

The Correlation of Mental Conditions and English Students' Motivation

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Abstract

This research aims to examine the correlation between mental condition and learning motivation among students of the 2022 intake in the English Language Education Department, Makassar State University. The research employed a quantitative approach with a total population of 223 students. A random sampling method was used based on attendance records, resulting in a sample of 15 students. Data were collected through questionnaires measuring mental condition and learning motivation. The data were analyzed using the Spearman's Rank correlation technique. The results indicate a very strong and significant negative relationship between mental condition and motivation to learn English. Poorer mental conditions, characterized by higher anxiety, stress, and fatigue, tend to significantly reduce learning motivation. Conversely, students with stable and healthy mental states demonstrate greater enthusiasm and persistence in the learning process. These findings emphasize the importance of mental well-being as a determinant of academic success, particularly in sustaining motivation in language learning. Educational institutions are encouraged to implement mental health support programs to foster a more conducive learning environment.

Keywords: English Language Education, Learning Motivation, Mental Condition.

INTRODUCTION

Education is an important thing in a student's life. However, their mental condition can influence their motivation to learn. Students with good mental conditions, such as happiness and calmness, tend to have higher motivation, while those experiencing stress, anxiety, or depression often struggle to stay motivated. In language learning, especially English, motivation is crucial because it drives students to prepare, attend, and engage actively in lessons (Suryarata, 2014; Hardiansyah & Ar, 2022; Wardani et al., 2020). Therefore, understanding the role of mental conditions in shaping English learning motivation is essential.

Student motivation is a critical aspect in educational performance, particularly in language learning. Learning a second language, such as English, demands consistent effort, attention, and

excitement. However, students' motivation levels can be influenced by a variety of internal and external circumstances. One important internal component is the student's mental condition.

Mental health is explained by the direct and indirect effects of past mental health Ohrnberger et al. (2017). In order to create a state of harmony, it is crucial to maintain and pay attention to one's mental health as well as one's physical, mental, and social well-being. (Fakhriyani, 2019). Mental condition is one aspect that influences English students' motivation. A good mental condition can increase English students' motivation, while a bad mental condition can reduce English students' motivation. Therefore, the aim of this research is to evaluate the relationship between mental conditions and English students' learning motivation, and to find out how mental conditions influence English students' learning motivation.

The correlation of mental condition and English students' motivation is important because it demonstrates how much influence mental condition has on students' drive to learn. Good mental condition is positively connected with motivation, implying that students with better mental health are more motivated. On the other hand, poor mental condition is negatively connected with motivation, implying that students facing mental health challenges tend to lose learning enthusiasm. This correlation highlights the necessity for educators and institutions to provide support for students' mental health in order to enhance learning motivation and academic performance.

LITERATURE REVIEW

Mental Condition

Mental condition is influenced by several factors. Mental conditions of individuals are a mix of psychological, genetic, social, lifestyle factors, and environmental exposure Gu et al. (2022). Mental health is a condition that enables all parts of their development physical, intellectual, and emotional to proceed effectively and in harmony with that of others, enabling them to engage with their environment.

Poor mental health, such as anxiety and depression, can affect a person's ability to function well in many areas of life, including education. Keyes (2022) contrasts between mental health that is "flourishing" and "languishing," with flourishing mental health being linked to a higher quality of life and languishing mental health being linked to serious emotional and social issues.

Keyes (2022) highlights the spectrum between flourishing and languishing mental states, and Gu et al. (2022) stresses the interaction of multiple factors. These different perspectives underline that mental condition cannot be seen from a single dimension. This comparison is relevant to this research because the mental condition of English students affects not only their psychological well-being but also their motivation to engage actively in learning.

The types of mental conditions in learning play an important role in determining whether a person is successful or not in the learning process. There are the following types of mental conditions:

a. Anxiety Disorder

Anxiety is an unsettling emotional state that manifests as feelings of worry, concern, and fear in specific situations. However, if an individual exhibits symptom of anxiety, these feelings can also serve as a catalyst for action. Examples of anxiety-inducing emotions include

depression when facing challenges before they arise Yanti et al. (2023) Anxiety is a psychological problem that is often encountered in learning activities Saputra (2014).

b. Stress

According to Taylor (2018) implies that stress is a negative emotional experience followed by physiological, biochemical, cognitive, and behavioral changes aimed at coping with stressful events Rizky et al. (2020). Stress is a negative emotional and physiological process that occurs when people attempt to deal with challenges, and it disrupts or threatens daily activities if people believe they are unable to handle them. Stress reactions can be physical, psychological, or behavioral. Physical reactions include the general adaptation syndrome, which begins with an alarm reaction and, if the stressor continues, progresses to levels of resistance and tiredness (Savira et al. 2021).

c. Sleep Disorder

An organism at a threshold state for the body, sleep is a state of recurrent, reversible rest. Outside stimulation is more than when one is awake Yusuf & Rohmah (2020) Poor sleep quality or quantity causes disturbed sleep patterns, which have daytime effects on our physical and emotional well-being rather than only at night (Rosy, n.d.) Young adults, particularly students, are prone to sleep deprivation, which can have negative consequences on their health and ability to concentrate in class.

d. Depression

Feelings of despair, loss of interest or pleasure, low energy, guilt or low self-esteem, trouble sleeping or decreased appetite, fatigue, and difficulties concentrating are some of the common symptoms of depression Dianovinina (2018) A number of information processing impairments, including those affecting focus, attention, memory, perception, problem solving, and academic performance, are associated with depression Ngara et al. (2021).

Motivation

Motivation is the wrench of success in learning process. Motivation is regarded as a vital factor in completing particular actions in order to achieve success. Almost all tasks, including studying a foreign language, require desire as an activator and encouragement to put forth the best effort. According to Hayikaleng et al. (2016) Motivation is viewed as an essential factor in students' achievement in learning English. It refers to the internal drive that directs behavior and influences an individual's willingness to continue or discontinue certain actions. Chang (2020). According to Tambunan & Siregar (2016) It also indicates that motivation is positively associated with academic achievement, as reflected in students' grade point averages, across all levels of education, from primary school to higher education..

A person with motivation to learn is one who feels driven to take action in order to accomplish a particular objective Rahman (2021) High motivation learners are likely to have high learning outcomes; that is, the more motivated they are, the more intensely they will work to learn, and the more successful they will be in doing so Hamdu & Agustina (2021) Motivation to learn can come from internal sources such as a strong desire to succeed and a drive to fulfill one's educational goals.

This definition is consistent with Deci and Ryan's Self-Determination Theory (2020), which differentiates intrinsic motivation, arising from internal interest and personal satisfaction, from extrinsic motivation, which is influenced by external rewards or external demands. While

Nurmala et al. (2014) and Rahman (2021) emphasize the role of motivation in achieving optimal outcomes, Deci and Ryan highlight the quality of motivation, showing that intrinsic motivation tends to produce deeper and more sustainable learning outcomes compared to extrinsic ones. Similarly, Gardner (2020) specifically relates motivation to language learning, arguing that integrative motivation learners' willingness to identify with the culture of the language plays a stronger role in language achievement. Hence, the definitions presented by previous scholars provide a more general educational context, while Gardner and Deci & Ryan situate motivation within psychological and linguistic frameworks, enriching the understanding of how motivation operates in English learning.

Types of Motivations:

a. Intrinsic

According to Maulidya & Rustam (2019) Something that motivates someone to participate in a certain activity because they find satisfaction in it is known as intrinsic motivation. In language acquisition, intrinsic motivation (IM) is defined as the desire to participate in an activity because it is fun and fascinating to do so. A person may be driven by the fun of the learning activity or by a desire to improve their mood. The students are motivated to learn English because they have an underlying desire to do so Hayikaleng et al., (2016). The fact that students are motivated in this way indicates that they understand the benefits of the educational activities they are engaged in because they meet their requirements. This kind of motivation is sometimes referred to as genuine motivation that comes from inside, or pure motivation. Therefore, there are no outside influences on this motivation.

b. Extrinsic

According to Hayikaleng et al. (2016) Extrinsic motivation (EM) is defined as a task that an individual conducts in order to receive a reward, such as good grades or a higher income, or to avoid punishment. Students learning English are encouraged by their exterior zeal, such as looking for work, taking exams, and so on. The desire to accomplish objectives that are not related to learning is known as extrinsic motivation. Outside of the learning environment, motivation is derived from things like rankings, awards, levels, competition, and prizes.

METHOD

In this research, the researchers used a survey design to find a correlation between the mental state and motivation of English language learners.

According to Muslihah (2019) the focus of research is the population. When a researcher aims to investigate every element within the research area, the research is classified as population research. The population of this study was the 2022 English Language Education students at Makassar State University. The population consists of all subjects or individuals who share specific characteristics to be studied.

The samples for this research were 15 students. In the context of this research, the sample was selected using purposive sampling, selecting respondents based on the belief they possess specific criteria, characteristics, or information needed to address the research objectives.

The researchers used in this research were two questionnaires. One of them is a Likert scale instrument which is presented in the form of a questionnaire to determine mental conditions and a questionnaire to measure students' motivation to learn English.

The technique used in this data collection was a questionnaire. A questionnaire is a data collection method that involves presenting respondents with a set of written questions or statements to which they provide responses.

FINDINGS

Validity and Reliability Test

Table 1. Results of the Validity Test for Variable X After Elimination

No.	r test	r table	Conclusion
Item 1	0.854	0.514	Valid
Item 2	0.705	0.514	Valid
Item 3	0.960	0.514	Valid
Item 4	0.876	0.514	Valid
Item 5	0.955	0.514	Valid
Item 6	0.927	0.514	Valid
Item 7	0.811	0.514	Valid
Item 8	0.745	0.514	Valid
Item 9	0.882	0.514	Valid
Item 10	0.923	0.514	Valid
Item 11	0.800	0.514	Valid
Item 12	0.854	0.514	Valid
Item 13	0.784	0.514	Valid
Item 14	0.635	0.514	Valid
Item 15	0.883	0.514	Valid
Item 16	0.809	0.514	Valid
Item 17	0.763	0.514	Valid
Item 18	0.853	0.514	Valid
Item 19	0.956	0.514	Valid
Item 20	0.868	0.514	Valid
Item 21	0.855	0.514	Valid
Item 22	0.724	0.514	Valid
Item 23	0.879	0.514	Valid
Item 24	0.846	0.514	Valid

Table 2. Results of the Reliability Test for Mental Conditions (X)

Reliability Statistics	
Cronbach's Alpha	N of Items
.980	24

Based on the results of the reliability test. it can be determined that the obtained Cronbach's Alpha value is 0.980. This number is greater than the specified requirement of 0.60. Thus. it can be concluded that all statement items on the mental conditions variable (X) are reliable.

Table 3. The Validity Test for Variable Y After Elimination

No.	r test	r table	Conclusion
Item 1	0.937	0.514	Valid
Item 2	0.905	0.514	Valid
Item 3	0.957	0.514	Valid
Item 4	0.805	0.514	Valid
Item 5	0.942	0.514	Valid
Item 6	0.930	0.514	Valid
Item 7	0.957	0.514	Valid
Item 8	0.900	0.514	Valid
Item 9	0.947	0.514	Valid
Item 10	0.955	0.514	Valid
Item 11	0.957	0.514	Valid
Item 12	0.865	0.514	Valid
Item 13	0.957	0.514	Valid
Item 14	0.790	0.514	Valid
Item 15	0.965	0.514	Valid
Item 16	0.832	0.514	Valid
Item 17	0.612	0.514	Valid
Item 19	0.965	0.514	Valid
Item 20	0.926	0.514	Valid
Item 21	0.965	0.514	Valid
Item 22	0.965	0.514	Valid
Item 23	0.965	0.514	Valid
Item 24	0.861	0.514	Valid
Item 25	0.655	0.514	Valid
Item 26	0.915	0.514	Valid
Item 27	0.975	0.514	Valid

Table 4. The Reliability Test for Motivation (Y)

Reliability Statistics	
Cronbach's Alpha	N of Items
.988	25

Based on the results of the reliability test. it can be determined that the obtained Cronbach's Alpha value is 0.988. This number is greater than the specified requirement of 0.60. Thus. it can be concluded that all statement items on the motivation variable (Y) are reliable.

Descriptive Statistics

Table 5. Result of The Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Mental Conditions	15	24	84	48.40	24.026
Motivation	15	56	130	109.67	23.554
Valid N (listwise)	15				

Based on Table 5, it is known that the mental conditions variable (X) has an average value of 48.40 with a minimum value of 24 and a maximum value of 84. In addition, the standard deviation produced is 24.026.

Meanwhile, the motivation variable (Y) obtained an average value of 109.67 with a minimum value of 56 and a maximum value of 130. In addition, the standard deviation produced is 23.554.

Normality Test

Table 6. Result of Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Mental Condition New	Motivation
N		15	15
Normal Parameters ^{a,b}	Mean	3.40	109.67
	Std. Deviation	2.414	23.554
Most Extreme Differences	Absolute	.240	.223
	Positive	.240	.194
	Negative	-.160	-.223
Test Statistic		.240	.223
Asymp. Sig. (2-tailed)		.020 ^c	.044 ^c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on Table 6, it is known that the results of the normality test in this research indicate that both variables in this research, namely mental conditions (X) and motivation (Y), have non-normal data. The significance values of the two variables are 0.020 and 0.044, respectively. The figures are less than 0.05, indicating that the data in the research have a non-normal distribution. The cause of the data abnormality in this research is the presence of a very homogeneous response pattern from the majority of respondents,

Linearity Test

Table 7. Result of Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
Motivation * Mental Condition New	Between Groups	(Combined)	6970.833	6	1161.806	11.669	.001
		Linearity	6247.500	1	6247.500	62.750	.000
		Deviation from Linearity	723.333	5	144.667	1.453	.304
	Within Groups		796.500	8	99.563		
	Total		7767.333	14			

Based on the table 7, it can be concluded that the relationship between the variables Motivation and Mental Condition is linear. This is indicated by the linearity test results in the Linearity section, which has a significance value of 0.000, less than 0.05, thus it can be concluded that there is a significant linear relationship between the two variables. Additionally, in the Deviation from Linearity section, a significance value of 0.304 was obtained, which is greater than 0.05, indicating that there is no significant deviation from the linear relationship.

Correlation Coefficient

Table 8. Correlation Coefficient

Correlations				
			Motivat ion	Mental Conditions
Spear man's rho	Motivation	Correlation Coefficient	1.000	-.957**
		Sig. (2-tailed)	.	.000
		N	15	15
	Mental Conditions	Correlation Coefficient	-.957**	1.000
		Sig. (2-tailed)	.000	.
		N	15	15

Based on the results of the Spearman Rank correlation test in the table above, it is known that there is a very strong and significant negative relationship between the variable mental conditions (X) and motivation (Y), with a correlation coefficient value of -0.957 and a significance of 0.000 ($p < 0.05$).

This negative correlation indicates that the worse someone's mental condition, as reflected by high scores on indicators such as anxiety, stress, and fatigue, the lower their motivation to learn English tends to be. Conversely, the more stable or healthy the respondents' mental condition, the higher their motivation will be particularly in the motivation variable, which is dominated by the maximum value (e.g., a score of 135). This imbalance in distribution causes the data to be biased to one side (skewed) and not spread evenly across the entire scale range, thereby disrupting the normal distribution.

DISCUSSIONS

Based on the results of data analysis using the Spearman Rank correlation test, a very strong and significant relationship was found between mental condition and motivation to learn English. The correlation coefficient value is -0.957 with a significance level of 0.000 . This means that the higher the disturbance or pressure in mental conditions, the more likely the motivation to learn tends to decrease. Conversely, the more stable the students' mental condition, the higher their motivation will be. These results indicate a consistent pattern of relationship among the respondents. These findings align with Pei (2023), who reported a strong inverse correlation between anxiety and motivation in English language learning contexts, showing that heightened anxiety dampens motivation in students.

These findings illustrate the reality on the ground that unstable mental conditions can affect a person's enthusiasm in engaging in learning activities. For example, when someone feels anxious, stressed, or emotionally exhausted, they tend to have difficulty focusing and quickly become bored. Situations like this can make the learning process feel heavier, especially in learning English, which often requires high concentration and self-confidence. When the mental state is not good, studying can feel exhausting. These findings align with (Kord et al., 2022), It shows that anxiety and motivation are two major psychological factors that influence the language learning process. Their findings reveal that students who experience high levels of

anxiety tend to have difficulty concentrating, easily forget learning materials, and lack self-confidence, which makes the language learning process feel heavy and exhausting. This condition is in line with the notion that when mental states are unstable, learning—especially learning English—becomes an activity that drains mental energy. On the contrary, respondents with disturbed mental conditions will experience a significant decrease in learning motivation.

Students will feel anxious while studying, easily fatigued, and lack confidence when facing English lessons. In some cases, some students even feel unable to keep up with the material. This makes them reluctant to be active in the learning process. This instability ultimately causes them to lose direction and purpose in their learning. Thus, the desire to learn can completely disappear. This observation is echoed by Wu et al. (2022), who found that anxiety has a negative relationship with both motivation and self-efficacy in English learning among Chinese university students. The present research confirms and extends these findings by demonstrating similar effects in a different context, emphasizing the generalizability of the anxiety–motivation link.

The results of this research who showed that anxiety or mental stress in learning a foreign language has a significant negative relationship with learning motivation. They stated that the higher the level of academic anxiety, the lower the student's motivation to understand and master English lessons. Furthermore, research by Rizky et al (2023) in Malaysia also revealed that students with disturbed emotional states tend to experience decreased interest and enthusiasm in participating in English learning, especially in speaking skills. This confirms the researcher's findings that mental disorders such as stress, anxiety, or emotional exhaustion will cause students to lose focus, quickly become bored, and have difficulty absorbing learning materials.

This research also found that students with mental health disorders not only experience decreased motivation but also tend to feel unable to follow lessons, are reluctant to actively participate in the learning process, and ultimately lose direction and purpose in learning. This aligns with research by Antony (2022), which found that high levels of psychological stress exacerbate students' perceptions of learning difficulties, making them more likely to give up and lose the will to continue learning.

Thus, it can be concluded that the findings of this research not only align with but also reinforce various previous studies demonstrating the importance of mental stability in supporting learning motivation, particularly in English language learning. When students' mental health is unhealthy, their motivation to learn will weaken. Conversely, mental stability will be a crucial foundation supporting motivation, focus, and learning resilience.

CONCLUSION

Based on the existing research findings, it can be concluded that there is a very strong and significant negative relationship between mental condition and motivation to learn English. This indicates that the worse someone's mental condition characterized by increased anxiety, stress, fatigue, and other psychological disturbances the more their motivation to learn English tends to decrease significantly. On the other hand, a more stable and healthy mental condition contributes to an increase in learning motivation, allowing individuals to demonstrate better enthusiasm and perseverance in the learning process. These findings emphasize the importance of maintaining mental health as a key factor influencing learning success, particularly in sustaining consistent motivation.

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