



Emotional Management of Female Students in Malaysian Institute of Higher Education

Amirah Iryani Hayatuddin^{1,*}, A'dawiyah Ismail¹

¹ Fakulti Pengajian Islam, Universiti Kebangsaan Malaysia, Lingkungan Ilmu, 43600 Bangi, Selangor, Malaysia

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ABSTRACT

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Emotions are important to handle well in daily life, especially as a student at the Institute of Higher Education. Excellent students can usually handle their emotions well and even feel that their life at the Institute of Higher Education is very easy. However, it is said that most female students do not know how to manage their emotions when they have so many assignments. This research was conducted with the aim of identifying the emotions of female students at Institutes of Higher Education, the factors that cause such emotions of female students, and how emotions are managed by female students at Institutes of Higher Education. The method of this research is the quantitative method with a survey research design through the distribution of survey. There are 100 female students at the Institute of Higher Education were answered this survey. A set of survey is used as a research instrument that has five parts, part A (respondent demographics), part B (respondent's emotional type), part C (stress factors among students), part D (how respondents manage emotions), and part E (the effect of emotional management on respondents). Overall, the results of the research found that the emotional management of female students at the Institute of Higher Education is in good condition and this emotional management has an impact on their studies.

1. Introduction

Nowadays, most of the students deal with stress and depression. However, this problem has become a common thing that we hear in the media. The community does not see this problem as a serious case due to the lack of awareness regarding the issue. Students tend to be stressed and depressed, hence it is one of the main reasons why people do not take the issue seriously. According to Ganesan et. al. in Muhammad Wafi Ramli and Sharifah Rohayah Sheikh Dawood although university students are considered to be a lucky generation because they have successfully placed themselves in university, the reality is that they are individuals who go through constant pressure due to life changes throughout their studies. This is because students need to adapt to various aspects when continuing their studies at university such as education, social, economic, and environmental.

* Corresponding author.

E-mail address: a184236@siswa.ukm.edu.my

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Female students are more likely to be stressed and depressed. In Harian Metro published on April 4, 2020, titled "Stressed students", Dr Norsimah stated, that in research it was found that the role of gender differentiates the influence of stress among university students, especially anxiety which turns out to be the most common and serious problem for female students. Meanwhile, male students were found to be more capable of dealing with the stress. In addition, according to Dr Norsimah also in the context of age differences, studies show that depression and anxiety are much higher among older students (20 years and above) and those born outside the city. Dr Norsimah also stated that higher stress scores also occur significantly among older students (20 years and above), women, Malays, and Bumiputeras in addition to those whose families have low or high incomes compared to those with moderate incomes. According to Fariza in Noor Izzati *et al.*, stress is the condition of a person who is emotionally depressed caused by an event, experience or task burden that is beyond their ability.

In addition, according to Mohamad Zaid Mustafa, Ali Suradin *et al.*, based on the findings of research conducted in Australia, the group that experiences the highest stress is also made up of female students compared to male students. This situation occurs due to their lack of confidence in themselves, and they easily give up. This study shows that workload, new friends, cooperation with teachers and supervisors, teaching and management, and help are the main causes of female students experiencing high stress. However, based on the news from Astro Awani on 13 July 2021, the Ministry of Higher Education in collaboration with the Counselling and Career Council of the Public University of Malaysia is in the process of developing the Institute of Higher Education Student Mental Health module to deal with stress, depression, and anxiety. This was discussed during the movement control order again, to ensure that the mental health of the students is in good condition. This is because according to Abdul Rashid Abdul Aziz *et al.*, in Suhaya Deraman *et al.*, the level of mental well-being also affects the way a person makes decisions and choices in life, solves problems, and interacts with other people.

Therefore, this problem occurs more among women due to poor emotional management. Every human being deals with various emotions, and it depends on how they handle it. However, women mostly struggle a bit harder than men when it comes to dealing with their emotions as their mood swings occur more often than men. According to the Dictionary Institute of Language and Literature (2018), emotions are strong feelings of the soul such as sadness, happiness, and fear. In psychological terms, emotions are a person's internal language that is closely related to the (physical) response from the sensitivity of internal and external feelings (social interaction). It is a movement in the mind produced by external influences. The mind is passive and always receptive to everything that comes across to influence it. When the mind rises to show what it feels, then that is what is meant as emotion. According to *Mu'jam 'Ilm al-Nafs*, Fakhir 'Akil in Nur Syafiqah Abirerah and Najah Nadiyah Amran defines emotion as *infi'al* which is an internal state that shows experiences and actions that are manifested in an event that occurs such as feelings of fear, anger and happy and can cause daily activities to be disrupted. According to Syukur in Suhailiza Md. Hamdani *et al.*, the types of calming emotions are affection, love, happiness, and awe. While unpleasant emotions are sad, angry, hate and fear. Emotions have also been told by Allah SWT in the Quran. Allah SWT said in al-Quran:

﴿إِنَّ الَّذِينَ ءَامَنُوا وَعَمِلُوا الصَّالِحَاتِ وَأَقَامُوا الصَّلَاةَ وَآتَوُا الزَّكَاةَ لَهُمْ أَجْرُهُمْ عِنْدَ رَبِّهِمْ وَلَا خَوْفٌ عَلَيْهِمْ وَلَا هُمْ يَحْزَنُونَ﴾ (٢٧٧)

The meaning: Indeed, those who believe, do good, establish prayer, and pay alms-tax will receive their reward from their Lord, and there will be no fear for them, nor will they grieve.
(Surah Al-Baqarah, 2:277)

Based on the verse, according to the interpretation of Ibn Kathir (2015), Allah SWT said to tell what has been prepared for them with glory and that on the Day of Resurrection, they will be among the believers. Therefore, it can be concluded that all who obey will be glorified and will not be sad. This is because sad emotions will be felt by every human being if they do not get the pleasure of Allah SWT and every human being has sad emotions in their lives. Other than that, humans also have anger emotions. Umar Latief states that the nature of anger can issue an order to the body to vent the heart's regret by means of reproaches, actions, and other forms of regret depending on the level of anger from a person's faith.

According to Mazlan Ibrahim *et al.*, emotions are something complex in humans. Emotions are complex because of their many forms and dimensions. Emotions change according to the situation, atmosphere, and events experienced by the individual. Fariza Md. Sham and Jawiah Dakir stated that emotions are a response to stimuli and have a driving force for behaviour. In general, emotions are feelings that exist in humans that influence a person's behaviour. This is in line with the view of Hanisah and Siti Norlina, cognitive, emotional, and behavioural are interrelated. It is this concept that has been used by the founder of cognitive-behavioural therapy (cognitive behavioural therapy) CBT, explaining that thought patterns can be changed to change feelings towards a situation. So, the actions taken to face the situation are also different. This concept also combines the cognitive theory of emotion and the theory of emotional behaviour and shows that the three cognitive, emotional, and behavioural are interrelated. However, this research wants to focus on the emotional management of female students at Institutes of Higher Education. this is because according to Nadiatul Shakinah and Salmah Jan women also play more with emotions when faced with an event. They are easier expressing emotions rather than speaking words. According to the Fourth Edition of the Dewan Bahasa dan Pustaka Dictionary (2018), student is synonymous with pupil which means a person or child who is studying or teaching.

Emotional management of female students is very important and deserves special attention from the society. This is because they are the generation that will lead our country one day. There are various external factors that influence the cause of stress and anxiety in women's lives. Salasih and Adawiyah in Najah Nadiyah Amran and Haziyah Hussin state that there are various factors that affect women's emotions, including divorce, dismissal, marriage, having a child, losing a loved one, health disorders, financial problems, problems with children, conflict with a partner, moving house, death, moving workplace, environment and physical factors such as pregnancy, but there are also internal factors such as weak motivation and soul and a person's failure to adapt to change. The importance of emotional management is very crucial because good emotional management will bring good health and everything that is done in daily life will be organized and manageable, especially for student. Therefore, this study is significant to be done to examine the level of emotional management of female students at Institutes of Higher Education for the whole of Malaysia.

2. Methodology

2.1 Research Design

According to Ahmad Munawar and Mohd Nor Shahizan, the research methodology is to plan or make a general plan for the research that is to be carried out in order to produce accurate or almost accurate data to publish quality findings for mutual benefit. The methodology of this research also makes the research conducted more systematic. Therefore, this section describes the research design, research area, sampling, data collection, and data analysis.

The research design according to Ahmad Munawar and Mohd Nor Shahizan is something planned by the researcher that is developed by filling in all aspects of the selected design procedure. Choosing

the right design has the potential to reveal accurate and authentic findings. There are several designs that can be used in Islamic genre research, among which are quantitative and qualitative (Ahmad Munawar and Mohd Nor Shahizan). Therefore, every researcher needs to use the right design to ensure that the objectives of the research can be achieved.

In this study, the researcher has chosen a quantitative research method by using a survey research design. Quantitative is research that generally uses statistical analysis, it is more objective and results oriented. Leedy & Ormrod; Williams in Oberiri Destiny Apuke state that quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims. Survey research is usually referred to as survey research and is one of the non-experimental research methods and it is the most popular form of research in various fields, especially in the field of social science. This survey research is comprehensive about an issue or problem, quick data collection, information is collected directly from respondents in a short time and can make general statements for a study population. Therefore, this study is very suitable for the survey research method because it only focuses on female students at the Institute of Higher Education which has a large population.

2.2 Research Area

The researcher will conduct the research at the Malaysian Institute of Higher Education. The researcher distributed the google form survey link to female students in Malaysian Institute of Higher Education. The Institute of Higher Education was not specified by the researcher because the researcher wanted to analyse the level of emotional management of female students throughout the Institute of Higher Education in Malaysia. In addition, this area was also chosen to identify the effects of poor emotional management on learning. This is because if you look at many newspapers that state the Institute of Higher Education students are in a state of stress and depression, some even want to commit suicide.

2.3 Sampling

The sampling that will be used in this research is probability (random) sampling. Probability sampling is sampling in which the elements of the sample can be identified in a regular and complete manner (Ahmad Munawar and Mohd Nor Shahizan). Doreen Said Pace said that probability sampling has five types which are simple random sampling, systematic sampling, stratified sampling, cluster sampling, and stage or multi-stage sampling. The chosen probability sampling is simple random sampling. This means that the researcher does not have specific criteria for respondents other than female students of the Public Institute of Higher Education. Simple random sampling is a type of sampling that is easy to comprehend and implement. Each subject in the population has an equal chance of being selected as the research respondent (Ahmad Munawar and Mohd Nor Shahizan).

2.4 Data Collection

The data collection method chosen by the researcher must be appropriate to the objective to be achieved. Therefore, for this research, the data collection methods collected through content analysis and survey to gather the information.

i. Survey

The survey method is the method used by the researcher to obtain data about the research being conducted. This survey distributed online through google form. The survey or questionnaires were developed by my own. The survey or questionnaires consists of 4 parts. Parts A consists of 4 questions, parts B consists of 5 questions, parts C consists of 9 questions and parts D consists of 5 questions.

ii. Content Analysis

The content analysis method is a way of collecting data by conducting research on documents that are related to the problem to be researched. Content analysis is also the most popular method of data collection in Islamic studies research. Therefore, the researcher will gather information through al-Quran, al-hadith, books, journals, magazines, newspapers, and theses as it can be a helping tool for the researcher to understand the topic they want to study more clearly.

2.5 Data Analysis

Data analysis in this research involves data obtained from the survey. Data were analysed descriptively through Statistical Package for Social Science (SPSS). SPSS is most valuable application to know data collection quickly. According to Ong and Puteh in Arifa and Md. Golsm, most educational and non-educational institutes use SPSS due to its user-friendly features. It will also involve the process of managing data and synthesizing data, reviewing the results of the research, and interpreting the results of the research.

The data analysed in SPSS is to find out the frequency, mean value and percentage to achieve the objective of the research. To analyse this data, the researcher entered the data from Google Form to Microsoft Excel. Instead of Microsoft Excel, the data is entered into SPSS. The whole is converted to the form of numbers to facilitate descriptive analysis of the data.

3. Results

3.1 Demographic Respondent

For the demographics of these respondents, the researcher has collected data on age group, Institute of Higher Education category, place of study and education level. The total number of respondents that have been collected is 100 female students. Below is the table for the age groups:

Table 1
Age Groups

Age Group	Frequency	Percent (%)
18 – 20 Years Old	48	48
21 – 23 Years Old	43	43
24 – 26 Years Old	9	9
Total	100	100

Based on Table 1, there are three age groups who answered this survey. The age group of respondents who answered the survey the most was the age group of 18-20 years old which is a total of 48 people, followed by the age group of 21-23 years old which is total of 43 people and the last is the age group of 24-27 years old which is total of 9 people only. This is because the researcher is 23 years old and the researcher's younger sister who helps in spreading the google form is 18 years old.

Table 2 shows that the Institute of Higher Education category that the respondents are currently studying. A total of 98 respondents from IPTA and only 2 from IPTS.

Table 2
Institute of Higher Education Category

Category	Frequency	Percent (%)
IPTA	98	98
IPTS	2	2
Total	100	100

In addition, based on Table 3, a total of 13 places of study have been selected and one additional category which is others. The table shows that UKM has the most respondents compared to other institutes with total of 40 people, the second highest is Polytechnic with 21 people, followed by the third highest which is UniSZA with 9 people and the lowest is IIUM and UUM with only 1 person each. From this table, we can see that UKM is the highest because the researcher is a student at UKM.

Table 3
Place of Study

Place of Study	Frequency	Percent (%)
UM	2	2
UUM	1	1
UPSI	2	2
UTHM	2	2
UMP	3	3
USIM	2	2
UKM	40	40
UIAM	1	1
UNISZA	9	9
USM	2	2
UITM	6	6
Polytechnic	21	21
IPG	4	4
Others	5	5
Total	100	100

The last demographic respondent is based on Table 4 which is the level of education. The respondents who answered this survey consisted of only two levels, namely Diploma and Degree, which were 39 and 61 people, respectively.

Table 4
Level of Study

Level of Study	Frequency	Percent (%)
Diploma	39	39
Degree	61	61
Total	100	100

3.2 Emotions of Female Students in Institute of Higher Education

For the second part, the researcher has collected data on the emotions of female students at the Institute of Higher Education. The following are the results of data collection from respondents:

Table 5
 Emotions of Female Students in Institute of Higher Education

	Minimum	Maximum	Mean	Sd. Deviation	Overall Mean
B1	2	5	3.90	0.704	
B2	1	5	2.68	0.790	
B3	1	5	3.49	0.859	3.3240
B4	1	5	2.72	1.055	
B5	2	5	3.83	0.943	

Based on Table 5, the researcher can conclude that the emotions of female students at the Institute of Higher Education are in a normal state. The mean number of positive emotions is 3.00 and above while the mean number of negative emotions is above 3.00. This is because, as a result of the data collection, for the first statement of part B, which is the happy emotions of female students while living in IPT, the highest frequency answered by the respondents was 53, which is agree. As for the second statement in part B, which is female students under stress while at Institute of Higher Education, the highest frequency is 52 which is less agree followed by 34 disagree. It is very good because we can see female students are able to control their emotions which causes them not to be stressed during life at IPT.

3.3 Stress Factors of Female Students

In addition, the third part studied by the researcher is part C which is the stress factor among female students. There are 4 statements asked in this section and here is the table for section C:

Table 6
 Stress Factors of Female Students

	Minimum	Maximum	Mean	Sd. Deviation	Overall Mean
C1	1	5	3.24	1.084	
C2	1	5	3.14	0.995	
C3	1	5	3.26	0.981	3.1350
C4	1	5	2.90	1.425	

Based on Table 6, the researcher can conclude that the stress factor among women is caused by themselves. This is because if seen from Table 6, the highest mean number is 3.26 which is in the third statement. This third statement is "I'm stressed because I don't organize what needs to be done first". Therefore, from the mean earlier we can see that a few female students still do not know how to organize and prepare the requirements they need to prioritize first and eventually they will be stressed. The lowest mean is in the fourth statement which is "I'm stressed because I don't read the Qur'an, dhikr and attend knowledge meetings", the mean is 2.90. This is good because the researcher can see that the highest frequency for this fourth stress factor is strongly disagree which is 24, but it is also worrisome because the second highest frequency is 21 which is in the agree answer. Thus, the researcher suggests to female students and the Institute of Higher Education to further increase spiritual programs that can help students find peace by returning to our nature as a Muslims. The researcher also advises female students to recite *dhikr* and read the Quran, minimal one page per day.

3.4 The Emotional Management of Female Students at Institute of Higher Education

For the third part, the researcher has collected data on the emotional management of female students at the Institute of Higher Education. The following are the results of data collection from respondents:

Table 7
 The Emotional Management of Female Students at Institute of Higher Education

	Minimum	Maximum	Mean	Sd. Deviation	Overall Mean
D1	1	5	3.48	0.870	
D2	1	5	4.11	0.909	
D3	1	5	4.20	0.778	3.6900
D4	2	5	4.43	0.700	
D5	1	5	2.23	1.053	

Table 7 shows that the highest mean is 4.43 which is for the fourth statement (the way I manage my emotions is by reading the Quran) and the lowest mean is 2.23 which is for the fifth statement (I manage my emotions is by shouting at the top of my lungs). These two means are a good indicator because it can be seen that the highest frequency for the fourth statement is 54 strongly agree followed by agree with a frequency of 36 and what is very good is that no respondent answered strongly disagree. Therefore, it can be concluded here that female students at Institute of Higher Education can manage their emotions well as demanded by Islam. This is because as Muslims we should manage our emotions well based on the Quran and Sunnah.

3.5 Effects of Emotional Management on Female Students in Institute of Higher Education

The last part of this survey distribution is about the effects of emotional management on female students at the Institute of Higher Education. The following are the results of data collection from respondents:

Table 8
 Effects of Emotional Management on Female Students in Institute of Higher Education

	Minimum	Maximum	Mean	Sd. Deviation	Overall Mean
E1	1	5	3.00	0.985	
E2	1	5	2.94	0.919	
E3	1	5	3.39	0.942	3.0640
E4	1	5	2.31	1.143	
E5	2	5	3.68	0.851	

Based on Table 8, the researcher can conclude that the emotional management of female students at the Institute of Higher Education has a good effect on the students. This is because the mean number of positive effects is 3.00 and above while the mean number of negative effects does not exceed 3.00. The highest mean total is 3.68 which is on the fifth statement (my emotions have made me always eager to study hard) and no respondent answered strongly disagreed with this statement. Nevertheless, the Ministry of Higher Education can take small measures to create activities that can help female students, especially in managing their emotions. This is because if we look at the first statement, the mean is 3.00. However, if you look at the frequency of the respondents

who answered the highest for this statement is 43 which is less agree. The first statement is "My emotions do not interfere with my life at the Institute of Higher Education". Thus, we can see here, the emotions of these female students are sometimes in a good state and sometimes in a bad state. Therefore, the researcher recommends that both the Institute of Higher Education and the Ministry of Higher Education hold interesting activities every month to ensure that female students' emotions are well taken care of.

4. Conclusions

In conclusion, based on the survey that has been carried out, the researcher found that the emotions of female students at the Institute of Higher Education are in good and normal condition. However, their emotions tend to change depending to how they manage their emotions. The researcher concludes that the stress factor among female students is the highest because they do not organize what needs to be done first. This may be because students are still not good at managing schedules or time to do something in their daily life as a student.

In addition, based on the survey, the highest mean was managing emotions by reading the Quran and the lowest mean was managing emotions by shouting at the top of my lungs. From this response, we can see that the attitude of Muslim female students is in a very good condition. Despite being busy with life as a student, the female students at the Institute of Higher Education do not forget to include the Quran in their lives.

Overall, it can be concluded that good emotional management among female students at the Institute of Higher Education has had a positive impact on their studies. The effect of managing their emotions has made them eager to study hard. Therefore, emotional management among these female students is very important in ensuring that everything done at the Institute of Higher Education is in good condition, especially their academics.

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