

# Relationship between Mental Well-being and Students' Academic Performance during Covid-19 Pandemic

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**Abstract:** This study discussed the relationship between students' mental well-being and academic performance during the Covid-19 pandemic. The researchers examined students' mental wellbeing during the pandemic for two primary reasons: (1) to assess these students' emotional state; and (2) to evaluate the academic performance of students during the Covid-19 pandemic and what learning circumstances institution management and lecturers should set in order to provide the greatest possible support for students during this pandemic or any future epidemic/pandemic. The study used the descriptive correlational study method. Its primary data collection tool was the SMWEB questionnaire, which they adopted. According to the findings and conclusions of the researcher, there is a significant relationship between students' mental well-being and academic performance during the Covid-19 pandemic. This is a strong positive relationship, implying that psychological well-being is related to academic success.

**Keywords**—Mental Health, Students' Academic Performance, Covid-19 Outbreak, Descriptive-correlational Study

## 1. INTRODUCTION

The COVID-19 pandemic has drastically altered the living conditions of students. Academic achievement is most often hampered by mental well-being difficulties. Mental illness can have an impact on students' motivation, attentiveness, and social connections, all of which are important variables in their academic success. Students are passive in learning in-home isolation when compared to their academic success. They are likely to have more free time, develop irregular sleeping patterns, and eat unhealthy foods. These negative effects on students are expected to manifest over long periods of quarantine, which will surely affect their academic performance.

Learning is a process that stimulates the acquisition of competences, information, and abilities in order to advance one's career prospects. As a result, learning is regarded as one of the most important pillars of societal transformation. The act of learning through digital platforms is known as distance learning [1]. For students, the forced change to a distance learning paradigm has presented a new issue. Given that students in "normal circumstances" (full-time style of study) are often prone to the development of mental problems, heightened media attention to this problem, as well as a lack of knowledge about the new coronavirus infection, only exacerbated the situation. Additionally, students' cognitive engagement, attentiveness, concentration, and motivation to attend classes and study in general decreased [2][3].

The pandemic has been spreading across the globe, posing a threat to human welfare. This public health emergency causes fear and has a wide range of psychological consequences, including distress responses like anxiety, depression, and substance abuse, as well as behavioral changes like difficulty sleeping and stress eating. Epidemics are known to amplify or create new stressors, such as anxiety

and worry for oneself or loved ones, restrictions on physical movement and social activities due to quarantine, and abrupt and extreme lifestyle changes. Infection worries, frustration, boredom, insufficient resources, insufficient information, financial loss, and stigma were all recognized stresses in a recent assessment of virus outbreaks and pandemics [4][5][6].

Since there is currently no proven effective treatment for COVID-19, social distancing methods are the best choice for preventing the virus's spread and the resultant overuse of specialized health services while vaccinations and a scientifically approved pharmacological strategy are developed. Coping mechanisms, or activities that promote adaptations and strategies to respond to the barriers experienced at the time, are common in the face of hardship, such as the pandemic. Coping is a set of strategies used by people to deal with a stressful situation or period [7].

Non-medical techniques to prevention were thought to be extremely effective. The government's efforts to address difficulties were praised by students. In the Philippines, WHO has been working with the Department of Health (DOH) and other national stakeholders and partners to strengthen the country's response capacities to the COVID-19 pandemic (World Health Organization, 2020c). The COVID-19 crisis has impacted education in the Philippines as well. Classes were rescheduled due to the lockdown. For the majority of colleges and universities, virtual learning was also a difficulty [8].

During COVID-19, people had to adjust to new settings and routines in order to effectively safeguard their bodily and mental health. There was clear evidence of changes in people's behaviors during the COVID-19 outbreak. In addition, many people used screen-based activities and consumption of other types of media material (such as listening to music) as a coping method in response to the pandemic's stress [9].

The incidence of major depressive disorder and generalized anxiety disorder are higher. High school, undergraduate, and graduate students who did not adapt effectively to remote instruction have a greater prevalence of major depressive disorder and generalized anxiety disorder. Furthermore, the pandemic has resulted in an upsurge in mental health disorders among students when compared to previous years. In fact, the incidence of major depressive disorder is two times greater among high school, undergraduate, and graduate students in 2020 than it was in 2019, and the prevalence of generalized anxiety disorder is 1.5 times higher [10][11]. According to preliminary research, the impact of remote learning on student well-being may be detrimental, as a recent study found higher levels of stress, loneliness, and negative mood during a synchronous online learning experience compared to a traditional face-to-face learning environment [12][13].

## 2. RELATED WORKS

COVID-19's spread poses a threat to humanity, as the pandemic has forced many worldwide activities, especially educational activities, to shut down. Despite the obstacles that this fast transition presents, education institutions have been forced to switch to e-learning using accessible educational platforms in order to minimize the spread of the virus [14]. In response to the COVID-19 public health crisis, schools across the country closed their doors and shifted to a distance learning structure. In an effort to maintain routine, several districts have continued to educate students using online platforms, paper assignments, or a combination of the two. Despite the fact that the world is still dealing with the COVID-19 pandemic, there are some aspects of schooling that have been disregarded [15]. It has had a significant impact on student life and instructional approaches. Students express sensitivity, uncertainty, tension, and anxiety as a result of abrupt changes [16].

Students, educators, and parents have faced numerous obstacles as a result of the COVID-19 pandemic. Children who are already suffering with mental health issues have been particularly sensitive to the changes, and we are now learning about the wide-ranging effects on kids as a result of school closures, physical distancing guidelines and isolation, and other unanticipated life changes. (National Alliance on Mental Illness) As countries implement movement restrictions in an effort to minimize the number of persons infected with COVID-19, more and more of us are changing our daily routines dramatically. Working from home, temporary unemployment, homeschooling children, and a lack of physical interaction with other family members, friends, and coworkers are all new realities that take time to adjust to. Managing the dread of catching the virus and worrying about people near to us who are particularly vulnerable, as well as adjusting to lifestyle changes like these, are difficult for all of us. They can be especially difficult for persons who suffer from mental illnesses. (World Health Organization)

During the COVID-19 outbreak, several students barricaded themselves in their rooms for weeks, refusing to shower, eat, or leave. When school restarts, some adolescents who are depressed or fearful will face several challenges in readjusting to normal life. The rapid spread of the COVID-19 pandemic infection among the general public is wreaking havoc on global health and the mental well-being of students. During this important time, we should put in place the measures necessary to reduce the effects of COVID-19 [17].

According to descriptive data, students' mental well-being concerns and its links to academic accomplishment are poorly recognized, and they have a rudimentary awareness of COVID-19 transmission and common symptoms. Students are more prone to believe and rely on official sources, and they have adjusted their practices in response to public health recommendations (i.e., increased hand washing, wearing mask). Students, on the other hand, described a wide range of academic and everyday difficulties, as well as significant mental health issues. Poor mental health was connected to female or nonbinary gender, economic or housing problems, a history of psychiatric follow-up, symptoms compatible with COVID-19, social isolation, and poor quality of information received. These unfamiliar surroundings, in particular, can be uncomfortable and have an impact on children's academic performance [18][19][20][21].

COVID-19 has ravaged the world, particularly students. From high school to college, students have experienced a slew of mental health concerns as a result of the pandemic. While online classes can help prevent infection, mental health is more vital. One thing that is affected is sleep or sleep disruptions as a result of the worry that develops throughout the epidemic [22]. Almost all of the students in online classrooms were suffering from such illnesses and problems, and some even had post-traumatic stress disorder. In our minds, there are no limits or constraints in an online class; the only key is for us to cope with the things we are not used to [23]. The impacts of online classes on students are not positive; in fact, that year was the worst because millions of students did not enroll in the class due to the rational effects of it [24]. As we all know, the Covid - 19 has wreaked havoc on the entire planet, and the students are suffering more and acquiring significant illnesses and disorders as a result. The first hotspots in China provided much of the existing data on COVID-19's psychological effects. Several studies have looked at mental health issues that arise during epidemics, although the bulk of them have focused on health care workers, patients, children, and the general public [25][26]. During this time, most students, particularly those who require special assistance, have suffered the most, and we must do everything we can to put an end to this pandemic as quickly as possible [27]. In a recent review of virus outbreaks and pandemics, infection fears, frustration, boredom, insufficient resources, insufficient information, financial loss, and stigma were all identified as stressors [28].

According to data, the COVID-19 epidemic has produced an increase in worry and unhappiness among the general public, particularly among high school and college

students, having a substantial negative influence on their mental health. It has a major negative impact on college students' mental health. A group of students voiced misgivings about the transition to online education, particularly because they believed it would be ineffective when compared to in-person instruction [29][30][31].

The goal of this study is to determine the relationship between students' mental well-being and academic performance during the Covid-19 pandemic. We looked into and analyzed students' mental health (especially anxiety) during the pandemic for two reasons: (1) to assess these students' emotional situation during the pandemic; and (2) to determine the students' academic performance during the Covid-19 pandemic and what learning conditions institution management and lecturers should establish in order to provide the best possible support for students during this pandemic or a future epidemic/pandemic. Covid-19's disruption in the educational sector may persist longer than anticipated if a reliable virus cure is not found soon and the infection spreads.

### 3. STATEMENT OF THE PROBLEM

The purpose of this study was to look into the relationship between students' mental well-being and their academic performance during the Covid-19 pandemic. The goal of the research was to find answers to the following questions:

1. How does students' mental well-being can be described:
  - 1.1 Self-esteem (SE);
  - 1.2 Social Intelligence (SI);
  - 1.3 Emotional Intelligence (EI);
  - 1.4 Resilience (RI); and,
  - 1.5 Cognitive Efficacy (CE)?
2. What is the level of students' academic performance during the school year 2020-2021?
3. Is there a significant relationship between students' mental well-being and academic performance during the COVID-a9 pandemic?

### 4. METHODOLOGY

The descriptive correlational research method was utilized by the researchers. A correlational study is a type of study that involves observing two variables in order to establish a statistically significant relationship between them. Since it covers the description of independent and dependent variables, the goals of this study were to identify the variables that have some type of relationship to the extent that a change in one causes a change in the other. The purpose of this study is to determine the relationship between students' mental well-being and academic performance during the Covid-19 pandemic.

The primary data collection instrument employed by the researchers was a questionnaire. This instrument is highly reliable as evidence by 0.96 Cronbach-Alpha. It is a standardized questionnaire that is used to determine how the

Covid-19 pandemic affects the relationship between senior high school students' well-being and academic performance.

During the school year 2021-2022, the study's respondents were 52 out of 145 senior high school students at Barcelona Academy. The researchers will utilize a technique known as convenience sampling.

The researchers utilized a Likert-scale questionnaire to gather knowledge and information for this study, in order to assess the well-being and the academic performance of junior and senior high school students during the covid-19 pandemic. The researchers adopted Fen, C., Isa, I., Chu, C., Ling, C. & Ling, S. (2013) The Singapore Mental Wellbeing Scale (SMWEB). The questionnaire is divided into 5 parts: Self-esteem (SE), Social Intelligence (SI), Emotional Intelligence (EI), Resilience (RI), and Cognitive Efficacy (CE). All parts used Likert-scale questions: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Meanwhile, a documentary analyses was used to determine the level of students' academic performance.

When collecting data, the researchers used the following procedures:

An email was sent to a private school's principal and administration in Marilao, Bulacan, requesting permission to perform the study.

The surveys were then sent to the respondents through email, with the permission of the school head and administrative staff.

The researchers gathered the respondents' questionnaires and verify to see if they were able to answer all of the questions.

### 5. RESULTS & DISCUSSION

#### Students' Mental Well-Being

**Table 1.**  
*Students' Mental Well-Being in terms of Self-Esteem (SE)*

Indicators	Mean	Interpretation
1. I am able to accept myself.	3.89	Agree
2. I appreciate my own self-worth.	3.89	Agree
3. I seek for self-development/growth/cultivation.	4.33	Agree
4. I am able to contribute positively to the world (e.g. environment, work, community)	3.53	Agree
5. I believe that life is a continued development of myself.	4.24	Agree
<b>Total</b>	3.98	Agree

**Students' Mental Well-Being in terms of Self-Esteem (SE).** Table 1 shows that the students agree on the questions about their mental health in terms of self-esteem, as evidenced by the average score of 3.98. Students' mental well-

being in terms of self-esteem was displayed in the following questions when they talked about accepting themselves (3.89), appreciating their own self-worth (3.89), seeking development/growth/cultivation (4.33), being able to contribute positively to the world (3.53), and believing that life is a continued development of ourselves (4.24).

**Table 2.**

*Students' Mental Well-Being in terms of Social Intelligence (SI)*

Indicators	Mean	Interpretation
1. I am able to make friends.	4.11	Agree
2. I am able to keep company with others.	3.71	Agree
3. I am able to seek help when needed.	3.44	Neither Agree nor Disagree
4. I am able to offer help to others.	4.20	Agree
5. I am able to maintain a good family life.	3.91	Agree
6. I can handle most situations.	3.31	Neither Agree nor Disagree
<b>Total</b>	3.78	Agree

**Students' Mental Well-Being in terms of Social Intelligence (SI).** Table 2 shows that the students agree on the questions about their mental health in terms of social intelligence, as evidenced by the average score of 3.78. Students' mental well-being in terms of social intelligence was displayed in the following questions: when they were able to make friends (4.11), able to keep company with others (3.71), able to seek help when needed (3.44), able to help others (4.20), able to maintain a good family life (3.91), and can handle most situations (3.31).

**Table 3.**

*Students' Mental Well-Being in terms of Emotional Intelligence (EI)*

Indicators	Mean	Interpretation
1. I feel balanced in myself.	3.33	Neither Agree nor Disagree
2. I am appreciative of life.	4.11	Agree
3. I accept what life has to offer.	4.33	Agree
4. I am able to accept reality.	4.16	Agree
5. I feel peace.	2.98	Neither Agree nor Disagree
6. I am not depressed.	3.09	Neither Agree nor Disagree
7. I am spiritual.	3.78	Agree
8. I am content.	3.67	Agree
9. I am happy.	3.36	Neither Agree nor Disagree
10. I am calm.	3.64	Agree
<b>Total</b>	3.65	Agree

**Students' Mental Well-Being in terms of Emotional Intelligence (EI).** Table 3 shows that the students agree on the questions about their mental health in terms of emotional intelligence, as evidenced by the average score of 3.65. Students' mental well-being in terms of emotional intelligence was displayed in the following questions: when they felt balanced in themselves (3.33), appreciative of life (4.11), accepted what life has to offer (4.33), able to accept reality (4.16), felt peace (2.98), not depressed (3.09), being spiritual (3.78), being contented (3.67), being happy (3.36), and being calm (3.64).

**Table 4.**

*Students' Mental Well-Being in terms of Resilience (RI)*

Indicators	Mean	Interpretation
1. I am optimistic about the future.	4.02	Agree
2. I am able to cope with life's challenges.	3.80	Agree
3. I am resilient under life's crises.	3.67	Agree
4. I stand firm under stress.	3.33	Neither Agree nor Disagree
5. I have the strong support of my family and friends.	4.20	Agree
<b>Total</b>	3.80	Agree

**Students' Mental Well-Being in terms of Resilience (RI).** Table 4 shows that the students agree on the questions about their mental health in terms of resilience, as evidenced by the average score of 3.80. Students' mental well-being in terms of resilience was displayed in the following questions: when they were optimistic about the future (4.02), able to cope with life's challenges (3.80), being resilient under life's crises (3.67), standing firm under stress (3.33), and having strong family and friend support (4.20).

**Table 5.**

*Students' Well-Being in terms of Cognitive Efficacy (CE)*

Indicators	Mean	Interpretation
1. I am able to think clearly.	3.71	Agree
2. I am able to think rationally.	3.82	Agree
3. I am able to make good decisions.	3.58	Agree
4. I am alert.	3.89	Agree
<b>Total</b>	3.75	Agree

**Students' Mental Well-Being in terms of Cognitive Efficacy (CE).** Table 5 shows that the students agree on the questions about their mental health in terms of cognitive efficacy, as evidenced by the average score of 3.75. Students' mental well-being in terms of cognitive efficacy was displayed in the following questions: when they were able to think clearly (3.71), able to think rationally (3.82), able to make good decisions (3.58), and being alert (3.89).

**Student’s Academic Performance**

**Table 6.**  
*Students’ Academic Performance during the school year 2020-2021*

Indicators	Frequency	Percentage
Outstanding (90-100)	45	93.62%
Very Satisfactory (85-89)	7	6.38%
Satisfactory (80-84)	0	0
Fairly Satisfactory (75-79)	0	0
Did not meet the expectation (74 and below)	0	0
<b>Total</b>	52	100%

**Student’s Academic Performance during the school year 2020-2021.** This table showed the frequency distribution of the student. 45 (forty-five) students got an *Outstanding performance* rating with 93.62%. 7 (seven) were under the *Very Satisfactory performance* with the percentage of 6.38. However, the *Satisfactory, Fairly Satisfactory, and Did not meet the expectation* indicators got 0 (zero) student.

**Significant Relationship between Students' Mental Well-Being and Academic Performance during the COVID-19 Pandemic**

The results indicate that during the Covid-19 Pandemic, there was a relationship between mental health and academic performance, as evidenced by 0.8922 correlation coefficients. This is a strong positive relationship, meaning that great psychological well-being correlates with high academic performance (and vice versa).

**6. CONCLUSIONS & RECOMMENDATION**

Taking steps to support students, whether they're learning remotely or in classrooms, is critical during this difficult time. For us, this is more than ensuring that students follow lesson plans and perform well on standardized examinations.

Higher education institutions can play an important role in helping students cope with their fears. New counseling guidelines are required. Schools should prioritize the development of digital psychological interventions including applications and online programs, as well as other services like text messages, chatlines, forums, and phone calls. The presence of such initiatives should be communicated to the student population in a clear and concise manner. Academic institutions should also provide psychological services, either in person or over the internet, to help students cope with the emotional and mental effects of their studies. It is critical to have frequent contact with the kids. Academy should implement systematic anxiety-reduction programs, such as

life skills training and mindfulness therapy, that have been proven to lower anxiety levels. Students should also maintain spiritual life and good relationship with God.

Always keep an eye on students' mental health and respond to their psychological requirements by performing psychological interventions based on modifiable variables that appear to jeopardize their psychological well-being and academic performance.

As a result of this study, it indicated that Senior High School students' mental wellbeing is stable. It also presented that students' academic performance in the previous school year up until now is quite outstanding. To sum up the ideas, Covid-19 pandemic does not give students high prevalence of depressive symptoms and anxiety.

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