



## **Relationship of Mental Health, Quality of Life & Academic Motivation among University Students: Role of Socio-Economic Status & Family System**

**\*Muhammad Azam Khan<sup>1</sup>, Rabia Yaqoob<sup>2</sup>, Rimsha Maqbool<sup>3</sup>, Bisma Jamil<sup>4</sup>**

1. M.Phil Scholar, Department of Applied Psychology, The Islamia University of Bahawalpur, Pakistan. (**Corresponding Author**), [kanju20@gmail.com](mailto:kanju20@gmail.com)
2. Research Scholar, Department of Applied Psychology, The Islamia University of Bahawalpur, Pakistan, [rabiya.hnd@gmail.com](mailto:rabiya.hnd@gmail.com)
3. PhD Scholar, Department of Applied Psychology, The Islamia University of Bahawalpur, Pakistan, [rimshamaqbool629@gmail.com](mailto:rimshamaqbool629@gmail.com)
4. PhD Scholar, Department of Applied Psychology, The Islamia University of Bahawalpur, Pakistan, [bismamakhdoom1@gmail.com](mailto:bismamakhdoom1@gmail.com)

### **Abstract**

The core aim of this study was to explore the possible relationship among mental health, quality of life and academic motivation among university students. Moreover, the researcher also explored the role of socio-economic status and family system in connection with student's level of mental health, quality of life and academic motivation. The responses from the population were quantified by using valid and reliable scales. The nature of this study was quantitative with cross-sectional research design. Using the online sample calculator, a sample of (N=140) students were selected including undergraduate and graduate. The collected data was further analyzed by using SPSS. The results from the collected data revealed a positive significant relationship among the study variables i. e. mental health, quality of life and academic motivation. The findings also revealed that the mental health level was higher among the students belonging to upper class socio-economic status and academic motivation was higher among the students belonging to middle class socio-economic status. Similarly, level of mental health and quality of life was higher among the students belonging from single parent family system and academic motivation was higher among nuclear family students. Hence, mental health, quality of life and academic motivation are vital significant variables among university students and role of family system and socio-economic status also play a crucial role in predicting the mental health, quality of life and academic motivation among students.

**Keywords:** Mental Health, Quality of Life, Academic Motivation, Socio-Economic Status, Family System

### **Introduction**

Education is considered as an effective method by which the student can achieve good wisdom, knowledge, vital skills and a good mental health, quality of life. These characteristics further groom their personality and enhance the level of motivation particularly academic or learning motivation among them. The core aim of education is to shape the overall personality of the students so that they can enjoy good mental health, quality of life and gain positive motivation in their studies (Munir et al., 2022). In fact the relationship among mental health, quality of life and academic motivation is obvious and has been remained a vital subject of research in different fields of study, including educational psychology, sociology, psychology and

religious studies. In this connection a study was conducted among graduate and undergraduate students and concluded that motivation related to academia is a buffer in association with mental health such as academic stress, anxiety and depression (Rattle et al., 2019). Therefore, it is necessary for the academicians and scholars to explore or focus on those interventions that uplift the psychological well-beings of the students so that their academic related issues reduced effectively. It has been observed that university students frequently face particular stressors and difficulties associated with social transitions, academic demands, and personal growth, all of which can have a serious negative effect on their mental health. In this regard, a study conducted by Ryan and Deci (2018) to measure the mental health related issues of students and reported a higher rates of anxiety, depression and other mental issues. It was also evident that the students studying at graduate or undergraduate level revealed a higher level of psychological issues as contrasted with the general individuals who are not studying. So this is the phenomenon that the students are in academic phase facing so many challenges or struggling for future planes therefore they are at higher risk or vulnerable for mental health issues rather than the general population. Hence, to meet the mental health requirements of the students it is vital to provide them the important guidelines or supportive services that improve their quality of live and boost the academic related motivation. Moreover, the student's subjective well-being and investigating its association with other core domains like confidence, motivation and quality of life is vital for their personality. It has been observed by the psychologists and academicians that low quality of life and academic motivation influence on the overall learning out puts or academic grades of the students. The students with low academic motivation, mental health and quality of life report higher level of fatigue and stress that further leads them to a decline in the desire to attain good grades (Ellison & Fan, 2021). According to new research, students' academic motivation is greatly influenced by intrinsic variables like spirituality and a sense of purpose, even though classic theories of motivation place a strong emphasis on external rewards and incentives (Wong, 2023). Examining the connection between academic motivation and spirituality might help educators and legislators create a welcoming classroom atmosphere that encourages students' self-motivation and long-term academic achievement (Wong, 2023).

### **Review of Literature**

From the previous studies, this is evident that the mental health issues like stress, depression, anxiety and sleep problems are drastically increasing day by day among the students studying particularly at graduate and undergraduate level in all over the world. Resultantly, the students are facing multiple mental health challenges and cannot come up with their future planes. These complications are core hurdle in shaping their personality as a leader. In this regard, the review of the scientific literature attempts to uncover the connections between those variables which are the core risk factors or responsible for poor mental health, quality of life and academic motivation among the students. The results of a longitudinal research conducted by Brown and Williams in (2023) examined the same connection among college students. They explored the relationship of mental health, resilience and academic motivation among graduate and undergraduate students. They reported that the significant connections between mental health and resilience and also revealed that the resilience as a core buffer against the stress, depression and anxiety.

Rao (2006) explored the effects of quality of life and conclude that this concept is multifaceted and incorporate the features of physical, emotional, social and psychological well-being. Quality of life is vital predictors of overall general health or academic motivation among the students. The students enjoying good quality of life are more efficient in their learning and academic activities. Quality of life can be examined by how the student's emotional and psychological needs are being treated or being achieved by him. Furthermore, this research also reported that the students quality of life chiefly influenced by his choice or opinions or the facilities in relation with educational services and this is one of the significant milestones for young adults particularly studying at graduate and undergraduate level (Bozgun &

Kosterelioglu, 2022). Similarly, a strong predictor of mental health is spirituality and intrinsic motivation among students. This is commonly reported by the students that they are feeling sick or mentally disturbed. Their satisfaction or relaxation lies in their spiritual level. Spirituality also leads to good mental health, quality of life and academic motivation particularly among students. In this connection a sample of 187 students were studied by the Hang and Wu (2022) to examine the connection between mental disturbance, and quality of life. This cross-sectional research reported a strong significant positive association between the mental health and quality of life and other multiple factors such as academic satisfaction, social relations and physical health was also significantly correlated with their overall mental well-beings.

Sinclair and Fraser (2002) explored the factors that are related to the mental well-being of the students. The results of their study showed a significant relationship of physical, social and spiritual health with mental health of the students. The results from their study also revealed that the lower quality of life and mental health is significantly associated with poor learning ability among the students. Torres and Diaz (2023) explored the association of mental health and its predictors among Latino college students. They also explored the predictors of their subjective well-being and purpose in life. The results from their study showed a significant relationship of mental health in fostering the sense of satisfaction and purpose in life among students. Liu and Chen (2024) explored the association of quality of life with social well-being among Chinese university students. They also reported that the institutional social or moral support act as a mediator in relation between quality of life and social wellness of the students. Moreover, they concluded that social well-being is also significantly associated with mental well-being among the students.

Mental health consequences like lower levels of stress, anxiety, and depression have been connected with spirituality (Koenig et al., 2012). By giving people a sense of meaning, purpose, and coping mechanisms, spirituality protects against the detrimental effects of stress on mental health, according to the Stress-Buffering Model. Additionally, research has demonstrated that spiritual activities like prayer and meditation might enhance psychological well-being by encouraging emotional control and relaxation (Smith et al., 2003).

Physical, emotional, social, and existential well-being are among the aspects of quality of life that have been positively correlated with spirituality (Koenig et al., 2012). Spirituality helps people feel connected, purposeful, and coherent all of which are critical elements of overall quality of life, according to the Existential Well-Being Model (Paloutzian & Ellison, 2009). Higher degrees of spirituality have been linked to improved health, stronger social support systems, and increased life satisfaction, according to studies (Underwood & Terse, 2002).

### **Objectives of the Study**

1. To check the relationship among the study variables.
2. To explore the role of socio-economic status and family system in relation with mental health, quality of life and academic motivation.

### **Hypothesis of the Study**

1. There will be a significant positive relationship among mental health, quality of life and academic motivation among university students.
2. Student's socio-economic status and family system will play a significant role in relation with mental health, quality of life and academic motivation.

## Methodology

### Participants

The students studying in different fields of educational programs including undergraduates, graduates, science and arts were the target population for this study.

### Research Design

The current study was quantitative in nature. Data was collected by using valid and reliable tools. In this study a cross-sectional research design was utilized to approach the sample population.

### Sampling Technique

The overall (N=140) students were the sample size of this study chosen by using convenient sampling method.

### Inclusion and Exclusion criteria

All the undergraduate and graduate students currently studying and with age of 18-40 years were included in this research.

### Research Instruments

In this study valid and reliable tools were used to measure the variables of this study. The first was mental health inventory (MHI-18). This inventory was used to check the overall mental health status of students including anxiety, depression and emotional well-being. Similarly, quality of life scale (QOLS) was used to check the overall quality of life of students this was also reliable and valid scale developed by J. Flanagan in 1970. The academic motivation scale was used to measure the level of academic motivation of the students focusing on intrinsic and extrinsic motivation.

### Ethical Consideration

In this study APA ethical standards were utilized. Informed consent form was filled by the participants prior collecting the data and this was also briefed them that there is no harm in this research. Confidentiality of data was the top priority of the research therefore, the participants were assured that the information will be kept as confidential and will be used only for research purpose.

## Results

The results of this study are discussed as under:

**Table1 Showing correlation matrix of overall variables under study (N=140)**

Clinical Variables	Age	Mental Health	Quality of Life	Academic Motivation
Age	1			
Mental Health	-0.153	1		
Quality of Life	0.019	0.596**	1	
Academic Motivation	-0.303	0.157	-0.273	1

\*\*. Correlation is significant at the 0.01 level (2-tailed)

Note: The table displays data with a star (\*) indicating a significant correlation at the 5% level and double stars (\*\*) indicating a significant correlation at the 1% level.

**Table 2 Showing correlation matrix of overall demographics variables under study (N=140)**

Clinical Variables	Age	Socioeconomic status	Parent Education	Family System
Age	1			
Socioeconomic status	-0.143	1		
Parent Education	0.049	0.576**	1	
Family System	-0.323	0.187	-0.253	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Note: The above table showed the significant positive relationship among the study variables i.e. age, parent education and family system.

**Table 3 For Mental Health, Quality of Life and Academic Motivation in relation with socioeconomic status (N=140)**

Clinical variables	Socioeconomic status		Mean Difference	T-Score	P-Value
	Middle Class	Upper Class			
Mental Health	11.6(11.5)	25. 2(18.3)	11.17(2.20)	0.22	0.899
Quality of Life	13.9(12.5)	20.1(19.3)	7.57(3.19)	0.30	0.796
Academic Motivation	31.7(15.47)	22.9(10.1)	8.27(3.20)	0.21	0.356

Note: The above table shows the results of mental health, quality of life and academic motivation among students according to their socio-economic status they belong.

**Table 4 For Mental Health, Quality of Life and Academic Motivation in relation with Family System (N=140)**

Clinical variables	Family system		Mean Difference	T-Score	P-Value
	Nuclear	Single parent			
Mental Health	31.6(1.15)	21.2(13.33)	16.17(2.20)	0.22	0.899
Quality of Life	33.9(2.25)	31.4(11.13)	14.57(3.19)	0.30	0.796
Academic Motivation	17.5(15.47)	31.2(11.9)	11.27(3.20)	0.21	0.356

Note: The comparison of the measure of Mental Health, Quality of Life, and Academic Motivation among the target population with respect to family system that is, whether the target respondents are nuclear or single parent is displayed in the above table. The researcher came to the conclusion that nuclear respondents had higher levels of mental health, than single parent family respondents and these differences are statistically significant at the 5% level.

## Discussion

The students overall mental health, quality of life and academic motivation is considered as a backbone in academic domain and positively affect their academic performance. The academicians also acknowledge that good mental health aid is learning process among the students. The students with good quality of life tend to be motivated to achieve their educational goals. On the other hand the student with poor mental health, quality of life and academic motivation face trouble in paying attention to their lectures, memorizing the answers and solving their academic issues. Keeping in view the above facts the current study was conducted to explore the relationship of mental health, quality of life and academic motivation among students. In this connection, the first hypothesis of this study was formulated to check the relationship of study variables. It was hypothesized that There will be a significant positive relationship among mental health, quality of life and academic motivation among university students. The findings of this study revealed a significant positive relationship among the variables. The results depicted in table 1 showed a significant correlation of mental health, quality of life and academic motivation. Similarly, the second hypothesis was formulated to check the role of socio-economic status and family system in connection with mental health, quality of life and academic motivation. The results depicted in table 3 showed that the overall level of mental health and quality of life was higher among the students belongs to upper class socio-economic status. Similarly, the academic motivation was higher among the students belongs to middle class socio-economic status. And in connection with family system, the level of academic motivation was higher among single parents students and the level of mental health and quality of life was higher among the students belongs to nuclear family system. Hence, the hypothesis significantly accepted.

## Conclusions

On the basis of the findings from this study this concluded that the students overall success depends on the good mental health, quality of life and motivation in studies. The student's disruptive or defiant behavior is also a reaction of poor mental health. Hence, in order to achieve satisfactory output in academic journey there is crucial to maintain their mental health, quality of life and academic motivation.

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