

CORRELATION BETWEEN AI THERAPY CHATBOTS AND ACADEMIC STRESS REDUCTION AMONG PSYCHOLOGY STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

AUTHORS

Lovely Joy Azares
John Michael Batuampo
Regina Marie Nepomuceno
Rose Ana Patingo
Princess Mae Salvador

RESEARCH ADVISER

Adora Angeline E. Babia,
PhD

AFFILIATION

Bestlink College of the
Philippines

DISCIPLINE

Mental Health

KEYWORDS

*digital cognitive behavioral
therapy; ai therapy chatbots;
academic stress; psychology
students; mental health
support; self-monitoring
theory*

ARTICLE ID

AASGBCPJMR-B60523

This study explores the relationship between AI therapy chatbots and academic stress reduction among psychology students at Bestlink College of the Philippines. In the Philippines limited access to mental health services is caused by high costs and a shortage of professionals. Isla (2023) notes that therapy sessions cost between ₱1,000 and ₱4,500 while de Villa (2022) reports only three mental health professionals per 100,000 people. As a result, AI-powered therapy chatbots have become accessible alternatives for managing stress. The study is grounded in Digital Cognitive Behavioral Therapy (dCBT), which aids stress management through digital tools, and Self-Monitoring Theory, which highlights the importance of self-awareness in emotion regulation. A correlational quantitative research design is employed to examine the relationship between AI chatbot usage and academic stress levels. Purposive sampling is used to select 200 psychology students—50 participants from each year level, first through fourth—who have used AI chatbots and reported academic stress. Data are collected through a researcher-made questionnaire and a modified Academic Stress Scale. The study investigates students' usage patterns, perceptions of chatbot effectiveness, and challenges encountered. Respondents were primarily aged 21 to 23, predominantly female, and from middle-income backgrounds. Frequent chatbot use was reported. Chatbots were rated as effective (mean = 3.27) and reliable (mean = 3.12) although their responses were perceived as somewhat general (mean = 3.09). High levels of academic stress were attributed mainly to poor communication with instructors (mean = 2.42) and limited social support (mean = 2.31). Pearson correlation analysis indicated a weak but statistically significant negative correlation ($r = -0.31$, $p = 0.03$) between increased chatbot use and lower stress levels. Findings showed that AI therapy chatbots provided moderate stress relief but lacked personalization in responses. As a result, refinement of chatbot algorithms is recommended to deliver more tailored and emotionally responsive interactions. A student-friendly chatbot platform was developed via Facebook to offer online counseling and stress management services. Additionally, a framework was established to guide enhancements in chatbot features. The research suggests that educational institutions adopt these tools as supplementary mental health support, especially where professional services are limited.

RECOMMENDED CITATION

Azares, L. J., Batuampo, J. M., Nepomuceno, R. M., Patingo, R. A., & Salvador, P. M. (2025). Correlation Between AI Therapy Chatbots and Academic Stress Reduction Among Psychology Students at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts*, 7(3), 91.