



MENTAL HEALTH AMONG STUDENTS OF THE UNIVERSITI
MALAYSIA KELANTAN, KAMPUS KOTA

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LIST OF SYMBOL AND ABBREVIATIONS

ABBREVIATIONS

N	Population size
S	Sample size
(UMK)	Universiti Malaysia Kelantan

ABSTRACT

Student mental health can impede learning. Given the rising reports of mental health issues among college students, it is critical that we understand how to effectively serve this demographic in order for them to study and achieve. This is especially noteworthy considering the volume of evidence demonstrating how mental illness can harm student achievement and degree perseverance. There are numerous assistance that may be offered in the classroom interwoven within current practices and learning opportunities for all children across the board in order to best serve this increasing demographic. This article discusses the links between learning and mental health, as well as practical takeaways for practitioners and future research objectives.

ABSTRAK

Kesihatan mental pelajar boleh menghalang pembelajaran. Memandangkan peningkatan laporan isu kesihatan mental dalam kalangan pelajar kolej, adalah penting untuk kita memahami cara untuk menyampaikan demografi ini dengan berkesan agar mereka belajar dan mencapai kejayaan. Ini amat perlu diberi perhatian memandangkan jumlah bukti yang menunjukkan bagaimana penyakit mental boleh menjejaskan pencapaian pelajar dan ketabahan ijazah. Terdapat banyak bantuan yang mungkin ditawarkan di dalam bilik darjah yang dijalin dalam amalan semasa dan peluang pembelajaran untuk semua kanak-kanak secara menyeluruh untuk memberi perkhidmatan terbaik kepada demografi yang semakin meningkat ini. Artikel ini membincangkan hubungan antara pembelajaran dan kesihatan mental, serta amalan praktikal untuk pengamal dan objektif penyelidikan masa depan.

CHAPTER 1

INTRODUCTION

1.0 INTRODUCTION

This chapter discusses the background of the study, problem statement, research question, research objective and scope of the study. In addition, this chapter also includes the definition of the term.

1.1 BACKGROUND OF THE STUDY

Mental health is a state of well-being in which an individual is aware of his own abilities, can handle stress well, able to contribute to society and can work productively. According to the World Health Organisation (WHO) health is a state that includes physical, mental, and social health and not just absence of disease. Mental health is very important for all human beings so that we can live a normal life. Mental health problems or disorders are divided into several parts such as depression, anxiety, eating disorders, and so on.

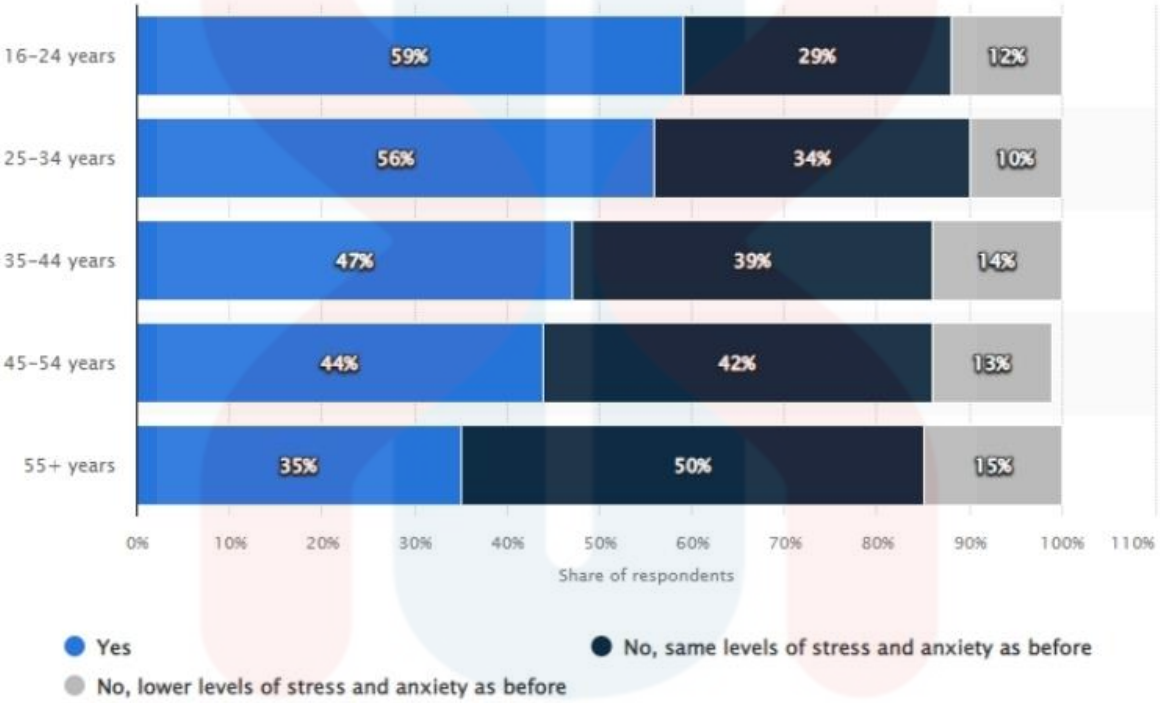
According to Nsereko ND. (2018), university students are a group that is particularly vulnerable to mental illness. The issue of mental health problems among students is not something new, but indifference to the increase of this issue can have a bad impact on students (Abdul Rahid,2021). According to Yikealo (2018), continuing studies is a difficulty for students in terms of educational, environmental, social and also psychological adjustment in a new environment that will affect psychosocial well-being and student learning outcomes.

The Royal Malaysian Police reported that the number of suicide cases in Malaysia from January 2019 to May 2021 was 1708. of that number, 872 cases were among teenagers aged 15 to 18 years. This shows that as many as 51 percent of suicide cases in Malaysia at that time consisted of teenagers and children.

According to the Mental Health study in 2019, it is proving that at least 1 in 10 young people or 10 percent of the 5.5 million youth in this country have thought about suicide. In addition, 1 out of 5 young people suffer from depression and 1 out of 10 teenagers deal with

stress. This matter is very worrying because it shows that mental health problems among young people and teenagers are severe and need to be addressed.

According to a survey on mental health and wellness conducted by Rakuten Insight in



Malaysia in May 2022. Figure 1.1, 59 percent of the respondents aged between 16 and 24 years indicated that they had a higher level of stress or anxiety in the past 12 months. On the other hand, 34 percent of the respondents aged between 25 and 34 years indicated that they had the same levels of stress and anxiety in the past 12 months as before.

Figure 1.1 : Share of people feeling more stressed in the past year Malaysia 2022, by age group

(Source: Statistic 2023)

1.2 PROBLEM STATEMENT

Moral support is very important in a person's life. continuous support and encouragement can give motivation especially to students so that they keep trying to achieve what they want in their studies. According to Wang (2018), the moral support given can also indirectly prevent unwanted things from happening such as stress, depression, panic attacks and others that will affect the mental health of students.

Almost all university students have to face challenges in life such as living away from family, having to adapt in a new place, meeting friends from other places and so on. According to Nur Hannan (2018), moral support is essential especially from close family and friends in facing challenges in life.

Psychosocial changes to students and the pressure of studying can affect the mental health of university students. According to Uehara (2010), university students need to adapt to the changes that occur in their lives in order to prepare themselves for a more challenging professional career in the future. Indirectly, this will make students experience stress due to excessive expectations of them, thus harming their health, especially in terms of mental health (Shamsuddin,2013).

Students are often worried about their academic performance. The increasing academic pressure will cause university students to tend to experience anxiety, lose self-confidence, and depression or will be stuck with the problem of negative attitude (Son, 2020). Stress in studies can also cause a student's sleep pattern to be affected and will result in sleep disorders among students. Mental health is very important to be taken care of because it will affect the motivation, behaviour and also interaction pattern of a student during the learning session.

1.3 RESEARCH QUESTIONS:

1. Is there any relationship between moral support and mental health among UMK Kampus Kota students?
2. Does mental health affect the psychosocial behaviour of students at UMK Kampus Kota?
3. How intelligence can contribute to students' performance among UMK Kampus Kota?

1.4 RESEARCH OBJECTIVES

1. To determine the relationship between moral support and mental health among UMK Kampus Kota students.
2. To examine the relationship between psychosocial and mental health among UMK Kampus Kota students.
3. To investigate the relationship between academic performance and mental health among UMK Kampus Kota students.

1.5 SCOPE OF THE STUDY

This study was conducted by students from the University of Malaysia Kelantan (UMK) City Campus. Respondents will be randomly selected from among UMKPC students in Kelantan who experience mental health and personal health. Students from the faculties of Entrepreneurship and Business (FKP) ,and Hospitality, Tourism, and Wellness (FHPK) will make up the sample. This study was conducted to examine mental health among UMK students to coordinate learning and improve academic performance.

In addition to knowing the challenges and issues that arise in conducting research, there are many different students and also where their activities are different. Knowledge of the scope will add confidence to students to learn about mental health in terms of learning and outdoor activities.

In general, this study is very important to readers because the organisation knows how to provide and also maintain the best performance for students involved with mental health to increase the number of students among Malaysian universities in Kelantan.

1.6 SIGNIFICANCE OF STUDY

This study contributes to the body of knowledge through its elaboration literature review and empirical findings by providing a clear understanding of the relationship between moral support, psychosocial behaviour, academic performance and mental health among students.

Apart from the above, the empirical outcome of this study will serve as guides to the policy makers on the health and wellness sector in Malaysia to mitigate the issues related with

mental health effectively and efficiently. This study will contribute to the improvement of education in online and hybrid learning among students of Universiti Malaysia Kelantan.

The study of acceptance of online learning among UMK students brings advantages to academics as well as curriculum. They can use this study as a reference to guide students for their research as well.

Lastly, this study shed light on the future direction of the research. The study could be extended in longitudinal and comparative ways. For example, to do comparative study between gender, income group and others



1.7 DEFINITION OF TERM

1.7.1 Mental health

Mental health is our awareness of thinking that includes our emotional, psychological and social well-being. It affects the way we think, feel and act. Mental health also helps determine how we handle stress and emotions in relation to others and how we make choices. Mental health is important at every stage of life, from childhood and adolescence to adulthood. The World Health Organization (WHO) defines mental health as "a condition of well-being in which one understands one's own talents, can cope with typical life pressures, can work successfully and fruitfully, and is able to contribute to one's community".

1.7.2 Moral support

Giving someone support without contributing anything beyond the emotional or psychological value of the impulse is known as moral support. It can be done for a cause, a person, or a party in a conflict. A person who is going through a difficult situation can also receive moral support. Maybe the only thing one can do is show empathy. Moral support is important since it is helpful to those who are in need. When people are struggling, they frequently require more support than when they are doing well. Sometimes people feel unable to escape the cycle of thought because they are caught up in it.

1.7.3 Psychosocial

Mental illnesses known as psychosocial disorders are those that are brought on or impacted by a person's experiences in life as well as by cognitive and behavioral processes that are poorly coordinated. of or pertaining to a person's psychological growth in connection to his or her social surroundings. Physical and mental health problems caused by neglect, trauma, or abuse in childhood. Either social exclusion or loneliness enduring racism and other forms of discrimination. social exclusion, financial hardship, or debt. Stress, hostility, sadness, hopelessness, and job control are examples of psychosocial characteristics that appear to be linked to physical health, particularly heart disease. Negative psychosocial risk profiles seem to be associated with a general social vulnerability. Social support, loneliness, marital status, social interference, grief, the workplace, social standing, and social integration are a few examples of psychosocial factors.

1.7.4 Academic Performance

Achievement at a certain level obtained by an individual in various fields of knowledge and skills is the meaning of academic achievement. The level has been set based on age, the learning process that has been passed and the ability of the individual in terms of education, qualifications and socialisation. Academic achievement is important in analysing students' academic development. Among the factors that influence students who get good academic achievement are learning style, parenting style, learning environment.

1.8 SUMMARY

This chapter lists the issues with students' mental health. It focuses on how a student's mental health may affect their academic achievement. This chapter also discusses how to lessen the number of mental health patients among students and how mental health issues affect university students' academic performance. Students must find solutions to their mental health issues. It also establishes the objective of analysis that other students and others in the community today frequently devalue excellent mental health and deny the mental disease in this group of pupils. The reason why this issue is growing increasingly common among students is because there is a lack of understanding about it. At the conclusion of this study, research questions and objectives aid in problem-solving and produce the intended results.

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CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter will focus on literature review on Mental health among students of the UMK. In addition, this chapter also explains about the definition of each independent variable that are moral support, psychosocial, and academic performance that affect the mental health among UMK students.

2.2 MENTAL HEALTH AMONG STUDENT

A mental health student might be an indicator of household instability (Hafiz Umer Habib , 2021) . It encompasses a wide range of housing-related issues, such as homelessness, living in overcrowded or doubled-up houses, such as living with friends or family to save money, and numerous residential movements, all of which low-income renter households may face prior to being homeless. The term "home instability" is widely used to describe housing issues. Thus, families experiencing residential instability face a broader range of housing-related concerns than those experiencing housing affordability issues, with most students allocating 30% of their family income to housing costs since they are unable to pay their university fees. Students from diverse cities are more likely to suffer financial difficulties. They are more economically disadvantaged than the general poor population and are more likely to be homeless at some point.

According to Prabu_(2015) revealed that "upper secondary students experienced moderate degrees of academic stress, especially students in private schools experienced greater levels of stress than the students in government schools". "Students Academic stress, parental pressure, and mental disorders were positively connected in the Indian setting," according to Deb(2015). Exam-related anxiety was found to have a substantial positive relationship with mental issues among students. It is stressed by this study that academic stress was a severe issue, affecting about two-third of senior high school pupils". A study by Kaur (2014) indicated that "substantial disparities exist in the mental health of adolescents due to their academic stress;girl students with high degree of academic stress had lower mental health status than their counterparts".

Anjna (2011) observed that "academic stress had considerable negative association with academic accomplishment and mental health of the teenagers, likewise academic achievement had strong positive link with mental health". These research demonstrated the deleterious influence of stress on mental health. Anjna (2011) observed that "academic stress had considerable negative association with academic accomplishment and mental health of the teenagers, likewise academic achievement had strong positive link with mental health". These research demonstrated the deleterious influence of stress on mental health.

2.2.1 DEFINITION OF MENTAL HEALTH

According To World Health Organization (2014) mental health is considered as "a condition of well-being in which individuals realise their own potential, can manage with the usual demands of life, can work successfully and fruitfully, and are able to make a contribution to community". Galderisi, et al (2015) defined "mental health as a dynamic condition of internal equilibrium which enables individuals to use their strengths in line with universal ideals of society. Basic cognitive and social skills; ability to recognise, express and modulate own one's emotions, as well as empathise with others; flexibility and ability to cope with adverse life events and function in social roles and harmonious relationship between body and mind represent important components of mental health which contribute, to varying degrees, to the state of internal equilibrium".

Adolescents face a variety of pressures since they are at a transitional stage between childhood and adulthood. Kaur (2014) pointed out that "the increased expectations of the parents in terms of scores and academic achievement may place extra strain on children, which may occasionally create various physical or mental diseases". According to Madlan (2004), "mental health is a manner of thinking, feeling, and behaving in a person's everyday life. People with a healthy mental health may identify themselves on their abilities, willing to accept failure, competent to regulate their emotions and enjoy themselves". Many studies have been conducted to investigate the association between academic stress, mental health, and other factors among students.

Rawson(1999) underlined that "many students reported their experience of significant academic stress at predictable periods which have come from studying and passing examinations, class ranking rivalry, and mastering vast quantities of curriculum in a comparably very limited amount of time". Fairbrother (2003) noted stress was stress which

happened due to numerous factors such as too many tasks, competitions with other students, failures and poor connections with other students or professors". According to Erkutlu (2006), "pressure to do well in the examination or test and time given makes the academic atmosphere more stressful. Stress has a significant influence on psychological functioning and, as a result, people's mental health".

2.3 MORAL SUPPORT

Moral support is important in a person's life, especially support from family members, friends, and even close acquaintances. This is because, as human beings, we need support and encouragement from others for us to continue to be enthusiastic in pursuing or achieving what we want in life. As a student, they need moral support to stay motivated in achieving excellent results in their studies. Mental health issues among students must be taken seriously by all parties because good social support can help students avoid mental health problems.

Oemar Hamalik (2002), described motivation as a factor in which both motivates behaviour and guides it toward specific goals. According to Azlina et al. (2020), stated that social support refers to two strengths that are physical and psychological to help cope with stress. Giving moral support to students such as verbal praise, company, and attention from teachers, mentors or parents will improve their performance in learning and it can also reduce depression and chronic mental health conditions in adulthood Behncke (2012). Fadzil (2019), stated that lack of guidance from peers causes problems of stress among IPT students especially when having to deal with a new way of learning, a new environment and no support system. The study of Xinmin et al. (2014) showed that social support functioned as a moderator of the relationship between stress and depression. Based on the study's findings, students who encountered high levels of stress and little social support scored more severely depressed than those who did not. In comparison to the low social group, the high social support group showed a significantly smaller impact of stress on depression. According to Md Aris and Mariam (2010), there is a significant negative relationship between social support and psychological problems, such as depression, anxiety and stress. This means that the higher the social support, the lower the psychological problems experienced by the students.

2.4 PSYCHOSOCIAL

According to Fauziah et al. (2012), psychosocial development is one of the important aspects for every student when continuing their studies to a higher level. The success and excellence of students are not only from the academic aspect but experience and involvement on campus and also psychosocial development also help students in achieving success. This psychosocial development has included aspects of behaviour and individual attitudes from personal, interpersonal, physical, and psychological aspects of a person (Foubert & Grainger, 2006).

The changes that happen around us can also affect a person's mood and mentality. This will have a negative impact on a student. The effects of this emotional disturbance can also produce extreme pressure that causes an individual to experience psychological problems. Mental health issues usually increase among university students which has an impact on their stage of life.

2.5 ACADEMIC PERFORMANCE

Academic performance occurs among university students in UMK Kampus Kota having impacts because academic matters distract students' performance nowadays. Thus, academic performance occurs mostly for students because it is difficult to get motivation to study and these matters make it difficult to achieve their academic goals. However, academic performance can cause physiological health that will disrupt their social-skill, personality and competencies. These studies discuss the connection between mental health and academic performance. One study that evaluates mental health retrospectively discovers that depression before adulthood is linked to less education (Betndt et al, 2000). According to (Fergusson & Woodward,2022) further educational achievement will control socio-demographic characteristics, focusing explicitly on the long-term effects of adolescent depression. The research examines the relationship between adolescents' mental health and university students (Marcotte et al., 2004; Vander Stoep et al., 2003). However, these studies understand potential relationships between university students' mental health and academic performance, but they do not specifically address the relationship between mental health and higher education.

Additionally, academic performance affects the raised income, lowers the likelihood of divorce and unemployment, and influences the risk of mental health issues (Jalvaara, 2002). Thus, there is a complex and maybe non-linear relationship between academic performance and mental health. Likewise, (Heckman et al., 2006) and Currie and Stabile (2004) both provide evidence of the influence of non-cognitive qualities like attention, self-esteem, and locus of control on academic performance, suggesting that the causation between education and mental health may be inverted.

2.6 THE RELATIONSHIP BETWEEN MORAL SUPPORT, PSYCHO-SOCIAL, ACADEMIC PERFORMANCE MENTAL HEALTH AMONG STUDENTS.

In essence, the elements that affect students' mental health will be the relationship between the independent and dependent variables. The independent variable in the study of students' mental health at UMK Kampus Kota is directly impacted by the dependent variable, which constitutes a factor. Moral support, psychosocial and academic performance will bring a result of mental health among students. As a result, they have a supportive relationship.

2.6.1 MORAL SUPPORT AND MENTAL HEALTH

Moral support is a sign of human development and is regarded by some as crucial to the growth of a person's character, personality, and ambition. The focus of the emotion is the need to offer moral support in order to secure a positive outcome in any degree of interpersonal interaction or emotional connection with friends, family, or other people. People who receive this support start to feel valued and like they have someone who cares about them.

The relationship between moral support and mental health students will be affected by the student's UMK City Campus. The personal factor is moral support. One of the most significant mental health issues that may have an impact on students nowadays especially for how to govern life to stay alive is a source of anxiousness. Moral support refers to an individual's internal condition or specific needs and desires that lead them to act or behave in a certain way, preserving human behaviour and the body's levels of energy (Descrop, 2006; George, 2004). The motivation assumption is most frequently explained using the Maslow hierarchy of needs hypothesis.

Giving moral support to others takes up a lot of time. Using motivational speeches, encouraging comments, and other non-verifiable soft information to instil confidence and "motivate" others is a very suitable approach. Despite its importance and widespread use, there isn't much evidence to prove a connection between moral support and performance. The greatest practical barrier arises from the fact that moral support is mostly structural. People consciously choose who and from whom they will receive moral support, how much they will give and receive, and whether to give or accept it. Children, students, employees, or teams who perform better frequently receive greater encouragement from their parents, teachers, bosses, or other supporters. However, those who get more help also tend to perform better.

Moral support frequently refers to the acts of significant individuals in a person's life, such as family, friends, neighbour, and classmates (Thoits, 2010). In order for students to consistently work hard and be passionate about obtaining the major objective they dream of at the conclusion of their education, it is important that those around them support and encourage them constantly. Additionally, the assistance offered may subtly stop unfavourable events from occurring. According to Nur Hannan & Zanariah (2020), social support is essential in facing challenges in life and is considered as moral support from people around, especially close people such as family and friends. Meanwhile, Harikandei (2017) found that there was no significant relationship between the social support sub-scale of friends and significant others with mental health.

Even so, the results of the study show that there is a significant relationship between the family social support sub-scale and the mental health of students. Hefner & Eisenberg (2010) found that students with low social support tended to experience mental health problems, including six times the risk of depression symptoms compared to students who received high social support. Additionally, the three sub-scales of social support, namely friends, family and special people, were significantly associated with mental health.

According to (Bukhari & Afzal, 2017; Safree & Dzulkifli, 2010), Lack of social support has a detrimental impact on students' quality of life and contributes to mental health difficulties, such as symptoms of depression, among university students. Research shows a strong inverse association between social support and psychological diseases like stress and depression (Alimoradi, Asadi, Asadbeigy, & Asadniya, 2014; Bukhari & Afzal, 2017; Kugbey, 2015). These cross-sectional studies' findings generally supported the importance of social support for students' wellness. According to a study, university students' emotional, social, and

academic success is significantly impacted by the social support they receive from friends and family (Awang et al., 2014). The emphasis changes from parents to peers as the child strives to individuate from family, while friends are becoming a greater source of social support than family during this time of adolescence (Kugbey, 2015).

2.6.2 PSYCHOSOCIAL AND MENTAL HEALTH

Psychosocial refers to the interaction between social elements and behaviour as the effect of social influence on a person's mind and personality. The characteristics that appear in mental health may be associated with stress, hostility, despair, depression and others. This issue is caused by the occurrence of abuse, neglect, degradation, racism or other discrimination that causes mental disorders to a person.

According to earlier research, public health has been paying more and more attention to mental health and psychosocial assistance during the past 15 years. According to recent statistics, 450 million people worldwide suffer from behavioural or mental health illnesses. There is a lot of knowledge about psychosocial assistance and mental health. When students first enter a new environment, they must not feel at ease in the surroundings. Losing a loved one or going through family paralysis can have an impact on a variety of behavioural and mental health issues. Students often have a deep desire to think about their loved ones. They actively attempt to preserve their memories despite any potential psychological and psychosocial challenges. Family and friends frequently offer support from a distance when this happens among students. In order to minimise isolation within families and communities and to help families gain some meaning from their distressingly ambiguous experiences, psychosocial support for students is available. Adolescents are also influenced by the demographic aspects of their parents. In this study, for instance, there was a strong correlation between psychosocial state and parents' marital status, occupation, and degree of education. Families that are broken up have a substantial decline in their level of living, and after a divorce, families headed by women often fall into poverty. Additionally, (Bradshaw et al., 2003) found that adolescents with moms who had very high or very low educational levels experienced higher levels of stress. Adolescents from families with parents who had a medium degree of education were observed to experience less stress.

Based on previous research Ryff, C. D. (1995). The affective perspective defines psychological well-being as the realisation of one's full potential. Contrary to the subjective

well-being perspective, Students' ability to effectively adapt to college or university life depends in large part on their psychological well-being, which is seen as the outcome of a life well-lived. Because of this, this construct frequently contains elements like self-acceptance, fulfilling relationships, autonomy, environmental mastery, personal development, and life purpose. As we know, during pandemic university students must adapt to a new learning environment and are subject to greater academic pressure. The potential psychosocial aspects connected to psychological well-being are supported by a number of models. Emotions influence our thinking, just as our cognitive processes influence our emotional states. On the plus side of the psychological spectrum, emotional intelligence connects emotions with reason. (Mayeer et al., 2011). The cognitive skills that can be assessed through tests involving the processing of emotional data are referred to as emotional intelligence. This has been developed theoretically and empirically to show its potential to anticipate outcomes in various spheres of daily life. (Gardener et al., 2011).

The relationship between psychosocial and mental health will be effective for students. Mental health is defined by indicators of the good and bad aspects of psycho-social health. A person's social surroundings, which includes their family, friends, and other loved ones, can either positively or negatively impact their health. Throughout the life cycle, social and economic results are influenced by mental health, which is essential to good health and life pleasure. Recent researches by positive psychologists have revealed empirical support for the theories of human flourishing articulated by these humanistic psychologists. New studies on subjective well-being, according to Keyes (2006), emphasize health and human development as the existence of well-being (i.e., health), rather than just the absence of disorder. An intense emphasis on mental health promotion approaches that concentrate on the social determinants of mental health at several levels, such as enhancing people' mental health, enhancing communities, and removing structural barriers to mental health, is a result of this recognition (Health Education Authority, 1997).

2.6.3 ACADEMIC PERFORMANCE AND MENTAL HEALTH

Mental health problems will affect the academic performance of students and it will go from bad to worse if the students do not receive any treatment. The negative effect of mental health not only on the academic side, but also for their daily life. Mental health can be thought of as an emotional state that is impacted by stress, anxiety, and depressive symptoms. There is a connection between mental health, such as sadness, anxiety, and stress, on academic

achievement, according to a number of previous research findings. It is important to raise awareness about mental health issues, as early detection might help to avoid mental health issues.

Results of previous research show that depression is a widespread issue among adolescents (Steinberg, 1999). Additionally, according to Petersen et al. (1993), depending on the circumstances, between 7% and 33% of adolescents suffer depression. Shamsuddin (2013) discovered that students in Malaysia between the ages of 20 and 24 are the most susceptible to depression. When compared to their junior students, the senior students (age 20 to 24) scored higher on depression scales than junior students (age 18 to 19). In a related study, Sherina et al (2003) discovered that 41.9% of students in a Malaysian public university were struggling with depression of mental health. In other words, depression affects students' capacity to perform academics discovered by (Zaid et al, 2007) It is important to not undervalue adolescent depression because, if untreated, it can lead to major issues. Students who struggle with depression for a variety of reasons may do worse academically. According to Fine & Carlson (1994), the reason students struggle to meet deadlines and complete too many assignments and projects is that they are depressed. The students are unable to pay attention during lectures as a result, and the attendance rate is low. University students who experience depression sometimes have trouble concentrating, lack of enthusiasm or ambition, and low attendance. These signs truly provide evidence for why a depressed student does badly academics. It is clear from the findings above that depression will have a negative impact on academic performance.

According to Azhar (2002), between 25% and 35% of Malaysian students reported stress as a result of the increased effort associated with completing assignments and projects. Additionally, the education system that priorities exam success has worsened students' stress. The students' free time has been taken up with attending classes in order to perform better on evaluations. The stress is typically brought on by a thorough task, while there is not enough time for sleep, especially in the final year of study, according to Tangade et al. (2011). In addition, parents and family members can contribute to students' stress. Students experience significant levels of stress as a result of trying to live up to their parents' expectations (such as receiving a first-class education) (Ariffin, 2014). Exam time management and the pressure to achieve higher marks are certainly putting a lot of stress on students. Stressed-out students won't be able to complete their learning objectives. Therefore, it's essential to motivate and

inspire them. The relationship between mental health and academic performance and how it may affect one's physical state. The pressure of studying and needing to finish paperwork to qualify may have an effect on students' mental health. Students then find it difficult to concentrate in class due to stress caused by their higher academic scores and the short time available to them. It contributes to the crisis in academic performance.

2.7 HYPOTHESIS

The hypothesis of the research is made based on the factors of the study such as moral support, psychosocial and academic performance that affect the mental health among FHPK students in UMK. Based the study, the hypothesis had been created and to be tested:

H1- There is a relationship between moral support with mental health among among students UMK Kampus Kota.

H2- There is a relationship between psychosocial with mental health among among students UMK Kampus Kota.

H3 - There is a relationship between academic performance with mental health among students UMK Kampus Kota.

2.8 CONCEPTUAL FRAMEWORK

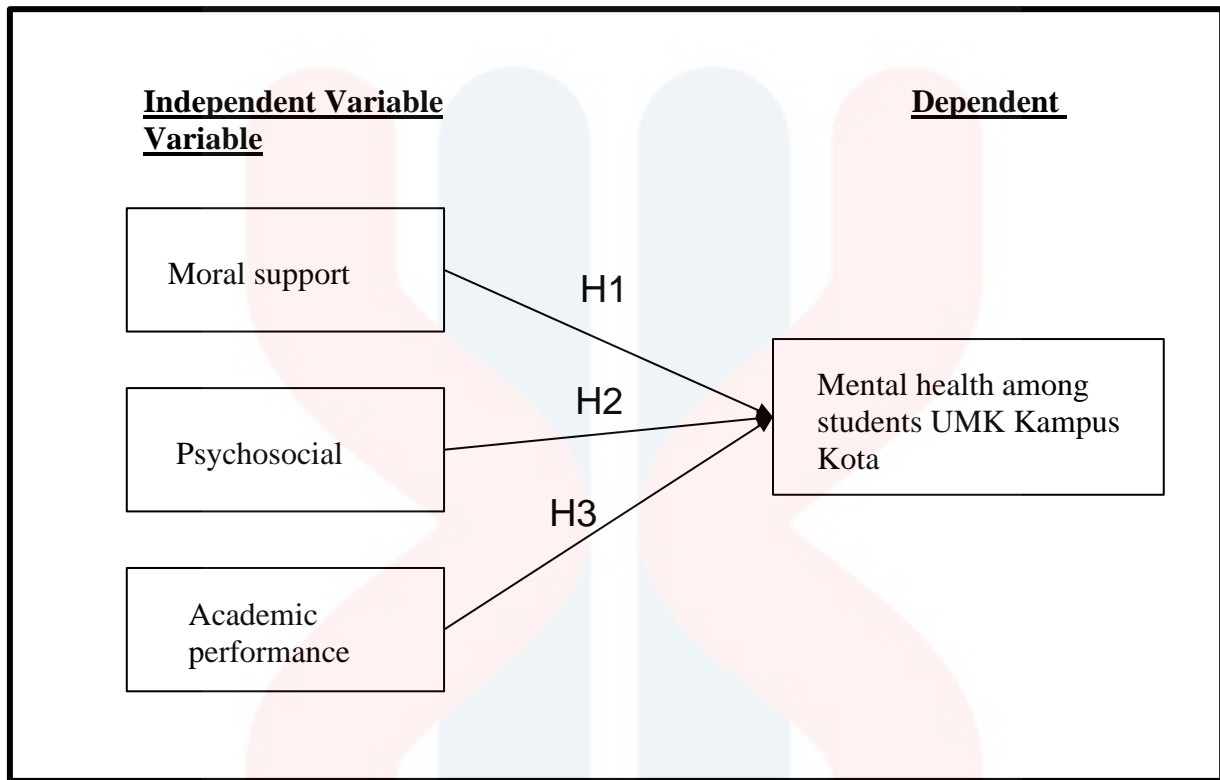


Figure 2.8 : Conceptual Framework

The relationship between the independent variable (IV) and the dependent variable (DV) in this study is depicted in the diagram above. Issues that result in causes and consequences that have an impact on mental health are carried out by independent variables (IV). Academic achievement, psychosocial support, and independent variables (IV) make up the study's three independent variables (IV). The dependent variable (DV), which is the mental health among UMK Kampus Kota students, will be impacted by each independent variable (IV).

Existing research findings have a significant influence on researchers because they facilitate the writing of our papers. It is cited in order to strengthen and increase the credibility of this work.

2.9 SUMMARY

Moral support, psychosocial and academic performance use as independent variables were reviewed in this chapter, while mental health among students was considered as a dependent variable. The relationship between independent variable and dependent variable, also the conceptual framework and hypothesis which are important.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

The methodology for analysis is summarized in this chapter, which comprises research style, population, sample size, sampling process, research instrument, form design, and knowledge analysis method.

3.2 RESEARCH DESIGN

A study can be conducted in a single-stage design, such as qualitative and quantitative research, or a multi-stage mixed method research design, according to Kothari (2004). According to Forman et al. (2008), the qualitative research method gathers information from an open-ended question to understand the process and challenge fundamental assumptions. Furthermore, the quantitative research method used closed-ended questions to collect data and investigate relationships between variables. The quantitative research method used statistical procedures and numerical coding to analyse the essential data, providing in depth insight into the phenomena of interest. This study uses a quantitative research method to understand and know the relationship between independent variable moral support, psychosocial and academic performance and the dependent variable which is mental health among University Malaysia Kelantan City Campus students.

3.3 POPULATION

Population refers to the total population of a nation (Taherdoost, 2016). According to Alvi (2016), the target population consists of all participants who satisfy the requirement for the investigation of the particular study. A population is a group of individuals, objects, or objects of the study that have the same characteristic (M. Fahmi, 2012). In this research conducted, the study population is an essential factor in determining the number of respondents who will be selected to obtain the information needed in this research.

Universiti Malaysia Kelantan had 3 campuses located at Kota Bharu, Bachok and Jeli. The target population of this research is students in University Malaysia Kelantan City Campus. According to statistics, the University of Malaysia Kelantan has a total of 11413

students. We chose a total of 2800 people from the FHPK faculty in University Malaysia Kelantan City Campus, where the department is from wellness, tourism and hospitality.

3.4 SAMPLE SIZE

A total of respondents will be chosen at random from the student population of the Fakulti Hospitaliti, Pelancongan dan Kesejahteraan (FHPK) at UMK Kampus Kota, according to with the sample measurement table by Krejcie & Morgan. Populations of students at UMK that are appropriate for researchers to conduct surveys in order to find out more about student mental health.

Table 3.1
Table for Determining Sample Size of a Known 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	100000	384

Note: N is Population Size; S is Sample Size Source: Krejcie & Morgan, 1970

Figure 3.4: Krejcie & Morgan Table

KELANTAN

3.5 SAMPLING METHOD

The sampling method that we used for this research was probability sampling because we identified about sample size. Sampling is the process of selecting samples from a population. The sample selected must be random and represent the population. The sample of students Umk Kampus Kota can be found at their respective department from the coordinator. From the list we chose 179 respondents in University Malaysia Kelantan Kampus Kota.

Simple random sampling, which is appropriate when the population is small, is a probability sampling strategy. This sampling method is simple and has an equal probability of being chosen because the sample numbers are distributed randomly within the population. The highest number of samples is also provided by simple random sampling. The researcher needs a sampling frame or list of the population of University Malaysia Kelantan Kampus Kota students in order to collect the sample.

Simple random sampling is infrequently employed, despite being straightforward to carry out. But the usage of this is unpredictable. As long as it is done correctly, this sampling method offers several advantages. First of all, because the individuals who make up the smaller group are chosen at random, giving every member of the larger population an equal chance of being chosen, it fairly and impartially reflects the population. An easy-to-use simple random sample is the next stage. The creation of simple random samples is more easier than the other methods. This process may produce rather consistent results and doesn't call for any specialised skills.

3.6 DATA COLLECTION PROCEDURE

The process of gathering information for the specified variables in a systematic way is known as the data collection technique. Primary data and secondary data are the two basic categories into which data may be separated. Primary data will be used in this study, and the information gathered with the use of an online questionnaire or survey. Students from FHPK faculty in UMK Kampus Kota will be the respondents to the surveys that will be shared in a random order on social media platforms.

3.7 RESEARCH INSTRUMENT

Research instruments are measuring tools, such questionnaires, tests, or scales, that are created to assist researchers in gathering data from study subjects on issues of interest. Information on the demographic targeted, the instrument's purpose, and the variables being assessed are all included in research instruments. Depending on the sort of study being done, researchers may choose to utilize a variety of statistics, including surveys, case studies, or questionnaires. Due to the likelihood that diverse types of respondents would fill out the questionnaire, it will be made available in English and Malay for the convenience of the respondents.

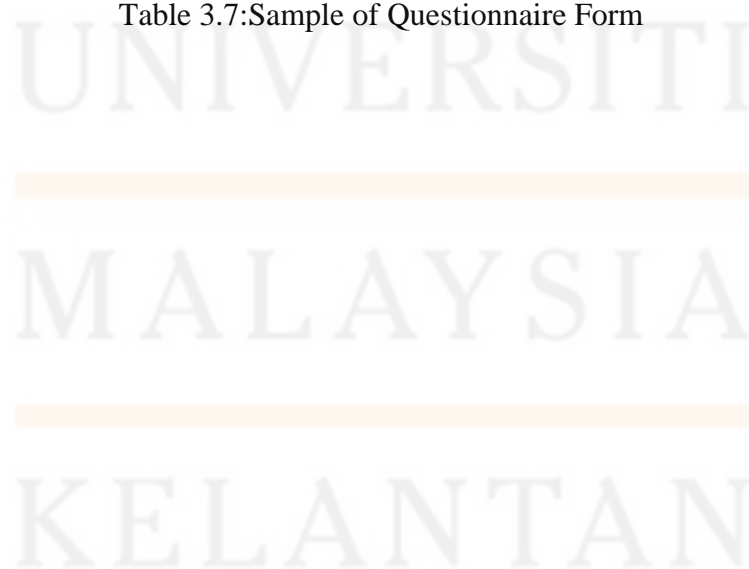
This questionnaire is divided into three parts (part A, part B and part C). In part A, the demographic distribution is discussed. Demographic profiles are market segments based on respondents' gender, age, race, educational background and courses attended. Part B focuses on all the independent variables which are moral support, psychosocial support and academic performance. Part C discusses the dependent variable is mental health among FHPK students in UMK Kampus Kota.

SECTION	VARIABLE	QUESTIONS	ANSWER
A	DEMOGRAPHIC PROFILE	GENDER: Male Female	() ()
		AGE: 20-21 years old 22-23 years old 24-25 years old 26-27 years old 28-29 years old	() () () () ()
		RACE: Malay Chinese India	() () ()

		(Others)	()
		EDUCATIONAL BACKGROUND: SPM STPM DIPLOMA DEGREE	() () () ()
		COURSE ATTENDED:
	Dimension	Item	Supporting References
B INDEPENDENT VARIABLE	MORAL SUPPORT	<ul style="list-style-type: none"> ● I feel that there is no one I can share my most private worries and fears with. ● When I need them, my parents spend time with me. ● My parents are loving to me. ● My family is concerned with my feelings. ● I get positive self-esteem support from a relative. ● I feel loved and cared for because of a buddy. ● Friends gave me some helpful advice. ● I believe I have value to a friend. 	(Sao & Lai, 2016) (John E. Fetzer, n.d.)
	PSYCHOSOCIAL	<ul style="list-style-type: none"> ● Do you have to make difficult decisions for your assignment? ● Does your assignment require you to keep your emotions to yourself? ● Would you change the environment around you? ● Do others judge your preference? ● Would you like to take some time off from your current role? 	(Copenhagen Psychosocial Questionnaire (COPSOQ), 2003)

	<p>ACADEMIC ACHIEVEMENT</p>	<ul style="list-style-type: none"> ● I often repeat a year or carry modules over the next academic year/ semester. ● Since starting university studies, I have never ever failed an examination. ● I performed poorly in my past semester examinations. ● I am good in most of my modules. ● I am able to achieve the academic goal I have set. 	<p>Martha (2010) Kathy and Laura (2009) Tan and Yates (2007) Roy (2004)</p>
<p>C DEPENDENT VARIABLE</p>	<p>MENTAL HEALTH</p>	<ul style="list-style-type: none"> ● Does physical effect lead to stress and anxiety? ● Does growing awareness of mental health impact students' health? ● Does there exist a trend to mental illness if it occurs at the university? ● Do students suffering from mental health be able to work? ● In your opinion, can students minimise their risk of mental health advice? 	<p>Sampson, K., Priestley, M., Dodd, A., Broglia, E., Wykes, T., Robotham, D., . . . Byrom, N. (2022).</p>

Table 3.7: Sample of Questionnaire Form



3.8 DATA ANALYSIS

Data analysis referring to methodical set of mathematical, statistical, and logical techniques for characteristic the data context, modulating the data structure, condensing the data representation, illuminating statistical tendencies, obtaining useful data, and drawing conclusions. By eliminating the extraneous noise that the rest of the data creates, these analytical techniques help us to get the underlying insight from the data. Data analysis also continuous, iterative process in which data collection and analysis occur continually since data production is a continuous activity. One of the most important aspects of data analysis it is data integrity. There is primary and secondary data in research methods. The information obtained by researchers from their first sources, such as interviews and surveys, is known as primary data. On the other hand, secondary data is information that has been obtained from sources that are openly accessible. The Statistical Package for Social Science was used in this research endeavour (SPSS). A group of software applications have been compiled into a single package called SPSS. The study of scientific evidence in social science is the main application of this curriculum. Data analysis, surveys, and marketing strategy may all benefit from this information. Researchers may swiftly comprehend market demand for a product using the statistical data they have obtained and change their strategy.

3.8.1 DESCRIPTIVE STATISTIC

A simple descriptive coefficient known as a descriptive statistic is used to summaries a particular collection of data, which may be a sample of the entire population or a representative the population. For example, in part 1, we examined the demographics of the respondents. According to the data, 10% of the respondents are Indian students, 10% Chinese students, and the remaining 80% are Malay students. Descriptive statistics include measures of central tendency and measures of variability (spread).

Measures of variability include standard deviation, variance, minimum and maximum variability, while measures of central tendency include mean, median, and mode. Large amounts of data can be simplified with the use of descriptive statistics. Each descriptive statistic packs a lot of information into a small area.

3.8.2 RELIABILITY TEST

The dependability of the questionnaire was evaluated using reliability analysis. A system's capacity to calculate something accurately is referred to as dependability. The measurement should be considered as accurate if the exact same findings can be achieved using the same method under the same circumstances. Calculating reliability involves comparing many iterations of the same calculation.

Test reliability, parallel type reliability, and inter-rater reliability are the three subcategories of reliability. When a test is administered repeatedly over the course of a certain period with the same sample group, it is said to have attained test-retest reliability. In order to compare test results and assess the stability of scores, respondents may be invited to take the same survey on mental health among Universiti Malaysia Kelantan students at the city campus twice within a week. Despite the fact that the calculation achieved by doing the evaluation of the same phenomena with the participation of the same research community with multiple evaluation processes is connected to the dependability of the parallel type. The computation of sets of results acquired by several raters using the same instrument is known as interrater reliability, as suggested by the name of the concept.

It is important to take into account how effectively data is collected. The technique should be well thought out by the researcher, and they should make sure to perform each calculation in the same way. If a big number of researchers are engaged, it is very crucial. For instance, while conducting online interviews or observations, researchers make it clear how certain activities or replies will be tallied and make sure that questions are written consistently. Keep the environment as steady as you can when collecting data to reduce the impact of outside factors that can lead to inconsistent results. The researcher must make sure that all participants are given the same information and complete the same testing procedures.

3.8.3 PEARSON CORRELATION

In correlation analysis, a non-experimental research method, the researcher examines the statistical link (correlation) between two variables without making much of an effort to control unrelated factors. Researchers that are interested in statistical links between variables choose correlational studies over experiments for essentially two reasons. Furthermore, they do not accept statistical association as proof of causality. The statistical link of significance is supposed to be causal, therefore the researcher cannot modify the independent variable since it is impractical, difficult, or immoral. This is another reason why researchers prefer to employ regression tests over experiments.

One of the important analyses that measures the strength of the linear relationship between the independent variable (IV) and the dependent variable (DV) is the Pearson Correlation Analysis. The purpose of this study is to determine if there is a correlation between the dependent variable (DV), which measures the impact on students' mental health, and the independent variable (IV), which determines whether mental health issues arise among UMK students. The strength of the relationship between the independent variable (IV) and the dependent variable needs to be understood by the researcher if there is a relationship (DV).

3.9 SUMMARY

The descriptions of the population and sample, sampling method, instrument, and data analysis in this chapter will be helpful to the researcher. As a result of this study, the researcher may learn how to use the research design, work, and other components. This chapter discussed the distribution of the questionnaire and possible applications for it in this study.

CHAPTER 4 DATA ANALYSIS

4.1 INTRODUCTION

Reliability analysis, demographic descriptive analysis, independent variable analysis, dependent variable analysis, Pearson correlation analysis, hypothesis testing, and summary are all included in this chapter. This chapter also covers the outcomes and conclusions of the analysis that was done using information gathered from a questionnaire. There were 179 replies, and a total of 27 questionnaires were given out to FHPK students at UMK Kampus Kota. A software programme utilising the Statistical Package for Social Science (SPSS) has examined the survey data. Before conducting the official test questionnaire, a pilot test was conducted. To determine the validity of the variable, a reliability test and a total of roughly 30 respondents underwent pilot tests.

4.2 DESCRIPTIVE ANALYSIS

Based on the information gathered from 179 respondents on section A for background data in respondents' demographic profile, a descriptive analysis was carried out.

4.2.1 GENDER

The table 4.1.1 below represents the gender distribution total of distribution 179 respondent collected from questionnaire data collection.

Gender		
	Frequency	Percent
Male	53	29.6
Female	126	70.4
Total	179	100.0

Table 4.1.1: The gender of respondents

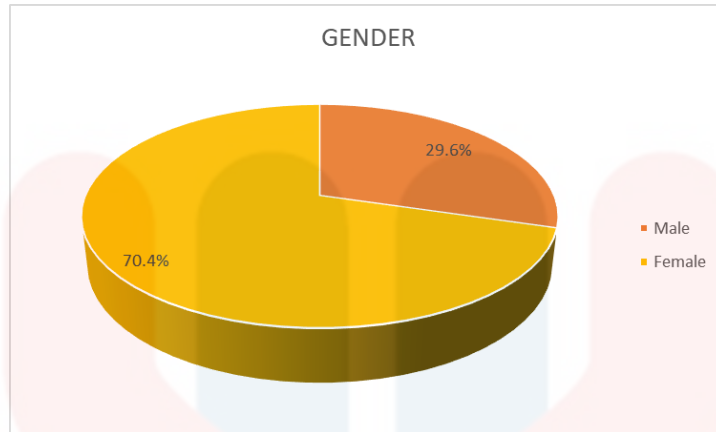


Figure 4.1.1: The percentage of gender

Based on the result from chart 4.1.1, the table shows the gender distribution of the respondents. There are 179 respondents. In this research, female respondents outnumbered than male respondents by of 70.4% (N=126) compare to 29.6% (N=53).

4.1.3 AGE

The table 4.1.2 below represents the age distribution total of distribution 171 respondent collected from questionnaire data collection.

Age		
	Frequency	Percentage
18-21 years old	55	30.7
22-24 years old	114	63.7
25-27 years old	7	3.9
28-30 years old	3	1.7
Total	179	100.0

Table 4.1.2: The age of respondents

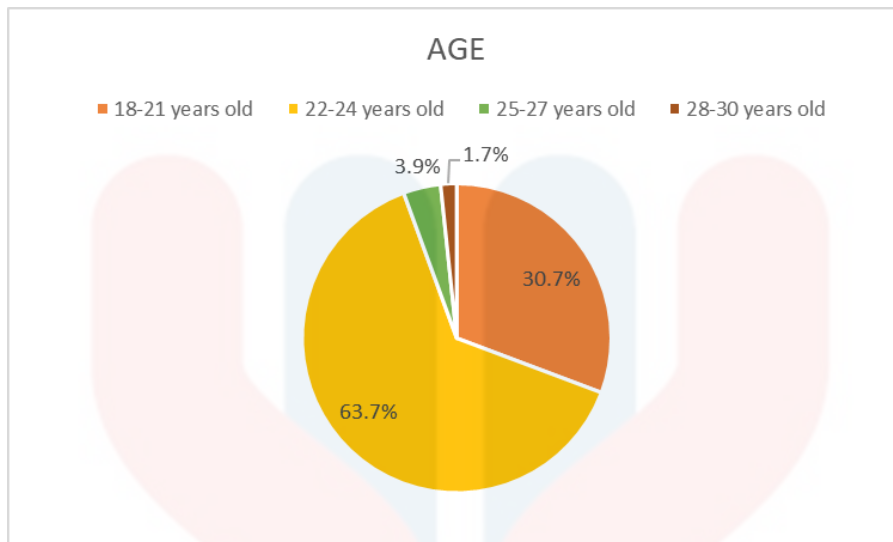


Figure 4.1.2: The percentage of age

The age division is displayed in Figure 4.1.2. Four age categories were assigned to the respondents. With 63.7% (N=114) of the total respondents, the group of respondents aged 22 to 24 received the most responses, followed by the group of respondents aged 18 to 21 with 30.7% (N=55). With 3.9% (N=7) respondents, the 25–27 age group comes in third place, followed by the 28–30 age group with 1.7% (N=3) respondents.

4.1.4 RACE

The table 4.1.3 below represents the race distribution total of distribution 171 respondent collected from questionnaire data collection.

Race		
	Frequency	Percent
Malay	158	88.3
Indian	10	5.6
Chinese	9	5.0
(Other)	2	1.1
Total	179	100.0

Table 4.1.3: The race of respondents

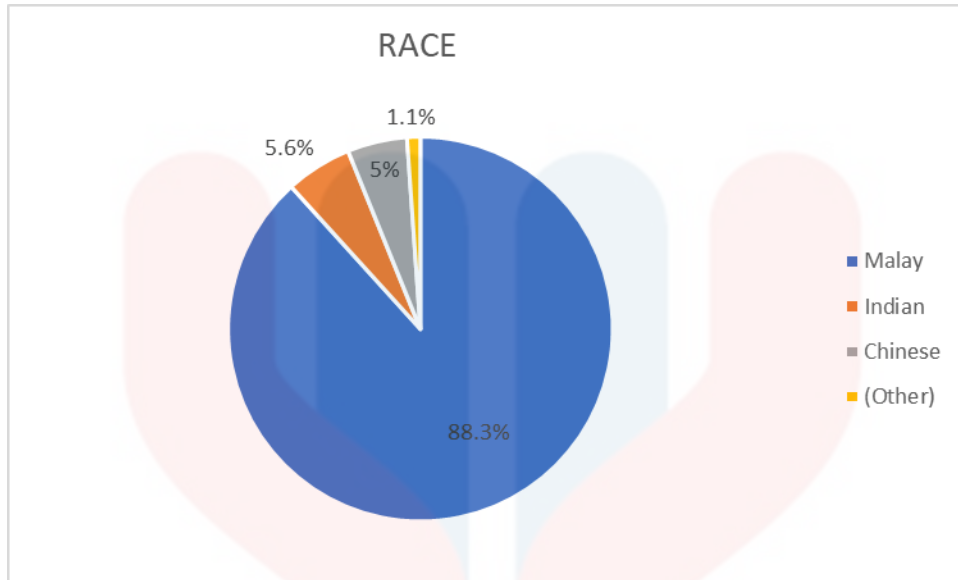


Figure 4.1.3: The percentage of race

The race distribution among the respondents is seen in Chart 4.1.3. With 88.3 percent (N=158) respondents, Malay is the race group with the most participants in the survey, followed by Chinese with 5 percent (N=9) respondents and Indians are same group with Chinese, followed by others with 5.6 percent (N=10) respondents. The others respondents gains 1.2 percent (N= 4) respondents.

4.1.4 COURSE

The table 4.1.4 below represents the race distribution total of distribution 171 respondent collected from questionnaire data collection.

Course		
	Frequency	Percent
SAW/SAS	78	43.6
SAH	29	16.2
SAP	72	40.2
Total	179	100.0

Table 4.1.4: The course of respondents

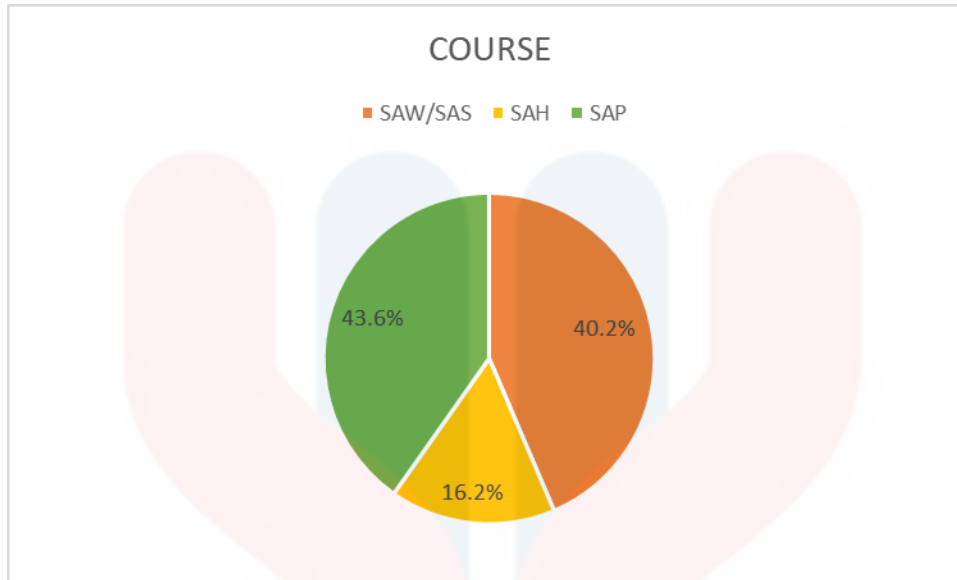


Figure 4.1.4: The percentage of course

The percentage of the respondent's course is shown in Chart 4.1.4. With 43.6% (N=78) of responses, student SAW/SAS is the most common course, followed by course SAP is the second higher with 29% (N=132). SAH is the third most common course, with 16.2% (N=29) of respondents.

4.2 INDEPENDENT VARIABLE AND DEPENDENT VARIABLE

For each independent variable of moral support, psychosocial functioning, and academic performance, frequency distribution, means, and standard deviations were calculated using a five-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree). The same Likert Scale is used to measure the dependent variable item for mental health.

4.2.1 MORAL SUPPORT

The statistical mean and standard deviation of respondents on moral support are shown in table 4.2.1. The question has the lowest mean value, whereas the statement "My family is concerned with my feelings" has the highest mean value (4.01), indicating that respondents agree that their family is deeply worried about them. I feel that there is no one I can share my most private worries and fears with, which is 3.28. This is due to the respondents' lack of confidence in their ability to express their worries and anxieties to others. The statement "I feel that there is no one I can share my most private worries and fears with" has the highest standard deviation at 1.251. Greater dispersion in the data is indicated by a high standard

deviation number. So for the respondents who answered the questions chose to remain silent rather than share their concerns and fears.

VARIABLE	N	Mean	Std. Deviation
1. I feel that there is no one I can share my most private worries and fears with. Saya rasa tiada sesiapa yang boleh saya kongsi kebimbangan dan ketakutan saya yang paling peribadi.	179	3.28	1.251
2. I feel loved and cared for because of a buddy. Saya berasa disayangi dan dipedulikan kerana mempunyai rakan.	179	3.82	1.068
3. Friends gave me some helpful advice. Rakan-rakan memberi saya beberapa nasihat yang berguna.	179	3.91	.973
4. My family is concerned with my feelings. Keluarga saya prihatin dengan perasaan saya.	179	4.01	.983
5. I get positive self-esteem support from a relative. Saya mendapat sokongan harga diri yang positif daripada saudara.	179	3.66	1.096
Valid N (listwise)	179		

Table 4.2.1: Descriptive statistics of moral support

4.2.2 PSYCHOSOCIAL

The mean and standard deviation data of respondents on the psychosocial survey were displayed in Table 4.2.2. The highest mean, 4.20, is "I would like to having peaceful time." That indicates that the responders genuinely require some quiet time to themselves. I have desire to bring changes surroundings around me has a larger value, or 4.03. The response "I am clueless over my emotions" has the lowest mean value, 3.28. The response "I am clueless over my emotion" had the biggest standard deviation (1.204), indicating that individuals lack emotional control. Greater dispersion in the data is indicated by a high standard deviation number. This demonstrates how our emotions might impact our mental health.

VARIABLE	N	Mean	Std. Deviation
1.If I'm busy with work, I get stressed easily. Jika saya sibuk dengan tugas, saya akan mudah tertekan.	179	3.68	1.139
2. I am clueless over my emotions. Saya tidak dapat mengawal emosi saya.	179	3.28	1.204
3. I have a desire to bring about changes surroundings around me. Saya mempunyai keinginan untuk membawa perubahan di sekeliling saya.	179	4.03	.899
4. I often use other people's perspectives and it diminishes my self-confidence. Saya kerap menggunakan perspektif daripada orang lain dan ia mengurangkan keyakinan diri saya.	179	3.43	1.161
5. I would like to having peaceful time. Saya ingin mempunyai masa untuk bersendirian.	179	4.20	.830
Valid N (listwise)	179		

Table 4.2.2: Descriptive statistics of psychosocial

4.2.3 ACADEMIC PERFORMANCE

The mean and standard deviation data of respondents' academic achievement are shown in Table 4.2.3 below. The response "Since starting university studies, I have never failed an examination." received the highest mean value, 3.88, and the respondents agreed that it was this academic achievement that encouraged them to succeed academically at universities. The lowest mean, "I performed poorly in last semester's exams," has a mean value of 2.68, and respondents agreed that while many students are high achievers, the academic performance of "I performed poorly in last semester's exams" lessens motivation for them. In addition, the larger standard deviation, "I did poorly on my last semester's exams," was 1.347. The wider range of the data is indicated by a higher standard deviation number. Respondents will so be driven to improve their academic achievement.

VARIABLE	N	Mean	Std. Deviation
1. I often repeat a year or carry modules over the next academic year/ semester. Saya sering mengulang setahun atau mengulang modul pada tahun akademik/semester berikutnya.	179	2.70	1.315
2. Since starting university studies, I have never ever failed an examination. Sejak memulakan pengajian di universiti, saya tidak pernah gagal dalam peperiksaan.	179	3.88	1.037
3. I performed poorly in my past semester examinations. Saya berprestasi teruk dalam peperiksaan semester lepas.	179	2.68	1.347
4. I am good in most of my modules. Saya mahir dalam kebanyakan pelajaran saya.	179	3.46	1.013
5. I am able to achieve the academic goal I have set. Saya dapat mencapai matlamat akademik yang telah saya tetapkan.	179	3.65	.968
Valid N (listwise)	179		

Table 4.2.3: Descriptive statistics of academic performance

4.2.4 DEPENDENT VARIABLE MENTAL HEALTH

The respondents' mean and standard deviation data for mental health are shown in Table 4.2.4. Students who experience mental health problems will be less productive in college. the respondents agreed that "Students' productivity at university will be affected if they suffer from mental health issues" to drive respondents to attain the academic objective that they had set. This statement received the highest mean score, which was 3.88. The respondents agreed that the mental health of 'Physical activities impact lead to stress and anxiety' to more inspire respondents to obtain an achievement in study, while the lowest mean was 'Physical activities effect lead to stress and anxiety' with a mean value of 3.06.

In addition, 'Growing awareness of mental health effect students' health.' had a greater standard deviation of 3.83. The wider range of the data is indicated by a higher standard deviation number. In light of this, respondents' top concern regarding mental health is "Students' productivity at university will be affected if they suffer from mental health issues."

VARIABLE	N	Mean	Std. Deviation
1. Physical activities effect lead to stress and anxiety. Aktiviti fizikal membawa kepada tekanan dan kebimbangan.	179	3.06	1.230
2. Growing awareness of mental health impact students' health. Peningkatan kesedaran mengenai kesihatan mental memberi kesan kepada kesihatan pelajar.	179	3.83	1.014
3. There exist a trend to mental illness if it occurs at the university. Terdapat trend penyakit mental jika ia berlaku di universiti.	179	3.71	.997
4. Students' productivity at university will be affected if they suffer mental health issues. Produktiviti pelajar di universiti akan terjejas jika mereka mengalami masalah kesihatan mental.	179	3.88	1.069
5. Mental health issues are common in students. Isu kesihatan mental adalah perkara biasa dalam kalangan pelajar.	179	3.64	1.207
Valid N (listwise)	179		

Table 4.2.4: Descriptive statistics of mental health

4.2.5 INDEPENDENT AND DEPENDENT VARIABLE

VARIABLE	N	Mean	Std. Deviation
MORAL SUPPORT	179	3.74	.718
PSYCHOSOCIAL	179	3.73	.776
ACADEMIC PERFORMANCE	179	3.27	.738
MENTAL HEALTH	179	3.62	.706

The independent variables (IV) and dependent variable (DV) mean, standard deviation, and number of respondents were all displayed in the table. The mean score for the independent variables (IV) was 3.74 for moral support, 3.73 for psychosocial characteristics, and 3.27 for academic achievement. The mental health of the dependent variable (DV) has a mean score of 3.62.

The psychosocial variable (IV) had the largest standard deviation among the independent variables, with a value of .776, followed by academic achievement (.738) and moral support (.718). The mental health of the dependent variable (DV) has a standard deviation of .706.

4.3 RESULT OF RELIABILITY TEST

By proving how stable and consistent it is without any bias, reliability analysis establishes how "good" a measure is (Sekaran, 2003). A reliability test was run on the gathered data in order to determine the results of the pilot research. The alpha value of a survey increases with how trustworthy the words are to one another (Tavakol & Dennick, 2011). The Cronbach's alpha coefficient can be used to evaluate the reliability of a reliability test. Researchers can assess whether this was accurate, dependable, and understandable to the responder based on the survey's results. According to standard procedure, Table 4.3 illustrates the value of Cronbach's alpha coefficient.

Table 4.3: Cronbach Alpha Coefficient Values (Rule of Thumb for Result)

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
$0.5 > \alpha$	Unacceptable

Table 4.3 shows the item's internal consistency is larger and more reliable for survey purposes the higher and closer the Cronbach's alpha value. Cronbach's alpha must be better than 0.5 in order for internal consistency to be deemed satisfactory. When it is greater than 0.7, a cronbach's alpha coefficient is considered reliable.

4.3.1 Reliability Analysis Test

Table 4.3.1 : Overall Result for Reliability Analysis

Cronbach' s Alpha	Cronbach' s Alpha Based on Standardized Items	No. of Items
0.847	.849	20

The overall result of the reliability analysis of variables, which takes into account both independent and dependent factors, is shown in the table below. The Cronbach's alpha coefficient for the variables is 0.849, which is regarded as being satisfactory in terms of internal consistency. As a consequence, the questionnaire used in this study is reliable, and the information gathered may be put to good use.

Table: 4.3.2 Results for Reliability Analysis

Construct	Cronbach' s Alpha	No. Of Item	N
Moral support	.685	5	179
Phycosocial	.785	5	179
Academic Performance	.646	5	179
Mental Health	.635	5	179

The reliability test for accuracy and repeatability is finished. 179 randomly chosen respondents completed the survey and provided their responses. Table 4.3 presents the survey's reliability analysis, which runs from 0.685 to 0.785 for each construct. The coefficient is excellent based on the results of every build. When the score is more than or equal to 0.6, the survey can be done using the rule of thumb (Kline, 1999).

The findings of the Cronbach's Alpha reliability analysis are shown in table 4.3.2 for each independent and dependent variable. There are really three independent variables, with moral support serving as the first one. There are a total of 5 elements in this variable, and its internal consistency is dubious ($0.7 > 0.6$) with a Cronbach's Alpha of 0.685. This may be due to the respondents' concentrated ethnicity or the fact that the majority of them have varied backgrounds, leading to differing viewpoints. Additionally, this might be due to respondents' various opinions on the matter, which could result in errors.

The second independent variable is psychosocial, and five questions are used to assess its validity and reliability. Cronbach's Alpha for this variable is 0.785. It has a positive internal consistency ($0.9 > 0.8$) rating. Thus, compared to the other two independent variables, this one is more stable.

The study's third and last independent variable is academic performance. 5 elements contribute to this variable, which has a Cronbach's Alpha value of 0.646. Internal consistency for this number is also suspect ($0.7 > 0.6$). This suggests that respondents' views on moral support were consistent.

There are four questions that ask whether the dependent variable, student mental health, is valid. Cronbach's Alpha for this variable is 0.635, which is considered to have questionable internal consistency ($0.7 > 0.6$).

Although it is claimed that every study in this analysis is trustworthy, their consistency is less certain because their results range from poor ($0.5 >$) to excellent ($0.9 > 0.8$). The final reliability test score for all variables is 0.849, which is considered to be high. This may be the case because the questions were phrased in a confusing manner or because they were more radical and the respondents' replies weren't as consistent. Additionally, respondents' viewpoints and their comprehension of the criteria may cause certain replies to some aspects to be confusing.

4.4 INFERENCE ANALYSIS

To determine variances or correlations between variables, inferential analysis (also known as correlation analysis) is frequently used in research and studies. The dependent variable is mental health among FHPK students, with moral support, psychosocial support, and academic success serving as the independent factors. The coefficient will be used in this study to evaluate the strength of the relationship between the independent and dependent variables. The coefficient correlations and the degree of relationship based on their values as a benchmark are shown in table 4.4 below.

Correlation Coefficient Value	Strength of Correlation
$r = 1$	Perfectly Positive
$0.5 < r < 1$	Strongly Positive
$r = 0.5$	Moderately Positive
$0 < r < 0.5$	Weakly Positive
$r = 0$	No Correlation
$-0.5 < r < 0$	Weakly Negative
$r = -0.5$	Moderately Negative
$-1 < r < -0.5$	Strongly negative
$r = -1$	Perfectly Negative

Table 4.4: Interpretation of Pearson Correlation Coefficient Value

Pearson Correlation Coefficient is method to identify the intensity of association and significant relationship between the independent variable and dependent variable. Pearson's correlation coefficient is calculated by dividing them by the sum of their standard deviations. The linear connection between two continuous variables is determined using it. Because it is based on method covariance, it is the best way to quantify the relationship.

Hypothesis 1

H1₀: There is no relationship between moral support and mental health among students UMK Kampus Kota.

H1_a: There is a relationship between moral support and mental health among students UMK Kampus Kota.

		MORAL SUPPORT	MENTAL HEALTH
MORAL SUPPORT	Pearson Correlation	1	.347**
	Sig. (2-tailed)		.000
	N	179	179
MENTAL HEALTH	Pearson Correlation	.347**	1
	Sig. (2-tailed)	.000	
	N	179	179
**. Correlation is significant at the 0.01 level (2-tailed).			

The relationship between moral support and mental health among students at UMK Kampus Kota is seen in the table above. The correlation between the two variables is weakly positive, which accounts for the result of 0.347. This shows that while the majority of respondents believe moral support will affect students' mental health, this is not the main issue. Because of this, moral support and mental health are significantly related. H1 is therefore supported.

Hypothesis 2

H2₀: There is no relationship between psychosocial and mental health among students UMK Kampus Kota.

H2_a: There is a relationship between between psychosocial and mental health among students UMK Kampus Kota.

		PSYCHOSOCIAL	MENTAL HEALTH
PSYCHOSOCIAL	Pearson Correlation	1	.290**
	Sig. (2-tailed)		.000
	N	179	179
MENTAL HEALTH	Pearson Correlation	.290**	1
	Sig. (2-tailed)	.000	
	N	179	179

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

The table above illustrates the link between the independent variable (psychosocial) and the dependent variable (mental health). The result of 0.290 is explained by the slightly positively correlated nature of the two variables. This indicates that although many respondents think that psychosocial variables would affect their mental health, not all of them are definitely related. Psychosocial factors have a considerable impact on mental health. H2 is therefore supported.



Hypothesis 3

H3₀: There is no relationship between academic performance and mental health among students UMK Kampus Kota.

H3_a: There is a relationship between academic performance and mental health among students UMK Kampus Kota.

		ACADEMIC PERFORMANCE	MENTAL HEALTH
ACDEMIC PERFORMANCE	Pearson Correlation	1	.296**
	Sig. (2-tailed)		.000
	N	179	179
MENTAL HEALTH	Pearson Correlation	.296**	1
	Sig. (2-tailed)	.000	
	N	179	179

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

The relationship between the independent variable (academic performance) and the dependent variable (students' mental health) is displayed in the table above. The result of 0.296 may be explained by the two variables' slightly positive correlation. The very significant value of 0.01 is smaller than the significant value of .000 for academic achievement. Academic success and mental health among students at UMK Kampus Kota are strongly correlated. This shows that these two components are not related, and the independent variable will not have an impact on the dependent variable.

4.5 DISCUSSIONS

One essential analysis that evaluates the strength of the linear relationship between the independent variables (IV) and dependent variable (DV) is the Pearson correlation coefficient study. The goal of this research is to determine if there are any relationships between the dependent variable (students' mental health at Universiti Malaysia Kelantan Kampus Kota) and the independent variables (moral support, psychosocial support, and academic success). The degree and direction of the link between the variables must be determined by the researchers if a correlation was found.

HYPOTHESIS	PEARSON'S CORRELATION RESULTS
H1: There is a significant relationship between moral support and mental health.	$r = 0.347, p < 0.01$ Weakly Positive
H2: There is a significant relationship between psychosocial and mental health.	$r = 0.290, p < 0.01$ Weakly Positive
H3: There is not significant between academic performance and mental health.	$r = 0.296, p < 0.01$ Weakly Positive

Based on Table 4.14, it can be shown that the hypothesis on moral support, psychosocial functioning, academic performance, and mental health was evaluated using Pearson's correlation analysis. All offered hypotheses were accepted at the 0.01 level of significance. Additionally, the conclusion demonstrated that academic achievement and moral support, two independent variables, had a weakly positive link with mental health, supporting the entirety of the hypothesis. On the other hand, psychological factors are often favourable.

4.6 SUMMARY

In summary, Chapter 4 covered the reliability analysis, descriptive analysis, and Pearson correlation analysis methods that researchers use to examine the data they acquire. This chapter contains a discussion that is based on the study's goals.

CHAPTER 5

CONCLUSION

5.1 INTRODUCTION

The result of analysis in previous chapter were further discussed in this chapter. Below are the research objectives of this study:

1. To determine the relationship between moral support and mental health among students in UMK Kampus Kota.
2. To evaluate the relationship between psychosocial and mental health among students in UMK Kampus Kota.
3. To identify the relationship between academic performance and mental health among students in UMK Kampus Kota

Following with the research questions for this study:

1. What is the effect of moral support on mental health among students in UMK Kampus Kota?
2. What is the effect psychosocial on mental health among students in UMK Kampus Kota?
3. What is the effect of academic performance on mental health among students in UMK Kampus Kota?

This chapter consist of recapitulation of the findings, limitations of this study and recommendations for the future research.

5.2 RECAPITULATION OF THE FINDINGS

The goal of this study was to investigate the connections between students' mental health at University Malaysia's Kelantan City Campus and moral support, psychological , and academic performance. The relationship between moral support, psychosocial , and academic performance as they relate to students' mental health is the main emphasis of this study. A questionnaire created by the researcher and completed by the respondents served as the basis for the findings in chapter 4.

This survey has 5 sections, 24 questions covering each section, and 2 extra questions. Part A concentrated on the respondents' racial, gender, age, and course of study demographic data. While part C deals with psychosocial issues, part B concentrates on the independent variable (III) that is related to moral support. Academic performance is the independent variable (IV) for component D. Concentrate more on the dependent variable (DV), which is the mental health of students at the University of Malaysia Kelantan city campus, for the final section, part E.

179 people completed the survey, which was calculated using the Krejcie and Morgan (1970) equation. There have been 179 responders in all who have completed the Google form to react to the survey. Although 179 respondents are actually required to move forward with the Statistical Package for the Social Sciences (SPSS), it is desirable to have more respondents to support useless data. Reliability analysis, frequency analysis, descriptive analysis, and analysis of the Pearson correlation coefficient are all included in this data analysis. In order to verify the measuring tool's internal consistency, reliability tests for the independent variable (IV) were carried out. All variable scales had Cronbach's alphas that fell inside the (number of numbers) range. When the Cronbach's alpha value exceeds 0.6, (Nunnally, 1978; WORTZEL, 1979) This demonstrates its high degree of dependability.

The question "My family is concerned about my feelings" had the highest mean score in the first independent variable (IV), which is moral support. The mean rating is 3.98. Basically, the majority of respondents believe that the family is the best setting for expressing emotions, and that by doing so, they may help pupils feel less anxious. Azlina et al. (2020) claimed that social support refers to two physical and psychological strengths that can be used to combat stress. Giving pupils emotional support through verbal praise, company, and attention from mentors or parents will enhance their academic success and will also lower their risk of depression and other chronic mental health disorders as they age. (2012) Behncke. Therefore, there is a significant relationship between moral support and the mental health of Universiti Malaysia Kelantan City Campus students. As a result, there is a strong link between moral support and students at Universiti Malaysia Kelantan City Campus's mental health.

In this study, the second (IV) dimension is psychosocial. The variable with the highest mean score in this one is "I'd like some alone time," with a score of 4.01. There is a common misconception among students that they lack a private location where they may let all of their pent-up emotions out. Since they rarely get to spend time alone, this will result in a decline in their mental health. In order to continue their education at a higher level, every student must consider their psychosocial development, according to Fauziah et al. (2012). Students' success and achievement come from more than just their academic performance; it also comes from their experience, involvement, and psychological growth on campus. According to Foubert and Grainger (2006), this psychosocial development has taken into account traits of individual behaviour and attitude from the personal, interpersonal, physical, and psychological components of a person. As a result, there is a strong connection between the psychological and mental health of students at the Universiti Malaysia Kelantan City Campus.

Academic performance is the last independent variable (IV) in this investigation. I can fulfil the academic goals I have set, is the question with the highest mean score (3.62). As a result, kids struggle with their academic performance since it is hard to stay motivated to study, which makes it challenging to meet their academic objectives. The physiological health of students, however, might have an impact on their social abilities, personalities, and competency. These studies go over the connection between academic success and mental health. Depression before maturity was linked to lower levels of education, according to a study that evaluated mental health retrospectively (Betndt et al., 2000). Academic success and students' mental health are significantly correlated at Universiti Malaysia Kelantan, City Campus.

Mental health among students at Universiti Malaysia Kelantan City Campus is the final dependent variable (IV). The pupils believe that having mental health issues will have an impact on their productivity. "Mental health is the way of thinking, feeling, and acting in a person's daily life," claims Madlan (2004). People with good mental health may define themselves in terms of their skills and willingness to fail. skilled at maintaining emotional control and having fun." Numerous research have been done to look into how students' academic stress, mental health, and other elements relate to one another. The likelihood of pupils developing mental health issues may be significant if there are too many elements and challenges that they will experience as a result of this being treated lightly.

5.3 LIMITATIONS

Throughout the investigation, a meaningful and substantial procedure to complete the research has been encountered. Despite this, there are a few constraints that must be overcome in order for the research to proceed as planned. The current study has some limitations that must be noted.

5.4 RECOMMENDATIONS

The research had shown that the variables which are mental health (dependent variable) and moral support, psychosocial and academic performance (independent variable) were correlated with the dependent variable and have low negative correlation relationship. For the future research regarding this topic is highly recommended to adopt a mix method approach which is the combination of quantitative and qualitative methods rather than the qualitative method alone to collect data from respondents. This combination method will enhance the depth and width of the research information.

The future research also suggested increasing the number of the sample size to a wider population across Malaysia to ensure the generalisation of the research findings. This is because the chosen population was among Universiti Malaysia Kelantan's students in City Campus with a total of 328 students from every course. In addition, the future research can be conducted using the students from other Malaysian Universities too. It would be great research if the target student is someone who has been diagnosed with a mental health issue and does an interview face to face that can provide more truthful information in this research.

In the other way, there's some recommendations for the faculty staff, Dean and also all lecturers of the university that need to work together to address such issues that occur even more widespread among students. Besides, the Ministry of Higher Education (MOHE) has to take the best precaution to achieve the successful result and needs to diversify new methods and initiatives to maintain the mental health of students so that unwanted things do not happen which can affect students' lives.

5.5 SUMMARY

The study was conducted to ascertain the mental health of Kampus Kota students at Universiti Malaysia Kelantan. The purpose of this study is to determine how students in the faculty of hospitality, tourism, and wellness's moral support, psychosocial functioning, and academic success relate to their mental health.

The findings of the questionnaire survey results are analysed using a variety of methods, including descriptive and inferential analysis. Next, the Statistical Package for the Social Science (SPSS) software programme was used to examine the results from the previous chapter as well as all of the data from the questionnaire. All of the given hypotheses (H1, H2, and H3) are accepted for this study. Additionally, this study has limitations and recommendations that, perhaps, may be used to future research. It is thus also hoped that all the knowledge shared during this research may aid the following researcher.

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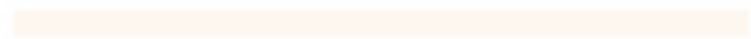
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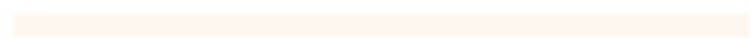
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MALAYSIA



KELANTAN

FULL REPORT

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UNIVERSITI

MALAYSIA

KELANTAN

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CHAPTER 1 INTRODUCTION

1.0 INTRODUCTION

This chapter discusses the background of the study, problem statement, research question, research objective and scope of the study. In addition, this chapter also includes the definition of the term.

1.1 BACKGROUND OF THE STUDY

Mental health is a state of well-being in which an individual is aware of his own abilities, can handle stress well, able to contribute to society and can work productively. According to the World Health Organisation (WHO) health is a state that includes physical, mental, and social health and not just absence of disease. Mental health is very important for all human beings so that we can live a normal life. Mental health problems or disorders are divided into several parts such as depression, anxiety, eating disorders, and so on.

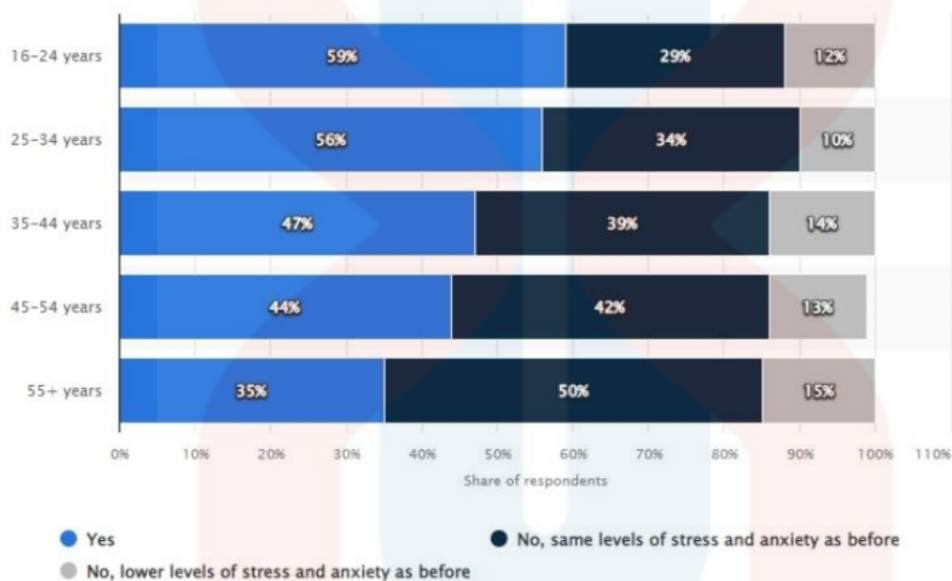
According to Nsereko ND. (2018), university students are a group that is particularly vulnerable to mental illness. The issue of mental health problems among students is not something new, but indifference to the increase of this issue can have a bad impact on students (Abdul Rahid,2021). According to Yikealo (2018), continuing studies is a difficulty for students in terms of educational, environmental, social and also psychological adjustment in a new environment that will affect psychosocial well-being and student learning outcomes.

The Royal Malaysian Police reported that the number of suicide cases in Malaysia from January 2019 to May 2021 was 1708. of that number, 872 cases were among teenagers aged 15 to 18 years. This shows that as many as 51 percent of suicide cases in Malaysia at that time consisted of teenagers and children.

According to the Mental Health study in 2019, it is proving that at least 1 in 10 young people or 10 percent of the 5.5 million youth in this country have thought about suicide. In addition, 1 out of 5 young people suffer from depression and 1 out of 10 teenagers deal with

stress. This matter is very worrying because it shows that mental health problems among young people and teenagers are severe and need to be addressed.

39 According to a survey on mental health and wellness conducted by Rakuten Insight in



5 Malaysia in May 2022. Figure 1.1, 59 percent of the respondents aged between 16 and 24 years indicated that they had a higher level of stress or anxiety in the past 12 months. On the other hand, 34 percent of the respondents aged between 25 and 34 years indicated that they had the same levels of stress and anxiety in the past 12 months as before.

5 Figure 1.1 : Share of people feeling more stressed in the past year Malaysia 2022, by age group

(Source: Statistic 2023)



1.2 PROBLEM STATEMENT

Moral support is very important in a person's life. continuous support and encouragement can give motivation especially to students so that they keep trying to achieve what they want in their studies. According to Wang (2018), the moral support given can also indirectly prevent unwanted things from happening such as stress, depression, panic attacks and others that will affect the mental health of students.

Almost all university students have to face challenges in life such as living away from family, having to adapt in a new place, meeting friends from other places and so on. According to Nur Hannan (2018), moral support is essential especially from close family and friends in facing challenges in life.

Psychosocial changes to students and the pressure of studying can affect the mental health of university students. According to Uehara (2010), university students need to adapt to the changes that occur in their lives in order to prepare themselves for a more challenging professional career in the future. Indirectly, this will make students experience stress due to excessive expectations of them, thus harming their health, especially in terms of mental health (Shamsuddin,2013).

Students are often worried about their academic performance. The increasing academic pressure will cause university students to tend to experience anxiety, lose self-confidence, and depression or will be stuck with the problem of negative attitude (Son, 2020). Stress in studies can also cause a student's sleep pattern to be affected and will result in sleep disorders among students. Mental health is very important to be taken care of because it will affect the motivation, behaviour and also interaction pattern of a student during the learning session.

1.3 RESEARCH QUESTIONS:

1. Is there any relationship between moral support and mental health among UMK Kampus Kota students?
2. Does mental health affect the psychosocial behaviour of students at UMK Kampus Kota?
3. How intelligence can contribute to students' performance among UMK Kampus Kota?

1.4 RESEARCH OBJECTIVES

1. To determine the relationship between moral support and mental health among UMK Kampus Kota students.
2. To examine the relationship between psychosocial and mental health among UMK Kampus Kota students.
3. To investigate the relationship between academic performance and mental health among UMK Kampus Kota students.

1.5 SCOPE OF THE STUDY

This study was conducted by students from the University of Malaysia Kelantan (UMK) City Campus. Respondents will be randomly selected from among UMKPC students in Kelantan who experience mental health and personal health. Students from the faculties of Entrepreneurship and Business (FKP) and Hospitality, Tourism, and Wellness (FHPK) will make up the sample. This study was conducted to examine mental health among UMK students to coordinate learning and improve academic performance.

In addition to knowing the challenges and issues that arise in conducting research, there are many different students and also where their activities are different. Knowledge of the scope will add confidence to students to learn about mental health in terms of learning and outdoor activities.

In general, this study is very important to readers because the organisation knows how to provide and also maintain the best performance for students involved with mental health to increase the number of students among Malaysian universities in Kelantan.

1.6 SIGNIFICANCE OF STUDY

This study contributes to the body of knowledge through its elaboration literature review and empirical findings by providing a clear understanding of the relationship between moral support, psychosocial behaviour, academic performance and mental health among students.

Apart from the above, the empirical outcome of this study will serve as guides to the policy makers on the health and wellness sector in Malaysia to mitigate the issues related with

mental health effectively and efficiently. This study will contribute to the improvement of education in online and hybrid learning among students of Universiti Malaysia Kelantan.

The study of acceptance of online learning among UMK students brings advantages to academics as well as curriculum. They can use this study as a reference to guide students for their research as well.

Lastly, this study shed light on the future direction of the research. The study could be extended in longitudinal and comparative ways. For example, to do comparative study between gender, income group and others

1.7 DEFINITION OF TERM

1.7.1 Mental health

Mental health is our awareness of thinking that includes our emotional, psychological and social well-being. It affects the way we think, feel and act. Mental health also helps determine how we handle stress and emotions in relation to others and how we make choices. Mental health is important at every stage of life, from childhood and adolescence to adulthood. The World Health Organization (WHO) defines mental health as "a condition of well-being in which one understands one's own talents, can cope with typical life pressures, can work successfully and fruitfully, and is able to contribute to one's community".

1.7.2 Moral support

Giving someone support without contributing anything beyond the emotional or psychological value of the impulse is known as moral support. It can be done for a cause, a person, or a party in a conflict. A person who is going through a difficult situation can also receive moral support. Maybe the only thing one can do is show empathy. Moral support is important since it is helpful to those who are in need. When people are struggling, they frequently require more support than when they are doing well. Sometimes people feel unable to escape the cycle of thought because they are caught up in it.

1.7.3 Psychosocial

Mental illnesses known as psychosocial disorders are those that are brought on or impacted by a person's experiences in life as well as by cognitive and behavioral processes that are poorly coordinated, of or pertaining to a person's psychological growth in connection to his or her social surroundings. Physical and mental health problems caused by neglect, trauma, or abuse in childhood. Either social exclusion or loneliness enduring racism and other forms of discrimination, social exclusion, financial hardship, or debt. Stress, hostility, sadness, hopelessness, and job control are examples of psychosocial characteristics that appear to be linked to physical health, particularly heart disease. Negative psychosocial risk profiles seem to be associated with a general social vulnerability. Social support, loneliness, marital status, social interference, grief, the workplace, social standing, and social integration are a few examples of psychosocial factors.

1.7.4 Academic Performance

Achievement at a certain level obtained by an individual in various fields of knowledge and skills is the meaning of academic achievement. The level has been set based on age, the learning process that has been passed and the ability of the individual in terms of education, qualifications and socialisation. Academic achievement is important in analysing students' academic development. Among the factors that influence students who get good academic achievement are learning style, parenting style, learning environment.

1.8 SUMMARY

This chapter lists the issues with students' mental health. It focuses on how a student's mental health may affect their academic achievement. This chapter also discusses how to lessen the number of mental health patients among students and how mental health issues affect university students' academic performance. Students must find solutions to their mental health issues. It also establishes the objective of analysis that other students and others in the community today frequently devalue excellent mental health and deny the mental disease in this group of pupils. The reason why this issue is growing increasingly common among students is because there is a lack of understanding about it. At the conclusion of this study, research questions and objectives aid in problem-solving and produce the intended results.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter will focus on literature review on Mental health among students of the UMK. In addition, this chapter also explains about the definition of each independent variable that are moral support, psychosocial, and academic performance that affect the mental health among UMK students.

2.2 MENTAL HEALTH AMONG STUDENT

A mental health student might be an indicator of household instability (Hafiz Umer Habib , 2021) . It encompasses a wide range of housing-related issues, such as homelessness, living in overcrowded or doubled-up houses, such as living with friends or family to save money, and numerous residential movements, all of which low-income renter households may face prior to being homeless. The term "home instability" is widely used to describe housing issues. Thus, families experiencing residential instability face a broader range of housing-related concerns than those experiencing housing affordability issues, with most students allocating 30% of their family income to housing costs since they are unable to pay their university fees. Students from diverse cities are more likely to suffer financial difficulties. They are more economically disadvantaged than the general poor population and are more likely to be homeless at some point.

According to Prabu_(2015) revealed that "upper secondary students experienced moderate degrees of academic stress, especially students in private schools experienced greater levels of stress than the students in government schools". "Students Academic stress, parental pressure, and mental disorders were positively connected in the Indian setting," according to Deb(2015). Exam-related anxiety was found to have a substantial positive relationship with mental issues among students. It is stressed by this study that academic stress was a severe issue, affecting about two-third of senior high school pupils". A study by Kaur (2014) indicated that "substantial disparities exist in the mental health of adolescents due to their academic stress;girl students with high degree of academic stress had lower mental health status than their counterparts".

Anjna (2011) observed that "academic stress had considerable negative association with academic accomplishment and mental health of the teenagers, likewise academic achievement had strong positive link with mental health". These research demonstrated the deleterious influence of stress on mental health. Anjna (2011) observed that "academic stress had considerable negative association with academic accomplishment and mental health of the teenagers, likewise academic achievement had strong positive link with mental health". These research demonstrated the deleterious influence of stress on mental health.

2.2.1 DEFINITION OF MENTAL HEALTH

According To World Health Organization (2014) mental health is considered as "a condition of well-being in which individuals realise their own potential, can manage with the usual demands of life, can work successfully and fruitfully, and are able to make a contribution to community". Galderisi, et al (2015) defined "mental health as a dynamic condition of internal equilibrium which enables individuals to use their strengths in line with universal ideals of society. Basic cognitive and social skills; ability to recognise, express and modulate own one's emotions, as well as empathise with others; flexibility and ability to cope with adverse life events and function in social roles and harmonious relationship between body and mind represent important components of mental health which contribute, to varying degrees, to the state of internal equilibrium".

Adolescents face a variety of pressures since they are at a transitional stage between childhood and adulthood. Kaur (2014) pointed out that "the increased expectations of the parents in terms of scores and academic achievement may place extra strain on children, which may occasionally create various physical or mental diseases". According to Madlan (2004), "mental health is a manner of thinking, feeling, and behaving in a person's everyday life. People with a healthy mental health may identify themselves on their abilities, willing to accept failure, competent to regulate their emotions and enjoy themselves". Many studies have been conducted to investigate the association between academic stress, mental health, and other factors among students.

Rawson(1999) underlined that "many students reported their experience of significant academic stress at predictable periods which have come from studying and passing examinations, class ranking rivalry, and mastering vast quantities of curriculum in a comparably very limited amount of time". Fairbrother (2003) noted stress was stress which

happened due to numerous factors such as too many tasks, competitions with other students, failures and poor connections with other students or professors". According to Erkutlu (2006), "pressure to do well in the examination or test and time given makes the academic atmosphere more stressful. Stress has a significant influence on psychological functioning and, as a result, people's mental health".

2.3 MORAL SUPPORT

Moral support is important in a person's life, especially support from family members, friends, and even close acquaintances. This is because, as human beings, we need support and encouragement from others for us to continue to be enthusiastic in pursuing or achieving what we want in life. As a student, they need moral support to stay motivated in achieving excellent results in their studies. Mental health issues among students must be taken seriously by all parties because good social support can help students avoid mental health problems.

Oemar Hamalik (2002), described motivation as a factor in which both motivates behaviour and guides it toward specific goals. According to Azlina et al. (2020), stated that social support refers to two strengths that are physical and psychological to help cope with stress. Giving moral support to students such as verbal praise, company, and attention from teachers, mentors or parents will improve their performance in learning and it can also reduce depression and chronic mental health conditions in adulthood Behncke (2012). Fadzil (2019), stated that lack of guidance from peers causes problems of stress among IPT students especially when having to deal with a new way of learning, a new environment and no support system. The study of Xinmin et al. (2014) showed that social support functioned as a moderator of the relationship between stress and depression. Based on the study's findings, students who encountered high levels of stress and little social support scored more severely depressed than those who did not. In comparison to the low social group, the high social support group showed a significantly smaller impact of stress on depression. According to Md Aris and Mariam (2010), there is a significant negative relationship between social support and psychological problems, such as depression, anxiety and stress. This means that the higher the social support, the lower the psychological problems experienced by the students.

2.4 PSYCHOSOCIAL

According to Fauziah et al. (2012), psychosocial development is one of the important aspects for every student when continuing their studies to a higher level. The success and excellence of students are not only from the academic aspect but experience and involvement on campus and also psychosocial development also help students in achieving success. This psychosocial development has included aspects of behaviour and individual attitudes from personal, interpersonal, physical, and psychological aspects of a person (Foubert & Grainger, 2006).

The changes that happen around us can also affect a person's mood and mentality. This will have a negative impact on a student. The effects of this emotional disturbance can also produce extreme pressure that causes an individual to experience psychological problems. Mental health issues usually increase among university students which has an impact on their stage of life.

2.5 ACADEMIC PERFORMANCE

Academic performance occurs among university students in UMK Kampus Kota having impacts because academic matters distract students' performance nowadays. Thus, academic performance occurs mostly for students because it is difficult to get motivation to study and these matters make it difficult to achieve their academic goals. However, academic performance can cause physiological health that will disrupt their social-skill, personality and competencies. These studies discuss the connection between mental health and academic performance. One study that evaluates mental health retrospectively discovers that depression before adulthood is linked to less education (Betndt et al, 2000). According to (Fergusson & Woodward,2022) further educational achievement will control socio-demographic characteristics, focusing explicitly on the long-term effects of adolescent depression. The research examines the relationship between adolescents' mental health and university students (Marcotte et al., 2004; Vander Stoep et al., 2003). However, these studies understand potential relationships between university students' mental health and academic performance, but they do not specifically address the relationship between mental health and higher education.

Additionally, academic performance affects the raised income, lowers the likelihood of divorce and unemployment, and influences the risk of mental health issues (Jalvaara, 2002). Thus, there is a complex and maybe non-linear relationship between academic performance and mental health. Likewise, (Heckman et al., 2006) and Currie and Stabile (2004) both provide evidence of the influence of non-cognitive qualities like attention, self-esteem, and locus of control on academic performance, suggesting that the causation between education and mental health may be inverted.

2.6 THE RELATIONSHIP BETWEEN MORAL SUPPORT, PSYCHO-SOCIAL, ACADEMIC PERFORMANCE MENTAL HEALTH AMONG STUDENTS.

In essence, the elements that affect students' mental health will be the relationship between the independent and dependent variables. The independent variable in the study of students' mental health at UMK Kampus Kota is directly impacted by the dependent variable, which constitutes a factor. Moral support, psychosocial and academic performance will bring a result of mental health among students. As a result, they have a supportive relationship.

2.6.1 MORAL SUPPORT AND MENTAL HEALTH

Moral support is a sign of human development and is regarded by some as crucial to the growth of a person's character, personality, and ambition. The focus of the emotion is the need to offer moral support in order to secure a positive outcome in any degree of interpersonal interaction or emotional connection with friends, family, or other people. People who receive this support start to feel valued and like they have someone who cares about them.

The relationship between moral support and mental health students will be affected by the student's UMK City Campus. The personal factor is moral support. One of the most significant mental health issues that may have an impact on students nowadays especially for how to govern life to stay alive is a source of anxiousness. Moral support refers to an individual's internal condition or specific needs and desires that lead them to act or behave in a certain way, preserving human behaviour and the body's levels of energy (Descrop, 2006; George, 2004). The motivation assumption is most frequently explained using the Maslow hierarchy of needs hypothesis.

Giving moral support to others takes up a lot of time. Using motivational speeches, encouraging comments, and other non-verifiable soft information to instil confidence and "motivate" others is a very suitable approach. Despite its importance and widespread use, there isn't much evidence to prove a connection between moral support and performance. The greatest practical barrier arises from the fact that moral support is mostly structural. People consciously choose who and from whom they will receive moral support, how much they will give and receive, and whether to give or accept it. Children, students, employees, or teams who perform better frequently receive greater encouragement from their parents, teachers, bosses, or other supporters. However, those who get more help also tend to perform better.

Moral support frequently refers to the acts of significant individuals in a person's life, such as family, friends, neighbour, and classmates (Thoits, 2010). In order for students to consistently work hard and be passionate about obtaining the major objective they dream of at the conclusion of their education, it is important that those around them support and encourage them constantly. Additionally, the assistance offered may subtly stop unfavourable events from occurring. According to Nur Hannan & Zanariah (2020), social support is essential in facing challenges in life and is considered as moral support from people around, especially close people such as family and friends. Meanwhile, Harikandei (2017) found that there was no significant relationship between the social support sub-scale of friends and significant others with mental health.

Even so, the results of the study show that there is a significant relationship between the family social support sub-scale and the mental health of students. Hefner & Eisenberg (2010) found that students with low social support tended to experience mental health problems, including six times the risk of depression symptoms compared to students who received high social support. Additionally, the three sub-scales of social support, namely friends, family and special people, were significantly associated with mental health.

According to (Bukhari & Afzal, 2017; Safree & Dzulkifli, 2010), Lack of social support has a detrimental impact on students' quality of life and contributes to mental health difficulties, such as symptoms of depression, among university students. Research shows a strong inverse association between social support and psychological diseases like stress and depression (Alimoradi, Asadi, Asadbeigy, & Asadniya, 2014; Bukhari & Afzal, 2017; Kugbey, 2015). These cross-sectional studies' findings generally supported the importance of social support for students' wellness. According to a study, university students' emotional, social, and

academic success is significantly impacted by the social support they receive from friends and family (Awang et al., 2014). The emphasis changes from parents to peers as the child strives to individuate from family, while friends are becoming a greater source of social support than family during this time of adolescence (Kugbey, 2015).

2.6.2 PSYCHOSOCIAL AND MENTAL HEALTH

Psychosocial refers to the interaction between social elements and behaviour as the effect of social influence on a person's mind and personality. The characteristics that appear in mental health may be associated with stress, hostility, despair, depression and others. This issue is caused by the occurrence of abuse, neglect, degradation, racism or other discrimination that causes mental disorders to a person.

According to earlier research, public health has been paying more and more attention to mental health and psychosocial assistance during the past 15 years. According to recent statistics, 450 million people worldwide suffer from behavioural or mental health illnesses. There is a lot of knowledge about psychosocial assistance and mental health. When students first enter a new environment, they must not feel at ease in the surroundings. Losing a loved one or going through family paralysis can have an impact on a variety of behavioural and mental health issues. Students often have a deep desire to think about their loved ones. They actively attempt to preserve their memories despite any potential psychological and psychosocial challenges. Family and friends frequently offer support from a distance when this happens among students. In order to minimise isolation within families and communities and to help families gain some meaning from their distressingly ambiguous experiences, psychosocial support for students is available. Adolescents are also influenced by the demographic aspects of their parents. In this study, for instance, there was a strong correlation between psychosocial state and parents' marital status, occupation, and degree of education. Families that are broken up have a substantial decline in their level of living, and after a divorce, families headed by women often fall into poverty. Additionally, (Bradshaw et al., 2003) found that adolescents with moms who had very high or very low educational levels experienced higher levels of stress. Adolescents from families with parents who had a medium degree of education were observed to experience less stress.

Based on previous research Ryff, C. D. (1995). The affective perspective defines psychological well-being as the realisation of one's full potential. Contrary to the subjective

well-being perspective, Students' ability to effectively adapt to college or university life depends in large part on their psychological well-being, which is seen as the outcome of a life well-lived. Because of this, this construct frequently contains elements like self-acceptance, fulfilling relationships, autonomy, environmental mastery, personal development, and life purpose. As we know, during pandemic university students must adapt to a new learning environment and are subject to greater academic pressure. The potential psychosocial aspects connected to psychological well-being are supported by a number of models. Emotions influence our thinking, just as our cognitive processes influence our emotional states. On the plus side of the psychological spectrum, emotional intelligence connects emotions with reason. (Mayer et al., 2011). The cognitive skills that can be assessed through tests involving the processing of emotional data are referred to as emotional intelligence. This has been developed theoretically and empirically to show its potential to anticipate outcomes in various spheres of daily life. (Gardner et al., 2011).

The relationship between psychosocial and mental health will be effective for students. Mental health is defined by indicators of the good and bad aspects of psycho-social health. A person's social surroundings, which includes their family, friends, and other loved ones, can either positively or negatively impact their health. Throughout the life cycle, social and economic results are influenced by mental health, which is essential to good health and life pleasure. Recent researches by positive psychologists have revealed empirical support for the theories of human flourishing articulated by these humanistic psychologists. New studies on subjective well-being, according to Keyes (2006), emphasize health and human development as the existence of well-being (i.e., health), rather than just the absence of disorder. An intense emphasis on mental health promotion approaches that concentrate on the social determinants of mental health at several levels, such as enhancing people' mental health, enhancing communities, and removing structural barriers to mental health, is a result of this recognition (Health Education Authority, 1997).

2.6.3 ACADEMIC PERFORMANCE AND MENTAL HEALTH

Mental health problems will affect the academic performance of students and it will go from bad to worse if the students do not receive any treatment. The negative effect of mental health not only on the academic side, but also for their daily life. Mental health can be thought of as an emotional state that is impacted by stress, anxiety, and depressive symptoms. There is a connection between mental health, such as sadness, anxiety, and stress, on academic

achievement, according to a number of previous research findings. It is important to raise awareness about mental health issues, as early detection might help to avoid mental health issues.

Results of previous research show that depression is a widespread issue among adolescents (Steinberg, 1999). Additionally, according to Petersen et al. (1993), depending on the circumstances, between 7% and 33% of adolescents suffer depression. Shamsuddin (2013) discovered that students in Malaysia between the ages of 20 and 24 are the most susceptible to depression. When compared to their junior students, the senior students (age 20 to 24) scored higher on depression scales than junior students (age 18 to 19). In a related study, Sherina et al (2003) discovered that 41.9% of students in a Malaysian public university were struggling with depression of mental health. In other words, depression affects students' capacity to perform academics discovered by (Zaid et al, 2007) It is important to not undervalue adolescent depression because, if untreated, it can lead to major issues. Students who struggle with depression for a variety of reasons may do worse academically. According to Fine & Carlson (1994), the reason students struggle to meet deadlines and complete too many assignments and projects is that they are depressed. The students are unable to pay attention during lectures as a result, and the attendance rate is low. University students who experience depression sometimes have trouble concentrating, lack of enthusiasm or ambition, and low attendance. These signs truly provide evidence for why a depressed student does badly academics. It is clear from the findings above that depression will have a negative impact on academic performance.

According to Azhar (2002), between 25% and 35% of Malaysian students reported stress as a result of the increased effort associated with completing assignments and projects. Additionally, the education system that priorities exam success has worsened students' stress. The students' free time has been taken up with attending classes in order to perform better on evaluations. The stress is typically brought on by a thorough task, while there is not enough time for sleep, especially in the final year of study, according to Tangade et al. (2011). In addition, parents and family members can contribute to students' stress. Students experience significant levels of stress as a result of trying to live up to their parents' expectations (such as receiving a first-class education) (Ariffin, 2014). Exam time management and the pressure to achieve higher marks are certainly putting a lot of stress on students. Stressed-out students won't be able to complete their learning objectives. Therefore, it's essential to motivate and

inspire them. ⁷¹ The relationship between mental health and academic performance and how it may affect one's physical state. The pressure of studying and needing to finish paperwork to qualify may have an effect on students' mental health. Students then find it difficult to concentrate in class due to stress caused by their higher academic scores and the short time available to them. It contributes to the crisis in academic performance.

¹ 2.7 HYPOTHESIS

The hypothesis of the research is made based on the factors of the study such as moral support, psychosocial and academic performance that affect the mental health among FHPK students in UMK. Based the study, the hypothesis had been created and to be tested:

H1- There is a relationship between moral support with mental health among among students UMK Kampus Kota.

⁴ H2- There is a relationship between psychosocial with mental health among among students UMK Kampus Kota.

⁶ H3 - There is a relationship between academic performance with mental health among students UMK Kampus Kota.

2.8 CONCEPTUAL FRAMEWORK

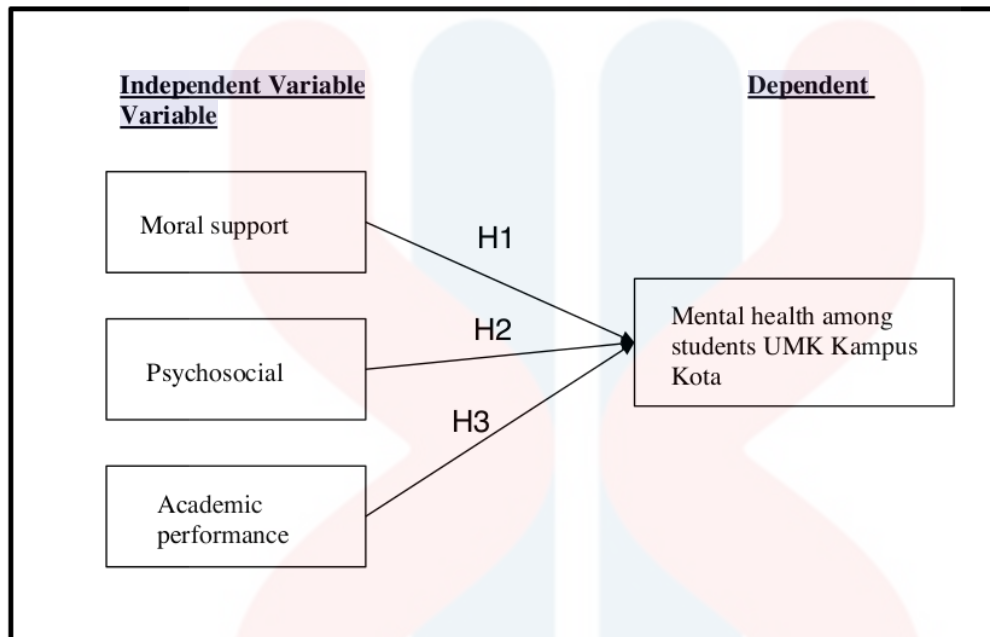


Figure 2.8 : Conceptual Framework

The relationship between the independent variable (IV) and the dependent variable (DV) in this study is depicted in the diagram above. Issues that result in causes and consequences that have an impact on mental health are carried out by independent variables (IV). Academic achievement, psychosocial support, and independent variables (IV) make up the study's three independent variables (IV). The dependent variable (DV), which is the mental health among UMK Kampus Kota students, will be impacted by each independent variable (IV).

Existing research findings have a significant influence on researchers because they facilitate the writing of our papers. It is cited in order to strengthen and increase the credibility of this work.

2.9 SUMMARY

Moral support, psychosocial and academic performance use as independent variables were reviewed in this chapter, while mental health among students was considered as a dependent variable. The relationship between independent variable and dependent variable, also the conceptual framework and hypothesis which are important.

59 CHAPTER 3 METHODOLOGY

3.1 INTRODUCTION

The methodology for analysis is summarized in this chapter, which comprises research style, population, sample size, sampling process, research instrument, form design, and knowledge analysis method.

3.2 RESEARCH DESIGN

A study can be conducted in a single-stage design, such as qualitative and quantitative research, or a multi-stage mixed method research design, according to Kothari (2004). According to Forman et al. (2008), the qualitative research method gathers information from an open-ended question to understand the process and challenge fundamental assumptions. Furthermore, the quantitative research method used closed-ended questions to collect data and investigate relationships between variables. The quantitative research method used statistical procedures and numerical coding to analyse the essential data, providing in depth insight into the phenomena of interest. This study uses a quantitative research method to understand and know the relationship between independent variable moral support, psychosocial and academic performance and the dependent variable which is mental health among University Malaysia Kelantan City Campus students.

3 3.3 POPULATION

Population refers to the total population of a nation (Taherdoost, 2016). According to Alvi (2016), the target population consists of all participants who satisfy the requirement for the investigation of the particular study. A population is a group of individuals, objects, or objects of the study that have the same characteristic (M. Fahmi, 2012). In this research conducted, the study population is an essential factor in determining the number of respondents who will be selected to obtain the information needed in this research.

Universiti Malaysia Kelantan had 3 campuses located at Kota Bharu, Bachok and Jeli. The target population of this research is students in University Malaysia Kelantan City Campus. According to statistics, the University of Malaysia Kelantan has a total of 11413

students. We chose a total of 2800 people from the FHPK faculty in University Malaysia Kelantan City Campus, where the department is from wellness, tourism and hospitality.

3.4 SAMPLE SIZE

A total of respondents will be chosen at random from the student population of the Fakulti Hospitaliti, Pelancongan dan Kesejahteraan (FHPK) at UMK Kampus Kota, according to with the sample measurement table by Krejic & Morgan. Populations of students at UMK that are appropriate for researchers to conduct surveys in order to find out more about student mental health.

Table 3.1
Table for Determining Sample Size of a Known 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	100000	384

Note: N is Population Size; S is Sample Size Source: Krejic & Morgan, 1970

Figure 3.4: Krejic & Morgan Table

3.5 SAMPLING METHOD

The sampling method that we used for this research was probability sampling because we identified about sample size. Sampling is the process of selecting samples from a population. The sample selected must be random and represent the population. The sample of students Umk Kampus Kota can be found at their respective department from the coordinator. From the list we chose 179 respondents in University Malaysia Kelantan Kampus Kota.

Simple random sampling, which is appropriate when the population is small, is a probability sampling strategy. This sampling method is simple and has an equal probability of being chosen because the sample numbers are distributed randomly within the population. The highest number of samples is also provided by simple random sampling. The researcher needs a sampling frame or list of the population of University Malaysia Kelantan Kampus Kota students in order to collect the sample.

Simple random sampling is infrequently employed, despite being straightforward to carry out. But the usage of this is unpredictable. As long as it is done correctly, this sampling method offers several advantages. First of all, because the individuals who make up the smaller group are chosen at random, giving every member of the larger population an equal chance of being chosen, it fairly and impartially reflects the population. An easy-to-use simple random sample is the next stage. The creation of simple random samples is more easier than the other methods. This process may produce rather consistent results and doesn't call for any specialised skills.

3.6 DATA COLLECTION PROCEDURE

The process of gathering information for the specified variables in a systematic way is known as the data collection technique. Primary data and secondary data are the two basic categories into which data may be separated. Primary data will be used in this study, and the information gathered with the use of an online questionnaire or survey. Students from FHPK faculty in UMK Kampus Kota will be the respondents to the surveys that will be shared in a random order on social media platforms.

¹ 3.7 RESEARCH INSTRUMENT

Research instruments are measuring tools, such as questionnaires, tests, or scales, that are created to assist researchers in gathering data from study subjects on issues of interest. Information on the demographic targeted, the instrument's purpose, and the variables being assessed are all included in research instruments. Depending on the sort of study being done, researchers may choose to utilize a variety of statistics, including surveys, case studies, or questionnaires. Due to the likelihood that diverse types of respondents would fill out the questionnaire, it will be made available in English and Malay for the convenience of the respondents.

¹ This questionnaire is divided into three parts (part A, part B and part C). In part A, the demographic distribution is discussed. Demographic profiles are market segments based on respondents' gender, age, race, educational background and courses attended. Part B focuses on all the independent variables which are moral support, psychosocial support and academic performance. Part C discusses the dependent variable is mental health among FHPK students in UMK Kampus Kota.

SECTION	VARIABLE	QUESTIONS	ANSWER
A	DEMOGRAPHIC PROFILE	¹ GENDER: Male Female	() ()
		AGE: 20-21 years old 22-23 years old 24-25 years old 26-27 years old 28-29 years old	() () () () ()
		RACE: Malay Chinese India	() () ()

		(Others)	()
		EDUCATIONAL BACKGROUND: SPM STPM DIPLOMA DEGREE	() () () ()
		COURSE ATTENDED:
	Dimension	Item	Supporting References
B INDEPENDENT VARIABLE	MORAL SUPPORT	<ul style="list-style-type: none"> I feel that there is no one I can share my most private worries and fears with. When I need them, my parents spend time with me. My parents are loving to me. My family is concerned with my feelings. I get positive self-esteem support from a relative. I feel loved and cared for because of a buddy. Friends gave me some helpful advice. I believe I have value to a friend. 	(Sao & Lai, 2016) (John E. Fetzer, n.d.)
	PSYCHOSOCIAL	<ul style="list-style-type: none"> Do you have to make difficult decisions for your assignment? Does your assignment require you to keep your emotions to yourself? Would you change the environment around you? Do others judge your preference? Would you like to take some time off from your current role? 	(Copenhagen Psychosocial Questionnaire (COPSOQ), 2003)

	ACADEMIC ACHIEVEMENT	<p>9</p> <ul style="list-style-type: none"> • I often repeat a year or carry modules over the next academic year/ semester. • Since starting university studies, I have never ever failed an examination. • I performed poorly in my past semester examinations. • I am good in most of my modules. • I am able to achieve the academic goal I have set. 	<p>57</p> <p>Martha (2010) Kathy and Laura (2009) Tan and Yates (2007) Roy (2004)</p>
C DEPENDENT VARIABLE	MENTAL HEALTH	<ul style="list-style-type: none"> • Does physical effect lead to stress and anxiety? • Does growing awareness of mental health impact students' health? • Does there exist a trend to mental illness if it occurs at the university? • Do students suffering from mental health be able to work? • In your opinion, can students minimise their risk of mental health advice? 	<p>Sampson, K., Priestley, M., Dodd, A., Broglia, E., Wykes, T., Robotham, D., . . . Byrom, N. (2022).</p>

Table 3.7:Sample of Questionnaire Form

3.8 DATA ANALYSIS

Data analysis referring to methodical set of mathematical, statistical, and logical techniques for characteristic the data context, modulating the data structure, condensing the data representation, illuminating statistical tendencies, obtaining useful data, and drawing conclusions. By eliminating the extraneous noise that the rest of the data creates, these analytical techniques help us to get the underlying insight from the data. Data analysis also continuous, iterative process in which data collection and analysis occur continually since data production is a continuous activity. One of the most important aspects of data analysis it is data integrity. There is primary and secondary data in research methods. The information obtained by researchers from their first sources, such as interviews and surveys, is known as primary data. On the other hand, secondary data is information that has been obtained from sources that are openly accessible. The Statistical Package for Social Science was used in this research endeavour (SPSS). A group of software applications have been compiled into a single package called SPSS. The study of scientific evidence in social science is the main application of this curriculum. Data analysis, surveys, and marketing strategy may all benefit from this information. Researchers may swiftly comprehend market demand for a product using the statistical data they have obtained and change their strategy.

3.8.1 DESCRIPTIVE STATISTIC

A simple descriptive coefficient known as a descriptive statistic is used to summaries a particular collection of data, which may be a sample of the entire population or a representative the population. For example, in part 1, we examined the demographics of the respondents. According to the data, 10% of the respondents are Indian students, 10% Chinese students, and the remaining 80% are Malay students. Descriptive statistics include measures of central tendency and measures of variability (spread).

Measures of variability include standard deviation, variance, minimum and maximum variability, while measures of central tendency include mean, median, and mode. Large amounts of data can be simplified with the use of descriptive statistics. Each descriptive statistic packs a lot of information into a small area.

3.8.2 RELIABILITY TEST

The dependability of the questionnaire was evaluated using reliability analysis. A system's capacity to calculate something accurately is referred to as dependability. The measurement should be considered as accurate if the exact same findings can be achieved using the same method under the same circumstances. Calculating reliability involves comparing many iterations of the same calculation.

Test reliability, parallel type reliability, and inter-rater reliability are the three subcategories of reliability. When a test is administered repeatedly over the course of a certain period with the same sample group, it is said to have attained test-retest reliability. In order to compare test results and assess the stability of scores, respondents may be invited to take the same survey on mental health among Universiti Malaysia Kelantan students at the city campus twice within a week. Despite the fact that the calculation achieved by doing the evaluation of the same phenomena with the participation of the same research community with multiple evaluation processes is connected to the dependability of the parallel type. The computation of sets of results acquired by several raters using the same instrument is known as interrater reliability, as suggested by the name of the concept.

It is important to take into account how effectively data is collected. The technique should be well thought out by the researcher, and they should make sure to perform each calculation in the same way. If a big number of researchers are engaged, it is very crucial. For instance, while conducting online interviews or observations, researchers make it clear how certain activities or replies will be tallied and make sure that questions are written consistently. Keep the environment as steady as you can when collecting data to reduce the impact of outside factors that can lead to inconsistent results. The researcher must make sure that all participants are given the same information and complete the same testing procedures.

3.8.3 PEARSON CORRELATION

In correlation analysis, a non-experimental research method, the researcher examines the statistical link (correlation) between two variables without making much of an effort to control unrelated factors. Researchers that are interested in statistical links between variables choose correlational studies over experiments for essentially two reasons. Furthermore, they do not accept statistical association as proof of causality. The statistical link of significance is supposed to be causal, therefore the researcher cannot modify the independent variable since it is impractical, difficult, or immoral. This is another reason why researchers prefer to employ regression tests over experiments.

One of the important analyses that measures the strength of the linear relationship between the independent variable (IV) and the dependent variable (DV) is the Pearson Correlation Analysis. The purpose of this study is to determine if there is a correlation between the dependent variable (DV), which measures the impact on students' mental health, and the independent variable (IV), which determines whether mental health issues arise among UMK students. The strength of the relationship between the independent variable (IV) and the dependent variable needs to be understood by the researcher if there is a relationship (DV).

3.9 SUMMARY

The descriptions of the population and sample, sampling method, instrument, and data analysis in this chapter will be helpful to the researcher. As a result of this study, the researcher may learn how to use the research design, work, and other components. This chapter discussed the distribution of the questionnaire and possible applications for it in this study.

CHAPTER 4 DATA ANALYSIS

4.1 INTRODUCTION

Reliability analysis, demographic descriptive analysis, independent variable analysis, dependent variable analysis, Pearson correlation analysis, hypothesis testing, and summary are all included in this chapter. This chapter also covers the outcomes and conclusions of the analysis that was done using information gathered from a questionnaire. There were 179 replies, and a total of 27 questionnaires were given out to FHPK students at UMK Kampus Kota. A software programme utilising the Statistical Package for Social Science (SPSS) examined the survey data. Before conducting the official test questionnaire, a pilot test was conducted. To determine the validity of the variable, a reliability test and a total of roughly 30 respondents underwent pilot tests.

4.2 DESCRIPTIVE ANALYSIS

Based on the information gathered from 179 respondents on section A for background data in respondents' demographic profile, a descriptive analysis was carried out.

4.2.1 GENDER

The table 4.1.1 below represents the gender distribution total of distribution 179 respondent collected from questionnaire data collection.

Gender		
	Frequency	Percent
Male	53	29.6
Female	126	70.4
Total	179	100.0

Table 4.1.1: The gender of respondents

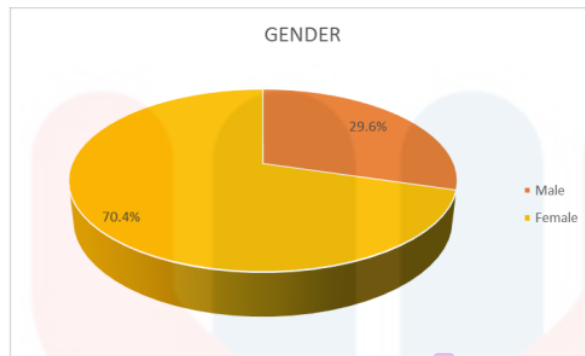


Figure 4.1.1: The percentage of gender

Based on the result from chart 4.1.1, the table shows the gender distribution of the respondents. There are 179 respondents. In this research, female respondents outnumbered than male respondents by of 70.4% (N=126) compare to 29.6% (N=53).

4.1.3 AGE

The table 4.1.2 below represents the age distribution total of distribution 171 respondent collected from questionnaire data collection.

Age		
	Frequency	Percentage
18-21 years old	55	30.7
22-24 years old	114	63.7
25-27 years old	7	3.9
28-30 years old	3	1.7
Total	179	100.0

Table 4.1.2: The age of respondents

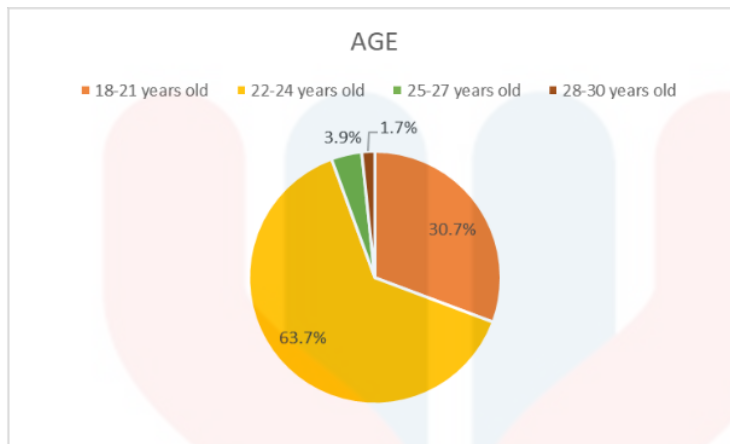


Figure 4.1.2: The percentage of age

The age division is displayed in Figure 4.1.2. Four age categories were assigned to the respondents. With 63.7% (N=114) of the total respondents, the group of respondents aged 22 to 24 received the most responses, followed by the group of respondents aged 18 to 21 with 30.7% (N=55). With 3.9% (N=7) respondents, the 25–27 age group comes in third place, followed by the 28–30 age group with 1.7% (N=3) respondents.

4.1.4 RACE

The table 4.1.3 below represents the race distribution total of distribution 171 respondent collected from questionnaire data collection.

Race		
	Frequency	Percent
Malay	158	88.3
Indian	10	5.6
Chinese	9	5.0
(Other)	2	1.1
Total	179	100.0

Table 4.1.3: The race of respondents

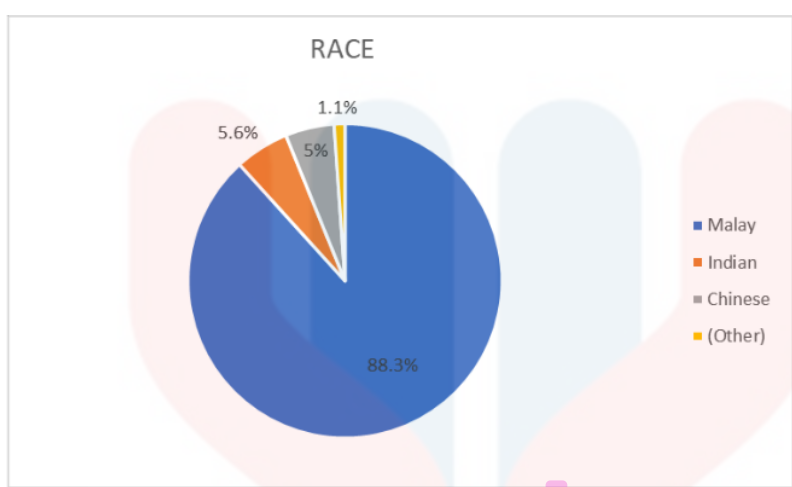


Figure 4.1.3: The percentage of race

The race distribution among the respondents is seen in Chart 4.1.3. With 88.3 percent (N=158) respondents, Malay is the race group with the most participants in the survey, followed by Chinese with 5 percent (N=9) respondents and Indians are same group with Chinese, followed by others with 5.6 percent (N=10) respondents. The others respondents gains 1.2 percent (N= 4) respondents.

4.1.4 COURSE

The table 4.1.4 below represents the race distribution total of distribution 171 respondent collected from questionnaire data collection.

Course		
	Frequency	Percent
SAW/SAS	78	43.6
SAH	29	16.2
SAP	72	40.2
Total	179	100.0

Table 4.1.4: The course of respondents



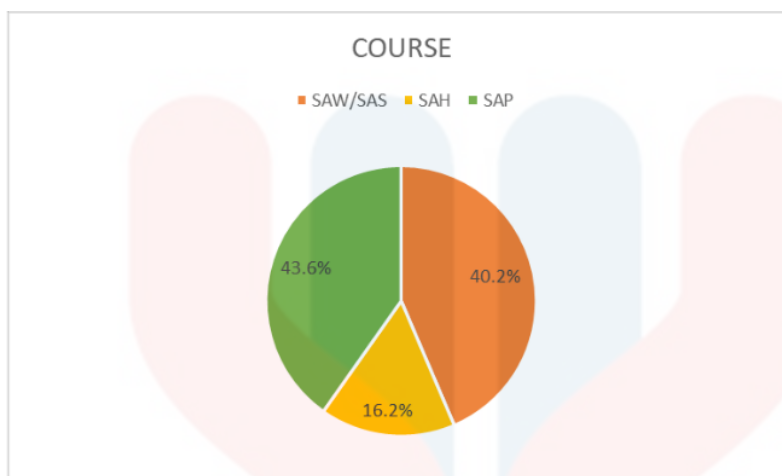


Figure 4.1.4: The percentage of course

The percentage of the respondent's course is shown in Chart 4.1.4. With 43.6% (N=78) of responses, student SAW/SAS is the most common course, followed by course SAP is the second higher with 29% (N=132). SAH is the third most common course, with 16.2% (N=29) of respondents.

4.2 INDEPENDENT VARIABLE AND DEPENDENT VARIABLE

For each independent variable of moral support, psychosocial functioning, and academic performance, frequency distribution, means, and standard deviations were calculated using a five-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree). The same Likert Scale is used to measure the dependent variable item for mental health.

4.2.1 MORAL SUPPORT

The statistical mean and standard deviation of respondents on moral support are shown in table 4.2.1. The question has the lowest mean value, whereas the statement "My family is concerned with my feelings" has the highest mean value (4.01), indicating that respondents agree that their family is deeply worried about them. I feel that there is no one I can share my most private worries and fears with, which is 3.28. This is due to the respondents' lack of confidence in their ability to express their worries and anxieties to others. The statement "I feel that there is no one I can share my most private worries and fears with" has the highest standard deviation at 1.251. Greater dispersion in the data is indicated by a high standard

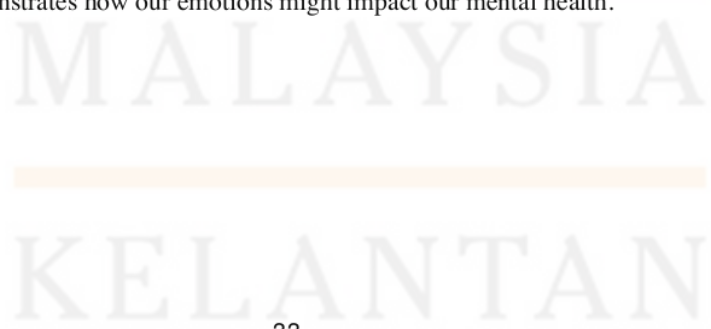
deviation number. So for the respondents who answered the questions chose to remain silent rather than share their concerns and fears.

VARIABLE	N	Mean	Std. Deviation
1. I feel that there is no one I can share my most private worries and fears with. Saya rasa tiada sesiapa yang boleh saya kongsi kebimbangan dan ketakutan saya yang paling peribadi.	179	3.28	1.251
2. I feel loved and cared for because of a buddy. Saya berasa disayangi dan dipedulikan kerana mempunyai rakan.	179	3.82	1.068
3. Friends gave me some helpful advice. Rakan-rakan memberi saya beberapa nasihat yang berguna.	179	3.91	.973
4. My family is concerned with my feelings. Keluarga saya prihatin dengan perasaan saya.	179	4.01	.983
5. I get positive self-esteem support from a relative. Saya mendapat sokongan harga diri yang positif daripada saudara.	179	3.66	1.096
Valid N (listwise)	179		

Table 4.2.1: Descriptive statistics of moral support

4.2.2 PSYCHOSOCIAL

The mean and standard deviation data of respondents on the psychosocial survey were displayed in Table 4.2.2. The highest mean, 4.20, is "I would like to having peaceful time." That indicates that the responders genuinely require some quiet time to themselves. I have desire to bring changes surroundings around me has a larger value, or 4.03. The response "I am clueless over my emotions" has the lowest mean value, 3.28. The response "I am clueless over my emotion" had the biggest standard deviation (1.204), indicating that individuals lack emotional control. Greater dispersion in the data is indicated by a high standard deviation number. This demonstrates how our emotions might impact our mental health.



VARIABLE	N	Mean	Std. Deviation
1. If I'm busy with work, I get stressed easily. Jika saya sibuk dengan tugas, saya akan mudah tertekan.	179	3.68	1.139
2. I am clueless over my emotions. Saya tidak dapat mengawal emosi saya.	179	3.28	1.204
3. I have a desire to bring about changes surroundings around me. Saya mempunyai keinginan untuk membawa perubahan di sekeliling saya.	179	4.03	.899
4. I often use other people's perspectives and it diminishes my self-confidence. Saya kerap menggunakan perspektif daripada orang lain dan ia mengurangkan keyakinan diri saya.	179	3.43	1.161
5. I would like to having peaceful time. Saya ingin mempunyai masa untuk bersendirian.	179	4.20	.830
Valid N (listwise)	179		

Table 4.2.2: Descriptive statistics of psychosocial

4.2.3 ACADEMIC PERFORMANCE

The mean and standard deviation data of respondents' academic achievement are shown in Table 4.2.3 below. The response "Since starting university studies, I have never failed an examination." received the highest mean value, 3.88, and the respondents agreed that it was this academic achievement that encouraged them to succeed academically at universities. The lowest mean, "I performed poorly in last semester's exams," has a mean value of 2.68, and respondents agreed that while many students are high achievers, the academic performance of "I performed poorly in last semester's exams" lessens motivation for them. In addition, the larger standard deviation, "I did poorly on my last semester's exams," was 1.347. The wider range of the data is indicated by a higher standard deviation number. Respondents will so be driven to improve their academic achievement.

VARIABLE	N	Mean	Std. Deviation
42 1. I often repeat a year or carry modules over the next academic year/ semester. Saya sering mengulang setahun atau mengulang modul pada tahun akademik/semester berikutnya.	179	2.70	1.315
9 2. Since starting university studies, I have never ever failed an examination. Sejak memulakan pengajian di universiti, saya tidak pernah gagal dalam peperiksaan.	179	3.88	1.037
3. I performed poorly in my past semester examinations. Saya berprestasi teruk dalam peperiksaan semester lepas.	179	2.68	1.347
14 4. I am good in most of my modules. Saya mahir dalam kebanyakan pelajaran saya.	179	3.46	1.013
14 5. I am able to achieve the academic goal I have set. Saya dapat mencapai matlamat akademik yang telah saya tetapkan.	179	3.65	.968
18 Valid N (listwise)	179		

Table 4.2.3: Descriptive statistics of academic performance

4.2.4 DEPENDENT VARIABLE MENTAL HEALTH 66

The respondents' mean and standard deviation data for mental health are shown in Table 4.2.4. Students who experience mental health problems will be less productive in college. the respondents agreed that "Students' productivity at university will be affected if they suffer from mental health issues" to drive respondents to attain the academic objective that they had set. This statement received the highest mean score, which was 3.88. The respondents agreed that the mental health of 'Physical activities impact lead to stress and anxiety' to more inspire respondents to obtain an achievement in study, while the lowest mean was 'Physical activities effect lead to stress and anxiety' with a mean value of 3.06.

In addition, 'Growing awareness of mental health effect students' health.' had a greater standard deviation of 3.83. The wider range of the data is indicated by a higher standard deviation number. In light of this, respondents' top concern regarding mental health is "Students' productivity at university will be affected if they suffer from mental health issues."

VARIABLE	N	Mean	Std. Deviation
1. Physical activities effect lead to stress and anxiety. Aktiviti fizikal membawa kepada tekanan dan kebimbangan.	179	3.06	1.230
2. Growing awareness of mental health impact students' health. Peningkatan kesedaran mengenai kesihatan mental memberi kesan kepada kesihatan pelajar.	179	3.83	1.014
3. There exist a trend to mental illness if it occurs at the university. Terdapat trend penyakit mental jika ia berlaku di universiti.	179	3.71	.997
4. Students' productivity at university will be affected if they suffer mental health issues. Produktiviti pelajar di universiti akan terjejas jika mereka mengalami masalah kesihatan mental.	179	3.88	1.069
5. Mental health issues are common in students. Isu kesihatan mental adalah perkara biasa dalam kalangan pelajar.	179	3.64	1.207
Valid N (listwise)	179		

Table 4.2.4: Descriptive statistics of mental health

4.2.5 INDEPENDENT AND DEPENDENT VARIABLE

VARIABLE	N	Mean	Std. Deviation
MORAL SUPPORT	179	3.74	.718
PSYCHOSOCIAL	179	3.73	.776
ACADEMIC PERFORMANCE	179	3.27	.738
MENTAL HEALTH	179	3.62	.706

¹ The independent variables (IV) and dependent variable (DV) mean, standard deviation, and number of respondents were all displayed in the table. The mean score for the independent variables (IV) was 3.74 for moral support, 3.73 for psychosocial characteristics, and 3.27 for academic achievement. The mental health of the dependent variable (DV) has a mean score of 3.62.

The psychosocial variable (IV) had the largest standard deviation among the independent variables, with a value of .776, followed by academic achievement (.738) and moral support (.718). The mental health of the dependent variable (DV) has a standard deviation of .706.

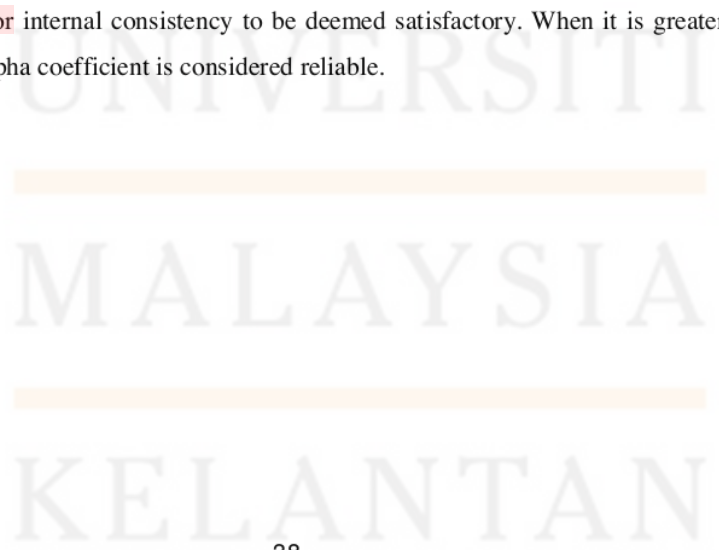
4.3 RESULT OF RELIABILITY TEST

By proving how stable and consistent it is without any bias, reliability analysis establishes how "good" a measure is (Sekaran, 2003). A reliability test was run on the gathered data in order to determine the results of the pilot research. The alpha value of a survey increases with how trustworthy the words are to one another (Tavakol & Dennick, 2011). The Cronbach's alpha coefficient can be used to evaluate the reliability of a reliability test. Researchers can assess whether this was accurate, dependable, and understandable to the responder based on the survey's results. According to standard procedure, Table 4.3 illustrates the value of Cronbach's alpha coefficient.

Table 4.3: Cronbach Alpha Coefficient Values (Rule of Thumb for Result)

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
$0.5 > \alpha$	Unacceptable

Table 4.3 shows the item's internal consistency is larger and more reliable for survey purposes the higher and closer the Cronbach's alpha value. Cronbach's alpha must be better than 0.5 in order for internal consistency to be deemed satisfactory. When it is greater than 0.7, a cronbach's alpha coefficient is considered reliable.



4.3.1 Reliability Analysis Test

Table 4.3.1 : Overall Result for Reliability Analysis

Cronbach' s Alpha	Cronbach' s Alpha Based on Standardized Items	No. of Items
0.847	.849	20

The overall result of the reliability analysis of variables, which takes into account both independent and dependent factors, is shown in the table below. The Cronbach's alpha coefficient for the variables is 0.849, which is regarded as being satisfactory in terms of internal consistency. As a consequence, the questionnaire used in this study is reliable, and the information gathered may be put to good use.

Table: 4.3.2 Results for Reliability Analysis

Construct	Cronbach' s Alpha	No. Of Item	N
Moral support	.685	5	179
Physcosocial	.785	5	179
Academic Performance	.646	5	179
Mental Health	.635	5	179

The reliability test for accuracy and repeatability is finished. 179 randomly chosen respondents completed the survey and provided their responses. Table 4.3 presents the survey's reliability analysis, which runs from 0.685 to 0.785 for each construct. The coefficient is excellent based on the results of every build. When the score is more than or equal to 0.6, the survey can be done using the rule of thumb (Kline, 1999).

The findings of the Cronbach's Alpha reliability analysis are shown in table 4.3.2 for each independent and dependent variable. There are really three independent variables, with moral support serving as the first one. There are a total of 5 elements in this variable, and its internal consistency is dubious ($0.7 > 0.6$) with a Cronbach's Alpha of 0.685. This may be due to the respondents' concentrated ethnicity or the fact that the majority of them have varied backgrounds, leading to differing viewpoints. Additionally, this might be due to respondents' various opinions on the matter, which could result in errors.

The second independent variable is psychosocial, and five questions are used to assess its validity and reliability. Cronbach's Alpha for this variable is 0.785. It has a positive internal consistency ($0.9 > 0.8$) rating. Thus, compared to the other two independent variables, this one is more stable.

The study's third and last independent variable is academic performance. 5 elements contribute to this variable, which has a Cronbach's Alpha value of 0.646. Internal consistency for this number is also suspect ($0.7 > 0.6$). This suggests that respondents' views on moral support were consistent.

There are four questions that ask whether the dependent variable, student mental health, is valid. Cronbach's Alpha for this variable is 0.635, which is considered to have questionable internal consistency ($0.7 > 0.6$).

Although it is claimed that every study in this analysis is trustworthy, their consistency is less certain because their results range from poor ($0.5 >$) to excellent ($0.9 > 0.8$). The final reliability test score for all variables is 0.849, which is considered to be high. This may be the case because the questions were phrased in a confusing manner or because they were more radical and the respondents' replies weren't as consistent. Additionally, respondents' viewpoints and their comprehension of the criteria may cause certain replies to some aspects to be confusing.

4.4 INFERENTIAL ANALYSIS

To determine variances or correlations between variables, inferential analysis (also known as correlation analysis) is frequently used in research and studies. The dependent variable is mental health among FHPK students, with moral support, psychosocial support, and academic success serving as the independent factors. The coefficient will be used in this study to evaluate the strength of the relationship between the independent and dependent variables. The coefficient correlations and the degree of relationship based on their values as a benchmark are shown in table 4.4 below.

Correlation Coefficient Value	Strength of Correlation
$r = 1$	Perfectly Positive
$0.5 < r < 1$	Strongly Positive
$r = 0.5$	Moderately Positive
$0 < r < 0.5$	Weakly Positive
$r = 0$	No Correlation
$-0.5 < r < 0$	Weakly Negative
$r = -0.5$	Moderately Negative
$-1 < r < -0.5$	Strongly negative
$r = -1$	Perfectly Negative

Table 4.4: Interpretation of Pearson Correlation Coefficient Value

Pearson Correlation Coefficient is method to identify the intensity of association and significant relationship between the independent variable and dependent variable. Pearson's correlation coefficient is calculated by dividing them by the sum of their standard deviations. The linear connection between two continuous variables is determined using it. Because it is based on method covariance, it is the best way to quantify the relationship.

1 Hypothesis 1

H1₀: There is no relationship between moral support and mental health among students UMK Kampus Kota.

H1_a: There is a relationship between moral support and mental health among students UMK Kampus Kota.

		MORAL SUPPORT	MENTAL HEALTH
MORAL SUPPORT	Pearson Correlation	1	.347**
	Sig. (2-tailed)		.000
	N	179	179
MENTAL HEALTH	Pearson Correlation	.347**	1
	Sig. (2-tailed)	.000	
	N	179	179
**. Correlation is significant at the 0.01 level (2-tailed).			

The relationship between moral support and mental health among students at UMK Kampus Kota is seen in the table above. The correlation between the two variables is weakly positive, which accounts for the result of 0.347. This shows that while the majority of respondents believe moral support will affect students' mental health, this is not the main issue. Because of this, moral support and mental health are significantly related. H1 is therefore supported.

1 Hypothesis 2

H2₀: There is no relationship between psychosocial and mental health among students UMK Kampus Kota.

H2_a: There is a relationship between between psychosocial and mental health among students UMK Kampus Kota.

		PSYCHOSOCIAL	22 MENTAL HEALTH
PSYCHOSOCIAL	Pearson Correlation	1	.290**
	Sig. (2-tailed)		.000
	N	179	179
MENTAL HEALTH	Pearson Correlation	.290**	1
	Sig. (2-tailed)	.000	
	N	179	179

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

The table above illustrates the link between the independent variable (psychosocial) and the dependent variable (mental health). The result of 0.290 is explained by the slightly positively correlated nature of the two variables. This indicates that although many respondents think that psychosocial variables would affect their mental health, not all of them are definitely related. Psychosocial factors have a considerable impact on mental health. H2 is therefore supported.

Hypothesis 3

H3₀: There is no relationship between academic performance and mental health among students UMK Kampus Kota.

H3_a: There is a relationship between academic performance and mental health among students UMK Kampus Kota.

		ACADEMIC PERFORMANCE	MENTAL HEALTH
ACDEMIC PERFORMANCE	Pearson Correlation	1	.296**
	Sig. (2-tailed)		.000
	N	179	179
MENTAL HEALTH	Pearson Correlation	.296**	1
	Sig. (2-tailed)	.000	
	N	179	179

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

The relationship between the independent variable (academic performance) and the dependent variable (students' mental health) is displayed in the table above. The result of 0.296 may be explained by the two variables' slightly positive correlation. The very significant value of 0.01 is smaller than the significant value of .000 for academic achievement. Academic success and mental health among students at UMK Kampus Kota are strongly correlated. This shows that these two components are not related, and the independent variable will not have an impact on the dependent variable.



4.5 DISCUSSIONS

One essential analysis that evaluates the strength of the linear relationship between the independent variables (IV) and dependent variable (DV) is the Pearson correlation coefficient study. The goal of this research is to determine if there are any relationships between the dependent variable (students' mental health at Universiti Malaysia Kelantan Kampus Kota) and the independent variables (moral support, psychosocial support, and academic success). The degree and direction of the link between the variables must be determined by the researchers if a correlation was found.

HYPOTHESIS	PEARSON'S CORRELATION RESULTS
H1: There is a significant relationship between moral support and mental health.	$r = 0.347, p < 0.01$ Weakly Positive
H2: There is a significant relationship between psychosocial and mental health.	$r = 0.290, p < 0.01$ Weakly Positive
H3: There is not significant between academic performance and mental health.	$r = 0.296, p < 0.01$ Weakly Positive

Based on Table 4.14, it can be shown that the hypothesis on moral support, psychosocial functioning, academic performance, and mental health was evaluated using Pearson's correlation analysis. All offered hypotheses were accepted at the 0.01 level of significance. Additionally, the conclusion demonstrated that academic achievement and moral support, two independent variables, had a weakly positive link with mental health, supporting the entirety of the hypothesis. On the other hand, psychological factors are often favourable.

4.6 SUMMARY

In summary, Chapter 4 covered the reliability analysis, descriptive analysis, and Pearson correlation analysis methods that researchers use to examine the data they acquire. This chapter contains a discussion that is based on the study's goals.

CHAPTER 5

CONCLUSION

5.1 INTRODUCTION

The result of analysis in previous chapter were further discussed in this chapter. Below are the research objectives of this study:

1. To determine the relationship between moral support and mental health among students in UMK Kampus Kota.
2. To evaluate the relationship between psychosocial and mental health among students in UMK Kampus Kota.
3. To identify the relationship between academic performance and mental health among students in UMK Kampus Kota

Following with the research questions for this study:

1. What is the effect of moral support on mental health among students in UMK Kampus Kota?
2. What is the effect psychosocial on mental health among students in UMK Kampus Kota?
3. What is the effect of academic performance on mental health among students in UMK Kampus Kota?

This chapter consist of recapitulation of the findings, limitations of this study and recommendations for the future research.

5.2 RECAPITULATION OF THE FINDINGS

The goal of this study was to investigate the connections between students' mental health at University Malaysia's Kelantan City Campus and moral support, psychological , and academic performance. The relationship between moral support, psychosocial , and academic performance as they relate to students' mental health is the main emphasis of this study. A questionnaire created by the researcher and completed by the respondents served as the basis for the findings in chapter 4.

This survey has 5 sections, 24 questions covering each section, and 2 extra questions. Part A concentrated on the respondents' racial, gender, age, and course of study demographic data. While part C deals with psychosocial issues, part B concentrates on the independent variable (III) that is related to moral support. Academic performance is the independent variable (IV) for component D. Concentrate more on the dependent variable (DV), which is the mental health of students at the University of Malaysia Kelantan city campus, for the final section, part E.

179 people completed the survey, which was calculated using the Krejcie and Morgan (1970) equation. There have been 179 responders in all who have completed the Google form to react to the survey. Although 179 respondents are actually required to move forward with the Statistical Package for the Social Sciences (SPSS), it is desirable to have more respondents to support useless data. Reliability analysis, frequency analysis, descriptive analysis, and analysis of the Pearson correlation coefficient are all included in this data analysis. In order to verify the measuring tool's internal consistency, reliability tests for the independent variable (IV) were carried out. All variable scales had Cronbach's alphas that fell inside the (number of numbers) range. When the Cronbach's alpha value exceeds 0.6, (Nunnally, 1978; WORTZEL, 1979) This demonstrates its high degree of dependability.

The question "My family is concerned about my feelings" had the highest mean score in the first independent variable (IV), which is moral support. The mean rating is 3.98. Basically, the majority of respondents believe that the family is the best setting for expressing emotions, and that by doing so, they may help pupils feel less anxious. Azlina et al. (2020) claimed that social support refers to two physical and psychological strengths that can be used to combat stress. Giving pupils emotional support through verbal praise, company, and attention from mentors or parents will enhance their academic success and will also lower their risk of depression and other chronic mental health disorders as they age. (2012) Behncke. Therefore, there is a significant relationship between moral support and the mental health of Universiti Malaysia Kelantan City Campus students. As a result, there is a strong link between moral support and students at Universiti Malaysia Kelantan City Campus's mental health.

In this study, the second (IV) dimension is psychosocial. The variable with the highest mean score in this one is "I'd like some alone time," with a score of 4.01. There is a common misconception among students that they lack a private location where they may let all of their pent-up emotions out. Since they rarely get to spend time alone, this will result in a decline in their mental health. In order to continue their education at a higher level, every student must consider their psychosocial development, according to Fauziah et al. (2012). Students' success and achievement come from more than just their academic performance; it also comes from their experience, involvement, and psychological growth on campus. According to Foubert and Grainger (2006), this psychosocial development has taken into account traits of individual behaviour and attitude from the personal, interpersonal, physical, and psychological components of a person. As a result, there is a strong connection between the psychological and mental health of students at the Universiti Malaysia Kelantan City Campus.

Academic performance is the last independent variable (IV) in this investigation. I can fulfil the academic goals I have set, is the question with the highest mean score (3.62). As a result, kids struggle with their academic performance since it is hard to stay motivated to study, which makes it challenging to meet their academic objectives. The physiological health of students, however, might have an impact on their social abilities, personalities, and competency. These studies go over the connection between academic success and mental health. Depression before maturity was linked to lower levels of education, according to a study that evaluated mental health retrospectively (Betndt et al., 2000). Academic success and students' mental health are significantly correlated at Universiti Malaysia Kelantan, City Campus.

Mental health among students at Universiti Malaysia Kelantan City Campus is the final dependent variable (IV). The pupils believe that having mental health issues will have an impact on their productivity. "Mental health is the way of thinking, feeling, and acting in a person's daily life," claims Madlan (2004). People with good mental health may define themselves in terms of their skills and willingness to fail. skilled at maintaining emotional control and having fun." Numerous research have been done to look into how students' academic stress, mental health, and other elements relate to one another. The likelihood of pupils developing mental health issues may be significant if there are too many elements and challenges that they will experience as a result of this being treated lightly.

5.3 LIMITATIONS

Throughout the investigation, a meaningful and substantial procedure to complete the research has been encountered. Despite this, there are a few constraints that must be overcome in order for the research to proceed as planned. The current study has some limitations that must be noted.

5.4 RECOMMENDATIONS

The research had shown that the variables which are mental health (dependent variable) and moral support, psychosocial and academic performance (independent variable) were correlated with the dependent variable and have low negative correlation relationship. For the future research regarding this topic is highly recommended to adopt a mix method approach which is the combination of quantitative and qualitative methods rather than the qualitative method alone to collect data from respondents. This combination method will enhance the depth and width of the research information.

The future research also suggested increasing the number of the sample size to a wider population across Malaysia to ensure the generalisation of the research findings. This is because the chosen population was among Universiti Malaysia Kelantan's students in City Campus with a total of 328 students from every course. In addition, the future research can be conducted using the students from other Malaysian Universities too. It would be great research if the target student is someone who has been diagnosed with a mental health issue and does an interview face to face that can provide more truthful information in this research.

In the other way, there's some recommendations for the faculty staff, Dean and also all lecturers of the university that need to work together to address such issues that occur even more widespread among students. Besides, the Ministry of Higher Education (MOHE) has to take the best precaution to achieve the successful result and needs to diversify new methods and initiatives to maintain the mental health of students so that unwanted things do not happen which can affect students' lives.

5.5 SUMMARY

The study was conducted to ascertain the mental health of Kampus Kota students at Universiti Malaysia Kelantan. The purpose of this study is to determine how students in the faculty of hospitality, tourism, and wellness's moral support, psychosocial functioning, and academic success relate to their mental health.

The findings of the questionnaire survey results are analysed using a variety of methods, including descriptive and inferential analysis. Next, the Statistical Package for the Social Science (SPSS) software programme was used to examine the results from the previous chapter as well as all of the data from the questionnaire. All of the given hypotheses (H1, H2, and H3) are accepted for this study. Additionally, this study has limitations and recommendations that, perhaps, may be used to future research. It is thus also hoped that all the knowledge shared during this research may aid the following researcher.

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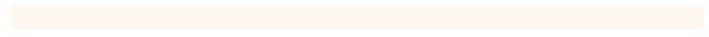
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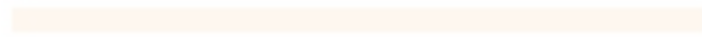
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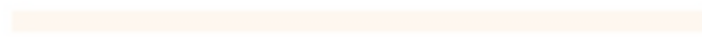
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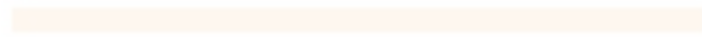
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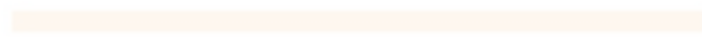
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