

Article

Quality of Mental Health and its Relationship with College Working Students' Profile and Academic Motivation

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Abstract: This study explores the intricate relationship between demographic factors, academic motivation, and mental well-being among working students. Utilizing a combination of demographic profiling and statistical analysis of motivational indicators and well-being measures, the research identifies key patterns and correlations within a student population. The findings reveal a predominant age group of 18-25 years with a slight female majority, a traditional family structure, and a low economic background. While a general trend of amotivation towards education is noted, significant positive motivation is observed in areas aligned with future goals and personal development. Crucially, the study highlights a significant link between students' mental well-being and their motivation across various domains, with gender differences also impacting mental well-being. This comprehensive analysis underscores the need for holistic support strategies that address both the challenges and strengths within student motivation and mental health, advocating for nuanced interventions that consider the diverse backgrounds and experiences of students. Through its examination of the intersections between demographic factors, academic motivation, and mental well-being, this study contributes valuable insights towards enhancing student support systems and educational outcomes.

Keywords: Mental Health, working students, academic motivation, challenges

Introduction

Mental health is a critical component of overall well-being, particularly in the context of education. For college students, maintaining good mental health is paramount as it directly impacts their academic performance, social interactions, and overall quality of



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life (Rababah et al., 2020). The demanding nature of academic pursuits, combined with the stressors of personal and professional life, can significantly affect students' mental well-being (Mulaudzi, 2023; Yusuf et al., 2022). Moreover, Gueldner et al. (2020) emphasized that addressing mental health concerns has become a crucial aspect of supporting students' success in higher education.

Prowse et al. (2021) suggested that the importance of mental health of university students who are also working becomes even more pronounced. Balancing academic responsibilities with employment commitments can create unique challenges that may exacerbate stress, anxiety, and other mental health issues (Bangalan & Agnes, 2024). Recognizing the importance of mental health of college working students is crucial for fostering their overall success and well-being (NASEM, 2021). The unique challenges these students face and implementing targeted interventions to support their mental health, colleges and universities can create a more inclusive and supportive learning environment for all students (Priestley et al., 2022). Thus, understanding and addressing the mental health needs of working students are essential for fostering their overall success and well-being (Hernandez et al., 2020).

Moreover, the quality of mental health among college working students is closely intertwined with their academic motivation (Meilan & Mariani, 2023). Students who struggle with mental health issues may experience diminished motivation, concentration difficulties, and decreased engagement in their studies (Walters et al., 2022). Conversely, those with good mental health are more likely to exhibit higher levels of academic motivation, resilience, and perseverance in the face of challenges (Radhamani & Kalaivani, 2021; Caporale-Berkowitz et al., 2022). Therefore, promoting positive mental health outcomes can have a profound impact on students' academic performance and long-term educational attainment (Kiuru et al., 2020).

However, despite recognizing the significance of mental health and its relationship with academic motivation, there remains a dearth of comprehensive research focusing specifically on college working students in the context of Cebu Roosevelt Memorial Colleges. Existing studies often overlook the unique challenges faced by this population or fail to explore the nuanced interplay between mental health, academic motivation, and other relevant factors. Consequently, there is a pressing need for targeted research that addresses these gaps and provides actionable insights for supporting the well-being and success of college working students.

The research aims to comprehensively explore the nexus between the quality of mental health, demographic characteristics, and academic motivation among college working students. This study endeavors to illuminate the demographic profile of the respondents, including age, gender, number of siblings, birth order, working shift, family type, and combined monthly family income, in order to paint a holistic picture of the study cohort. Furthermore, it seeks to delve into the intricacies of academic motivation, dissecting dimensions such as amotivation, external regulation, introjected regulation, identified regulation, knowledge, achievement, and stimulating experience. Assessing these facets, the research endeavors to uncover the factors driving students' motivation to excel academically. Additionally, the study aims to gauge the quality of mental well-being among college working students using a validated scale, probing into both emotional states and functional aspects of mental health.

Moving forward, future research in this area should aim to elucidate the specific factors that influence the mental health and academic motivation of college working students at Cebu Roosevelt Memorial Colleges. This may involve conducting qualitative interviews, administering surveys, and implementing intervention programs tailored to the needs of this population. Adopting a holistic approach that considers both individual and contextual factors, researchers can contribute valuable knowledge to inform institutional policies, support services, and academic interventions aimed at promoting the holistic development of college working students.

Methodology

The quantitative research conducted at Cebu Roosevelt Memorial College (CRMC) utilized a descriptive and correlational methodology to investigate the Quality of Mental Health and its relationship with College Working Students' Profile and Academic Motivation during the academic year 2022 – 2023. Following the guidance of Taguchi (2018), Bloomfield & Fisher (2019), and Remler & Ryzin (2021), the study employed descriptive research methods to closely observe facts and essential knowledge about the experiences of working students. The correlational design, as suggested by Ary et al. (2018), Seeram (2019), and Coe et al. (2021), was employed to examine relationships between variables without manipulating them. The Input-Process-Output (IPO) system model guided the data collection process. The sample consisted of working students at CRMC, with a sample size determined to be thirty-five-point forty-six (35.46) percent of the total working student population. Two key instruments were

utilized: the Academic Motivation Scale and the Mental Well-Being Scale. The Academic Motivation Scale, a multidimensional self-report instrument designed to assess various dimensions of motivation in educational contexts, was measured on a five-point Likert scale. It exhibited satisfactory reliability and validity, as evidenced by a Cronbach's alpha of 0.70. The Mental Well-Being Scale, comprising 14 positively worded statements covering feeling and functioning aspects of mental well-being, was also scored on a Likert scale. Its reliability and validity were established through a strong Cronbach alpha coefficient of .84 (Vazelius, 2022).

Results and Discussion

Table 1. Demographic Profile of the Respondents

	Frequency	Percentage
A. Age [in years]		
18 - 20	77	50.66
21 - 25	68	44.74
26 and up	7	4.61
B. Gender		
Female	81	53.29
Male	71	46.71
C. Number of Siblings		
0 - 3	78	51.32
4 - 6	59	38.82
7 - 9	15	9.87
D. Family Type		
Living with both parents	93	61.18
Living with single parent	27	17.76
Living with grandparent	15	9.87
Living with uncle/aunt	8	5.26
Living with siblings	3	1.97
Living alone	4	2.63
Living with a partner	2	1.32
E. Combined Family Monthly Income		
Less than P 10,957	148	97.37
P 10,957 - P 21,914	2	1.32
P 21,915 - P 43,828	2	1.32
G. Birth Order		
Eldest Child	53	34.87
Middle Child	56	36.84
Youngest Child	38	25.00
Only Child	5	3.29
H. Work Shift		
Day	124	81.58

Night	28	18.42
Total	152	100.00

The demographic profile of the university student respondents provides a comprehensive overview of their backgrounds. The age distribution shows a majority of the students (50.66%) are between 18 and 20 years old, followed closely by those aged 21 to 25 (44.74%), indicating a young student body with only a small fraction (4.61%) being 26 years or older. Gender-wise, the student population is nearly evenly split with females making up 53.29% and males 46.71%. When looking at family dynamics, a significant portion of students (51.32%) have between 0 and 3 siblings, while those with 4 to 6 siblings represent 38.82%, and a smaller percentage have 7 to 9 siblings (9.87%). Regarding living arrangements, the majority of students (61.18%) live with both parents, with smaller percentages living with a single parent (17.76%), grandparents (9.87%), other relatives, or alone. Notably, almost all students (97.37%) come from families with a monthly income of less than P 10,957, highlighting potential economic challenges. Birth order data reveal a fairly even distribution among eldest (34.87%), middle (36.84%), and youngest children (25%), with a few being only children (3.29%). Work shift preferences are predominantly for the day (81.58%) with a smaller group working at night (18.42%), reflecting their need to balance education and employment responsibilities. This profile outlines a diverse student population with varied familial, economic, and work-related characteristics.

Table 2. Amotivation

	Indicators	Mean	StDev	Interpretation
1.	Honestly, I don't know; I really feel that I am wasting my time in school	2.09	1.09	Not motivated
2.	I once had good reasons for going to college; however, now I wonder whether I should continue	2.47	1.04	Not motivated
3.	I can't see why I go to college and frankly, I couldn't care less	2.03	0.96	Not motivated
4.	I don't know; I can't understand what I am doing in college	2.07	0.99	Less motivated
	Aggregate Mean :	2.17	1.02	Less motivated

The data from Table 2 reveals a concerning level of amotivation among college students, as indicated by four key indicators. The mean scores range from 2.03 to 2.47, signaling varying degrees of demotivation, with the majority classified as not motivated and one as less motivated. Standard deviations are relatively low (0.96 to 1.09), indicating a

consistent pattern of responses. Students report feeling like they are wasting their time, doubting their reasons for attending college, showing indifference towards their education, and being confused about their purpose in college. The aggregate mean score of 2.17 suggests an overall tendency towards less motivation. These findings underscore the urgent need for educational interventions to address students' amotivation and improve their engagement and motivation in their college education.

Table 3. External Regulation

	Indicators	Mean	StDev	Interpretation
1.	Because I would not find a high paying job later on with only a high school degree.	2.86	0.94	Moderately motivated
2.	In order to obtain a more prestigious job later on	3.20	0.81	Moderately motivated
3.	Because I want to have the good life later on	3.34	0.87	Highly motivated
4.	In order to have a better salary later on	3.34	0.85	Highly motivated
	Aggregate Mean :	3.19	0.87	Moderately motivated

Table 3 presents an analysis of college students' external regulation motivation, revealing that job prospects, prestige, and financial stability are significant motivators for pursuing higher education. Fear of not securing a high-paying job post-high school motivates students moderately, as indicated by a mean of 2.86. Aspirations for a prestigious job and a better life exhibit higher motivation levels, with means of 3.20 and 3.34, respectively, indicating that students are highly motivated by the prospects of an improved social status and financial security. Similarly, the desire for a better salary, with a mean score identical to aspirations for a good life, underscores the importance of financial incentives. With an overall aggregate mean of 3.19, the findings suggest that while students are generally moderately motivated by external rewards, there are variations in the strength of these motivations. This underscores the role of external factors in shaping educational pursuits and highlights the need for aligning educational strategies and career counseling with students' motivations to boost their engagement and academic success.

Table 4. Introjected Regulation

	Indicators	Mean	StDev	Interpretation
1.	To prove to myself that I am capable of completing my	3.34	0.87	Highly motivated
2.	College degree.	3.08	0.85	Moderately motivated

3.	Because of the fact that when I succeed in college I feel important.	2.85	0.90	Moderately motivated
4.	To show myself that I am an intelligent person	3.36	0.82	Highly motivated
	Aggregate Mean :	3.16	0.86	Moderately motivated

Table 4 reveals that college students' motivation, influenced by introjected regulation or internal pressures, varies in intensity across different aspects of their academic journey. Students exhibit a high level of motivation to prove their own capabilities and intelligence, with the first and fourth indicators showing mean scores of 3.34 and 3.36, respectively. These results highlight a strong desire for self-validation and recognition of their own intellectual abilities. Meanwhile, the desire to complete a college degree and the sense of importance derived from academic success are also motivating factors, but with slightly lower mean scores of 3.08 and 2.85, indicating moderate motivation driven by these factors. The overall aggregate mean score of 3.16 suggests that, on the whole, students are moderately motivated by internal pressures related to self-esteem and the desire to maintain a positive self-identity. This points to the nuanced role of internal motivations in driving educational outcomes and underscores the importance of addressing these internal factors to enhance student engagement and success.

Table 5. Identified Regulation

	Indicators	Mean	StDev	Interpretation
1.	Because I think that a college education will help me better prepare for the career I have chosen.	3.48	0.75	Highly motivated
2.	Because eventually it will enable me to enter the job market in a field that I like	3.30	0.73	Highly motivated
3.	Because this will help me make a better choice regarding my career orientation.	3.36	0.73	Highly motivated
4.	Because I believe that a few additional years of education will improve my competence as a worker.	3.38	0.75	Highly motivated
	Aggregate Mean :	3.38	0.74	Highly motivated

Table 5 showcases the high level of motivation among college students regarding identified regulation, where education is valued for its relevance to personal and professional goals. With mean scores ranging from 3.30 to 3.48 and low standard deviations (0.73 to 0.75), it's clear that students are highly motivated by the belief that college education

is instrumental for their career preparation, entry into desired job fields, making informed career choices, and enhancing their competencies as workers. The aggregate mean of 3.38 indicates a strong overall identification with the benefits of higher education for career success. This suggests that students see their education as a critical pathway to achieving their professional aspirations, highlighting the importance of ensuring educational programs are aligned with students' career objectives and perceived as directly beneficial to their future.

Table 6. Knowledge

	Indicators	Mean	StDev	Interpretation
1.	For the intense feelings I experience when I am communicating my own ideas to others.	3.15	0.70	Moderately motivated
2.	For the pleasure I experience when I discover new things never seen before.	3.25	0.76	Highly motivated
3.	For the pleasure that I experience in broadening my Knowledge about subjects which appeal to me.	3.23	0.73	Moderately motivated
4.	Because my studies allow me to continue to learn about many things that interest me	3.38	0.76	Highly motivated
	Aggregate Mean :	3.25	0.74	Highly motivated

Table 6 highlights college students' high intrinsic motivation towards knowledge acquisition, with an aggregate mean of 3.25 indicating a strong engagement with learning for personal and intellectual growth. The data reveals students are particularly motivated by the opportunity to communicate their ideas, discover new concepts, and expand their understanding in areas of interest, with enjoyment in these activities ranging from moderately to highly motivating. This enthusiasm for learning underscores the importance of fostering an educational environment that stimulates curiosity, promotes the discovery of new information, and supports the exploration of diverse subjects. Such findings suggest that educational strategies should not only focus on career-oriented benefits but also on enhancing students' intellectual curiosity and personal development to maximize their engagement and satisfaction with the educational experience.

Table 7. Achievement

	Indicators	Mean	StDev	Interpretation
1.	For the pleasure I experience while surpassing myself in my studies.	3.32	0.67	Highly motivated
2.	For the pleasure that I experience while I am surpassing Myself in one of my personal accomplishments.	3.26	0.71	Highly motivated

3.	For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.	3.38	0.69	Highly motivated
4.	Because college allows me to experience a personal satisfaction in my quest for excellence in my studies	3.32	0.69	Highly motivated
Aggregate Mean :		3.32	0.69	Highly motivated

Table 7 focuses on the aspect of achievement as a source of motivation for college students, emphasizing the intrinsic satisfaction derived from excelling and overcoming challenges in their academic pursuits. The indicators uniformly highlight a high level of motivation related to personal and academic accomplishments, with mean scores ranging from 3.26 to 3.38 and standard deviations indicating relatively low variability (between 0.67 and 0.71). Students express significant pleasure in surpassing their own academic expectations and in achieving personal goals within their studies. Additionally, the satisfaction felt from engaging in and accomplishing difficult academic tasks is particularly noted as a strong motivator. With an aggregate mean of 3.32 and a standard deviation of 0.69, the overall data classifies the respondents as highly motivated by achievement. This underscores the importance of recognizing and fostering students' intrinsic motivations related to personal excellence and academic success. It suggests educational environments that challenge students while providing support and acknowledgment of their achievements can effectively enhance their motivation and engagement in their educational journey.

Table 8. Stimulating Experience

	Indicators	Mean	StDev	Interpretation
1.	Because I experience pleasure and satisfaction while learning new things.	3.22	0.81	Moderately motivated
2.	For the pleasure that I experience when I read interesting authors	2.99	0.72	Moderately motivated
3.	For the pleasure that I experience when I feel completely absorbed by what certain authors have written.	2.96	0.78	Moderately motivated
4.	I don't know; I can't understand what I am doing in college	2.19	1.01	Less motivated
Aggregate Mean :		2.84	0.83	Moderately motivated

Table 8 reveals that college students experience a moderate level of motivation from stimulating academic experiences, with an aggregate mean of 2.84 suggesting an overall moderate engagement with learning new things, reading interesting authors, and being absorbed in

compelling writings. While the majority of indicators point to a moderate enthusiasm for intellectual curiosity and stimulating content, a notable deviation is observed in students' confusion about their purpose in college, indicating less motivation and a broader range of responses. This suggests that while stimulating academic content can enhance student motivation, there is a critical need for educational experiences to be more effectively connected to students' personal and professional goals to address varying levels of motivation and engagement. The findings highlight the importance of providing diverse, engaging, and relevant educational experiences to cater to different student motivations and improve overall satisfaction with their college education.

Table 9. Quality of Mental Well-Being

Indicators		Mean	StDev	Interpretation
I have been ...				
1.	feeling optimistic about the future	3.01	1.00	Moderate quality
2.	feeling useful	2.84	0.88	Moderate quality
3.	feeling relaxed	2.42	0.83	Less quality
4.	feeling interested in other people	2.55	0.93	Moderate quality
5.	energetic to spare	2.79	0.83	Moderate quality
6.	dealing with problems well	2.76	0.90	Moderate quality
7.	thinking clearly	2.73	0.85	Moderate quality
8.	feeling good about myself	2.69	0.89	Moderate quality
9.	feeling close to other people	2.70	0.86	Moderate quality
10.	feeling confident	2.60	0.90	Moderate quality
11.	able to make up my own mind about things	2.84	0.83	Moderate quality

The table on the quality of mental well-being presents an overview of various indicators related to an individual's psychological state and their perceived quality. Each indicator is assessed in terms of mean scores and standard deviations, with interpretations ranging from less to moderate quality of mental well-being. The highest mean score is observed in feeling optimistic about the future (3.01), indicating a moderate quality of optimism among respondents. Similarly, indicators such as feeling useful, energetic, dealing with problems well, thinking clearly, feeling good about oneself, feeling close to others, and the ability to make up one's mind, all showcase moderate quality with mean scores ranging from 2.69 to 2.84. Notably, the feeling of being relaxed scores the lowest (2.42) with an interpretation of less quality, suggesting a relative difficulty among individuals in achieving a relaxed state. The standard deviations for these indicators are relatively tight, ranging from 0.83 to 0.90, indicating a moderate level of variability in responses. Overall, while the majority of the indicators

suggest a moderate quality of mental well-being among the participants, there is a notable area for improvement, especially in enhancing feelings of relaxation.

The analysis of the relationship between the profile of respondents and their mental well-being, as detailed in Table 10, utilizes Chi-Square tests to identify significant associations. Among the variables examined, only gender shows a significant relationship with mental well-being, with a Chi-Square value of 11.313, which exceeds the critical value of 7.815, leading to the rejection of the null hypothesis (H_0).

Table 10. Relationship Between the Profile of the Respondents and their Mental Well-Being

Variables	Chi-Square	df	Critical Value	Significance	Result
Mental Well-Being And					
Age	5.672	6	12.592	Not significant	Ho accepted
Gender	11.313	3	7.815	Significant	Ho rejected
Number of Siblings	7.661	6	12.592	Not significant	Ho accepted
Birth Order	11.943	9	16.919	Not significant	Ho accepted
Working Shift	5.590	3	7.815	Not significant	Ho accepted
Family Type	28.812	18	28.869	Not significant	Ho accepted
Combined Monthly Family Income	10.737	6	12.592	Not significant	Ho accepted

This suggests that gender has a statistically significant impact on mental well-being, indicating possible differences in how males and females experience or report their mental health status. Conversely, variables such as age, number of siblings, birth order, working shift, family type, and combined monthly family income do not show significant relationships with mental well-being. Their respective Chi-Square values do not surpass the critical values required for significance, leading to the acceptance of the null hypotheses. These findings imply that these demographic and socioeconomic factors do not have a statistically significant impact on the mental well-being of the respondents in this study. This could suggest that mental well-being transcends these variables to a certain extent or that the variations within these categories do not substantially affect mental well-being outcomes in the context examined.

Table 11. Relationship Between the Respondents' Mental Well-Being and their Level of Academic Motivation

Variables	Chi-Square	Df	Critical Value	Significance	Result
Mental Well-Being And					
Amotivation	30.845	9	16.919	Significant	Ho rejected
External Regulation	42.137	9	16.919	Significant	Ho rejected
Introjected Regulation	54.023	9	16.919	Significant	Ho rejected
Identified Regulation	42.638	9	16.919	Significant	Ho rejected

Knowledge	36.882	9	16.919	Significant	Ho rejected
Achievement	44.657	9	16.919	Significant	Ho rejected
Stimulating Experience	22.432	9	16.919	Significant	Ho rejected
Level of Academic Motivation	51.678	9	16.919	Significant	Ho rejected

The results presented in Table 11 reveal a significant relationship between respondents' mental well-being and their level of academic motivation across various motivational dimensions. Specifically, the chi-square tests for amotivation, external regulation, introjected regulation, identified regulation, knowledge, achievement, and stimulating experience, as well as the overall level of academic motivation, all show significant results with chi-square values greatly exceeding the critical value of 16.919 at 9 degrees of freedom. These findings indicate that there is a statistically significant association between the state of mental well-being and different aspects of academic motivation. For each dimension—amotivation ($\chi^2 = 30.845$), external regulation ($\chi^2 = 42.137$), introjected regulation ($\chi^2 = 54.023$), identified regulation ($\chi^2 = 42.638$), knowledge ($\chi^2 = 36.882$), achievement ($\chi^2 = 44.657$), stimulating experience ($\chi^2 = 22.432$), and overall academic motivation ($\chi^2 = 51.678$)—the null hypothesis (H_0) that suggests no relationship between mental well-being and the respective dimension of academic motivation is rejected. This implies a potentially impactful link between students' psychological health and their motivation towards academic pursuits, highlighting the importance of addressing mental well-being as part of educational interventions and support systems.

Conclusion

The analysis of the working students' demographic profile alongside their motivation and well-being indicators offers a comprehensive view into the complexities of student life, revealing that while a notable section of the student population experiences amotivation and challenges in mental well-being, there is also a significant display of motivation towards achieving future goals and personal development. The significant correlation between mental well-being and all aspects of academic motivation, particularly noted through the Chi-Square tests, underscores the intricate relationship between students' mental health and their academic drive. This insight emphasizes the critical need for targeted interventions and support systems that not only address the areas of concern but also bolster the positive motivational factors. Such efforts should be mindful of the diverse experiences and

backgrounds of students, as underscored by the variance in motivation and well-being across different demographics, including gender, which has shown to have a significant impact on mental well-being. This analysis advocates for a holistic approach to student support, one that integrates the understanding of demographic influences, mental health, and motivational dynamics to enhance the educational experience and outcomes for students.

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