, 163, 120469. <https://doi.org/10.1016/j.techfore.2020.120469>
- Singhal, R., & Rana, R. (2015). Chi-square test and its application in hypothesis testing. *Journal of the Practice of Cardiovascular Sciences*, 1(1), 69. <https://doi.org/10.4103/2395-5414.157577>
- Sobieralski, J. B. (2020). COVID-19 and airline employment: Insights from historical uncertainty shocks to the industry. *Transportation Research Interdisciplinary Perspectives*, 5, 100123. <https://doi.org/10.1016/j.trip.2020.100123>
- Susilawati, S., Falefi, R., & Purwoko, A. (2020). Impact of COVID-19's Pandemic on the Economy of Indonesia. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(2), 1147–1156. <https://doi.org/10.33258/birci.v3i2.954>
- Tan, L. (2021, August 31). *Tourism sector in Terengganu will resume operations from 1 September*. Humanresourcesonline.net. <https://www.humanresourcesonline.net/tourism-sector-in-terengganu-will-resume-operations-from-1-september>
- The Malaysian Insight. (2021, November 10). *Terengganu targets three million tourist arrivals next year*. Themalaysianinsight.com; The Malaysian Insight. <https://www.themalaysianinsight.com/s/350315>
- Vehovar, V., Toepoel, V., & Steinmetz, S. (2016). Non-probability sampling. *The Sage Handbook of Survey Methods*, 329-345.
- Wang Zhongfu, & Wang Ying. (2010). Tourism impact perception research related theory. *The 2nd International Conference on Information Science and Engineering*. <https://doi.org/10.1109/icise.2010.5689351>
- Patwary, A. K. (2022). Examining environmentally responsible behaviour, environmental beliefs and conservation commitment of tourists: a path towards responsible consumption and production in tourism. *Environmental Science and Pollution Research*, 1-10.
- Patwary, A. K., Omar, H., & Tahir, S. (2020). A conceptual model of what influences consumers when visiting green hotels in Malaysia. *International Journal of Innovation, Creativity and Change*, 11(11), 11-25.
- Patwary, A. K., Rasoolimanesh, S. M., Rabiul, M. K., Aziz, R. C., & Hanafiah, M. H. (2022). Linking environmental knowledge, environmental responsibility, altruism, and intention toward green hotels through ecocentric and anthropocentric attitudes. *International Journal of Contemporary Hospitality Management*, (ahead-of-print).

The Antecedents of Resilience During Covid-19 Pandemic

Nur Fatin Farahana Binti Rahman , Nur Fatin Nadiah Binti Muhamad , Nur Fatin Nabiha Binti Mohd Rizal & Aifa Rozaini Binti Mohd Radzol*

Faculty of Hospitality, Tourism and Wellness University Malaysia Kelantan

Corresponding email: aifa.r@umk.edu.my

ABSTRACT

A resilient student is a student who can evaluate, overcome and improve themselves in a better direction. Resilience is seen to help individuals cope with stress by regaining energy and adapting when faced with a challenging environment, especially during the Covid-19 pandemic, which has a wide range of impacts on individuals and society. Thus, this study empirically measures the perseverance and self-motivation of students resilient during the Covid-19 pandemic. The study was structured through a self-administered survey with university students in Malaysia identified and selected for data collection. With 357 respondents, data were frequency analysis, descriptively analysis, reliability analysis and Pearson correlation analysis using SPSS. The results indicate that the relationship between perseverance, self-motivation to resilience is positive during the Covid-19 pandemic.

Keywords: Perseverance, self-motivation and resilience.

INTRODUCTION

Online learning is an educational platform to replace face-to-face encounters between educators and students, especially during this pandemic (Rios, 2019). To curb the spread of the Covid-19 pandemic, the implementation of online learning is also beneficial to all parties, especially students, in improving skills in using the latest technology and forming critical and creative thinking in students (Patwary et al., 2022). Although students face various constraints, such as internet network disruption and learning device requirements, it is not an obstacle to students following online learning methods (Siti Nursyahidah et al., 2020).

One factor that can help students deal with stress is 'resilience'. When coping with stress, resilience can protect against serious adverse life outcomes and lead to greater life satisfaction (A. Robbins, E. Kaye & J.C. Catling, 2018). Whenever students are confronted with learning problems in class, they can build resilience by supporting the impression of mastery and control in stressful situations (poor internet connection), enhancing emotional stability facing online learning pressure (group mates are uncooperative), and encouraging the evaluation of stressful events as manageable. Therefore, resilience is significant among students to ensure effective online learning and students continue to be motivated to continue the struggle of acquiring knowledge.

Significance of the study

Based on the end of this study, we hope to improve student academic performance through resilience during the Covid-19 pandemic. This study was conducted to determine the antecedent effect of resilience during the Covid-19 pandemic among university students in Malaysia on perseverance and a student's self-motivation perspective. Students with high resilience can reduce psychological problems Burcu et al. (2020). This research will help more students achieve quality resilience by emphasizing aspects of students' perseverance and self-motivation in the face of adversity. In addition, resilience also encompasses different levels of a person's ability to remain resilient in difficult situations. Finally, this research will be a reference for students to explore the impact of resilience on the academic performance of

university students in Malaysia during the COVID-19 pandemic and explore more details as this topic is an appropriate study topic.

LITERATURE REVIEW

Perseverance

Middleton and colleagues (2015) defined perseverance as "the persistence of effort, carried out thoroughly and meticulously, towards some perceived objective while overcoming problems, impediments, or discouragement along the way revising one's plan of attack" in this study. The study found that educators should encourage (motivate) students to persevere in their efforts by ensuring that efforts are aligned with goals and nurture learning by exposing students to effective learning and time management practices. Then, Perseverance is described as the courage to persevere in the face of adversity and failure (Patwary & Rashid, 2016) . Further, Perseverance is a dynamic behaviour defined as “persistence in doing something despite difficulty or delay in achieving success” and is known to be influenced by multiple factors (Barker et al., 2021).

Perseverance refers to the desire to work hard despite exhaustion or disappointment (Laborde et al., 2017). Students who study hard will achieve good achievements because they do not give up easily, and will continue to learn even under challenging circumstances. They will always be present in the class and follow the learning process thoughtfully, and attentively. In addition, students will repeat the study every day to better understand even though sometimes they are tired. With perseverance in learning, the student can achieve satisfactory results.

Self-motivation

Motivation is the process of arousing, and maintaining an interest (Pauzi et al., 2017), Bernard (1965). Whereas Yahya (2017), Crow and Crow (1981) described motivation as an impetus that permits an individual to vary attitudes and make an individual curious about something. Self-motivated students can change their attitudes towards a positive one and make themselves curious about learning activities. Furthermore, Patwary (2022) and Alsagoff (1986) describe motivation as the stimulus of action towards a goal that has little or no interest in the goal. When a person is motivated, they are motivated to achieve the goal. In short, motivation can be an incentive that stimulates and sustains a person's interest in achieving a particular goal, including changing their attitudes, interests, and behaviours. This means to what extent the motivation can influence the willingness to concentrate and the efforts of the students to think about their scientific tasks and to fulfil them.

Furthermore, Motivation can be a change that occurs when a person shows emotional and psychiatric symptoms that motivate a private to try to or act something thanks to needs, desires, and goals (Alom et al., 2018). Motivation to learn can be a type of motivation that arises in education. Learning motivation is the drive that ensures the continuity of teaching and learning activities to realize the specified goals. Motivation is highly influential on students learning outcomes, so if an individual doesn't have the motivation to find out, then the training outcomes are but maximum. Students must be motivated to achieve success. In this case, the student can move or do something to realize the intended success.

Resilience

Academic resilience refers to a student's capability to overcome academic challenges that may impact their educational progress (Cassidy, 2016; Martin, 2015). Resilient students maintain a high level of motivational achievement and performance even when challenged with stressful conditions that put them in danger of poor performance, as well as those who excel in school

despite harsh circumstances. The American Psychological Association (2015) defines resilience as a rebounding (bouncing back) from a challenging experience and an individual's ability to adapt well to challenges, trauma, tragedy, threats or significant sources of stress. Resilient students are able to assess, overcome, and improve themselves in a positive way (Patwary et al., 2020).

The unexpected pandemic of coronavirus 2019 (COVID-19) has caused worldwide social distancing. Students had to stay at home and have online classes. When confronted with the stress generated by various challenges, some students demonstrated resilience by taking active countermeasures and maintaining a more stable mental condition to deal with the crisis, while others did not. Individual (problem-solving skills, emotions, motivation), social (interpersonal relationships), and environmental (infrastructure or educational facilities) aspects that complement or mediate an individual's resilience are described by resilience theory (Hartling, 2008; Masten, 2015; Van Breda, 2018). When confronted with difficulty, they may become resilient due to interactions and support from personal, societal, and environmental resources (Van Breda, 2018).

Research Hypothesis

The literature review highlighted that the independent variables, such as perseverance and self-motivation, impact the academic performance of university students in Malaysia during the COVID-19 pandemic. The hypothesis in the study is to find out whether there are any correlations or relationships between dependent variables and independent variables:

- H₁** There is a positive relationship between the perseverance and resilience of university students during the Covid-19 pandemic
- H₂** There is a positive relationship between self-motivation and the antecedents of resilience during the Covid-19 pandemic.

Research Framework

Figure 1 below shows the research framework used for this study.

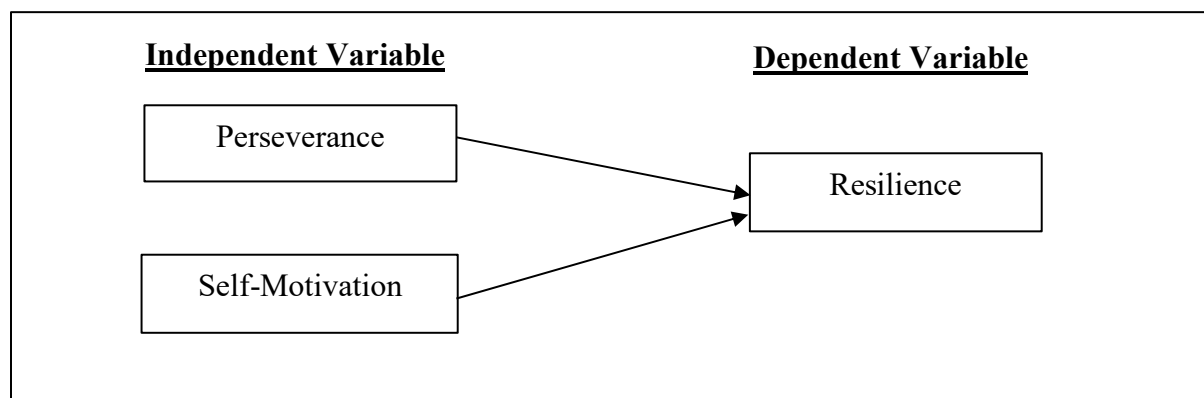


Figure 1: Research Framework

METHODOLOGY

Research Design

This research uses quantitative methods. This study used a questionnaire to conduct a survey using the Google Form method. Examples of surveys conducted on university students aged 18 and above. The students selected for this survey responded about how resilient they students have been while conducting online learning during the Covid-19 pandemic—quantitative and descriptive methodology for conducting the study, using questionnaires as research tools. The questionnaire was designed to collect all information relevant to the study's objectives. The questionnaire contained a demographic section with several options. The questionnaire is

divided into four parts, namely parts A, B, C and D. The first component of the questionnaire, part A, contains the respondents' demographic information. Part B is about the dependent variable resilience. Sections C and D focus on the independent variables, namely perseverance and self-motivation. Seven Likert scales were used to determine the antecedent effect of resilience during the Covid-19 pandemic.

Data Collection

This questionnaire was designed to collect data on Resilience, Perseverance, and self-motivation, against the antecedents of resilience during the Covid-19 pandemic. Data will be collected for this study using a structured questionnaire link created with 'Google Forms.' As face -to -to-face sampling surveys are not possible at this time, information will be collected online. This online survey is aimed at all university students.

Sampling

A non-probability sampling technique was chosen as a convenience sampling technique. Convenience sampling is perhaps the easiest method because participants are selected based on availability and willingness to participate. The researcher selected respondents for the sample based on demographic information, including age, gender, marital status, religion, and types of students. Do they participate in online learning during covid-19? is online more effective than physical learning? online learning has increased students' resilience? And online learning can increase stress among students covid-19. Based on Krejcie & Morgan (1970), the appropriate number obtained from 1,000,000 students was 357 respondents.

1. Data Analysis

Data analysis is the method of examining, cleaning, manipulating, and modelling data to extract critical information, assist in decision-making, and provide recommendations (Pal, 2017). The survey data distributed to respondents was compiled using the Statistical Package for Social Sciences (SPSS) software version 25. SPSS is a program-based window for data entry and analysis that allows us to construct tables and pie charts. In this study, the researchers applied the SPSS version to check the statistical data analysis. The analysis used in this study is frequency analysis, descriptive analysis, reliability analysis, and Pearson correlation analysis.

FINDINGS

Table 1 below shows the frequency analysis for this study

Table 1: Frequency Analysis

Characteristics	Frequency	Percentage
Gender		
Male	296	82.9
Female	61	17.0
Age		
18-21 years old	21	5.9
22-25 years old	296	82.9
26-29 years old	15	4.2
30 and above	25	7.6
Marital status		
Single	337	94.4
Married	18	5.0
Others	2	0.6
Religion		

Islam	357	100.0
Types of students		
Post-graduate	230	64.4
Undergraduate	127	35.6
Do you participate in online learning during Covid-19?		
Yes	357	100.0
Is online more effective than physical learning?		
Strongly disagree	5	1.4
Disagree	2	0.6
More or Less disagree	14	3.9
Undecided	56	15.7
More or Less agree	75	21
Agree	13	37.3
Strongly agree	72	20.2
Online learning has increase students resilience?		
Strongly disagree	0	0.0
Disagree	4	1.1
More or Less disagree	10	2.8
Undecided	43	12
More or Less agree	62	17.4
Agree	157	44
Strongly agree	81	22.7
Online learning can increase stress among students?		
Strongly disagree	1	0.3
Disagree	1	0.3
More or Less disagree	6	1.7
Undecided	30	8.4
More or Less agree	70	19.6
Agree	165	46.2
Strongly agree	84	23.5

Table 1 below shows the frequency analysis results for the age, gender, marital status, religion, and types of students. Do you participate in online learning during covid-19? is online more effective than physical learning? online learning has increased students' resilience? And online learning can increase stress among students covid-19. Distribution of 357 respondents. The table above clearly indicates that female respondents were 82.9 % (n=296) and male 17.0 % (n=61). Next, among these four age groups, the highest number of respondents was from the age of 18-21 respondents were 5.9% (n=21), age 22-25 respondents were 82.9% (n=296). The third highest respondents are aged 26-29 respondents were 4.2% (n=15). Lastly, aged 30 and above, respondents were 7.6% (n=25). Regarding marital status, the highest number of respondents was single respondents ,94.4 % (n=337), and the second highest number of respondents was married, which was 5% (n=18)—lastly, only 0.6 % (n=2) of respondents in the marital status of others. According to the survey in terms of religion, the majority of the religion of Islam respondents was 100.0 percent (n=357). The results showed that the majority of respondents from the type of students, namely Postgraduate respondents is 64.4% (n = 230) and Bachelor's Degree respondents are 35.6% (n = 127). Next, review the study of whether you participate in online learning during covid-19? Found that yes respondents were 100.0 percent % (n = 357). Moreover, is online learning more effective for the survey question than physical learning? 1.4% (n = 5) had chosen to strongly disagree with the question. Disagree stated the lowest number of respondents 0.6% (n = 2), approximately disagree 3.9% (n = 14), disagree 15.7% (n = 56), approximately agree 21% (n = 75), agree stated the number the highest number

of respondents was 37.3% (n = 133) and finally 20.2% strongly agreed (n = 72). Lastly, respondents' surveys on online learning have increased student resilience. There were 0% for strongly disagree (n = 0), disagree 1.1% (n = 4), approximately disagree 2.8% (n = 10), disagree 12% (n = 43), approximately agree 17.4% (n = 62), agree stating the highest number of respondents 44% (n = 157) and followed by strongly agree 22.7% (n = 81) and for a review of Online learning can increase stress among students covid-19? Strongly disagree and disagree with the question given stated the same least amount of respondents, 0.3% (n = 1). More or less disagree 1.7% (n = 6), undecided 8.4% (n = 30), more or less agree 19.6% (n = 70). Agree recorded the highest amount of respondents 46% (n = 165) and followed by strongly agree 23.5% (n = 84).

2. Results Descriptive Analysis

Table 2 below shows the descriptive of the study

Table 2: Descriptive Analysis

Variable	Items	Mean Score	Standard Deviation
Resilience	I can stay calm in tough circumstances.	5.70	1.035
	I think difficulties form a part of life's valuable experiences.	5.93	.947
	I have a high level of interest and curiosity.	5.85	.942
	I make an effort to always stay calm.	5.83	.941
	I am striving towards my future goals.	5.88	.920
Perseverance	I ready have a target at what age I will be a successful person.	6.06	1.044
	I design my daily activities so that my goals are achieved.	5.97	0.892
	I always focus on what is done to complete.	6.06	0.892
	Obstacles are not things I should worry about.	5.90	1.028
	I am always looking for a place that is quiet to do works, so that nothing can bother me.	6.06	0.917
Self-Motivation	I prefer course materials that arouse my curiosity, even if is difficult to learn.	5.90	.923
	I'm certain I can master the skills being taught in class.	5.93	.928
	Getting good grades in class is the most satisfying things for me right now.	6.07	.884
	I am confident I can do assignment and test excellently.	5.90	1.022
	I want to be success in class because it is important to show my abilities to family, friends, employers or others.	6.06	.965

Table 2 shows the descriptive analysis of resilience, perseverance and self-motivation. It shows the mean score of the respondent's response on the three variables according to Seven-Likert Scale. The mean score is five (5) in resilience, perseverance and self-motivation. To elaborate, the means score for the first item is 5.93 (SD = 0.947) for item 2. The mean score for the second item is 5.88 (SD = 0.920) for item 5. The mean score for the third item is 5.85 (SD = 0.942) for item 3. The mean score for the fourth item was 5.83 (SD = 0.941) for item 4. Lastly, the mean score for the fifth item was 5.70 (SD = 1.035) for item 1. Next, the descriptive analysis perseverance. There were five (5) item measured; the item 1, 3 and 5 is the highest mean score of 6.06. There were was 6.06 (SD = 1.044), for the item 1, for the item 3 was 6.06 (SD = 0.892), item 5 was 6.06 (SD 0.917). Meanwhile, items 2 and 4 had the lowest mean score of 5.97 (SD 1.070) for item 2 and item 4 was 5.90 (SD 1.028). Lastly, descriptive analysis of self-motivation. The mean score is five (5) items in self-motivation. To elaborate, the mean for first item is the highest, scored 6.07 (SD = 0.884) for item 3. The mean score for the second item was 6.06 (SD = 0.965) for item 5. The mean score for the third item is reported at 5.93 (SD = 0.928) for item 2. The mean score for the fourth and fifth items had the lowest mean score of 5.90 was 5.90 (SD = 0.923) for item 1 and 5.90 (SD= 1.022) for item 4.

Result of Reliability Analysis

Table 4 below shows the result of the reliability analysis

Table 4: Reliability Analysis

Variable	Number of Items	Cronbach Alpha
Resilience	5	0.838
Perseverance	5	0.842
Self-Motivation	5	0.816

Table 3 represents the Cronbach's Alpha values for the questionnaire for the three variables, resilience, perseverance, and self-motivation, which were found to be at an excellent level. To elaborate, resilience found the (5 item; $\alpha = 0.838$) and perseverance found the (5 item; $\alpha = 0.842$). Lastly, Selt motivation found the (5 item; $\alpha = 0.816$).

Result of Pearson Correlation Analysis

The Table 5 below shows the Pearson Correlation Analysis

Table 5: Pearson Correlation Analysis

Hypothesis	P-Value	Result (Supported/Not Supported)
H ₁ : There is significant relationship between perseverance and resilience.	$r = 0.620, p < 0.01$	H ₁ is supported
H ₂ : There is significant relationship between self-motivation and resilience	$r = 0.752, p < 0.01$	H ₂ is supported

As can be seen from table 5, hypothesis test results were reported based on a significant relationship between perseverance, and self-motivation in the antecedents of resilience during the covid-19 pandemic. These results indicate that all hypotheses were accepted at the 0.01 significance level.

DISCUSSIONS AND RECOMMENDATIONS

Every study would have its own set of limitations in terms of data corruption or data collection. The time limits encountered in undertaking this subject are also one of the limitations because the time allotted for completion is limited. Furthermore, the restrictions of our study make it

difficult not only to locate the right moment to distribute group discussion on the existing Covid-19 problem but also to obtain an accurate answer from our group members.

The data collection method is also one of the study's limitations. This study's data collection method is wholly based on an online survey. The online survey is easy to perform, but the issue in handling the online data collection of the information provided is that it is impossible to confirm whether the respondents is really even one of post-graduate or undergraduate student. According to the research, the problem is related antecedents of resilience during covid-19 pandemic, which are focusing on students that participating in online learning.

The research examines the antecedents of resilience during covid-19. This research showed that resilience (dependent variable) and perseverance and self-motivation (independent variable) were significantly correlated and have a highly positive correlation relationship. As for recommendations, future research can use other variables such as self-regulation as their independent variable. The past research that used as a model thesis for this research had approved the positive relationship among those variables with the resilience.

Next, for future research regarding this topic is highly recommended to maintain the use of the quantitative method rather than the qualitative method to collect data from respondents. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. It is often seen as more accurate or valuable than qualitative research, which focuses on gathering non-numerical data. The questionnaires will be distributed to target respondents in universities in Malaysia. Respondents are required to answer all questions in the questionnaire in order to collect the information needed.

CONCLUSION

In conclusion, this study determined the antecedent effect of resilience during the covid-19 pandemic. Two independent variables, perseverance and self-motivation, were selected to study the relationship with the dependent variable, resilience among postgraduate and undergraduate students during the Pandemic. A total of 357 replied that he is studying at the university of Malaysia, i.e. all postgraduate and undergraduate students of public and private universities in Malaysia, to study the antecedent effect of resilience during the covid-19 pandemic. There is a moderate strength of correlation between perseverance and endurance. Based on Pearson Correlation Analysis, Perseverance and Endurance Have a Significant Correlation, with $r = 0.620$, $p < 0.01$. Moreover, there is a statistically significant correlation between self-motivation and resilience, with $r = 0.752$, $p < 0.01$; the correlation coefficient indicates that there is a moderate relationship between self-motivation and resilience. Therefore, both hypotheses are supported.

REFERENCES

- Abdul Aziz, A. R. ., Rahimi, M. K. A., Shafie, A. A. H. ., Soffian Lee, U. H. ., & Mohd Yusof, S. N. . (2021). Pembelajaran Dalam Talian: Strategi Daya Tindak Terhadap Tekanan Akademik Semasa Norma Baharu: Online Learning: A Coping Strategy towards Academic Stress amid New Norms. *Sains Insani*, 6(2). <https://doi.org/10.33102/sainsinsani.vol6no2.288>
- Alsagoff, Sharifah Alwiah. (1986). Ilmu Pendidikan Pedagogi. Heinemann Asia. Kuala Lumpur
- Ang, W. H. D., Shorey, S., Lopez, V., Chew, H. S. J., & Lau, Y. (2021). Generation Z undergraduate students' resilience during the COVID-19 pandemic: a qualitative study. *Current Psychology*, 1-15.

- Braxton, J. M., & Francis, C. H. (2018). The influence of academic rigor on factors related to college student persistence. *New Directions for Higher Education*, 2018(181), 73-87.
- Che Wil, N., & Othman, N. (2021). Tahap Resilien dan Kesehatan Mental Individu di Era Pandemi Covid-19: Satu Kajian Empirikal dalam kalangan Remaja di Malaysia. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 6(9), 26 - 34. <https://doi.org/10.47405/mjssh.v6i9.1003>
- Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30(3), 607– 610. <https://doi.org/10.1177/001316447003000308>
- Laborde, S., Guillén, F., Watson, M., & Allen, M. S. (2017). The light quartet: Positive personality traits and approaches to coping in sport coaches. *Psychology of Sport and Exercise*, 32, 67-73.
- Marbun, S. M., Th, S., & PdK, M. (2018). *Psikologi Pendidikan*. Uwais Inspirasi Indonesia.
- Middleton, J. A., Tallman, M. A., Hatfield, N., & Davis, O. (2015). Taking the severe out of perseverance: Strategies for building mathematical determination. *The Collected Papers. Chicago, IL: Spencer Foundation. Article Available Online [http://www.spencer.org/collected-papers-april-2015]*.
- Mulyapradana, A. (2012). Hubungan Kebijakan Pengembangan Karir Terhadap Intensi Turnover Karyawan Di Divisi Marketing PT Agromedia. Depok: Universitas Indonesia.
- Neibling, B. A., Jackson, S. M., Hayward, K. S., & Barker, R. N. (2021). Perseverance with technology-facilitated home-based upper limb practice after stroke: a systematic mixed studies review. *Journal of neuroengineering and rehabilitation*, 18(1), 1-26.
- Robbins, A., Kaye, E., & Catling, J. C. (2018). Predictors of Student Resilience in Higher Education. *Psychology Teaching Review*, 24(1), 44-52
- Thorsen, C., Yang Hansen, K., & Johansson, S. (2021). The mechanisms of interest and perseverance in predicting achievement among academically resilient and non-resilient students: Evidence from Swedish longitudinal data. *British Journal of Educational Psychology*, 91(4), 1481–1497. <https://doi.org/10.1111/bjep.12431>
- Wang, C., Pan, R., Wan, X., Tan, Y., Xu, L., Ho, C. S., & Ho, R. C. (2020). Immediate psychological responses and associated factors during the initial stage of the 2019 coronavirus disease (COVID-19) epidemic among the general population in China. *International journal of environmental research and public health*, 17(5), 1729.
- Zakaria, N. N., & Azman, N. (2021). Daya Tahan dan Motivasi Pembelajaran alam Talian Semasa Pandemi Covid-19 Pelajar Kolej Universiti Islam Melaka (KUIM). *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 6(10), 41-53.
- Alom, S., Patwary, A. K., & Khan, M. M. H. (2019). Factors affecting the turnover intention of Bangladeshi migrants in the United Arab Emirates: An empirical study on the hotel industry. *International Journal of Innovation, Creativity and Change*, 8(3), 344-360.
- Patwary, A. K. (2022). Examining environmentally responsible behaviour, environmental beliefs and conservation commitment of tourists: a path towards responsible consumption and production in tourism. *Environmental Science and Pollution Research*, 1-10.
- Patwary, A. K., & Rashid, B. (2016). The impacts of hospitality services on visit experience and future visit intention of student travelers. *International Journal of Business and Technopreneurship*, 6(8), 107-125.
- Patwary, A. K., Omar, H., & Tahir, S. (2020). A conceptual model of what influences consumers when visiting green hotels in Malaysia. *International Journal of Innovation, Creativity and Change*, 11(11), 11-25.
- Patwary, A. K., Rasoolimanesh, S. M., Rabiul, M. K., Aziz, R. C., & Hanafiah, M. H. (2022). Linking environmental knowledge, environmental responsibility, altruism, and intention toward green hotels through ecocentric and anthropocentric attitudes. *International Journal of Contemporary Hospitality Management*, (ahead-of-print).

