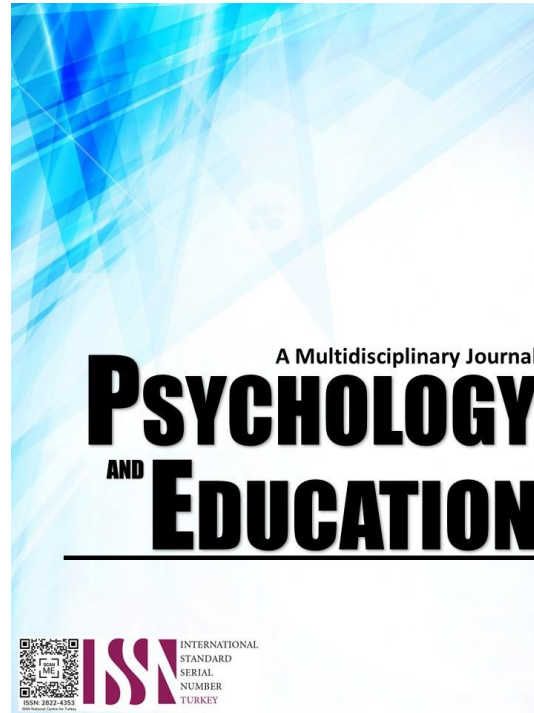


**MENTAL HEALTH AND ACADEMIC MOTIVATION
AMONG THIRD-YEAR COLLEGE TES GRANTEES:
A CORRELATIONAL STUDY**



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2023

Volume: 11

Pages: 388-393

Document ID: 2023PEMJ970

DOI: 10.5281/zenodo.8192147

Manuscript Accepted: 2023-26-7

Mental Health and Academic Motivation Among Third-Year College TES Grantees: A Correlational Study

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Abstract

This study evaluates the relationship between mental health and academic motivation among third-year college TES grantees. Thus, correlational design was employed to determine if there is a significant relationship between mental health and academic motivation among 150 third-year TES grantees. Statistical findings reveal that the r coefficient of 0.52 indicates a moderate positive correlation between the variables. The p -value of 0.00, which is less than 0.05, leads to rejecting the null hypothesis. Hence, a significant relationship exists between mental health and academic motivation of third-year college TES grantees. Implications were discussed in the study.

Keywords: *academic motivation, mental health, college students, TES grantees*

Introduction

The pandemic undoubtedly made serious mental health issues like anxiety and depression worse. Students may be unable to do well academically if they are experiencing said conditions (Cordero, 2022). He claims that some college students struggle to fulfill their responsibilities in terms of their academic obligations. Due to the abrupt transition to an online environment and their isolation and lack of engagement with their peers and lecturers, college students may have developed or worsened their existing psychological issues (Lim et al., 2022). Unfortunately, mental health problems like stress, anxiety, and depression significantly harm adolescents' health and academic performance (Xiong et al., 2020).

According to a poll by virtual health services provider TimelyMD, 71% of students claimed to have been experiencing stress, anxiety, and depression, while 50% of college students reported mental health problems as their biggest stressors for 2023. According to the National Institute of Mental Health, one in three college students experiences serious depression or anxiety while attending university, yet 75% refuse treatment (February 27, 2023, Texas A&M University Division of Marketing & Communications).

The term "academic motivation" relates to a student's passion for academic topics as shown by their approach, tenacity, and degree of interest when their competence is tested against a standard of performance or excellence, according to a study by Hu et al. (2021). Having unstable mental health, increased academic stress and low perception of social support were

instead associated with motivation styles with lower autonomy and integration levels. Whether academic achievement and motivational style are related remains open (Uji & Kawaguchi, 2021).

Higher education professionals continue to worry about their student's mental health, as stated by Mowreader (2023). In addition, Conti et al. (2023) mentioned that depression is a major public health concern that is becoming increasingly well-acknowledged. Anxiety and despair among college students have soared since the start of the COVID-19 pandemic; this worrying trend lacks clear treatments (Collavo, 2023). Moreover, for some students, academic stress can be overwhelming. They stated that mental anxiety affects the general public's health and the student's academic progress (Grotan et al., 2019). Hence, Mahdavi (2019) noted that mental health issues, including anxiety and depression, may impact students' performance in numerous spheres of life, including academics. Students were more driven to achieve their academic and educational goals are more likely to succeed. Also, students in good mental health are more motivated in their academics.

Calhoun et al. (2022) found that the pandemic impacted students' mental health. Students also acknowledged motivations' influence on academic performance. Nevertheless, Teo, Lilian, and Koo (2023) found a negative association between racialized social mental health issues and academic motivation and a positive correlation between financial stress and depressive symptoms.

Moreover, this study evaluates the relationship between mental health and academic motivation among third-year college TES grantees. Specifically,

this study sought to answer the following question:

1. Is there a significant relationship between mental health and academic motivation among third-year college TES grantees?

Literature Review

The overall mental health and academic motivation of secondary school pupils are substantially associated, claims Kithela Mananu (2021). The findings indicated a negative correlation between students' academic achievement and extrinsic motivation. Furthermore, according to the results of Mahdavi, Valibeygi, Moradi, and Sadeghi (2021), pupils with better mental health are more motivated to work hard in school. This study also revealed that children more motivated to excel academically will have greater success in their studies and do better academically.

Hussein (2023) asserts that the link between emotional intelligence and academic motivation among Gachsaran pre-university students is mediated by mental health. The current study's findings highlight the significance of fostering and enhancing students' academic motivation. To help students enhance their academic standing and performance, the educational system can use their current abilities and flourish in their emotional intelligence and mental health dimensions. It may be stated that among talented kids, academic drive and mental health elements have a favorable and substantial link (Tavakoli, 2023).

A study by Bolatov, Gabbasova, Baikanova, Igenbayeva, and Pavalkis (2021) proved that the level of academic motivation and students' mental health was shown to have significantly increased or improved over time when the research variables were compared. Additionally, students may remain on course with their academic involvement with the help of academic motivation. Students in day secondary schools have a multifaceted life. Motivating oneself is strongly related to mental health (Munanu & Munanu, 2020). The findings show a significant relationship between students' general mental health and academic motivation.

One of these students went on to claim, as reported by Arrebola et al. that university students' anxiety during COVID-19 had a detrimental effect on their academic self-efficacy, which is a component of academic motivation. The study's findings showed that parents' reports of instructors' social support and students' worry are important predictors of a decline in students'

academic motivation throughout this time. Researchers found a link between students' academic motivation and their mental health. Thus, based on research by Sadry, Habibi, and Aslamyar (2022): A student's academic success and performance should be closely tied to his or her mental health. However, this study concluded that there is no relationship between academic progress and mental health or any of its aspects.

A negative association between mental health and academic motivation was shown by Di Pietro et al. (2020). This is in line with other research that demonstrates how psychological factors like stress, worry, and melancholy during emergencies and quarantines have a detrimental effect on learning. Moreover, research looking at the effects of COVID-19 on mental health indicators has discovered that pupils exhibit a rise in psychological symptoms such as stress, anxiety, and sadness (Alemany-Arrebola et al., 2020). Additionally, according to Salmon et al. (2020), hybrid learning as a learning medium to keep the educational system alive is well known. Pandemic effects on individuals' mental health have hindered adaptation to new norms, particularly in education. As a result of the research, it may be concluded that while self-compassion exercises are helpful, there was no discernible improvement between the pre-test and the post-test. They also don't show a connection to academic motivation or stress.

Methodology

In this study, correlational design was employed to determine if there is a significant relationship between the mental health and academic motivation of third-year TES grantees. Hence, 150 students were respondents to the study whose characteristics are as follows: currently enrolled as a third-year college student; and must be a recipient of the Tertiary Education Subsidy (TES).

Furthermore, Mental Health Inventory (MHI-28) and Academic Motivation Scale (AMS-C28) were employed to measure the study's variables. The researchers used Google Forms and a printed questionnaire to gather coherent data for the study to get more qualified respondents. The respondents' access to the online and printed survey questionnaires must be confirmed by their authorization to participate. After data collection, the study measures and interprets the results using Microsoft Excel and the Statistical Package for the Social Sciences (SPSS). Furthermore, the collected data from respondents



conforms with the Data Privacy Act of 2012 (RA 10173), highlighting the respondents' privacy and security.

Results and Discussion

This study investigates the relationship between mental health and academic motivation among third-year college TES grantees. Specifically, it sought to test the following claim:

Ho: There is no significant relationship between mental health and academic motivation among third-year college TES grantees.

The relationship between the mental health and academic motivation of the study's respondents is shown in Table 1. The *r* coefficient of 0.52 indicates a moderate positive correlation between the variables. The *p*-value of 0.00, which is less than 0.05, leads to the decision to reject the null hypothesis. Hence, a significant relationship exists between mental health and academic motivation of third-year college TES grantees. Moreso, these findings were supported by the study of Bolatov et al. (2021) that there is a relationship between mental health and academic motivation.

Table 1. Test of Significant Relationship between Mental Health and Academic Motivation Among Third-Year College TES Grantees

| Variables | <i>r</i> | <i>p</i> -value | Decision | Interpretation |
|---------------------------------------|----------|-----------------|-----------------------|----------------|
| Mental Health and Academic Motivation | 0.52 | 0.00 | Reject H ₀ | Significant |

Conclusion

This study examines the relationship between mental health and academic motivation among third-year college TES grantees. According to the study's statistical analysis, there is a relationship between mental health and academic motivation among the respondents. As a result, having good mental health is connected with well-motivated students despite their financial struggles. As a result, it is strongly advised that schools should provide activities and programs that will assist students in attaining good mental well-being.

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