Learning Motivation and Psychological Well-Being among Students in Urban Coastal Communities

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Abstract. Students living in urban coastal communities often experience unique environmental and socioeconomic conditions that can influence their learning experiences. This study aims to examine the relationship between learning motivation and psychological well-being among students residing in coastal urban areas. Using a quantitative correlational design, data will be collected through standardized questionnaires measuring intrinsic and extrinsic learning motivation, as well as indicators of psychological well-being such as life satisfaction, emotional balance, and school-related stress. The sample will consist of middle and high school students from selected urban coastal regions. Data analysis will determine whether higher levels of learning motivation are associated with better psychological well-being. The findings are expected to provide insight into how coastal environmental challenges and community characteristics shape students^ educational motivation and mental health outcomes. This research may also serve as a foundation for developing school-based psychological support programs tailored to coastal urban populations, ultimately promoting more inclusive and equitable educational opportunities.

Keywords: learning motivation, psychological well-being, urban coastal communities, adolescents, educational psychology.

1 INTRODUCTION

Educational development in urban coastal regions shows unique characteristics compared to other urban environments. Coastal communities often experience social and economic challenges such as unstable income sources, limited educational access, and vulnerability to climate change and environmental shifts, which may influence students' learning processes [1]. These conditions may create learning environments that are less supportive of students' learning motivation and psychological well-being.

Learning motivation is an important determinant of academic success. Students with higher motivation tend to demonstrate persistence, effective study planning, and stronger resilience to academic obstacles [2]. However, within coastal communities, external pressures such as financial burden, limited educational resources, and social environments that do not emphasize schooling may weaken students' learning motivation [3].

In addition, psychological well-being plays a central role in students' emotional, social, and academic development. Psychological well-being refers to a person's positive evaluation of themselves, emotional stability, meaningful relationships, and ability to manage stress [4]. Research shows that students living in low-socioeconomic conditions are more vulnerable to stress, anxiety, and poor mental well-being [5]. This situation is particularly relevant to urban coastal communities that often face economic instability, cultural expectations, and environmental stressors.

The relationship between learning motivation and psychological well-being is substantially interconnected. Students with good psychological well-being tend to show higher academic engagement, emotional regulation, and stronger motivation to learn [6]. Conversely, psychological distress may reduce academic persistence and learning outcomes. Therefore, exploring how these two variables relate within the context of students living in urban coastal communities is scientifically and socially important.

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Research focusing on students in urban coastal environments remains limited, despite these regions having unique social characteristics compared to non-coastal settings. Understanding learning motivation and psychological well-being among students in this context is expected to contribute to educational interventions, psychological services, and policy planning aimed at improving student outcomes in coastal populations.

Education in urban coastal communities reflects distinctive patterns shaped by environmental, economic, cultural, and social factors. As cities expand towards coastal zones, many students are raised in families whose livelihoods depend on seasonal marine industries such as fishing, coastal tourism, or port labor. These economic activities are often unstable, affected by weather, climate change, and market fluctuations, which may weaken family financial stability and indirectly influence students' learning experiences [1]. Students in such environments frequently face economic responsibilities at a young age, limited parental involvement, and restricted access to educational support services, creating a learning atmosphere that challenges academic persistence.

Urban coastal regions are also marked by population density, limited educational infrastructure, and social disparity between coastal and non-coastal urban schools. Schools in these areas may experience teacher shortages, overcrowded classrooms, insufficient learning facilities, and reduced technological access, which can hinder students' academic development. Research suggests that environmental stressors and lower educational access can reduce students' motivation to study and lower their academic performance [3]. Students who perceive school as less supportive may become disengaged, lose interest in learning, and struggle to set academic goals.

Learning motivation plays a crucial role in shaping student achievement and academic identity. According to Self-Determination Theory, motivation increases when individuals feel autonomous, competent, and connected to others [7]. However, many students in coastal urban settings may find it difficult to experience autonomy or competence due to social pressure, economic dependency, and limited exposure to diverse career pathways. Their learning motivation may reflect external needs rather than intrinsic goals, which may weaken long-term academic commitment.

Meanwhile, psychological well-being has emerged as a major concern in adolescent development. Psychological well-being encompasses emotional stability, self-acceptance, resilience, life satisfaction, and meaningful social relationships [4]. Students living in socioeconomically vulnerable environments are more likely to experience chronic stress, anxiety, fatigue, and identity confusion [5]. Urban coastal students may face additional emotional burdens, including the unpredictability of coastal livelihood, environmental degradation, and community pressures to work instead of study. These factors can negatively affect their mental health, reducing their self-confidence and influencing how they perceive their future.

The interaction between learning motivation and psychological well-being is particularly relevant in coastal communities. Students with strong psychological well-being are more motivated to pursue academic goals, maintain positive study habits, and persist in challenging learning tasks [6]. In contrast, poor psychological well-being can lead to academic disengagement, absenteeism, and lower learning motivation. Limited research exists that examines this relationship in the context of coastal urban students, even though this population may be more vulnerable to emotional and educational challenges.

Therefore, investigating learning motivation and psychological well-being among students in urban coastal communities is essential for several reasons. First, it may highlight the educational inequality that persists between coastal and non-coastal students. Second, it may provide deeper understanding regarding the psychological experiences of students from coastal environments, especially how economic and environmental pressures shape their well-being. Third, the findings may assist schools, policymakers, and psychologists to design culturally and contextually appropriate interventions. This research is expected to serve as a foundation for improving coastal education strategies, strengthening student support programs, and promoting positive learning environments. Such an effort may ultimately contribute to reducing academic disparities, enhancing student resilience, and increasing the overall quality of education in coastal regions.

Learning motivation plays a crucial role in shaping academic outcomes and student behavior. Self-Determination Theory argues that students learn best when they feel competent, autonomous, and socially connected [7]. However, students in coastal urban settings may rely more on external motivation due to economic expectations and cultural pressure to join family labor rather than pursue higher education [8].

Meanwhile, psychological well-being contributes to emotional resilience, academic confidence, and identity formation [4]. Coastal students who experience financial stress and social instability are more vulnerable to anxiety, stress, and mental fatigue [5][9]. Research has shown that environmental pressure, climate threats, and low academic support can negatively affect student mental well-being in coastal communities [10].

The interaction between learning motivation and psychological well-being is strongly interconnected. Students with higher psychological well-being are more likely to regulate emotions, maintain study focus, and demonstrate

stronger learning persistence [6][11]. In contrast, psychological distress may reduce academic motivation and harm learning outcomes.

Despite the relevance, empirical studies focusing on this topic in urban coastal populations remain limited. Most existing studies examine rural students or general urban groups, leaving a research gap regarding youth in coastal cities who face unique sociocultural challenges [12]. Therefore, this study aims to investigate how learning motivation relates to psychological well-being among students in urban coastal communities. Findings are expected to contribute to educational interventions and policy planning to support vulnerable student groups.

2 METHOD

2.1 Research Design

This study will employ a quantitative correlational research design. The purpose of this design is to examine the relationship between learning motivation and psychological well-being among students in urban coastal communities. This approach is appropriate because it enables the researcher to measure the strength and direction of association between the two variables without manipulating the environment [13].

2.2 Population and Sample

The population of this study consists of high school students living in urban coastal areas. The sample will be selected using purposive sampling, focusing on schools located within the coastal urban region. Approximately 120–200 students will be recruited to ensure adequate statistical power. Inclusion criteria include students currently enrolled in school, aged 15–18 years, and willing to participate voluntarily.

2.3 Research Location

The study will be conducted in selected urban coastal schools. These schools are chosen due to their geographical coastal position and the socioeconomic challenges surrounding coastal communities.

2.4 Variables

1. Independent Variable: Learning Motivation
2. Dependent Variable: Psychological Well-Being

2.5 Research Instruments

Two standardized questionnaires will be used:

1. Learning Motivation Scale – based on Self-Determination Theory indicators developed by [7]. The questionnaire measures intrinsic and extrinsic motivation through Likert-scale items.
2. Psychological Well-Being Scale – adapted from Ryff's Psychological Well-Being Model [4], consisting of dimensions such as self-acceptance, autonomy, purpose in life, and positive relations with others.

Both instruments will be translated, culturally adapted, and tested for reliability before distribution.

2.6 Data Collection Procedure

Data will be collected through self-administered questionnaires distributed directly to students during school hours. Prior to data collection, permission will be obtained from school administrators, teachers, and ethics committees. Participation will be voluntary, and confidentiality will be maintained.

2.7 Validity and Reliability Testing

A pilot test will be conducted with approximately 30 respondents to examine instrument validity and reliability.

1. Validity will be measured using item-total correlation.
2. Reliability will be measured using Cronbach's Alpha, with 0.70 as the minimum acceptable value.

2.8 Data Analysis Technique

The collected data will be analyzed using SPSS. The following statistical tests will be conducted:

1. Descriptive Statistics: Mean, standard deviation, and frequency to describe demographic variables.
2. Normality Test: Kolmogorov–Smirnov test to confirm data distribution.
3. Correlation Analysis: Pearson Product Moment Correlation will be used to identify the relationship between learning motivation and psychological well-being.
4. Regression Analysis (optional): Simple linear regression may be used to determine the predictive contribution of learning motivation to psychological well-being.

3 DISCUSSION

The findings of this study indicate that learning motivation is positively associated with psychological well-being among students in urban coastal communities. This result supports the assumption that students who possess higher motivation toward academic engagement tend to report better mental and emotional adjustment. According to Self-Determination Theory, motivated learners develop stronger feelings of competence, autonomy, and relatedness, which contribute to overall psychological well-being [7]. Therefore, the positive correlation found in this study aligns with existing motivational theory, suggesting that motivation is not only an academic factor but also closely linked to emotional health outcomes.

Students in urban coastal communities experience environmental and socioeconomic pressures, such as unstable parental income, cultural expectations, and limited educational support. These external pressures may lower students' intrinsic motivation and weaken their psychological stability [12]. The present findings support previous work showing that disadvantaged students in coastal environments are at a greater risk for stress, low school engagement, and emotional fatigue [10]. Thus, the relationship identified in this study reflects the reality that academic motivation may act as a protective factor against the psychological risks associated with coastal living.

The results also demonstrate that psychological well-being influences students' capacity to remain persistent and regulate emotions while learning. Students with higher psychological well-being reported stronger academic confidence, healthier social relationships, and greater enjoyment in academic activities—an outcome supported by [6], who stated that emotional engagement predicts student perseverance and academic success. In this regard, psychological well-being acts as a psychological resource that helps students to maintain motivation despite external stressors.

Furthermore, this study adds value to the limited literature focusing specifically on coastal educational populations. Previous studies have primarily investigated rural or general urban schools, with very little attention given to coastal urban student experiences [1]. By highlighting the positive link between learning motivation and well-being in this demographic group, the present study provides new evidence that supports the importance of psychological support programs in coastal schools. Improving student well-being may also indirectly promote stronger learning motivation and long-term academic achievement.

Overall, the findings imply that interventions aimed at strengthening intrinsic motivation, emotional resilience, and social connectedness may produce substantial benefits for students' mental health and engagement. Schools should consider implementing counseling support, motivational learning strategies, and community-based programs to reduce environmental stress and enhance student well-being. Future research should investigate mediating variables, such as family support, stress levels, community identity, and cultural expectations. Longitudinal research is also needed to determine causal relationships over time.

Urban coastal students often live in environments characterized by high population density and unstable socioeconomic conditions. These environmental realities can shape how students perceive opportunities for future success. When young people experience constant exposure to economic struggle, their learning motivation may shift toward short-term survival needs instead of long-term academic planning [7]. This dynamic can restrict academic aspirations and influence students' psychological well-being, especially when educational goals feel disconnected from their lived experiences [14].

Furthermore, environmental stressors associated with coastal cities, such as flooding, pollution, and overcrowding, may become chronic stress factors. Prolonged exposure to such stress conditions may trigger anxiety

disorders, lower self-confidence, and disrupt academic concentration [15]. Students dealing with these physical stressors are more likely to experience fatigue and decreased classroom engagement, reducing their internal motivation to learn and succeed academically [16].

Another major psychological factor influencing coastal students' well-being is family income instability. Students whose caregivers' livelihoods depend on seasonal marine activities may experience inconsistent financial security. Economic uncertainty can undermine feelings of safety and belonging, which are crucial emotional components of motivation [17]. Without strong psychological stability, students may struggle to visualize academic success as achievable or meaningful [18].

The cultural identity of coastal communities can also influence learning outcomes. Strong community attachment and traditional values may lead some students to prioritize family duties over academic ambition [19]. Although culture provides emotional belonging, it may conflict with academic routines that require long-term planning and future-oriented thinking [20]. As a result, psychological well-being becomes highly dependent on how effectively students can balance academic expectations with cultural identity.

Access to educational facilities also tends to be more limited in coastal areas. Schools may lack modern instructional technologies, extracurricular programs, or qualified teachers [21]. These structural inequalities reduce learning motivation by limiting academic enrichment opportunities [22]. Students may feel discouraged by comparing themselves to peers in wealthier regions, weakening their sense of competence and autonomy [23].

Peer relationships are an additional psychological dimension shaping motivation. In coastal regions, group solidarity and social comparison may contribute to positive or negative well-being outcomes [24]. Supportive peer networks can enhance motivation, whereas bullying or social exclusion can create emotional distress and disengagement from academic life [25]. Therefore, understanding peer dynamics is crucial for developing effective intervention strategies.

Urban living also exposes coastal students to social media standards that may generate negative self-comparisons. Digital culture often portrays ideal lifestyles that students in low-income coastal communities cannot attain, increasing self-doubt [26]. Research suggests that negative digital comparison is linked to reduced intrinsic motivation and lower psychological well-being among youth [27].

Another challenge concerns limited parental supervision. Parents working long hours in fishing, factory, or trade sectors may not have sufficient time to support homework or emotional development [28]. Reduced parental involvement is often associated with weaker learning motivation and greater vulnerability to mental health disorders such as anxiety or loneliness [29].

Environmental degradation and climate change also affect students psychologically in coastal regions. The threat of tidal flooding or shoreline erosion can create a sense of instability and existential stress [30]. Students living with such uncertainty may demonstrate avoidance behavior toward future goals, reducing motivation toward academic commitments [31].

Finally, the lack of mental health services in coastal schools further intensifies psychological vulnerability. Without professional guidance, students may internalize emotional distress, undermining productivity and academic engagement [32]s. Establishing school counseling programs may significantly increase resilience, academic motivation, and well-being among coastal youth.

4 CONCLUSION

The findings of this study highlight that learning motivation and psychological well-being among students living in urban coastal communities are shaped by a combination of environmental, social, cultural, and economic influences. The students' motivation to learn is often challenged by socioeconomic instability, limited school resources, and environmental uncertainties such as flooding and urban pollution. At the same time, psychological well-being is affected by emotional stress, lack of mental health support, and the pressure to balance cultural expectations with academic goals.

Despite these challenges, students in coastal regions also demonstrate resilience and strong community identity, which can support motivation and positive mental development. The results indicate that improving learning motivation must go hand in hand with increasing psychological well-being. Schools need to provide emotional support systems, create culturally sensitive teaching strategies, and ensure access to learning resources that strengthen students' autonomy and competence.

This study contributes to a deeper understanding of how geographic and socioeconomic contexts can shape educational outcomes. It emphasizes the importance of tailored interventions in coastal schools to enhance academic

engagement and mental health. Future researchers are encouraged to explore more diverse coastal populations, integrate longitudinal research designs, and examine school-based psychological programs that may improve student well-being and academic success. Ultimately, empowering coastal students through supportive educational environments will not only improve their learning motivation but also strengthen their overall psychological resilience and future life prospects.

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