Association of Academic Performance with Depression, Anxiety and Stress

Lynneth E. Leopoldo[1], Wafa P. Cali[2]
https://orcid.org/0000-0002-2073-0970
leopoldo.le84@s.msumain.edu.ph[1], wafa.cali@msumain.edu.ph[2]
Mindanao State University-Marawi
Marawi City, Philippines

Abstract

The study aimed to investigate the association of academic performance with depression, anxiety, and stress to raise more awareness of the psychological well-being of students amidst the COVID-19 pandemic. The study employed correlational design and purposive sampling. The sample consisted of 122 BS Psychology students of the MSU-Marawi campus enrolled during the second semester, AY 2020-2021. The standardized Depression, Anxiety, and Stress Scale (DASS-21) were used to obtain the psychological well-being of the students, and academic performance was measured using the student's GPAs. Data was analyzed using SPSS ver. 21. The findings revealed that most respondents were females, Meranaos, at the first-year level, and had a GPA between 1.50 to 2.00. The findings indicated a significant low positive correlation between academic performance and depression (r=.22, p<.01), and a significant low positive correlation between academic performance and stress (r=.21, p<.02), but not a significant low positive correlation between academic performance and anxiety (r=.11, n=122, p>.25). Thus, H01 and H02 are rejected, but H03 is accepted. This means that the overall psychological well-being of the student during online learning significantly affects their academic performance, including their well-being with depression and stress.

Keywords: psychology, academic performance, depression, anxiety, stress, correlation, Philippines