



**FACTORS THAT AFFECTING MENTAL HEALTH AMONG
3RD YEAR FHPK STUDENTS AT UNIVERSITI MALAYSIA
KELANTAN, CITY CAMPUS**

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MALAYSIA

KELANTAN

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LIST OF SYMBOL AND ABBREVIATION

Abbreviation

3RD	Third
FHPK	Fakulti Hospitaliti, Pelancongan dan Kesejahteraan
WHO	World Health Organization
MOH	Ministry of Health
IV	Independent Variables
DV	Dependent Variable
SPSS	Statistical Package for Social Sciences
ACSM	American College of Sports Medicine



ABSTRACT

Mental health is important for every stage of life including childhood, teenagers, adults, and others. There are many effects that can lead to mental health issues among university students. Mental health among students is increasingly concerned and very important for students because it's related to emotional, psychological also social well-being. The study is focusing on the factors that cause mental health among 3rd year FHPK student at University Malaysia Kelantan, City Campus which is to identify the effect of time management on mental health among 3rd year students at University Malaysia Kelantan, City Campus, to determine the effect of environment on mental health among 3rd year students at University Malaysia Kelantan, City Campus and to examine the effect of lifestyle factor on mental health among 3rd year students at University Malaysia Kelantan, City Campus. The study was conducted using a quantitative research approach which is through online questionnaire to collect the data. There were 250 respondents participated in the study which had been conducted through social media such as WhatsApp group and it focused on the third years FHPK students in Universiti Malaysia Kelantan, City Campus.

Keywords: Mental Health, Time Management, Lifestyle, Environment

ABSTRAK

Kesihatan mental adalah penting untuk setiap peringkat kehidupan termasuk zaman kanak-kanak, remaja, dewasa, dan lain-lain. Terdapat banyak kesan yang boleh membawa kepada isu kesihatan mental dalam kalangan pelajar universiti. Kesihatan mental dalam kalangan pelajar semakin prihatin dan amat penting bagi pelajar kerana ia berkaitan dengan emosi, psikologi dan kesejahteraan sosial. Kajian memfokuskan kepada faktor-faktor yang menyebabkan kesihatan mental dalam kalangan pelajar tahun 3 FHPK Universiti Malaysia Kelantan, Kampus Bandaraya iaitu mengenal pasti kesan pengurusan masa terhadap kesihatan mental dalam kalangan pelajar tahun 3 Universiti Malaysia Kelantan, Kampus Bandaraya, untuk menentukan kesan persekitaran terhadap kesihatan mental dalam kalangan pelajar tahun 3 Universiti Malaysia Kelantan, Kampus Bandaraya dan untuk mengkaji kesan faktor gaya hidup terhadap kesihatan mental dalam kalangan pelajar tahun 3 di Universiti Malaysia Kelantan, Kampus Bandaraya. Kajian ini dijalankan menggunakan pendekatan kajian kuantitatif iaitu melalui soal selidik dalam talian untuk mengumpul data. Seramai 250 orang responden telah menyertai kajian yang telah dijalankan melalui media sosial seperti kumpulan WhatsApp dan tertumpu kepada pelajar tahun tiga FHPK di Universiti Malaysia Kelantan, Kampus Bandaraya.

Keywords: Mental Health, Time Management, Lifestyle, Environment

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

The chapter provides an overview of the research on third-year students' mental health conducted at University Malaysia Kelantan's City Campus. This section works together on the study's backdrop and problem statement. To provide a preliminary summary of the goals of this study, the research question and research objective are also mentioned in this chapter. The study's importance and scope are also covered in this chapter, along with the definitions of the terms used to describe each piece of data. The summary of chapter 1 concluded this chapter.

1.2 BACKGROUND OF THE STUDY

Mental health is important for every stage of life including childhood, teenagers, adults, and others. One of them that includes our mental health also involves emotional, psychological, and social wellbeing. It affects our feelings, beliefs, and behaviour. It has an impact on our decision-making, interpersonal interactions, and stress management. Stress, depression, and anxiety are all conditions that can have an impact on a person's mental health and interrupt their daily routine. Adam Felman (2020), taking care of one's mental health can help to preserve one's ability to enjoy life. To do that, one may need to strike a balance between daily responsibilities, obligations, and efforts to develop psychological resilience.

Many of us are dealing with issues that are stressful, overwhelming, and elicit powerful emotions in both adults and children. Many university students experienced this mental health due to the overloaded assignments and classes also

stress of life for the difficult especially the 3rd year student at University Malaysia Kelantan, City Campus. For example, students do not have unbalanced lifestyle, income crisis and time management. (WHO, 2020)

According to the World Health Organization (WHO), mental health is as "a condition of well-being in which one understands one's own abilities, can manage with everyday stressors, can work successfully and fruitfully, and is able to contribute to one's community." As we know an individual, specifically the students will face many problems as well experiencing a desperate feeling when they are having an overloaded of assignments and classes at the campus. Besides that, 'Mental health.' Merriam-Webster.com Dictionary, Merriam-Webster (2020) defined mental health as the state of being in good mental and emotional shape, which is characterised by the absence of mental illness and by adequate adjustment, particularly as manifested in feeling good about oneself, having positive feelings about others, and having the capacity to meet the demands of daily life. Malaysia journal of psychiatry e-journal, (2020) mental health is well-being includes emotional, psychological, and social well-being, and involves.

Depression, anxiety, and stress all have a negative effect on people's mental health Without good mental health, one cannot realise their full potential. Therefore, understanding the key factors affecting mental health is essential to ensure that the person can handle pressure and stress to successfully fulfil specific tasks. Studies on the cause-and-effect relationship between the components and mental health have not been conducted despite substantial research into the factors that contribute to mental health. in University Malaysia Kelantan students are scarce. (Lee, M. F, Syaid, S. 2017).

1.3 PROBLEM STATEMENT

Nowadays, mental health among students is increasingly concerned. Mental health is very important for students because it's related to emotional, psychological also social well-being. This is so that they can learn more effectively and are more

likely to fully develop their skills possible. In the long run, students in strong mental health are better able to work together, build connections, and make wiser decisions. These positive effects help not only each student as they grow into adults but also their entire community.

When American students with mental illnesses study abroad, they frequently encounter conditions that could deteriorate, posing serious risks to the sponsoring institution. Numerous studies show that many college students are vulnerable to mental diseases like anxiety, depression, and others. This problem is so ubiquitous that, according to the 2017 study by The Chronicle of Higher Education, 66 percent of student affairs administrators have “student mental health” as their top worry.

According to data from Center for Collegiate Mental Health, had 139 institutions at Penn State University which is 26 percent of students who search for help reported intentionally injuring themselves and 33.2 percent of those said they had considered suicide.

Students at universities are more likely to experience sadness and that depression is getting worse. Recent research found that college students were more likely than the overall population to experience depression. The frequency of moderate depression was found to be 27.5 percent of students in Malaysia and the population of extremely severe depression was recorded at 97 percent. According to a survey conducted in 2015 by National Health and Morbidity, the prevalence of mental health issues among Malaysian people has climbed from 10.7 percent in 1996 to 11.2 percent in 2006 to 29.2 percent in 2015. Students from Malaysia were represented by one in ten in 2015. Afterwards, it was raised to one in five in 2016. According to experts, heart disease will still be the top cause of death in Malaysia by 2020, but mental illness will rank second. These findings point to the need for intervention as mental health issues, particularly among Malaysian students, are getting worse. The most risk demographic to mental health issues is university students. This is because the increase in age causes a person's life to become more stressful and difficult to control. Most of these University Malaysia Kelantan students experience with mental health issues because of various factors.

Factors that cause mental health among third year students at University Malaysia Kelantan is time management. Mostly, many students struggle to effectively manage their time to complete tasks. The planning error inherently makes time management challenging to manage. Even if they have completed the activity before, people will underestimate how long it will take to complete it. For example, students often postpone assignments given by lectures so that there is no time to complete them at the appointed time. This causes them to be more stressed to complete it. Not only does this leave you with insufficient time to do anything, but people also frequently overestimate the amount of time they spent working on a task. Even the most successful people occasionally have trouble using their time wisely to accomplish their objectives. It's critical to consider your preferred working style if you frequently struggle to meet deadlines and strike a balance between the demands of your career, school, and personal life. You might even wish to solicit assistance from others.

Mental disease is one of many pervasive health problems, and it has complex and numerous underlying causes. Many individuals think that mental illness just runs in families. This might be the case, but only a part of it is due to genetics. Poor mental health is caused by a multitude of factors. The environment in which we go about our everyday lives, however, is one of the most crucial factors that many of us fail to consider when trying to pinpoint the underlying reasons of our mental health concerns. Any excellent counsellor knows how important it is to consider our surroundings while addressing any mental health concerns because they are a part of the larger context of our lives. Another factor that causes mental health among third year students at University Malaysia Kelantan is environment. There are a few types of environment factor such as physical, and social.

Factors that have the potential to affect a person's biology or neurochemistry raise their exposure to such influences, which raises their chance of developing a disorder is physical environmental. For instance, a people's mind and body won't function at their optimum if they lack the resources they need for good health, such as whole, nutrient-rich diets, and have a propensity to eat more packaged and refined foods. As

a result, if they encounter a big stressor, they might not be equipped with the tools they need to cope. Other physical environmental problems include smoking, getting too little sleep, and environmental pollution.

Lack of sleep can lead to a disorder called sleep deprivation. Poor sleeping habits and lack of sleep are known to be bad for mental health. Sleep cycles may be impacted by a variety of environmental factors. Lack of sleep is associated with a few chronic health conditions, including obesity, depression, diabetes, high blood pressure, kidney problems, high blood pressure, and stroke. Most students do not get enough sleep because they finish assignments late at night. For a student this is normal, but it affects the mental health. A common misunderstanding is the notion that getting by on little sleep will not have harmful effects. Additionally, research show that getting adequate, healthy sleep at the right intervals is crucial for someone's physical and emotional well-being as well as their degree of satisfaction and protection.

Smoking is the next examples of physical environment factors. Smoking has a highly negative impact on mental health, both actively and passively. Majority of students now are smoker. Many smokers maintain separate study schedules for each topic, using their leisure time in between courses to unwind and engage in recreational activities. They are also easily influenced by what their friends do because they want to try new things. They do such habits to relieve stress and can give them peace, but it has bad effects for students such as dangerous diseases. Environmental pollution is an examples of physical environment factors. This is because when students do an assignment or study, of course they want a comfortable place. Environmental pollution causing them to pay less attention, disrupt the learning process and it will have a negative effect such as students will be stressed and uncomfortable.

The types of environment factor that cause on mental health for student is social environment factor. A person's mental health may be impacted by social environment elements, which are problems in the larger community or within the immediate

family. For example, social environment factors are included relationships that are toxic, social stigma, and a lack of social support. The negative association between a person or group of individuals who share certain features, and a particular condition is known as social stigma in the context of health. Like prejudice, which is shown to dramatically increase a person's risk of mental disease, such as racism, sexism, and so on. This kind of environment will affect students' thinking and mental health.

Another example for social environment factors is lack of social support. A measure of the percentage of persons who say they have no family or friends to turn to in bad times is called having no social support. This is because when a student lacks support, they will easily lack self-confidence to stand out. This causes them to easily experience stress until they cannot control it and it also affects their daily life. Students who have a positive environment such as support from family or friends help them in dealing with this mental health. If students isolate themselves and do not socialize, they will get diseases such as depression, extreme anxiety, high blood pressure and so on.

The toxic relationships are an example of social environment factor. One of the biggest factors that might affect your mental health is toxic individuals and relationships. A poisonous social environment that can cause stress, despair, anxiety, and even suicide may be a result of unhealthy interactions. Recognizing the warning signs is crucial, as is figuring out how to lessen or eliminate relational toxicity. This is especially true for those who have a history of substance misuse and are in recovery. Students may suffer poorer self-esteem when they are exposed to unhealthy relationships. Someone who is toxic might consistently minimize students, their actions, and their feelings. Student may eventually begin to criticize themselves as well. A person's connection with themselves suffers because of inadequate treatment. They can feel less confident in their skills, aspirations, and feelings. They need to avoid toxic relationships to avoid negative mental health and it will be a source of one's inner strength.

The last factors that cause mental health among third year students at University Malaysia Kelantan is lifestyle. The balance lifestyle is where people eating a balanced diet, working out frequently, getting enough rest, and abstaining from hazardous dosages of alcohol and other substances. It can help students maintain a healthy mental state, control anxiety and depressive symptoms, and enhance general wellness. Mental health is disturbed when they do not practice a healthy life. This will create negative thoughts for them. This happen because the very high cost of expenses makes students stressed to manage it, let alone live independently. Besides that, students are easily influenced by unhealthy lifestyles such as smoking, hanging out and doing things that are not beneficial.

Mental health is very important to take care of, especially students. However, it is very difficult to control and if not controlled well, it will have a negative effect on students. Therefore, the purpose of the study is to investigate the factors that cause mental health among third year students at University Malaysia Kelantan.

1.4 RESEARCH OBJECTIVES

1. To identify the effect of time management on mental health among 3rd year students at University Malaysia Kelantan, City Campus.
2. To determine the effect of environment on mental health among 3rd year students at University Malaysia Kelantan, City Campus.
3. To examine the effect of lifestyle factor on mental health among 3rd year students at University Malaysia Kelantan, City Campus.

1.5 RESEARCH QUESTION

The study is focusing on the factors that cause mental health among 3rd year FHPK student at University Malaysia Kelantan, City Campus. Below is the research

objective, the following question were constructed to meet the research objective.

1. Are the time management effects the of mental health among 3rd year FHPK students at University Malaysia Kelantan, City Campus?
2. Do the environment effects the mental health among 3rd year FHPK students at University Malaysia Kelantan, City Campus?
3. Do the lifestyle factor effect the mental health among 3rd year FHPK student at University Malaysia Kelantan, City Campus?

1.6 SIGNIFICANT OF THE STUDY

This study findings would be massive value to the following parties:

1.6.1 Ministry of Health (MOH), Malaysia.

Based on Ministry of Health (MOH Malaysia point of view, this research can gain an information about mental health among university students and show the importance of it. According to MOH, statistic has been revealing that the worst state on mental health among Malaysian students, from one to ten individuals in 2011 to one in five in 2016. From this study, it can trigger the sensitivity of the ministry to come out the best services mental health centre that will help to decreasing the number of mental health disease among the university students. As a result, not only student will get the benefits but also the ministry. By doing that, it will help to minimize the mental health and stress level so they can perform very well in the academic and co-curriculum. Moreover, the number of mental health disease among university students will reduce by time under the government's control. This finding could help in changing the perception of mental health among university students.

1.6.2 University students.

The one that related on this research is university student and the study will help them to understand the factor of mental health among university students. University students can refer to this research to know more about factor that cause the mental health and also will gain them some knowledge so that they can practice in their daily life in order to have a better life as a students. This study provides an information about mental health and how university can overcome to these issues especially students in University Malaysia Kelantan. This significance of the study conducted by the researcher is expected for them to understand that environment, lifestyle factor and time management are effects that leads the into mental health and by this knowledge they will help themselves into handle that cause of mental health so that they can be a performed students in university.

Moreover, the findings in the study will help to answer the research question conducted. In addition, time management of all students in university become one of the cause mental health among 3rd year students at University Malaysia Kelantan. Other than that, lifestyle factor also one of the causes of mental health among students at University Malaysia Kelantan in 3rd year. Next, other cause is environment is one of factor that cause the mental health among students in 3rd year at University Malaysia Kelantan. Thus, in this study, students can find out what is the cause of mental health and help them to prevent a severe level of mental health level. All this cause will affect them to not to perform in their studies. As a conclusion, this study is important to help university students to overcome the cause of mental health as the effect will had them to have a bad performance neither in academic nor co-curriculum. Lastly, society such as parents and university students can refer to this study to determine the cause of mental health so that it can be prevented from the early stages level of stress, depression or anxiety and as a result will indirectly gave them awareness about this the cause of mental health of university students.

1.7 DEFINITION OF THE TERMS

1.7.1 Mental Health

Mental health is defined as a state of well-being in which everyone realizes his own potential, can overcome normal life pressures, can work productively and fruitfully, and is able to contribute to his community (McKenzie K, 2014).

1.7.2 Time Management

The definition of time management is a behaviour that aims to achieve effective use of time while carrying out specific goal-directed activities. The same is true of time management that should be carried out by each individual or student in carrying out the tasks given by meeting the set time. Therefore, they will be able to complete the task within the given period without delay. This definition also emphasizes that the use of time is not a goal and cannot be pursued in isolation. The focus is on some purposeful activity, such as performing work tasks or academic tasks, which are carried out in a way that implies an effective use of time (Claessens, Brigitte JC, et al. 2007).

1.7.3 Lifestyle Factors

By using a broader definition, lifestyle factors generally include, the level of physical activity carried out by individuals such as the use of tobacco cigarettes, the amount of nutritional food taken, the level of obesity, the consumption of healthy or unhealthy food, the level of alcohol consumption, the use of substances that forbidden, sexual health and access to a 'healthy' environment (Zaman, R., Hankir, A., & Jemni, M., 2019).

1.7.4 Environment

The environment can be defined as the sum of all living and non-living elements and their effects that affect human life. While all living or biotic elements are animals, plants, forests, fish, and birds, non-living or abiotic elements include water, soil, sunlight, rocks, and air. The environment also plays an important role in ensuring a person's mental health, especially among students who are still studying. A clean and good environment will have a positive effect on someone in doing tasks or work (Wei, H 2021).

1.8 SUMMARY

In conclusion, in this chapter a study was conducted to examine the factors that cause mental health problems in 3rd year students at University Malaysia Kelantan, City Campus. This study was conducted to find out in more depth the reasons for the occurrence of the following problems. As we all know, mental health problems are not small problems, but are problems that can lead to harm to an individual. In this chapter as well, the background of the study has also been composed to give a clearer general picture. When wanting to do a study, the background plays an important role because it gives a clearer and more detailed picture.

The problem statement in this study has been divided into three, namely, time management, environment, and lifestyle. It is important in this study because if we want to know something, then we must first know the cause of something happening. This chapter also includes research objectives and questions. It was built to complete this study to find out the factors that cause mental health problems among 3rd year students at University Malaysia Kelantan, City Campus. The significance of the study as well as the definition of terms were also produced to facilitate the process of this study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter will review the previous articles based on this study of independent variable and dependent variable. So, we can analyse and evaluate more to find the fine understanding for this study. In this study also focus on the factors that cause mental health among 3rd year students at University Malaysia Kelantan, City Campus. The factor has been classified as independent variable (IV), while mental health is dependent variables (DV). By doing this, the result will show that the relationship between independent variables (IV) and dependent variables (DV) are linked with one another. As we mentioned it before, the issues that contribute to mental health, time management, environment, and lifestyle. If they are faced more issues same with time management, environment, and lifestyle, it will influence the rise of mental health issues among the students.

2.2 MENTAL HEALTH

Basically, the World Health Organization (WHO), has defined mental health as:

"...a state or aspect of physical, mental, and spiritual as well as social well-being. These three aspects need to be fulfilled by everyone to achieve an optimal level of health. When a person is in good mental health, he or she may function efficiently at work and at home and can make a positive contribution to society. (World Health Organization, 2018). But the most famous definition of mental health and used by WHO as: "... a state of complete physical, mental, and social well-being and not mere absence or infirmity." (WHO, 2012).

This shows that mental health is not only a problem of stress but emphasizes how an individual overcomes the problem of mental stress. Therefore, aspects of adolescent mental health development are important to pay attention to and discuss. They need elements of positive development, especially aspects of cognitive development and social skills for the well-being of their lives (Hezzrin & Norsuhaily, 2020; Pauzi, 2019).

The mental health of teenagers or student needs attention because this group is going through a phase of adaptation and development in terms of physical and emotional. If they fail to control the phase of self-change experienced, they are likely to face mental health disorders and it will affect their well-being. This is because students have to get used to the crowded classroom and have to deal with assignments and people around them. The level of mental health of students in Malaysia shows a rather worrying level with depression which can lead to suicidal symptoms and so on.

Therefore, this study was conducted to identify the factors that cause mental health problems among 3rd year students at Universiti Malaysia Kelantan. Among the factors that have been analysed are time management, environment, and lifestyle. According to Haslam, & Branscombe, (2009), positive relationships and individual mental health can help increase happiness, wisdom, and quality of life.

2.3 TIME MANAGEMENT FACTORS

According to Claessens et al, (2007) this definition of time management has been summarized as a behaviour that aims to achieve effective use of time while performing specific purposeful activities. In this way, the definition of time does not focus on time itself emphasizing goal-directed behaviour, to be achieved within a time frame or through efficient use of time. He also noted that time management skills can have an impact on anxiety and distress.

Meanwhile W. Rossler (2012) discovered that those who have trouble managing their time are more likely to battle with stress, sleep disorders, anxiety, depression, and other mental health issues. Philip G. Levendusky (2021) found that time management is not only important to get things done on time for your work. Mental health care and timely mental health care training should be developed and implemented as part of professional development activities.

Time management is also one of the factors that contribute to mental health problems, especially among students. Being called a university student will certainly not escape from academic pressure. The results of the study from Ahad et al. (2020), showed that students experience more pressure in terms of aspects of academic management. Not only that, but university students are also said to be more vulnerable to mental health problems due to psychosocial changes and academic pressure that occur suddenly. Students often complain about having dense academics and a workload that requires more time than term time. With the density of the daily schedule, students can feel overwhelmed, trying to meet all the deadlines. Increased pressure from academic demands can create a stressful experience, especially because of chaos (N. Khanam et al., 2017). Not only that, but university students must also adjust to these changes to be ready for a more demanding professional future (Uehara et al., 2010). Due to the high expectations placed on them, students will indirectly feel stress that could be harmful to their physical and mental health. (Shamsuddin et al., 2013).

2.4 ENVIRONMENT FACTORS

School climate is classified that degree to which people feel physically, emotionally, and socially safe is determined by a psychosocial environment, which is defined as containing norms, expectations, and beliefs. (Cohen et al., 2009). The environment is also one of the factors that contribute to mental health problems among students. This study was conducted to find out how environmental factors contribute to the mental health problems of 3rd year students at Universiti Malaysia Kelantan. There are calls for increased diversity (Thapa et al., 2013) and greater rigor and complexity (Wang & Degol, 2016) in designing research, as well as further

investigation into how different elements of the institutional environment can affect student, individual or group learning outcomes. group (Wang & Degol, 2016).

2.4.1 Family Environment

According to McIntyre JC et al., (2018) an exploration of concepts related to student experiences in childhood and before university was conducted. Murray E, et al. (2019) also looked for the effect of ACE (Adverse Childhood Experiences) which was assessed using the same scale by Feletti VJ (2009). This study was conducted to find out different mental health outcomes including positive and negative effects, prevention methods, despair, anxiety, and suicide risk, as well as existing mental health issues, use of mental health services, and psychological adjustment. University students' bad mental health is significantly and favourably related to ACE, according to research that has been done in this area.

O'Neill et al. (2018) based on a longitudinal study (n = 739) showed that there is a possibility of an increase in self-injurious and suicidal behaviour in those with moderate or high levels of childhood adversity. This is also a factor in mental health problems among university students. Adolescence or entering youth can be regarded as a great age because it is when people start to realise how unpredictable life can be. If stress, worry, or extreme fear are not managed or detected early on, it may result in mental health issues. McLafferty et al. (2019) also explored the compounding effects of childhood difficulties and negative parenting practices (over-controlling, over-protective and over-bending family rules) on poor mental health. Although childhood trauma and past abuse poses a risk to mental health for all young people, it can also place additional stress on students at university. This is because entering university will potentially expose them to new and additional pressures and will also make the student more isolated and difficult to develop a sense of belonging.

According to McLafferty et al. (2019) who conducted a study on parenting practices, stated that excessive parental control over children is also related to poor coping skills. They control the children's movements too much and give the word 'no' a lot will cause their children to feel that they do not have a life of their own. Factors such as parenting are factors of high stress for students at university. A review by Lloyd et al. (2014) revealed a substantial association between students' psychological adjustment and their perception of their parents' acceptance, with paternal approval being the strongest predictor of adjustment.

2.5 LIFESTYLE FACTORS

Lifestyle is an important element that needs to be emphasized and controlled in everyday life. Living in urban areas is the main factor in the existence of an unbalanced lifestyle due to the various life challenges that must be overcome compared to living in the countryside. This can be proven through an article from Globalization & Health. (2018) showed that living in urban areas is the main factor in the existence of an unbalanced lifestyle due to the various life challenges that must be faced compared to living in the countryside.

Based on Brian Adam (2017), one of the main factors that result in mental health issues among students is having an unbalanced lifestyle. An unbalanced lifestyle not only affects the physical but also the mental. The amount of physical activity really affects mental health as much as it affects the body. There are even some studies that show that physical activity is as effective as taking antidepressants. In fact, an article by Scott Douglas. (2018) shows that there are several studies that show physical activity is effective as taking antidepressants. Having a mental health problem can affect everyday life such as the ability to enjoy life, the ability to balance various aspects of life, the ability to develop and find strengths and weaknesses, and the flexibility to express various emotions to recover from challenging times.

This can be seen in their freedom in socializing and not having to follow family rules. During this period, students start an unhealthy lifestyle by making unhealthy eating habits, smoking, drinking alcohol, an inactive lifestyle, and lack of sleep, in addition to showing other behavioural changes (Musaiger et al., 2016, Schlarb et al. et al., 2017). When an unhealthy lifestyle is built, they will have problems with the challenge of learning to live independently, and form new relationships and emotional adaptations, especially in new environments (ul Haq et al., 2017).

2.6 HYPOTHESIS

Based on the literature review above, it shows the issues that cause the mental health among 3rd year students at University Malaysia Kelantan are time management, lifestyle factor and environment. All the cause stated is known as an independent variable while mental health among university students is a dependent variable. Basically, the hypothesis of the study is to find out if there any significant influence of independent variables and dependent variable of the study.

H1: There is a significant influence of time management on mental health among 3rd year FHPK student in University Malaysia Kelantan, City Campus.

H2: There is a significant influence of environment on mental health among 3rd year FHPK student in University Malaysia Kelantan, City Campus.

H3: There is a significant effect of lifestyle factor on mental health among 3rd year FHPK student in University Malaysia Kelantan, City Campus.

2.7 CONCEPTUAL FRAMEWORK

Toward completing the analysis, a conceptual framework will be used as a tool for gathering data in this research. Thus, this framework is also useful in describing the relationship between independent variables and dependent variables within the research. The conceptual framework for this study is shown in Figure 2.4.1

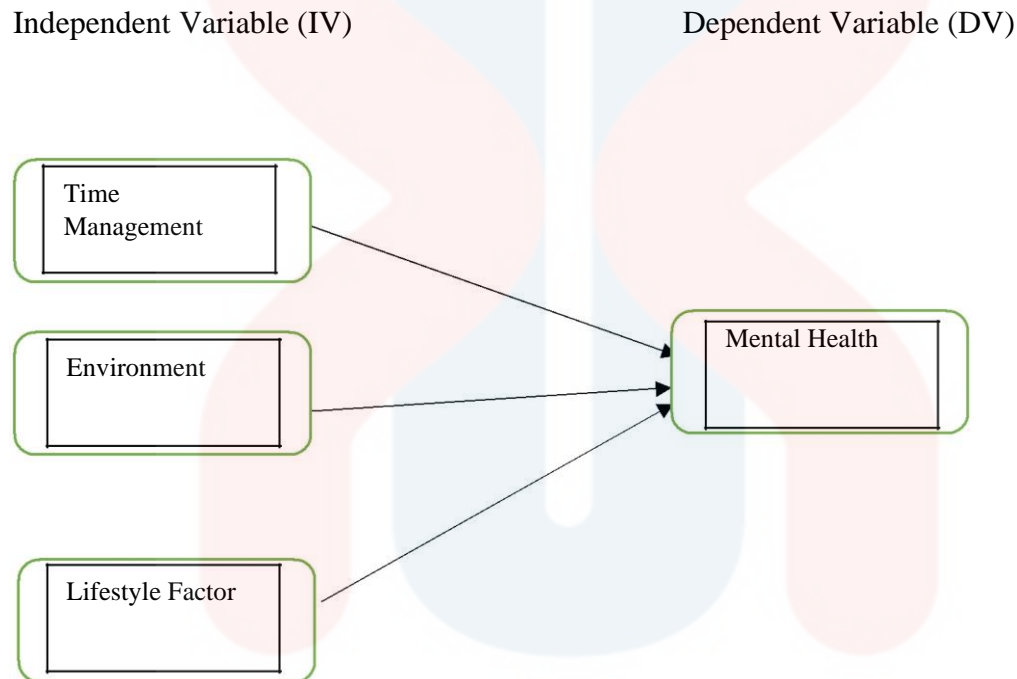


Figure 2.1 Conceptual Framework

The link between the independent variables and the dependent variable in this study is depicted in the above figure. At University Malaysia Kelantan, City Campus, the independent variables are factors that affect third-year students' mental health. In this study, the three (3) independent factors are the environment, the lifestyle factor, and time management. Whereas, the dependent variable, which is mental health, will be impacted by each of the independent variables.

This study will attempt to determine the relationship between time management, environment, and lifestyle factors and mental health based on multiple prior studies. The results of recent study have a big impact on researchers

since they help us finish our paperwork. It is utilised as a source of support and references to strengthen and make this study more dependable for use in the future.

2.8 SUMMARY

To sum up, in this Chapter 2 had analysed and looked up that the cause of mental health among students as for the components in this study. Moreover, this chapter also classifying the independent variable and dependent variable so that it will has significant relationship with those two variables. The conceptual framework as the main points in the Chapter 2 is included to sync the independent variable and dependent variable according to the research issues. According to this study, there are like many sides effect having bad mental health among university students, and an intervene from all parties to encourage students to have a stable mental health.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

The chapter will be elaborate on the methodology of this study. This chapter consists of research design, population as well sample size of the study, sample technique, data gathering method, research tool, and data analysis. This chapter starts with establishing observation, data collecting as well as developing the sampling size from the chosen population of study. Next, this chapter clarifies how to run the survey by using the method and data collection based on the objectives of the research. Research methodology is a large degree approach, which will include the population target of the study and how to provoke in gaining the feedback. Purposely, according to Kassu Jilcha Sileyew (2019), methodology is a chapter on how to describe the performance of the research over the study periods.

The chapter will be elaborate on the methodology of this study. This chapter consists of research design, population as well sample size of the study, sampling method, data collection procedure, research instrument, and data analysis. This chapter starts with establishing observation, data collecting as well as developing the sampling size from the chosen population of study. Next, this chapter clarifies how to run the survey by using the method and data collection based on the objectives of the research. Research methodology is a large degree approach, which will include the population target of the study and how to provoke in gaining the feedback. Purposely, according to Kassu Jilcha Sileyew (2019), methodology is a chapter on how to describe the performance of the research over the study periods.

3.2 RESEARCH DESIGN

Research design is a technique and framework that will be chosen by the researcher to find out specific design of the study. A research design is a collection of procedures and methods used to gather and analyse data on the variables listed in the research topic. (Andrew B, 2018). This framework of research design will help the research to find out the method for this research design to successfully accomplish this study. The design of this research was done comprehensively, involving studies being conducted. This is due to the research method conducted covers all the data taken in this study. Research design is a technique and framework that will be conducted by the researcher to execute the answer to research question of the study. The researcher uses quantitative method to approach of this study. A quantitative research approach has been used for the study of factor mental health among 3rd year students at University Malaysia Kelantan, City Campus.

3.3 POPULATION

A population is the whole group that researcher need to draw conclusion about. Population is a pool of individuals to the same ethic or who live in same geographic location. Any selection that individual in the research that in the same group by one common feature can be said as population for data collecting and analysis purpose. Sampling frame is important to figure out the population. A sampling frame is a listing of all the items in researcher population. It is a whole list of researchers need to study. A population and a sample frame differ in that the former is more widespread, and the latter is more focused. (Stephanie, 2022).

According to the article from Explorable.com (2022), A population and a sample frame differ in that the former is more widespread, and the latter is more focused. A research population known to have similar characteristic and may be vague to. Population of study also refer to the set of all participants that qualify for a study (Avwokeni, 2009). It frequently refers to all the study's target population as determined by its goals and objectives. (Popoola, 2011).

In the study, the target population is among 3rd year FHPK student at University Malaysia Kelantan, City Campus. Throughout all 3rd years FHPK students in University Malaysia Kelantan, City Campus data can collect by the researcher. The population of 3rd year FHPK students at University Malaysia Kelantan, City Campus is 607 students. The total of 607 students is a population that was chosen because the participant that involved in this study were students that experienced on mental health and how it can affect the performance in their study at university. The research is to investigate how the factor such as time management, environment and lifestyle factor can influence the students' choices. The data was collected based on the sample to collect information as the population is large and to conduct a study of factor that affecting their mental health. The 3rd year FHPK student at University Malaysia Kelantan, City Campus was selected as population could help the researcher to achieve the objective in this study objective to decisive the factor that affects 3rd year FHPK student of University Malaysia Kelantan, City Campus mental health.

3.4 SAMPLE SIZE

Sample size is the term that used to conduct a market research study and it statistical to defining the number of subjects in the study include sample size also for researcher to survey large number of populations. By sample size, researcher understand a subject that might be decided on for the study and is regarded as representative of the real population. Incompetence and excessive are things that could affect the quality of sample data that studied by the researcher.

3rd year students on University Malaysia Kelantan, City Campus who are been selected to be the respondent to complete this study. The data of population will obtain by researcher. Overall 3rd year FHPK students at University Malaysia Kelantan, City Campus are 607 students. According to University Malaysia Kelantan, City Campus, the population of 3rd year FHPK student are 607 students. In the study,

a sample size 234 of 3rd year FHPK students at University Malaysia Kelantan, City Campus will be taken as a respondent for data collection and the analysis task.

Table 3.1: Table for determining sample size for finite population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population

S is Sample Size

Source: Krejcie & Morgan, 1970

Adopted from Krejcie and Morgan (1970).

Furthermore, the quantitative approach is the most selective research method in this research study. Prioritizes quantity is the main of quantitative meaning. This is due to the structural way to measure and collect data that statistical and mathematical and number to determine results. Moreover, quantitative method can be determined by the data, gain meaning and relationship between cause of the issues and factor that affected by the issues from the study. Quantitative method is to describes that it establishes specific assumptions to form the basis of an idea analysis, then gathers data to either confirm or refute the assumptions. (Creswell, 2014).

3.5 SAMPLING METHOD

The method of choosing a sufficient sample size is the method of choosing portions of a population. By examining the sample and discovering its properties or characteristics, we can apply those qualities or characteristics to the constituent parts of the population. In the sampling technique, we select a subset of the population to be the sample's subjects. The required level of generalizability, the amount of time and other resources available, and the study's goals all influence which sampling approach is used. Students in their third year at University Malaysia Kelantan's City Campus make up the respondents.

In this research, the researchers use a probability sampling technique which is simple random sampling. The most fundamental type of probability sampling, simple random sampling is taken from the population so that every person has an equal and known chance of being included in the sample. Each unit's choice is made independently of all other unit choices. Selection of one unit does not affect the chances of any other unit. Researchers use the random numbers generator, and it is using physical measures of temperature, phase noise, clock signals, and other non-deterministic inputs, random number generators are hardware or software

programmers that produce random numbers as an output. The minimum population of the study is 1 while maximum population is 607 and the sample size is 234 in third year students of Faculty of Hospitality, Tourism and Wellness (FHPK) in University Malaysia Kelantan, City Campus. The diagram below shows the results that have been made through random number generators to be used as respondents as many as 234 students. The list of number below is representing the list of third year students in sampling frame that have been selected as randomly to be the respondent for the study.

Random Numbers Generator

Range

Min:

Max:

How Many

Generate numbers

Allow repeats:

Sort:

Answer:

2 6 7 12 15 16 20 23 24 29 31
 38 39 43 47 48 52 59 63 67 73
 74 76 80 82 83 87 89 92 93 96
 97 101 104 105 106 110 113 116
 119 120 121 122 123 124 127 132
 135 137 138 139 143 147 148 152
 156 159 161 162 166 167 168 169
 171 174 179 183 184 186 189 192
 196 197 208 213 215 217 221 222
 224 226 227 232 234 236 237 238
 239 242 244 249 251 254 256 259
 262 263 268 271 274 278 279 280
 287 289 290 292 293 294 295 298
 302 305 308 319 320 322 323 324
 326 329 334 340 343 348 349 350
 351 352 355 356 358 359 361 362
 364 365 366 371 372 382 383 385
 386 388 396 397 398 400 401 404
 405 406 408 417 418 419 420 424
 427 429 430 432 435 440 441 442
 443 445 447 448 450 453 457 458
 461 465 467 468 469 471 476 482
 483 484 485 488 490 491 495 500
 501 502 503 506 507 511 512 514
 515 523 525 528 530 535 536 537
 539 543 547 548 549 552 553 554
 557 561 563 569 571 572 574 576
 579 580 583 584 585 591 592 596
 603 606 607

The respondents of third year students of Faculty of Hospitality, Tourism and Wellness (FHPK) in University Malaysia Kelantan, City Campus.

Additionally, third-year students from University Malaysia Kelantan's City Campus' Faculty of Hospitality, Tourism, and Wellness (FHPK) were among the responders to the survey. Because they are aware of the issue of mental health among students and that most students will experience mental health issues for a variety of reasons, the researcher chose the third-year students of the Faculty of Hospitality, Tourism and Wellness (FHPK) at University Malaysia Kelantan, City Campus for this study. The data was collected based on the responses provided by the respondents to the

questionnaire, which was chosen respondents. The usage of tools for research solutions and methods for responding to research questions were established by the research design to accomplish the research plan.

A descriptive study will be conducted to find out the factors affecting mental health third year students of Faculty of Hospitality, Tourism and Wellness (FHPK) at University Malaysia Kelantan, City Campus. The elements of the current situation will be represented by this research, which will also aid in providing a broad overview of the subject. The answers to questions like "what," "who," "when," "where," and "how," which will be asked when the study is conducted, can, however, be determined through research.

3.6 DATA COLLECTION PROCEDURE

Emily McLaughlin (2018) defines data collection as the act of gathering, quantifying, and analysing accurate insights for research goals while using established, authorised techniques. The data gathered allows a researcher to assess their hypothesis. The first and most important step in most research projects, regardless of the subject, is data collection. The two categories of data collection are primary and secondary. Data main refers to the type of information that was gathered for the study through interviews, questionnaires, experiments, and other means. The information is generally used by the study to generate data that is supported by their chosen topic and their purpose.

Nowadays, everyone has a smartphone and uses it for communication with each other without meeting or face to face with their friends, family, and others. This study uses the google form questionnaire to reach the respondent to answer all the questions that research provides. Using social media like Instagram, Telegram and WhatsApp can make it easier to reach the respondents, for example just share the link of google form for respondents from University Malaysia Kelantan, City Campus.

The reason why researchers use the google form is because it can save money and time for answering the questionnaire to collect information easily and efficiently.

The google form is divided into three sections which are Part A, Part B and Part C. Part A involves questions regarding the respondent demographic segmentation and it has six questions to answer. In this part, the questions are based on the characteristics about the population for example: age, area, what is employment status, how many children and what is spouse's employment status. Meanwhile, Part B discusses the variables suggested used in this study. It focuses on all the independent variables such as what the stage of mental health of the students is. For the last part, (Part C) it will discuss the dependent variable which is time management, environment, and lifestyle factor that will affect the mental health among 3rd year students at University Malaysia Kelantan, City Campus.

3.7 RESEARCH INSTRUMENT

This constructed questionnaire forms three parts which are parts A, B, and C. For this study, a completed questionnaire will be designed to collect data. This questionnaire was constructed to consider the differences in the background of the respondents. We use two languages in this questionnaire, namely English and Malay. This is because we want to provide an easy understanding to the respondents to answer this questionnaire. Various advantages when using the questionnaire method because it covers a wide area because when the sample population is spread over a wide area, it can be said to be the best approach to collect information when compared to other methods such as surveys and observations. Not only that, using this questionnaire method can also speed up data collection.

Surveys can be completed without having to contact respondents personally or proceed for a long time. In this research instrument it has three parts including the analysis part A, B, and C. The researcher built this questionnaire based on the

objectives of the study. In part A, we will put the demographic profile of the respondents and some of the functions and academic departments of the respective respondents, namely Degree students. As for parts B and C, we will investigate based on research that is time management factors, environmental factors and lifestyle factors that can affect mental health among third year students at University Malaysia Kelantan, City Campus.

In part A, we will focus on the demographic details of the respondents is gender, race, age, city, and education level. Not only that, but some functions are also mentioned in part A to make it easier for them to understand the requirements of the questions given. In part A there are corrective alternative questions that allow respondents to choose the question that is closest to their own view. In addition, multiple-choice questions are also used in part A, which are fixed-alternative questions that require the respondent to choose from several alternatives.

Section	Information
A	Respondent Demographic Information and some other information about factors that affect mental health Academic department of each respondent: Degree
B	Independent Variables: Time management factors, Environmental factors, Lifestyle factors.
C	Defendant variable: mental health

Table 3.2: Alternative question that requires the respondent to choose

3.7.1 QUESTIONNAIRE DESIGN

The suggestion of 5 numbers of scales ranging from Strongly Disagree, Disagree, Undecided,

Agree and Strongly Agree are therefore used for this study.

Example: Seven-point Likert Scale

Strong Disagree	1	2	3	4	5	Strongly Agree
Scale standard						
Strongly disagree					1	
Disagree					2	
Undecided					3	
Agree					4	
Strongly agree					5	

Table 3.3: scale of mark

3.8 DATA ANALYSIS

The process of cleansing, transforming, and modelling data to discover pertinent information for business decision-making is referred to as data analysis. In order to make judgements based on the analysis, data analysis aims to extract pertinent information from the data. Additionally essential is ensuring that data analysis is conducted responsibly.

3.8.1 Sources of Data

Primary data is a term used to describe information that was discovered for the first time, expressly for research, from first-hand experience or other types of documented evidence. It may also be referred to as first-hand experience or direct knowledge. The method of information gathering is expensive since it would be expensive to hire a business or outside group to conduct the research. The investigator directly oversees and manages the data collection process. For example, a researcher might use the study for projects or objectives like surveys or questionnaires that are particular to research.

3.8.2 Descriptive Analysis

A type of data analysis known as descriptive analysis helps to describe, illustrate, or summarize data points in a useful way so that patterns might emerge that fit all the data's requirements. It is one of the most crucial steps in the process of statistical data analysis. They serve as the cornerstones of nearly all quantitative data analysis and work in tandem with straightforward graphical analysis. The use of descriptive figures is intended to provide measured, impartial explanations.

To convey objective explanations in a measured fashion, descriptive figures shall be employed. The number of measures in a research study or the number of subjects being measured on each measure could vary. The degree of agreement between the variable's variables was described using descriptive analysis. It is possible to rationally simplify vast volumes of data with descriptive statistics. Each descriptive analysis condenses and makes understandable a sizable portion of the data.

Using descriptive analysis, which includes percentages, frequencies, means, and average means, the demographic profile of the respondents will be depicted. It is possible to tell if respondents are more likely to agree or disagree with the statements of the poll by looking at the range of the mean's table. Sometimes referred to as a "descriptive analysis," this is a basic quantitative summary of a set of data that has been collected. The pertinent information is included to help put the findings into context and aids researchers in completely understanding the data provided.

3.8.3 Reliability Analysis

Utilising reliability analysis, the questionnaire's dependability was assessed. Reliability also refers to the consistency with which a procedure measures something. If the same results can be consistently obtained using the same methods under the same conditions, the computation will be considered accurate. The consistency of a computation is evaluated by comparing several versions of the same calculation. The indicator of dependability discovered by repeatedly giving the same test to the same sample group over time is known as test-retest reliability. The measure of parallel

form dependability is established by contrasting the same event with the same sample group using multiple assessment methodologies. Reliability should be taken into account when gathering data. The researcher should carefully prepare their approach to make sure they perform the same actions in the same order for each measurement. It is especially important if numerous researchers are involved. According to the tight rules set forth by the researcher, each respondent must receive the same information and be evaluated in the same manner.

3.8.4 Correlation Test/Analysis

Correlation analysis is a statistical technique used in market research to assess the degree of a relationship between two or more variables. There are two reasons why statisticians who are interested in correlations between variables could choose to conduct a correlation study rather than an experiment. First, individuals do not think the statistical relationship is causal. The use of a regression test rather than an experiment may be preferred by a researcher if the statistical relationship under consideration is thought to be causal and altering an independent variable is challenging, impractical, or immoral. An effective method for assessing the strength of a linear relationship between an independent variable (IV) and a dependent variable is the correlation analysis, also known as the Pearson Correlation Test (DV). The purpose of this study is to see if there are any correlations between the independent variables (IV), which include time management, environment, and lifestyle factors while mental health is the dependent variable (DV).

3.8.5 Multiple Linear Regression

The link between two or more independent variables and one dependent variable is examined using multiple linear regression. Even yet, in some circumstances, some of the independent variables can also be non-metric nominal data. Dummy variables, which often have the values 0 and 1, are introduced when working with nominal independent variables. 0 represents the y-intercept (the value of y when all other parameters are set to 0), $1 X_1$ represents the regression coefficient, and y represents the projected value of the dependent variable. Follow these steps for whichever many independent variables the researcher is evaluating to create a multiple linear

regression: and ϵ = model error, or how much variation there is in our estimate of y , where β_n is the regression coefficient of the final independent variable. The impact of raising the independent variable's value on the projected y value is represented by the first independent variable's coefficient. The study's multiple linear regression formula is $y = B_0 + B_1 X_1 + B_2 X_2 + B_3 X_3$.

There are three main applications for multiple linear regression analysis. It could be used primarily to gauge the extent to which independent variables have an effect on a dependent variable. It can also be used to forecast the effects or effects of changes. The ability to understand how much the dependent variable will change as the independent components are changed is provided by multiple linear regression analysis. The third step of multiple linear regression analysis predicts trends and future values. Point estimates can be obtained by researchers using the multiple linear regression method.

3.8.6. PILOT TEST STUDY

Table 1: Reliability statistic for Time Management factor.

Cronbach's Alpha	Standardized Items	N of Elements
0.762	0.780	5

Table 1 displays the findings of the reliability analysis for time management factor. 0.762 is the Cronbach's Alpha value.

Table 2: Reliability statistic for Lifestyle Factors

Cronbach's Alpha	Standardized Items	N of Elements
0.772	0.790	5

Table 2 displays the findings of the lifestyle reliability analysis. The Cronbach's Alpha value is 0.772, indicating that the study questions are sound and trustworthy.

Table 3: Reliability statistic for Environment Factors

Cronbach's Alpha	Standardized Items	N of Elements
0.710	0.715	5

Table 3 displays the findings of the lifestyle factors reliability analysis. The questions are suitable and trustworthy for the research at a Cronbach's Alpha rating of 0.710.

Table 4: Reliability statistic for Mental Factors.

Cronbach's Alpha	Standardized Items	N of Elements
0.738	0.761	5

The reliability analysis for Environment Factors is shown in Table 4 as a result. With a Cronbach's Alpha rating of 0.738, the research questions are solid and trustworthy.

3.9 SUMMARY

In summary, this chapter began with an introduction, followed by a description of the research strategy. The researcher is aware of the study's predetermined study design, demographic, sample size, sampling method, data collection process, study equipment, and data analysis thanks to this study as well. This study employs a quantitative approach, which involves surveying the respondents.

CHAPTER 4

RESULTS DATA AND ANALYSIS

4.1 INTRODUCTION

As mentioned in the preceding chapter, this chapter generally discusses all the conclusions drawn from the analysis of the data that have been gathered for this research. The process of collecting data from the target population was far from simple; the researcher had to overcome a number of obstacles to reach the samples and, more importantly, to ensure that the participants responded to a questionnaire that contained a sizable number of items that were necessary in order to accurately measure the intended constructs.

4.1.1 Response Rate

A total of 250 were distribute online and 250 answers was received. It is important to discuss the response rate of this study based on the targeted sample and the actual numbers of responses that have been obtained during the data collection process before describing the demographic profiles of the respondents.

Table 4.1 Total Number of Questionnaire

Number of questionnaires distribute

Response rate

Questionnaire used for analysis

Source : Fieldwork study (2022)

4.2 RESULTS OF DESCRIPTIVE ANALYSIS

Five sections that make up the demographic factors are discussed in part A. The respondents have totally and properly filled out all five of these parts. In addition to gender, the five demographic factors include the respondent's race, age range, programme, and city of residence. This demographic information was collected from third-year students at Universiti Malaysia Kelantan's Faculty of Hospitality and Wellness. The results of the respondents' sociodemographic characteristics are displayed based on the table created in Section 4.1.

4.2.1 Demographic Profile

Table 4.2: Socio-demographic Characteristics

No	Socio-demographic characteristic	Frequency (n)	Percentage (%)
1	Gender	250	100
	Male	67	26.8
	Female	183	73.2
2	Race	250	100
	Malay	231	92.4
	Chinese	7	2.8
	India	7	2.8
	Others	5	2.0
3	Age	250	100
	19-21 years	20	8.0
	22-24 years	211	84.4
	25-27 years	19	7.6
4	Programme	250	100
	Sah	79	31.6
	Sap	77	30.8
	Sas	94	37.6
5	City	250	100
	Pengkalan cheapa,	250	250

Data of descriptive analysis obtained from Part A in questionnaire where on demographic variables includes of gender, race, age, study program involved, as well as city. This questionnaire study focuses on 3rd year FHPK students of Universiti Malaysia Kelantan.

Table 4.2 shows the results of descriptive analysis of respondents. The researcher focused on 3rd year FHPK students of Universiti Malaysia Kelantan to answer this questionnaire. Based on the evaluation in the table, the female gender gets the highest frequency compared to the male which is a total of 183 respondents with a percentage (73.2%). While there were 67 male respondents with a percentage (26.8%). Most of the Malay respondents who answered this questionnaire were 231 people (92.4%). Chinese and Indian only got 7 respondents (2.8%) and others got 5 respondents (2.0%).

Following the respondent's age, the highest age frequency of respondents is from 22-24 years old with 211 respondents (84.4%). While the age frequency for the 19-21-year-old stage got 20 respondents (8.0%) and the 25-27-year-old stage got 19 respondents (7.6%). The program offered in this survey has only 3 programs namely Sah, Sap and Sas. In these three programs Sas got the most respondents which is 94 respondents (37.6%). The Sah program had a total of 79 respondents (31.6) and the Sap program had a total of 77 respondents (30.8%). All the respondents involved are from Pengkalan Chepa, Kota Bharu because it only involves university students in Kelantan.

4.2.2 Central Tendencies Measurement of Construct

Table 4.3: Mean for the dependent variable and independent variable

Variable	mean
Mental health	3.7384
Time management factors	3.7784
Lifestyle factors	3.3320
Environment factors	3.1016

Table 4.3 shows the mean for the dependent variable which is mental health, and the independent variable consists of time management factors, lifestyle factors and environmental factors. This selection was selected from the respondents. The mean value of the dependent variable is mental health (3.7384). For the mean value of the independent variables, which are the time management factor (3.7784), the lifestyle factor (3.3320) and the environmental factor (3.1016).

4.2.2.1 Mental Health

Table 4.4: Total Mean Score and Standard Deviation of Mental Health

Items	N	Mean	Std. deviation
Mental health 1	250	3.6840	0.96949
Mental health 2	250	3.8080	0.93736
Mental health 3	250	3.6920	0.93414
Mental health 4	250	3.6800	0.97437
Mental health 5	250	3.8280	0.96444

Table 4.4 presents the mean and standard deviation of the dependent variable which is mental health. Mental health 5 got the highest mean compared to the others ($m=3.8280$, $SD=0.964444$). Followed by the second highest mean which is mental health 2 ($m=3.8080$, $SD=0.93736$), mental health 3 has a mean of (3.6920, $SD=0.93414$) and mental health 1 (3.6840, $SD=0.96949$). Mental health 4 has got the lowest mean value which is (3.6800, $SD=0.97437$).

4.2.2.2 Time Management Factors

Table 4.5: Total Mean Score and Standard Deviation of Time Management Factors

Items	N	Mean	Std. Deviation
Time management factors 1	250	3.7520	1.02699
Time management factors 2	250	3.7560	1.04154
Time management factors 3	250	3.9360	0.95475
Time management factors 4	250	3.7640	1.00015
Time management factors 5	250	3.6840	0.98592

Table 4.5 presents the mean and standard deviation of the first independent variable which is the time management factor. Based on the table, the lowest mean score is in time management factor 5 which is ($m=3.6840$, $SD=0.98592$) followed by time management factor 1 ($m=3.7520$, $SD=1.02699$) and time management factor 2 which has a mean ($m =3.7560$, $SD=1.04154$). With the evaluation based on the table, the second highest mean score is in time management factor 4 with ($m=3.7640$, $SD=1.00015$) while the highest score is time management factor 3 ($m=3.9360$, $SD=0.95475$)

4.2.2.3 Lifestyle Factor

Table 4.6: Total Mean Score and Standard Deviation of Lifestyle Factors

Items	N	Mean	Std. Deviation
Lifestyle factors 1	250	3.2280	1.11579
Lifestyle factors 2	250	3.0440	1.20993
Lifestyle factors 3	250	3.6960	1.15278
Lifestyle factors 4	250	3.4280	1.13577
Lifestyle factors 5	250	3.2640	1.23629

The mean and standard deviation of the second independent variable, the lifestyle component, have been shown based on table 4.6. The lifestyle component 3 has the highest mean score ($m=3.6960$, $SD=1.15278$) among the other factors, as can be seen in the table. Lifestyle factor 4 came in second with the highest mean ($m=3.4280$, $SD=1.13577$). While lifestyle factor 1 and factor 5 both had mean scores of ($m=3.2280$, $SD=1.11579$) and ($m=3.2640$, $SD=1.23629$), respectively. Among the other factors, lifestyle factor 2 had the lowest mean score ($m=3.0440$, $SD=1.20993$), as can be shown.

4.2.2.4 Environment Factors

Table 4.7: Total Mean Score and Standard Deviation of Environment Factors

items	N	Mean	Std. Deviation
Environment factors 1	250	2.6000	1.23210
Environment factors 2	250	2.7800	1.23682
Environment factors 3	250	3.5040	1.22638
Environment factors 4	250	3.3760	1.15236

Environment factors 5	250	3.2480	1.23312
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Table 4.7 presents the mean and standard deviation of the third independent variable, which is the environmental factor. Based on the evaluation in the table, environmental factor 3 mean (m=3.5040, SD=1.22638) has got the meanest score compared to others. Environmental factor 4 became the second highest mean which is (m=3.3760, SD=1.15236) followed by environmental factor 5 which is (m=3.2480, SD=1.23312). While for environment factor 2 got the second lowest mean score as much as (m=2.7800, SD=1.23682). The lowest mean score is environment factor 1 which is as much as (m=2.6000, SD=1.23210).

4.2.2.5 Mental Health

The table below provides an explanation of the respondents' percentage, frequency, mean score, and standard deviation as they relate to the mental health option's items (n = 250).

Table 4.8: The feedback of respondents on the items in mental health option.

Statement	1	2	3	4	5	Mean SD
1.I lead a purposeful and meaningful life.	4 1.6%	30 12.0%	55 22.0%	113 45.2%	48 19.2%	3.6840 (0.96949)
2. I am optimistic about my future.	3 1.2%	25 10.0%	45 18.0%	121 48.4%	56 22.4%	3.8080 (0.93736)
3. I am optimistic about my future.	9 3.6%	15 6.0%	60 24.0%	126 50.4%	40 16.0%	3.6920 (0.93414)
4.I am actively contribute to the happiness and well-being of others	9 3.6%	18 7.2%	63 25.2%	114 45.6	46 18.4	3.6800 (0.97437)
5.I am engaged and interested in my daily activities.	8 3.2%	16 6.4%	45 18.0%	123 49.2%	58 23.2%	3.8280 (0.96444)

Table 4.8 shows the respondents' responses regarding mental health. The statement related to (I lead a purposeful and meaningful life) shows the lowest result of the

lowest scale with the other statement which is (m=3.6840, SD=0.96949). while the statement that has a high value in mean and standard deviation is (I am engaged and interested in my daily activities) (m=3.8280, SD=0.96444).

4.2.2.6 Time Management Factors

The interpretation of the respondents' percentage, frequency, mean score, and standard deviation based on the time management factor items is presented in the table below (n = 250).

Table 4.9: The feedback of respondents on the items in time management factors

Statement	1	2	3	4	5	Mean SD
1.Lack of rest on weekend.	8 3.2%	31 12.4%	29 11.6%	129 51.6%	53 21.2%	3.7520 (1.02699)
2.Often feel stressed because of not being able to complete academic tasks or other responsibilities on time.	11 4.4%	28 11.2%	23 9.2%	137 54.8%	51 20.4%	3.7560 (1.04154)
3. Often feel anxious or worried when thinking about schedules and tasks that must be completed.	8 3.2%	19 7.6%	17 6.8%	143 57.2%	63 25.2%	3.9360 (0.95475)
4. Finding it difficult to sleep because of the many tasks or responsibilities that must be completed.	8 3.2%	26 10.4%	35 14.0%	129 51.6%	52 20.8%	3.7640 (1.00015)
5. Often feel out of control or feel exhausted by academic tasks or other responsibilities.	8 3.2%	27 10.8%	44 17.6%	128 51.2%	43 17.2%	3.6840 (0.98592)

Table 4.9 shows the respondents' feedback regarding time management which is one of the factors of mental health. Time management factor 3 which is (Often feel anxious or worried when thinking about schedules and tasks that must be completed).

got a high mean score which is as much as ($m=3.9360$, $SD=0.95475$). while time management statement 5 which is (Often feel out of control or feel exhausted by academic tasks or other responsibilities) got the least mean score ($m=3.6840$, $SD=0.98592$)

4.2.2.7 Lifestyle Factors

The table below provides an explanation of the respondents' percentages, frequencies, means, and standard deviations based on the lifestyle component elements. ($n = 250$).

Table 4.10: The feedback of respondents on the items in Lifestyle Factors.

Statement	1	2	3	4	5	Mean SD
1.I often neglect a healthy lifestyle and do not practise exercise activities.	15 6.0%	64 25.6%	44 17.6%	103 41.2%	24 9.6%	3.2280 (1.11579)
2. I lacked awareness about the importance of a balance lifestyle to mental health.	25 10.0%	75 30.0%	41 16.4%	82 32.8%	27 10.8%	3.0440 (1.20993)
3. I do not take care well about my sleep schedule.	10 4.0%	41 16.4%	32 12.8%	99 39.6%	68 27.2%	3.6960 (1.15278)
4. I was not practiced healthy eating habits on a regular basics.	13 5.25	51 20.4%	42 16.8%	104 41.6%	40 16.0%	3.4280 (1.13577)
5. I was often exposed to unhealthy environments such as noisy and toxic environments.	25 10.0%	49 19.6%	53 21.2%	81 32.4%	42 16.8%	3.2640 (1.23629)

Table 4.10 shows the respondents' responses related to lifestyle factors which are one of the mental health factors. The related statement (I often neglect a healthy lifestyle and do not practice exercise activities) got the least mean score compared to the others ($m=3.2280$, $SD=1.11579$). This is because many people have become aware of the health of the body and practice a healthy lifestyle. While the highest mean value is in the statement (I do not take care well about my sleep schedule) which is ($m=3.6960$, $SD=1.15278$).

4.2.2.8 Environment Factors

The interpretation of the respondents' percentage, frequency, mean score, and standard deviation based on the items in the environment factor is presented in the table below. (n = 250).

Table 4.11: The feedback of respondents on the items in Environment Factors.

Statement	1	2	3	4	5	Mean SD
1. I don't get support from family or friends.	49 19.6%	95 38.0%	30 12.0%	59 23.6%	17 6.8%	2.6000 (1.23210)
2. I feel isolated from friends.	38 15.2%	88 35.2%	37 14.8%	65 26.0%	22 8.8%	2.7800 (1.23682)
3. I have difficulty or lack of sleep.	21 8.4%	38 15.2%	40 16.0%	96 38.4%	55 22.0%	3.5040 (1.22638)
4. I feel lack of enthusiasm.	16 6.4%	47 18.8%	55 22.0%	91 36.4%	41 16.4%	3.3760 (1.15236)
5. I like to think negative things.	27 10.8%	47 18.8%	51 20.4%	87 34.8%	38 15.2%	3.2480 (1.23312)

Table 4.11 states about the respondents' feedback related to environmental factors related to mental health. The statement (I do not get support from family or friends) has got the least mean score which is as much as (m=2.6000, SD=1.23210). The high mean score is in two statements related to environmental factors, namely (I feel lack of enthusiasm) with a mean value of (m=3.3760, SD=1.15236), and the next statement is (I have difficulty or lack of sleep) with (m=3.5040, SD=1.22638).

4.3 RESULTS OF RELIABILITY TEST

Reliability is one of the most important aspects to consider while assessing quality. According to Trochim (2006), it is the measurements' overall consistency. When the measure yields result that are comparable under all coherent conditions, it is said to be extremely reliable. Figures between 0.00 and 1.00 are frequently used to quantify a result's level of error (Fernley & Fernley, 2017). The dependability is determined by how consistently the test-taker does well. Cronbach's Alpha must be

used to analyses the correlation between a test's numerous items in order to determine the test's internal consistency. A result value of more than or equal to 0.70 is required. As the Alpha value rises, the reliability rises as well. The table showed the value's internal consistency and Cronbach's alpha.

Table 4.1: Rules of Thumb Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.05 > \alpha$	Unacceptable

Table 4.2: Reliability statistic for all variable analysis

Reliability Statistic	
Cronbach's Alpha	N of Elements
0.851	20

The findings of the reliability analysis for variables impacting mental health are presented in Table 4.2. 0.851 is the Cronbach's Alpha value. The questions can therefore be used in study because they are sound.

Table 4.3: Reliability statistic for Time Management Factors

Reliability Statistic	
Cronbach's Alpha	N of Elements
0.885	5

The reliability analysis for Time Management is displayed in Table 4.3. The Cronbach's Alpha value is 0.885, indicating that the study questions are sound and trustworthy.

Table 4.4: Reliability statistic for Lifestyle Factors

Reliability Statistic	
Cronbach's Alpha	N of Elements
0.796	5

The reliability analysis for Lifestyle Factors is displayed in Table 4.4. The questions are suitable and trustworthy for the research at a Cronbach's Alpha rating of 0.796.

Table 4.5: Reliability statistic for Environment Factors.

Reliability Statistic	
Cronbach's Alpha	N of Elements
0.847	5

The reliability analysis for Environment Factors is displayed in Table 4.5. With a Cronbach's Alpha rating of 0.847, the research questions are solid and trustworthy.

Table 4.6: Reliability statistic for the dependent variable (DV) and independent variables (IV).

Variable	N	Number of Items	Cronbach's Alpha
All Variables	250	20	0.851
Mental Health	250	5	0.843
Time Management Factors	250	5	0.885
Lifestyle Factors	250	5	0.796
Environment Factors	250	5	0.847

The reliability coefficient alpha based on the dependent variable and each independent variable is displayed in Table 4.6. All variables have a Cronbach's Alpha value of 0.851. The five-question dependent variable on mental health has a good and acceptable Cronbach's Alpha score of 0.843. The result of 0.885 for Cronbach's Alpha

for the first independent variable, time management factors with 5 questions, is good, trustworthy, and acceptable. The Cronbach's Alpha value for the second independent variable, lifestyle factors, which consists of 5 items, is 0.796, which is a good, dependable, and acceptable number. The third independent variable, environment factors, has a good Cronbach's Alpha value of 0.847 and 5 items in the given questionnaire. According to (Douglas & Thomas, 2016), the current practice indicates that a higher dependability coefficient is recommended since the findings of all variables show a high degree of association.

4.4 RESULTS OF INFERENTIAL ANALYSIS (PEARSON CORRELATION ANALYSIS)

Pearson The statistical test used to identify a relationship or statistical association between two independent variables is called correlation analysis. Because it is based on the covariance methodology, it is believed to be the most accurate way for calculating the correlation between two variables of interest. Both the significance of the relationship or correlation and information on how the link flows are given. The purpose of this analysis is to determine whether there are any correlations between the dependent variable (DV), which is mental health among third year FHPK students at University Malaysia Kelantan, City Campus, and the independent variables (IV), which are time management, lifestyle, and environment. If there was a link between the variables, the researchers would need to determine the strength and the direction of the association. Table 4.7 shows the Pearson Correlation result of all variables.

Correlations		Time Management Factors	Lifestyle Factors	Environment Factors	Mental Health
Time Management Factors	Pearson Correlation	1	.426**	.394**	.076
	Sig. (2-tailed)		.000	.000	.234

	N	250	250	250	250
Lifestyle Factors	Pearson Correlation	.426**	1	.583**	-.076
	Sig. (2-tailed)	.000		.000	.231
	N	250	250	250	250
Environment Factors	Pearson Correlation	.394**	.583**	1	-.071
	Sig. (2-tailed)	.000	.000		.261
	N	250	250	250	250
Mental Health	Pearson Correlation	.076	-.076	-.071	1
	Sig. (2-tailed)	.234	.231	.261	
	N	250	250	250	250

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

Table 4.7 shows the Pearson Correlation result of all variables.

The table shows the results of the Pearson Correlation between the variables.

	Time Management Factors	Lifestyle Factors	Environment Factors	Mental Health
Time Management Factors	1	.426**	.394**	.076
Lifestyle Factors	.426**	1	.583**	-.076
Environment Factors	.394**	.583**	1	-.071
Mental health	.076	-.076	-.071	1

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

Table 4.8: Results of Pearson Correlation between the variables.

4.4.1 Ho1: There is a relationship between time management factors and mental health among third year FHPK students in University Malaysia Kelantan, City Campus.

	Time Management Factors
Mental Health	Pearson Correlation
	.076
	Sig. (2-tailed)
	.234
	N
	250

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

Table 4.9: The relationship between time management factors and mental health.

The correlation between time management strategies and mental health is seen in Table 4.9. The results show that time management factors have a significant value of 0.234, which is higher than p-value 0.05. As a result, the study cannot rule out the null hypothesis. It demonstrates that among third year FHPK students at University Malaysia Kelantan's City Campus, there is no correlation between time management and mental health. The Pearson Correlation score of 0.076 indicates that there is only a weak positive correlation between time management parameters and mental wellness.

4.4.2 Ho2: There is a relationship between lifestyle factors and mental health among third year FHPK students in University Malaysia Kelantan, City Campus.

		Lifestyle Factors
Mental Health	Pearson Correlation	-.076
	Sig. (2-tailed)	.231
	N	250

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

Table 4.10: The relationship between lifestyle factors and mental health.

The correlation between lifestyle choices and mental health is seen in Table 4.10. The results show that lifestyle factors have a significant value of 0.231, which is higher than the p-value of 0.05. As a result, the study cannot rule out the null hypothesis. It demonstrates that among third year FHPK students at University Malaysia Kelantan's City Campus, there is no correlation between lifestyle and mental health. The Pearson Correlation result of -0.076 indicates that there is just a weak negative correlation between time management parameters and mental health.

4.4.3 Ho3: There is a relationship between environment factors and mental health among third year FHPK students in University Malaysia Kelantan, City Campus.

		Environment Factors
Mental Health	Pearson Correlation	-.071
	Sig. (2-tailed)	.261
	N	250

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

Table 4.11: The relationship between lifestyle factors and mental health.

The correlation between environmental elements and mental health is shown in Table 4.11. The results show that lifestyle factors have a significant value of 0.261, which is higher than the p-value of 0.05. As a result, the study cannot rule out the null

hypothesis. It demonstrates that among third year FHPK students at University Malaysia Kelantan's City Campus, there is no correlation between lifestyle and mental health. The Pearson Correlation result of -0.071 indicates that there is just a weak negative correlation between time management parameters and mental health.

4.5 DISCUSSION BASED ON RESEARCH OBJECTIVES.

P-value or known as probability value usually used in the hypothesis testing to indicate whether the hypothesis will be rejected or accepted. A hypothesis will be accepted if the p-value is equal to or less than the significant or alpha value (α). If the p-value is lower than 0.05, hypothesis will be not accepted because every hypothesis was investigated and all independent variables and dependent variable have a significant relationship.

The aim of this discussion to clarify the relationship between mental health with time management, lifestyle factor and environment among 3rd year student at University Malaysia Kelantan, City Campus. Results data has shown that there is significant relationship between independent variables which is time management, lifestyle factor and environment. Previous study also shown that there is significant relationship between time management, lifestyle factor and environment with mental health.

In addition, the factors that has strongest correlation is time management, second is lifestyle factors and follows by environment based on the Pearson correlation represented by the correlation ($1 > 0.426 > 0.394$).

4.6 SUMMARY

The study's statistics demonstrate the variables influencing the mental health of third year FHPK students at the University Malaysia Kelantan City Campus. There are 250 participants in the trial. The responders are University Malaysia Kelantan, City Campus third year FHPK students. The responders' average age ranges from 22 to 24 years old. The results show that a sizable portion of responders are Malay female students. All respondents are FHPK degree students, and most respondents are in the wellness course.

According to the tested hypothesis, third year FHPK students at University Malaysia Kelantan's City Campus have better mental health as a result of time management, lifestyle, and environmental factors. The discussion of the recapitulation of the findings, limitations, and recommendations based on this study will be covered in Chapter 5, which is the final chapter.

CHAPTER 5

CONCLUSION

5.1 INTRODUCTION

The aim of the study developed is to determine the factors (time management, lifestyle, and environment) that affect mental health among 3rd year FHPK students of Universiti Malaysia Kelantan. The data of this study was successfully collected through a questionnaire consisting of three factors, namely time management factors, lifestyle factors, and environmental factors. In each factor, there are five questions given in the form of a Likert scale. This questionnaire also successfully collected 250 respondents.

Statistical Package for Social Sciences (SPSS) version 26 was used to analyze each data generated. Research hypotheses were developed using descriptive analysis and Pearson correlation analysis. The findings of the study were presented in the previous chapter. This chapter will present the findings, limitations, and recommendations of this study. This chapter discusses the three parts of the quantitative study of the findings in chapter 4. The first part explores and highlights the results that support the main objectives of the analysis.

The research objective are as follows:

1. To identify the effect of time management on mental health among 3rd year students at University Malaysia Kelantan, City Campus.
2. To determine the effect of environment on mental health among 3rd year students at University Malaysia Kelantan, City Campus.
3. To examine the effect of lifestyle factor on mental health among 3rd year students at University Malaysia Kelantan, City Campus.

To meet the research objectives, the following questions will be formulated :

1. Is the time management effects the of mental health among 3rd year FHPK students at University Malaysia Kelantan, City Campus?
2. Do the environment effects the mental health among 3rd year FHPK students at University Malaysia Kelantan, City Campus?
3. Do the lifestyle factor effect the mental health among 3rd year FHPK student at University Malaysia Kelantan, City Campus?

5.2 RECAPITULATION OF THE FINDINGS

The main of this study are conclude in this chapter. The goal of this research was mentioned in the chapter 4. The following is a summary of the findings based on researcher's objectives.

5.2.1 Discussion Based on Research Objective (Summary for Hypothesis Testing)

The results shows that there is significant relationship between mental health and time management among 3rd year student at University Malaysia Kelantan, City Campus. It shows that there is perfectly positive with the correlation coefficient of 1.

Everyone faced every problem differently with their own mentality. According to Mona (2022), the ability to manage one's time effectively so that they can balance their academic responsibilities is a major challenge for students in higher education. Students sometimes lament about excessive academic obligations, which take up more time than they have available during the term. Students may experience stress while attempting to meet all deadlines due to their hectic daily routines. An experience of stress can emerge from increased academic demands, particularly if you're disorganized. When students look for crucial knowledge but are unsuccessful in doing so, they squander time. Worrying about unfinished projects and wasting time on repetitive tasks (like checking social media and email) can slow down development. As a result, it could be challenging for students to tell what is important from what is not. It has been proven that managing time effectively and efficiently is an excellent way to deal with stress.

The results show that their significant relationship between mental health and lifestyle factors among 3rd year FHPK students at University Malaysia Kelantan, City Campus. It shows that there is weak with the correlation coefficient of 0.426 while the p value is 0.000. Therefore, H2 is accepted.

The relationship between lifestyle factor and mental health is weak because most of them often a healthy lifestyle and do not exercise. Although there are many possibilities for university sports programme, if not all, students feel that they must juggle rigid time constraints and extremely difficult academic schedules. This makes it challenging for them to look for additional time-consuming exercise options that will enable them to live a physically active lifestyle during a typical university day or week. According to research conducted abroad, about half of all students do not exercise according to guidelines set forth by the WHO and ACSM to improve their health (Irwin, 2004). Additionally, there is evidence to support the notion that physical activity, exercise, and stress are all inversely connected, with stress dampening exercise behaviours regardless of whether it is objectively assessed or subjectively experienced (Stults-Kolehmainen and Sinha, 2014; Magalhaes, 2016).

One of the factors that contributing to student's poor mental health is not practicing healthy eating habits in the daily lifestyle. Higher intakes of fruits and vegetables, rich in micronutrients, have related to better mental health despite the abundance of options for university sports programme. Intake of fresh fruit and vegetables reduced depressive symptoms and increased positive mood, life satisfaction, and thriving when variables were controlled; intake of processed simply increased positive mood. Carrots, bananas, apples, dark leafy greens like spinach, grapefruit, lettuce, citrus fruits, fresh berries, cucumber, and kiwifruit ranked among the top 10 raw foods associated with improved mental health (Brookie, 2018).

The results show that their significant relationship between mental health and environment factors among 3rd year FHPK students at University Malaysia Kelantan, City Campus. It shows that there is weak with the correlation coefficient of 0.394 while the p value is 0.000. Therefore, H3 is accepted.

Your degree of comfort, stimulation, and social support can all be impacted by someone's environment. Students' health and safety might be affected by factors like crime, racism, and pollution, which can have a significant impact on your mental

well-being. Your stress levels can be affected by the surroundings, which can subsequently influence physical and mental health (Sara, 2023).

5.2.2 Discussion on Objective 1

Table 5.1: Discussion on objective 1 (Time Management)

Research objective 1	To examine the relationship between time management among 3 rd year FHPK students at Universiti Malaysia Kelantan, City Campus.
Research question 1	Is the time management the mental health among 3 rd year FHPK students at Universiti Malaysia Kelantan, City Campus?
Hypothesis 1	There is a significant relationship between time management and mental health among 3 rd year FHPK students at Universiti Malaysia Kelantan, City Campus.

As stated in Chapter 1, first objective in this study is to examine the relationship between time management factors and mental health among 3rd year FHPK students at University Malaysia Kelantan, City Campus. The first factor which is time management are dependable and good as a proof that has been collected in Chapter 4. As a reflection, H1 is indicated by the result of both dependent and independent variables. The mass of respondents believe that time management have strongest correlation compared to lifestyle factor and environment.

5.2.3 Discussion on Objective 2

Table 5.2: Discussion on objective 2 (Environment Factors)

Research objective 2	There is a relationship between environment and mental health among third year FHPK students in University Malaysia Kelantan, City Campus.
Research question 2	Do the environment effects the mental health among 3 rd year FHPK students at University Malaysia Kelantan, City Campus?
Hypothesis 2	There is a significant influence of environment on mental health among

The second research objective is to investigate the connection between environment factors and mental health among 3rd year FHPK student in University Malaysia Kelantan, City Campus. The second independent variable which is environment factors are reliable and very good as evidenced by the data collected in Chapter 4. The H2 reflection is indicated by the result of the relationship between the independent and dependent variables. Most respondents think that the environment factors have the strongest correlation after time management factors compared to lifestyle factors.

5.2.4 Discussion on Objective 3

Table 5.3: Discussion on objective 3 (Lifestyle Factors)

Research objective 3	There is a relationship between lifestyle and mental health among third year FHPK students in University Malaysia Kelantan, City Campus.
Research question 3	Do the lifestyle factor effect the mental health among 3rd year FHPK student at University Malaysia Kelantan, City Campus?
Hypothesis 3	There is a significant effect of lifestyle factor on mental health among 3rd year FHPK student in University Malaysia Kelantan, City Campus.

The third research objective is to investigate the connection between lifestyle on mental health among 3rd year FHPK student in University Malaysia Kelantan, City Campus. It appears that there is a positive association between lifestyle on mental health among 3rd year FHPK student in Universiti Malaysia Kelantan, City Campus, as evidenced by the data collected in Chapter 4. The third independent variable motivates individuals to return to the study. The H3 reflection is indicated by

the result of the relationship between the independent and dependent variables. Many respondents thinking that if a person practices a healthy lifestyle, a person's mental health can be controlled. Lifestyle has a huge impact on a person's mental health, especially for 3rd year FHPK students in University Malaysia Kelantan, City Campus.

5.3 LIMITATION

The research project carried out has gone through a satisfactory and meaningful process and procedure because of the various obstacles faced in completing it. In order to ensure that the research process goes well, there are some unavoidable limitations. Among them is that there are some respondents who find it difficult to give a good commitment to answer this questionnaire despite sending it to them many times. There are some respondents who gave a good response after the questionnaire was sent and there were only a few of them who remained silent when the questionnaire was sent. the researcher uses the Google Form approach and only needs to be accessed using email only. this provides convenience for respondents to share their opinions. This form is distributed through WhatsApp groups. However, there are half of them who skip and are not able to spend some time to fill out the form.

Regarding the questions in the questionnaire, the researcher has made two types of languages to make it easier for respondents to understand such as English and Malay. As we know, university students at Universiti Malaysia Kelantan have multiple races. In order to overcome these limitations, future related studies should further increase the sample size and study related tests affecting mental health among 3rd year FHPK students at Universiti Malaysia Kelantan, Kota Campus more widely so that it obtains more effective research results.

The conclusion that can be made is that it is very difficult to conduct this survey effectively. All participants in the group as well as respondents must be committed. If all the members in the group give a good commitment and bear responsibility well, then every work carried out will go well.

5.4 RECOMMENDATION

Based on this research, there are a few factors affecting mental health among third year FHPK students at University Malaysia Kelantan have been determined. This study was conducted to ensure that students can take care of their mental health well and to know how many students are involved or not in mental health, so that this problem can be prevented before it is too late. Therefore, there are some suggestions or recommendations for improving the research in future studies.

First and foremost, the recommendation is to enlarge the target demographic or respondents which include all FHPK students at University Malaysia Kelantan, City Campus in future study. This is because it will help to provide the best results of research. It also can help this research to have a comparison on which all years in FHPK students not only third year but also first year, second year, and fourth year that have more problem with their mental health. Future study may benefit from it to get more effective results.

The next recommendation for future research is that the researchers should use a variety of survey techniques to get the respondents through the questionnaire. The researchers can use telephonic surveys or another survey technique which is in-person personal interviews. When the researchers use a variety of survey techniques, they can find it a simple to ask questions, get fast answers during personal interviews and telephone survey if respondents have any trouble mistake the study and to achieve the quickest response from the respondents. The result of respondent will be more useful and reasonable if the researchers use a several survey methods in the research.

The researchers should consider for using a multilingual questionnaire such as Mandarin and Tamil are the next recommendation to improve the research in future studies. This is because in this research, the researchers only use the English and Malay languages for most of the questionnaire. Respondents of various racial backgrounds may find it easier to answer the question very calmly when the researchers use questionnaire's multilingual capability. The results will make it more dependable and efficient in future studies. Moreover, it is also very helpful for respondents to answer the questionnaire if the researchers use the other languages.

Finally, the researchers can expand the rental house area among all years of FHPK students around the University Malaysia Kelantan, City Campus for the respondents is the recommendation to improve the future studies. This is because the researchers can get more respondents and the number of sections of the question should be increased to compare it that affecting mental health among FHPK students. This recommendation can get a good significant value in analysis for this research.

5.5 SUMMARY

This research is about the factors affecting mental health among third year FHPK students at University Malaysia Kelantan, City Campus. Time management factors, lifestyle factors and environment factors are independent variables while mental health is the dependent variable. There was a relationship between the three independent variables (IV) and the dependent variable (DV) in this study.

In addition, the results in this study were analyzed using Statistical Package Social Science (SPSS) software version 26. Time management had the strongest correlation compared to environment factors and lifestyle factors based on Pearson correlation values, followed by environment factors and the least is lifestyle factors, represented by correlations ($0.076 > -0.071 > -0.076$). It also shows that the significant of three independent variables which are time management factors, lifestyle factors and environment factors are 0.234, 0.231 and 0.261, respectively.

Overall, this study was limited due to lack of interest in the questionnaire, lack of understanding, and having problems gaining access to third year FHPK students at University Malaysia Kelantan, City Campus. The proposed of this research is expanding the target population, using more survey methods, and using multiple languages will be useful in future research.

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APPENDICES

SECTION A: DEMOGRAPHIC	
Question	Answer
Gender	<input type="radio"/> Male <input type="radio"/> female
Race	<input type="radio"/> Malay <input type="radio"/> Chinese <input type="radio"/> India <input type="radio"/> Others
Age	<input type="radio"/> 19-21 years <input type="radio"/> 22-24 years <input type="radio"/> 25-27 years
City	<input type="radio"/> Pengkalan Chepa, kota Bharu
Programme	<input type="radio"/> Sah <input type="radio"/> Sap <input type="radio"/> Saw/sas

SECTION B: INDEPENDENT VARIABLES					
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1: TIME MANAGEMENT FACTORS					
1) Lack of rest on weekend. <i>Kekurangan rehat di hujung minggu.</i>					
2) Often feel stressed because of not being able to complete academic tasks or other responsibilities on time. <i>Sering merasa stres karena tidak dapat menyelesaikan tugas-tugas akademik atau tanggung jawab lainnya tepat waktu.</i>					

<p>3) Often feel anxious or worried when thinking about schedules and tasks that must be completed.</p> <p><i>Sering merasa cemas atau khawatir ketika berpikir tentang jadual dan tugas-tugas yang harus diselesaikan.</i></p>					
<p>4) Finding it difficult to sleep because of the many tasks or responsibilities that must be completed.</p> <p><i>Merasa kesulitan untuk tidur karena banyaknya tugas atau tanggung jawab yang harus diselesaikan.</i></p>					
<p>5) Often feel out of control or feel exhausted by academic tasks or other responsibilities.</p> <p><i>Sering merasa tidak memiliki kendali atau merasa kelelahan oleh tugas-tugas akademik atau tanggung jawab lainnya</i></p>					
<p>2: ENVIRONMENTAL FACTORS</p>					
<p>1) I don't get support from family or friends.</p> <p><i>Saya tidak mendapat sokongan daripada keluarga atau kawan-kawan.</i></p>					
<p>2) I feel isolated from friends.</p> <p><i>Saya rasa tersisih dari kawan-kawan.</i></p>					

<p>3) I have difficulty or lack of sleep.</p> <p><i>Saya sukar atau kurang tidur.</i></p>					
<p>4) [</p> <p><i>Saya rasa kurang semangat.</i></p>					
<p>5) I like to think negative things.</p> <p><i>Saya suka berfikir perkara negative.</i></p>					
<p>3: LIFESTYLE FACTORS</p>					
<p>1) I often neglect a healthy lifestyle and do not practise exercise activities.</p> <p><i>Saya sering mengabaikan gaya hidup sihat dan tidak mengamalkan aktiviti senaman.</i></p>					
<p>2) I was lack of awareness about the importance of a balance lifestyle to mental health.</p> <p><i>Saya tidak mempunyai kesedaran mengenai kepentingan gaya hidup seimbang terhadap penjagaan kesihatan mental.</i></p>					
<p>3) I do not take care well about my sleep schedule.</p> <p><i>Saya tidak menjaga waktu tidur saya.</i></p>					
<p>4) I was not practiced healthy eating habits on a regular basics.</p> <p><i>Saya tidak mengamalkan pemakanan yang sihat</i></p>					

<i>secara kerap.</i>					
<p>5) I was often exposed to unhealthy environments such as noisy and toxic environments.</p> <p><i>Saya sering terdedah kepada persekitaran yang tidak sihat seperti persekitaran yang bising dan toksik.</i></p>					

SECTION C: DEPENDENT VARIABLE					
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
MENTAL HEALTH					
<p>1) I lead a purposeful and meaningful life.</p> <p><i>Saya menjalani kehidupan yang bermatlamat dan bermakna.</i></p>					
<p>2) I am optimistic about my future.</p> <p><i>Saya optimis tentang masa depan saya.</i></p>					
<p>3) I am actively contribute to the happiness and well-being of others</p> <p><i>Saya secara aktif menyumbang kepada kebahagiaan dan kesejahteraan orang lain.</i></p>					

<p>5) I am engaged and interested in my daily activities.</p> <p><i>Saya terlibat dan berminat dengan aktiviti harian saya.</i></p>					
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