

# Subjective Well-Being and Academic Motivation Among First-Year Students at Quezon City University During the Post-COVID-19 Pandemic

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**Abstract-** This study investigates the relationship between subjective well-being and academic motivation among first-year students at Quezon City University during the post-COVID-19 pandemic. A total of 242 first-year students participated in the research. The results revealed a significant relationship between students' subjective well-being and academic motivation. Students reported high levels of subjective well-being, with the highest average score in college gratitude. Similarly, academic motivation was also high, particularly in areas related to extrinsic motivation. The findings suggest that students' motivation to engage in academic activities is closely linked to their positive perceptions of their college experience. Despite the lingering effects of the pandemic and the challenges associated with transitioning to blended or fully online learning environments, students expressed confidence in their abilities, satisfaction with their academic journey, and optimism about their future. Their motivation is driven by a desire for academic success, stable employment, and the validation of their personal growth through education. Additionally, students are inspired by the intrinsic joy of learning, the pursuit of new knowledge, and the aspiration to exceed their previous accomplishments. In light of these findings, the study recommends that the university implement targeted programs and initiatives to enhance students' self-efficacy, reinforce their positive outlook on college life, and foster a supportive and engaging campus culture in the post-pandemic context.

satisfaction) and affective experiences (e.g., emotions and moods), as cited by Albuquerque (2010). Similarly, Altun et al. (2014) describe it as individuals' assessments of their health, quality of life, and overall satisfaction.

**Index Terms-** Academic motivation, First-year students, Subjective well-being, post-COVID-19 pandemic

## I. INTRODUCTION

Subjective well-being, often self-reported well-being, is a scientific concept encompassing happiness and life satisfaction. It reflects an individual's perception of their life as meaningful, fulfilling, and enjoyable. This sense of well-being is shaped by internal factors— personality traits and personal outlook—and external conditions, including social support, economic stability, and physical health. Diener et al. (2002) define subjective well-being as a combination of cognitive evaluations (e.g., life

In the aftermath of the COVID-19 pandemic, the well-being of students has become a growing concern in higher education. The disruptions caused by the pandemic—such as remote learning, social isolation, health anxieties, and economic uncertainty—have left lasting effects on how students perceive their academic lives and overall well-being. This study focuses on assessing the subjective well-being of first-year students during the post-COVID-19 pandemic, emphasizing four components: academic satisfaction, academic efficacy, school connectedness, and gratitude for college.

Another key variable in this study is academic motivation. Motivation acts as a driving force that shapes students' engagement, persistence, and overall educational experiences. Abubakar Wakeh et al. (2023) highlight that motivation can significantly impact the teaching and learning processes. When students are motivated, they are more likely to enjoy learning, remain curious, push through academic challenges, and recover from setbacks (Hidajat et al., 2023). However, recent findings suggest that many students now view studying as burdensome or obligatory, especially after the pandemic, contributing to disengagement and academic fatigue.

This research investigates academic motivation during the post-pandemic recovery phase, analyzing intrinsic motivation (e.g., the desire to learn, curiosity, and personal growth) and extrinsic motivation (e.g., external rewards, pressure to perform, or a lack of motivation).

Research has consistently shown that individuals with high subjective well-being tend to enjoy better physical health, stronger social relationships, and higher productivity (Diener, n.d.). In the academic context, Kumar Chattu et al. (2020) found a positive correlation between subjective well-being and academic performance, emphasizing its importance in students' educational journeys.

This study involves officially enrolled first-year students at Quezon City University during the first semester of the 2023 – 2024 academic year. De Coninck et al. (2019) note that transitioning to tertiary education often induces stress due to new academic, cultural, and social demands. The lingering impacts of the pandemic have further exacerbated these challenges, potentially influencing students' well-being, motivation, and risk of attrition.

By exploring students' perceptions of their university experience and their motivational drivers in a post-COVID-19 world, this study aims to enhance our understanding of how young learners navigate

academic life amid ongoing change and recovery.

## II. METHODOLOGY

### 2.1 Research Design

The descriptive correlational method is employed in the study to assess the respondents' demographic profile, subjective well-being, and academic motivation during the post-COVID-19 pandemic. Furthermore, the relationship between the respondents' subjective well-being and academic motivation is examined.

### 2.2 Respondents

The study examines first-year students enrolled in the first semester of the 2023-2024 academic year at Quezon City University. A total of 242 first-year students participated in the research, selected through convenience sampling.

These students were from five programs offered by the university: (1) Bachelor of Science in Accountancy, (2) Bachelor of Science in Electronics Engineering, (3) Bachelor of Science in Entrepreneurship, (4) Bachelor of Science in Industrial Engineering, and (5) Bachelor of Science in Information Technology.

### 2.3 Research Instrument

The College Student Subjective Wellbeing Questionnaire measures the respondents' level of subjective well-being. The four components measured are academic satisfaction, academic efficiency, school connectedness, and college gratitude (Renshaw et al., 2016).

The researcher used a 4-item scale. The specific items for the 4-item scale include

Academic Satisfaction – 1, 5, 9, and 13  
Academic Efficiency – 2, 6, 10 and 14  
School Connectedness – 3, 7, 11, and 15  
College Gratitude – 4, 8, 12, and 16

The responses which deal with the level of subjective well-being are:

1-Strongly Disagree  
2-Disagree  
3-Slightly Disagree  
4-Neutral  
5-Slightly Agree  
6-Agree  
7-Strongly Agree

The scores were interpreted using the following guide:

Mean score	Verbal Interpretation
1.00-3.99	Low level of aspect of college subjective well-being
4.00-7.00	High level of aspect of college subjective well-being

On the other hand, the respondents' level of academic motivation is measured using the Academic Motivation Scale (AMS-C 28),

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the college version. The instrument measured seven components, specifically internal motivation – to know, internal motivation – towards accomplishment, internal motivation – to experience stimulation, external motivation – identified, external motivation – introjected, extrinsic motivation – external regulation, and motivation (Vallerand et al., 1993)

The researcher used a 4-item scale. The specific items for the 4-item scale include:

Internal motivation – to know – 2, 9, 16, and 23  
Internal motivation – towards accomplishment – 6, 13, 20, and 27  
Internal motivation – to experience stimulation – 4, 11, 18, and 25  
External motivation – identified – 3, 10, 17, and 24  
External motivation – introjected – 7, 14, 21, and 28  
Extrinsic motivation – external regulation – 1, 8, 15, and 22  
Amotivation – 5, 12, 19, and 26

The responses which deal with the level of academic motivation are:

1-Does not correspond at all  
2-Corresponds a little  
3-Corresponds moderately  
4-Corresponds a lot  
5-Corresponds exactly

The scores were interpreted using the following guide:

Mean score	Verbal Interpretation
1.00-2.99	Low level of academic motivation
3.00-5.00	High level of academic motivation

### 2.4 Data Gathering Procedure

The instruments used in this research are freely accessible online, and the questionnaire has been transferred to a Google Form. Respondents were asked to complete the form after providing their informed consent. All collected data were organized and statistically analyzed by the researchers. Finally, the researchers interpreted and summarized the results to draw conclusions about the research problem and formulate recommendations for future studies.

### 2.5 Statistical Treatment of Data

Statistical measures include the following:

The mean is used to compute the respondents' subjective well-being and academic motivation level. Also, researchers used Pearson Product Moment Correlation to determine the relationship between the respondent's level of subjective well-being and academic motivation.

## III. RESULTS AND DISCUSSION

### 3.1 Demographic Profile of the Students

The study aims to determine the respondents' demographic profile regarding program, gender, and enrollment status. The following results present the profile of the study respondents.

Table 1. Program

Program	Frequency (f)	Percentage (%)
BS Accountancy	53	21.90
BS Electronics Engineering	28	11.57
BS Entrepreneurship	52	21.49
BS Industrial Engineering	80	33.06
BS Information Technology	29	11.98
Total	242	100.00

A total of two hundred forty-two (242) first-year students participated in this study. Table 1 shows that most participants are taking up Bachelor of Science in Industrial Engineering with eighty (80) students, equivalent to 33.06%. Bachelor of Science follows it in Accountancy with fifty-three (53) students (21.90%), Bachelor of Science in Entrepreneurship with fifty-two (52) students (21.49%), and Bachelor of Science in Information Technology with twenty-nine (29) students (11.98%). The lowest number of participants was from Bachelor of Science in Electronics Engineering, with twenty-eight (28) students, equivalent to 11.57%.

Table 2. Gender

Gender	Frequency (f)	Percentage (%)
Male	67	27.69
Female	175	72.31
Total	242	100.00

In terms of gender, Table 2 shows that most of those who participated in this study are female. A total of one hundred seventy-five (175) females (72.31%) and sixty-seven (67) males (27.69%) participated.

Table 3. Status

Status	Frequency (f)	Percentage (%)
Full-Time Student	217	89.67
Working Student	25	10.33
Total	242	100.00

Table 3 shows that many of the participants are full-time students. There are two hundred seventeen (217) full-time students (89.67%) and twenty-five (25) working students (10.33%) who participated.

### 3.2 Student's Subjective Well-Being

Table 4. Level of Subjective Well-Being in terms of its Components

Subjective Well-Being Components	Mean	Level
Academic satisfaction	5.25	High
Academic efficiency	5.31	High
School connectedness	5.11	High
College gratitude	5.98	High
General College subjective well-being	5.41	High

Legend: 1.00-3.99 Low level of aspect of student well-being; 4.00-7.00 High Level of aspect of student well-being

The data reveals that students in this study generally report high levels of subjective well-being during the post-COVID-19 pandemic, with an average score of 5.41. This suggests that, despite the lingering effects of the pandemic, students have adapted and maintained a positive outlook on their college experiences.

Among the dimensions of well-being, college gratitude received the highest mean score (5.98), followed by academic efficiency (5.31), academic satisfaction (5.25), and school connectedness (5.11). These findings indicate a resilient student population that values their education and is re-engaging with the academic environment after the disruptions caused by the pandemic.

The high level of college gratitude reflects students' appreciation for the opportunity to pursue higher education and their recognition of the ongoing support provided by peers and instructors. After experiencing remote learning and social isolation, many students now express a deeper appreciation for collaborative and face-to-face learning experiences and a renewed sense of community on campus.

High academic efficiency indicates that students are confident in meeting academic demands. This sense of autonomy and self-regulation may have been developed or strengthened during the pandemic when students had to take greater responsibility for their learning, contributing to their current sense of competence and productivity.

Similarly, high academic satisfaction shows that students feel content with their progress and achievements, even after a period marked by uncertainty and academic disruption. Many have successfully navigated the transition to more traditional or hybrid learning environments.

High levels of school connectedness suggest a renewed sense of belonging within the campus community. After extended periods of social distancing and online learning, students value interpersonal connections more profoundly and engage actively in campus life.

These findings align with Zhang and Carciofo (2021), who reported that university students in China experienced high levels of subjective well-being post-pandemic, particularly in terms of college gratitude. However, compared to American students, Chinese students reported slightly lower overall well-being.

Rogowska et al. (2021) found that even during the first wave of the pandemic, over 60% of university students across nine countries reported satisfaction with their lives, indicating early signs of resilience that may have persisted into the post-pandemic phase.

Furthermore, resilience remains a critical predictor of student well-being after COVID-19. Asanjarani et al. (2023) found that students with higher levels of resilience report greater well-being, while those experiencing loneliness show lower scores. This trend underscores the lasting emotional impact of social isolation during the pandemic.

Additionally, Fan et al. (2021) support these findings, noting that students in the Southeastern United States generally report satisfaction with their college experiences and a strong sense of campus belonging, reflecting successful re-engagement efforts by institutions.

However, not all post-pandemic effects have been positive. Visser and Law-vanWyk (2021) discovered that many students experienced a decline in academic performance during the pandemic, which may still influence their current academic experiences. Similarly, Genç and Arslan (2021) emphasized the pandemic’s negative impact on students’ hope and optimism, suggesting that subjective well-being in the post-pandemic era may still be shaped by lingering emotional and psychological challenges.

### 3.3 Student’s Academic Motivation

Table 5. Level of Academic Motivation in terms of its components

Academic Motivation Components	Mean	Level
Intrinsic Motivation – to know	3.87	High
Intrinsic Motivation – toward accomplishment	3.62	High
Intrinsic Motivation – to experience stimulation	3.53	High
Extrinsic motivation – identified	4.10	High
Extrinsic motivation – introjected	3.78	High
Extrinsic motivation – external regulation	3.94	High
Amotivation	2.36	Low
General Academic Motivation	3.60	High

Legend: 1.00-2.99 Low level of aspect of academic motivation; 3.00-5.00 High Level of aspect of academic motivation

Table 5 shows that students who participated in this study generally reported high academic motivation during the post-COVID-19 pandemic, with an overall mean score of 3.60. This finding suggests that despite the challenges posed by the pandemic, students remain determined to pursue their academic goals and are optimistic about completing their college education.

Among the components of motivation, extrinsic motivation—identified—registered the highest mean score at 4.10, followed by extrinsic motivation—external regulation (3.94), intrinsic motivation—to know (3.87), extrinsic motivation—introjected (3.78), intrinsic motivation—towards accomplishment (3.62), and intrinsic motivation—to experience stimulation (3.53). Conversely, the level of amotivation recorded a low mean score of 2.36, indicating that most students are engaged in their studies.

The high level of extrinsic motivation—identified—suggests that students believe their college education is essential for preparing them for future careers. This type of motivation reflects a clear sense of purpose as students align their academic efforts with long-term professional goals.

Similarly, a high level of extrinsic motivation—external regulation—indicates that students are driven by external rewards, such as obtaining a stable, well-paying job and achieving a higher quality of life post-graduation. The pandemic may have intensified these external goals as students seek security and success in an uncertain world.

The high level of intrinsic motivation—to know—shows that

students pursue their studies for the inherent pleasure and satisfaction of learning. This intrinsic drive reflects a renewed appreciation for academic exploration and intellectual growth, possibly reinforced by the disruption of traditional learning during the pandemic.

Extrinsic-introjected motivation points to students’ desire to validate their competence and abilities, often tied to internal pressures such as pride or fear of failure. This suggests that students hold themselves to high standards as they recover from the disruptions caused by the pandemic.

A high score in intrinsic motivation—towards accomplishment—indicates that students find joy in overcoming academic challenges and experiencing personal growth, which may stem from the resilience developed during the pandemic years.

Additionally, intrinsic motivation—to experience stimulation—reflects students’ interest in engaging in classroom activities, social interactions, and meaningful learning experiences—elements that were diminished mainly during lockdowns. The return to in-person or hybrid classes may have revitalized this motivation.

The low level of amotivation reinforces the notion that students have regained direction and clarity concerning their academic pursuits. They understand the value of their education and are motivated to complete their studies and earn their degrees despite any lingering uncertainties.

These findings align with the study by Yapo et al. (2021), which found that Filipino college students maintained high levels of intrinsic and extrinsic academic motivation during the height of the COVID-19 pandemic. Similarly, Rahiem (2021) reported that Indonesian students remained motivated to study from home despite various challenges. Their motivation stemmed from personal aspirations, social influences, and supportive learning environments.

However, not all literature reflects this positive trend. Karatzias (2013), as cited in Liu et al. (2022), highlighted that even before the pandemic, many students lacked clear direction in life, which could lead to instability in their motivation and overall life satisfaction. This suggests that while many students demonstrate resilience, some may struggle with more profound uncertainties.

Moreover, Visser and Law-vanWyk (2021) reported that many students feared academic failure during the pandemic and faced difficulties with online learning and self-study—factors that may continue to influence academic motivation in the post-pandemic environment.

Additionally, college students experienced lower motivation during the pandemic, and their so-called “campus life” is vital for enhancing their academic motivation and overall well-being (Nell et al., 2020).

### 3.4 Students’ Subjective Well-Being and Academic Motivation

Table 6. Relationship with Students’ Subjective Well-Being and Academic Motivation

Variable	Correlation Coefficient	Significance	Remarks
Academic satisfaction	0.54**	0.00	Significant

Academic efficiency	0.60**	0.00	Significant
School connectedness	0.52**	0.00	Significant
College Gratitude	0.54**	0.00	Significant
General Student well-being	0.60**	0.00	Significant

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

The results of this study indicate that students' subjective well-being plays a significant role in their academic motivation during the post-COVID-19 pandemic. Students' positive feelings toward their college experience are strongly related to their motivation to attend and continue their education, highlighting the importance of emotional well-being in driving academic engagement.

Supporting these findings, Yapo et al. (2021) found that self-efficacy (academic efficiency) is significantly associated with academic motivation. In the context of post-pandemic recovery, students' belief in their academic abilities and confidence in overcoming challenges likely contribute to their sustained motivation, even amidst the uncertainties caused by the pandemic.

Moreover, Karatzias et al. (2013) (as cited by Liu et al., 2022) emphasized that improving life satisfaction is critical for college students to adapt to academic life and grow healthy and balanced. This is especially relevant in the post-pandemic era, as students navigate the ongoing shifts in academic environments and recover from the social and emotional disruptions caused by the pandemic.

Fan et al. (2021) further highlighted the importance of student satisfaction and a sense of belonging in promoting student retention and success. As students return to physical or hybrid learning environments, these elements are even more essential in fostering motivation and enhancing the academic experience. Students' ability to connect with peers and faculty and feel supported is critical in motivating them to remain engaged in their academic pursuits.

Antaramian (2017) also noted that higher life satisfaction predicts an individual's future mental state and improves college students' academic performance, well-being, and mental health. In the aftermath of the pandemic, fostering life satisfaction becomes increasingly important, as it not only contributes to academic motivation but also helps mitigate the psychological risks that students may face as they continue their educational journeys.

Table 7. Relationship of Subjective Well-Being and Intrinsic Motivation – to Know

Variable	Correlation Coefficient	Significance	Remarks
Academic satisfaction	0.56**	0.00	Significant
Academic efficiency	0.61**	0.00	Significant

School connectedness	0.54**	0.00	Significant
College gratitude	0.56**	0.00	Significant
General college subjective well-being	0.62**	0.00	Significant

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

Data revealed that students' subjective well-being is significant to intrinsic motivation – to know during the post-COVID-19 pandemic. Students' positive feelings towards college life experience are related to their motivation to go to college to discover new things and learn more.

The result also implies that students become intrinsically motivated to study through discovering and learning new things when they are satisfied with their performance at school and their awareness of their potential as students. In addition, students become intrinsically motivated when they feel a sense of belonging as part of the school and acknowledge the privilege given to them to learn and study.

Table 8. Relationship of Subjective Well-Being to Intrinsic Motivation – Towards Accomplishment

Variable	Correlation Coefficient	Significance	Remarks
Academic satisfaction	0.51**	0.00	Significant
Academic efficiency	0.55**	0.00	Significant
School connectedness	0.48**	0.00	Significant
College gratitude	0.46**	0.00	Significant
General college subjective well-being	0.54**	0.00	Significant

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

Table 8 shows that students' subjective well-being is significant to intrinsic motivation – toward accomplishment during the post-COVID-19 pandemic. Students' positive feelings towards their college experience are related to their motivation to go to college to challenge their potential and performance at school.

The result also implies that students become intrinsically motivated to study by challenging their potential. When they are satisfied with their performance at school, they are fully aware of their potential as students. In addition, students become intrinsically motivated when they feel a sense of belonging as part of the school and acknowledge the privilege given to them to learn and study.

Table 9. Relationship of Subjective Well-Being and Intrinsic Motivation – to Experience Simulation

Variable	Correlation Coefficient	Significance	Remarks
Academic satisfaction	0.51**	0.00	Significant
Academic efficiency	0.59**	0.00	Significant
School connectedness	0.55**	0.00	Significant

College gratitude	0.45**	0.00	Significant	College gratitude	0.47**	0.00	Significant
General college subjective well-being	0.57**	0.00	Significant	General college subjective well-being	0.51**	0.00	Significant

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

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

Table 9 reveals that students' subjective well-being was significant to intrinsic motivation – to experience stimulation during the post-COVID-19 pandemic. Students' positive feelings towards college life experience relate to their motivation to go to college to communicate their ideas and immerse themselves in reading.

The result also implies that students become intrinsically motivated to study by communicating their ideas to others when they are satisfied with their performance at school and fully aware of their potential. In addition, students become intrinsically motivated when they feel a sense of belonging as part of the school and acknowledge the privilege given to them to learn and study.

Table 10. Relationship of Subjective Well-Being and Extrinsic Motivation – Identified

Variable	Correlation Coefficient	Significance	Remarks
Academic satisfaction	0.52**	0.00	Significant
Academic efficiency	0.58**	0.00	Significant
School connectedness	0.49**	0.00	Significant
College gratitude	0.58**	0.00	Significant
General college subjective well-being	0.59**	0.00	Significant

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

During the post-COVID-19 pandemic, data shows that students' subjective well-being is significant to extrinsic motivation – identified. Students' positive feelings towards their college experience are related to their motivation to go to college to have an excellent job and career.

The result also implies that students become extrinsically motivated to study to have an excellent job in the future when they are satisfied with their performance at school and fully aware of their potential as students. In addition, students become extrinsically motivated when they feel a sense of belongingness as part of the school and acknowledge the privilege given to them to learn and study.

Table 11. Relationship of Subjective Well-Being and Extrinsic Motivation – Introjected

Variable	Correlation Coefficient	Significance	Remarks
Academic satisfaction	0.47**	0.00	Significant
Academic efficiency	0.52**	0.00	Significant
School connectedness	0.44**	0.00	Significant

Table 11 revealed that during the post-COVID-19 pandemic, students' subjective well-being was significantly affected by extrinsic motivation – introjected. Students' positive feelings towards their college experience are related to their motivation to go to college to feel more valued and be treated as successful.

The result also implies that students become extrinsically motivated to study to feel more valued and given importance in the future when they are satisfied with their performance at school and fully aware of their potential as students. In addition, students become extrinsically motivated when they feel a sense of belongingness as part of the school and acknowledge the privilege given to them to learn and study.

Table 12. Relationship of Subjective Well-Being and Extrinsic Motivation – External Regulation

Variable	Correlation Coefficient	Significance	Remarks
Academic satisfaction	0.41**	0.00	Significant
Academic efficiency	0.47**	0.00	Significant
School connectedness	0.38**	0.00	Significant
College gratitude	0.49**	0.00	Significant
General college subjective well-being	0.47**	0.00	Significant

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

Data 12 shows that students' subjective well-being during the post-COVID-19 pandemic is significant to extrinsic motivation – external regulation. Students' positive feelings toward their college experience are related to their motivation to go to college to have a high-paying job and a better life in the future.

The result also implies that students become extrinsically motivated to study and have a high-paying job in the future when they are satisfied with their performance at school and fully aware of their potential as students. In addition, students become extrinsically motivated when they feel a sense of belongingness as part of the school and acknowledge the privilege given to them to learn and study.

Table 13. Relationship of Subjective Well-Being and Amotivation

Variable	Correlation Coefficient	Significance	Remarks
Academic satisfaction	0.02	0.72	Not significant
Academic efficiency	0.02	0.75	Not significant
School connectedness	0.02	0.74	Not significant
College gratitude	-0.03	0.59	Not significant

General Student  
well-being \_\_\_\_\_ 0.01 \_\_\_\_\_ 0.91 \_\_\_\_\_ Not  
significant

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

Table 12 revealed no significant relationship between students' subjective well-being and amotivation during the post-COVID-19 pandemic. This claim is supported by the fact that no component of subjective well-being was significant to pessimistic thinking about going to school and studying.

#### IV. SUMMARY, CONCLUSION& RECOMMENDATIONS

##### Summary

The paper studies subjective well-being and academic motivation among Quezon City University first-year students during the post-COVID-19 pandemic. Specifically, it aims to (1) determine the demographic profile of the respondents in terms of (1.1) program, (1.2) gender, and (1.3) status; (2) determine the respondents' level of college subjective well-being in terms of: (2.1) academic satisfaction, (2.2) academic efficiency, (2.3) school connectedness and (2.4) college gratitude; (3) determine the level of academic motivation in terms: (3.1) internal motivation – to know, (3.2) internal motivation – towards accomplishment (3.3) internal motivation – to experience stimulation, (3.4) external motivation – identified, (3.5) external motivation – introjected, (3.6) extrinsic motivation – external regulation and (3.7) amotivation; and (4) identify the level of relationship between college subjective well-being and academic motivation.

The study involved the participation of 242 first-year students of Quezon City University, which was determined through convenience sampling.

The instruments used are The College Student Subjective Wellbeing Questionnaire and Academic Motivation Scale (AMS-C 28), the college version.

Descriptive statistics: mean, frequency, percentage, and Pearson Product Moment Correlation were employed as statistical tools. The data was statistically treated and analyzed using the Statistical Software Package for Social Sciences (SPSS).

##### Findings

1. There is a significant relationship between college subjective well-being and academic motivation among first-year students at Quezon City University during the post-COVID-19 pandemic.

2. Specifically, the students' levels of academic satisfaction, academic efficiency, school connectedness, and college gratitude have a significant relationship with their levels of intrinsic motivation (to know, towards accomplishment, to experience stimulation), as well as with extrinsic motivation (identified, introjected, and external regulation).

3. First-year students at Quezon City University report high college subjective well-being. Among the components, college gratitude has the highest mean score.

4. Students also report high academic motivation during the post-pandemic period. Among the components identified, extrinsic motivation has the highest mean score.

##### Conclusions

Based on the findings and data gathered, the following conclusions were drawn:

The study reveals that first-year students at Quezon City University are motivated to attend college and pursue their studies because of their positive feelings toward their college life experience during the post-COVID-19 pandemic.

The students express gratitude for the opportunity to study, exhibit confidence in their skills and potential, remain satisfied with their college life, and feel a sense of belonging within their classroom and school community, even though much of their interaction occurs online.

Despite the global crisis and the shift to new learning modalities, students strongly desire to continue their college education and are hopeful about completing their studies. They are motivated by the belief that their college education will prepare them for competent work in the future, provide access to high-paying jobs, and allow them to prove their abilities. Furthermore, students are motivated by the opportunity to experience pleasure in learning, surpassing their accomplishments, and discovering new things through reading and interaction.

##### Recommendations

1. The university should implement programs and activities through various offices to enhance students' self-efficacy, strengthen their positive outlook toward college life, and foster a vibrant campus culture to keep students engaged and motivated.

2. Colleges should consider revisiting and updating their curriculum to ensure that the learning experiences offered to students are engaging and motivating and that they support students in continuing their studies with confidence and drive.

3. Future research should focus more on constructs that highlight human flourishing rather than just focusing on deficits or challenges faced by students. This will help provide a more holistic understanding of student well-being and motivation.

4. Since this study focuses solely on first-year students, future researchers could explore whether there are significant differences in college subjective well-being and academic motivation across different year levels. This would provide valuable insights into how well-being and motivation evolve as students progress through college.

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