
Factors Affecting Students Well-being and its Impact on Their Academic Performance: An Empirical Study

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Abstract

Student well-being significantly influences their learning and performance, as shown by data linking physical health, emotional balance, and social support to academic success. Stress from problems at home, bad sleep, unbalanced meals, and loneliness reduces attention levels, undermines memory, and disturbs how time is used. These conditions impact daily habits and incrementally contribute to the decrease of academic performance. And students who receive consistent support from teachers, classmates, or trusted adults stay more engaged in schoolwork. Motivating them to stay in class, complete work and participate in lessons requires encouragement and connection. In contrast, students who feel unsafe, marginalized or pressured lose interest, skip classes and fall behind. These effects lower the opportunities for learning and narrow future choices. Access to nutritious food, safety in shelter, and mental health care also support that role. Students with less access miss more classes and perform less well in reading, writing and maths. These trends are consistent across grades, areas served and even among children with multiple diagnoses but are most pronounced in higher-need areas. Although each responds differently, students with low well-being struggle more to achieve their learning goals. Most of schools have vague systems for supporting well-being. Efforts are small, and resources are not equitably shared. This creates pressure on schools and teachers without any tools to help engage students outside of class. Schools need to push directly on the learning and well-being sides. Without it, results will decline, and knowledge gaps will widen. Survey was conducted among 238 students to know the factors that affect students' well-being and its impact on their academic performance and found that Mental Health, Physical Health, Social Relationships and Financial stability are the factors that affect students' well-being and its impact on their academic performance.

Keywords: *student well-being, academic performance, emotional balance, physical health, mental health, social support.*

Introduction

A student's physical health, mental state, social connections and sense of safety lies at the heart of their learning experience. These variables come together to influence students' participation in learning, task management, knowledge retention, and interaction with peers and teachers. Al Husaini and Shukor (2022) highlight As time goes on, academic outcomes (attendance, class performance, test scores, etc.) are directly affected by student well-being and can further impact future opportunities. Across the cities, towns and rural areas where schools operate, the factors that contribute to student well-being for better or worse often go unnoticed until performance declines or behavioural problems emerge.

There are a variety of factors that can drag down student well-being. Among these are sleep issues, poor diet, family stress, bullying, peer pressure and unstable housing. All of these put stress that makes it harder for the student to think clearly, pay attention during lessons and stay motivated. When students feel unsafe

or, unwanted or isolated, they build emotional stress. Social pressure to fit in, as well as fear of failure, compounds this strain. But combine these conditions, and you have a loss of interest, fear of judgment, and withdrawal from the learning process. Students begin to withdraw from speaking up in class, avoiding group work, procrastinating assignments, or skipping lessons on short notice. These indications can be overlooked until significant damage has taken place. These families face even greater challenges when books, uniforms, transport or digital devices are required (and much more so as learning systems transition online). These gaps widen when support is uneven. Some students are strongly supported by teachers, families and communities, but others struggle alone with their challenges. This disparity in access leads to performance gaps that widen over time.

Filling these gaps requires emotional support and guidance, and this can mitigate those differences. When a student feel validated and accepted, they are more likely to be engaged and participate in the classroom.

Similarly, Ariani (2022) explores Teachers who notice red flags and provide support without judgement can stop the bleeding. Small acts like checking in, praising effort and listening with care build trust. Students who know that someone believes in their potential tend to try harder and bounce back faster from setbacks. What about friends and classmates? Sharing tasks, open communication and mutual respect all help lower stress and establish a sense of safety. But many schools don't have the resources, staff training or systems in place to respond early when something's wrong with well-being. Teachers are under pressure to complete lessons, meet performance targets and deal with large classes. Without the time or training to uplift student well-being, they are unable to offer the support students require." Support teams, where they exist, tend to prioritize discipline or academic failure over emotional well-being. This slow response allows small issues to become large obstacles. Students don't fail because they can't succeed — they fail because the beacons of success get dropped early.

Impacts also vary by age, gender, family background and school location. If winter break was difficult for them, young children might express their distress by misbehaving, crying or refusing to go to school. Adolescents may withdraw, behave defiantly, or demonstrate changes in sleep and eating patterns. Girls respond to social pressure through exam silence, silencing questions, and refraining from tasks in science and maths, while boys express pressure as silence or defiance.

According to Alani and Hawas (2021) Students from homes with job loss, sickness or domestic conflict carry extra stress that blocks their focus during class. Distance, transport and access to health care compound these problems in remote areas.

Technology is a great enabler of learning but carries new risks. Continuous exposure to social media, online games and group chats disrupts sleep, affects attention and harms emotional balance. They compare themselves to others and feel pressure to look perfect, sound perfect, always be successful. Online bullying, the fear of missing out, and digital overload raise anxiety levels. Students who use phones during lessons or after hours don't perform as well. Sleep, in-person conversations and outdoor play are supplanted by screen time. Without digital balance, even the best of learners starts to show signs of burnout or sadness. Despite these challenges, there are concrete actions schools can take to protect student well-being. For anyone, they must contend with the reality that learning and health, safety, emotional balance cannot be conceived of separately. Timetables need to account for breaks, physical activity and open conversation. Teachers need training on how to identify signs of distress early and respond compassionately. Support systems need to collaborate through teaching, counselling and school leadership. Peer programmes that encourage teamwork foster trust and counteract bullying forge lasting bonds between students.

Also, inclusion and safety must be backed by clear school policies. Furthermore, Sverdlik et al. (2018) Students need to know where to turn when they feel unsafe, sad, or confused. We should be able to access

support, not only in the sense that we shouldn't have to avoid hidden resources, forms, or fear of judgement. School meals, potable water, first aid and rest areas serve a simple but central function. Schools, where possible, should build links with local health services and community groups and with parents to share resources. Mobile units or visiting staff can fill these gaps in low-income areas. Every student must know their well-being matters.

In a meta-analysis, Bücker et al. (2018) confirm When families and schools partner together to support students, those students feel safer and more supported. We quickly attend to early issues, and misunderstandings are less frequent. Positive associations between well-being and performance have been verified across various schools. School attendance, participation in tasks and grades are all higher among students who feel safe, eat well and have someone to talk to. Emotional safety is what creates confidence to ask questions, make mistakes and learn from feedback. In contrast, those with low well-being display declining scores, more absences and reduced engagement. Of course, not every student has exactly the same symptoms, but the overall pattern is a strong one, cutting across types of schools, class levels and regions. School systems as they exist today need to change to address student well-being system-wide. Piecemeal or isolated efforts will not suffice. Schools need to cultivate a shared culture that values health, respect, and support over everything else. Policy, staffing, student voice, and family must connect. Support should not depend on dropping marks or changing behaviour. It needs to be part of everyday practice. If used carefully, technology can augment these efforts. Basic apps can monitor mood, sleep and mentioning. Alerts can help teachers and carers to spot patterns earlier. Online lessons should have breaks, movement and face time with teachers. Digital platforms should be places contributing to kindness, privacy, and balance. Schools need to include instruction on how to use devices judiciously, verify information and take a break from screens.

In the long run, promoting student well-being leads to reduced school dropout, improved performance and stronger societies. When our students feel safe and supported, they will become confident adults. They learn how to manage stress, collaborate with others and problem-solve. These skills help you not only with exams, but with life, too. The cost of inaction is high. Without those supports, students lose points but also confidence that they have value. National education systems need to act in order to reach every student. Funding has to earmark money for health staff and training and safe spaces. When that is impossible, the goal/plans should not just be the exams. Teaching, leading, and assessing must be done through a lens of growth, care, and understanding.

Literature Review

Stress is a direct contributor to results on both academic outcomes and mental wellness, evidence shows. When stress levels are high, students start to lose focus, confidence and motivation. These changes diminish their capacity to regulate time, solve problems and remain engaged with learning tasks. Stress interferes with the mind's ability to process novel information and sustain attention in class, so academic performance declines over time. As noted by Kahu and Nelson (2018) Stress seems to decrease a student's sense of independence, ability to deal with the challenges of daily life and sense of purpose when it comes to psychological well-being. Students say they feel less able to control their actions, less able to influence their surroundings and less in touch with long-term goals. These effects are independent of age and gender, meaning stress affects students of different backgrounds and learning levels in comparable ways. These effects can amplify and cascade throughout the student cohort without early mitigation. Diminished well-being is knitted into the fabric of everyday life, and students learn to regard poor performance as the standard. Schools run the risk of higher dropout rates, decreasing marks and weaker in-class participation.

Using practices like yoga, breathing techniques, and guided meditation gives students therapy without resource management necessary. This practice helps students establish mental equilibrium, increase concentration, and learn how to take charge of their feelings. Schools that take similar steps early will set students on track to return to learning with strength, purpose and energy. The long-term benefits can be improved outcomes, enhanced well-being, and a healthier school.

Moreover, Pascoe et al. (2020) A stark achievement gap has emerged among many universities. In short, many students struggle, and this prolongs their path to perfection and often a constant struggle for academic goals. This has created a keen interest in studying the fundamental factors influencing academic performance. Neglecting these issues not only harms students on an individual level but also can tarnish the institution's overall image. Where students fail to perform well over some time, questions begin to arise about the quality of education on offer. This creates a climate of scepticism around the skills and preparation of graduates, which then serves to further devalue the qualifications we granted.

Bunce, Baird, and Jones (2017) At the heart of this conversation is student well-being. Emotional stability, access to learning resources, and timely academic and personal Support, however, are critical to academic success. Proven is that students who participate in tutorials form their own study groups, work through past exam papers and give themselves practice tasks do better than those who study alone or without structure. These kinds of tasks help solidify learning and build discipline and a sense of mission. Peer-led study activities also help bring students together and combat the isolation that many students experience during hard academic times. Students tend to learn more if their parents have a relatively steady income and go to the effort of taking a regular interest in their children's academic progress. Not only does this Support take away financial burdens, but it also builds an atmosphere in which learning is valued. Pushy parents who inquire about lessons, offer a space for quiet study or encourage their children to solve a problem make a huge contribution to children's confidence and sense of duty. These efforts heighten the student's self-efficacy while relieving some of the anxiety from academic requirements.

Such steps are supportive of well-being and learning in that they help students feel prepared and guided. Maxwell et al. (2017) By cultivating a learning culture centred on Support, structure and shared effort, you can help mitigate academic stress and improve outcomes for more students. The goal is not only to increase scores but create an educational framework that advances growth, confidence and success over time.

The understanding of emotional learning is core in pursuing the growing aspect of a student, networking with others, and handling simplicity during academic survival. When schools and universities intentionally build emotional learning into the curriculum alongside what they learn, they create spaces where students learn facts and how to process, manage and convey their emotions in healthy and non-disruptive ways. Implemented well, this method promotes knowledge management as well as a healthy mind because students capable of regulating emotions will stay attentive, cope with pressure and participate in learning with clarity and balance.

Madigan and Kim (2021) When emotional learning is woven into the fabric of the educational process, student well-being is enhanced. Emotional learning encourages students to grow skills that are supplemental to their education. Such as self-regulation, problem solving, social awareness, collaboration, and motivation. These skills give students confidence, respect and competence. These benefits curb detrimental behaviours like aggression, risky choices, or disengagement from group projects. They also lead to better health outcomes, less anxiety, and a more peaceful and respectful school environment. Emotional learning, too, has an impact on students' academic performance. And while the ties between emotional comprehension and test scores may not seem especially tight at first blush, a deeper examination reveals that students with solid emotional skills generally achieve higher grades. They listen more attentively, forge

stronger commitment to objectives and collaborate more productively in teams. These behaviours can help them finish tasks, adhere to deadlines, and improve decision-making.

Hayat et al. (2020) demonstrate Even more important, these students exhibit fewer signs of emotional strain, which frequently derails learning. Several key emotional skills seem to underpin what we know about promoting student well-being in real and impactful ways. For example, students who can manage their emotions demonstrate increased calmness, decreased outbursts and increased patience when faced with challenges. That emotional levelness allows them approach tests or group work with concentration. For this reason, it is also important to develop relationship skills. Students who learn to cultivate healthy, respectful relationships with peers and teachers are more secure and less isolated. When they are struggling, they ask for help instead of trying to act like they can do it all, and this kindness helps build a stronger classroom culture. Another essential element lies in a strong learning attitude. In this way, students who retry with curiosity, determination, and openness are more engaged and fuelled to continue learning. These attitudes lower fear of failure and raise willingness to experiment with new approaches or correct mistakes. Students may understand how they feel, but without ways to process those emotions, they may still suffer. Emotional learning helps students stay steady when they struggle or feel uncertain. It equips them to deal with disappointment and to restore confidence. These changes mitigate the long-term damage from poor mental health and produce a climate in which academic growth is possible.

So, the emotional element of learning must not be considered an added lesson or an extra subject. It is through emotional learning coupled with robust support systems that student well-being flourishes. According to Lau (2017), Schools give students an opportunity, through developing emotional control, cultivating respectful relationships, and supporting prosocial action, to manage pressure and discover purpose in learning. These conditions help students learn better not only in school, but in life. This shift represented the biggest and fastest transition to digital learning in modern education history. Though this transition did help sustain some degree of educational access amidst upheaval, it also sparked critical considerations as to students' well-being, academic outcomes, and the efficacy of learning in virtual formats. The sudden shift from in-person teaching to online distance learning dramatically altered the way students engaged with teachers, other students and course materials. During lockdown in one university in Egypt, the switch to entirely online teaching was implemented for business students. While many feared this abrupt transition would lead to worse student outcomes, an examination of student grades of those who took the course in-person versus those who took it online found no significant difference in academic performance. They found learning modes did not yield different results in classrooms, which suggests that students adapted to and coped with learning in a new format despite some obstacles in terms of infrastructure and preparedness.

Tus (2020) links But grades are only one aspect of the overall student experience; Academic success is inextricably linked not just to the completion of course work, but also to students' emotional balance, mental health and access to learning support. Although some students adapted successfully to online education, others — especially those with weaker academic records — were more susceptible to the negative impacts of the transition. These students often lamented the lack of informal on-campus Support from friends, mentors and staff. The loss of daily contact created a challenge for doing things such as staying motivated, asking questions and getting help in real time. While an online experience worked for many, it did expose real concerns around student well-being. A university survey revealed that although most students liked the availability and organisation of online materials, many struggled with accessing technical Support and experienced cut-back activities with instructors and peers. Despite the challenges, students responded positively to some elements of the distance learning portal. They welcomed its friendliness and flexibility and the fact that you could pick it up on a different device. The majority of students likes a blend of learning

materials, including recorded lectures, visual presentations, and scheduled online sessions. These features helped keep many on track with their studies. But students were also unhappy about the lack of personal Support during the exams and the university not taking more action to combat unfair practices or technical issues. These vulnerabilities undermined students' confidence in the system and ramped up stress during pivotal academic moments.

Lei, Cui, and Zhou (2018) Whether a student was a success story in being able to adapt to online coursework, or a student who struggled and dropped out during the lockdowns, we discovered there was a lot more that needed to be offered than just academic materials. Students who had lower grades in particular needed more consistent connection with instructors and Support services. Deprived of direct access to mentorship, many of these students struggled with managing their time, understanding course content and keeping on task. They could bridge this gap by providing a more structured mentoring feature in the learning platform. Regular one-on-one meetings, live feedback sessions and direct channels for questions could alleviate stress and increase the confidence of struggling students.

Again, introducing online learning as a response to public health would not itself have produced an observable degradation of academic performance, but it did expose critical student well-being factors. Grades alone do not account for the entire learning experience. Students need to feel emotionally supported, actively engaged, and connected as human beings to be successful. Digital learning must be designed for ongoing communication, mentoring and feedback that can support the well-being of students. With universities adopted digital education, academic success must be balanced with emotional balance and really in touch in their lives, and these are what true learning is about.

The education system's rigours in the form of doctoral students' academic journey are arguably one of the most complex and demanding tasks. Though often viewed as a means to scholarly and professional advancement and innovation, doctoral degrees present particular challenges that can have noteworthy impacts on students' academic progress and well-being. As PhD students move through their programmes, many find that increasing personal, social, and financial pressures threaten their emotional health and disrupt their academic focus.

Finally, Son et al. (2020) Graduate students tend to enter doctoral education highly motivated and eager to make an impact in their respective fields. However, many do end up fading in emotional energy, excitement, over time. These emotions are compounded by limited access to mentoring, peer support or mental health resources for many students. The doctoral experience is also burdened by financial pressure. Students, of course, balance part-time work, teaching duties, and personal responsibilities on top of a full-time research agenda. With no reliable income or funding, students find themselves caught between academic pressure and survival. As a result, they suffer from chronic stress, which affects their ability to focus, concentrate or even participate in class discussions. Some are extending their time to graduation, or contemplating dropping out entirely, when financial pressures make pursuing the degree seem less valuable than completing it. Serious challenges also arise in maintaining relationships outside the university. PhD students with family responsibilities are often finding it hard to balance their academic work with caregiving, household chores or parenting. Academic commitments disrupt social events, holidays, even routine leisure, reducing students to mere participants in and spectators of their real lives. This distance exacerbates emotional fatigue and dissipates the feeling of Support that is so instrumental for impetus and grit. Habits of academic deficit occur when social well-being is lost; students simply don't have the energy or emotional fibre to push through the messy, exploratory aspects of research.

Developing a more student-based approach allows academic institutions to guarantee that students feel recognized, fully backed and valid during the entirety of their doctoral experience. This Support might include

flexible timelines, periodic assessments with supervisors, access to well-being services, and peer collaboration opportunities. Regular, structured opportunities for students to offer reflections, details, thoughts and concerns can help mitigate feelings of isolation and foster greater confidence in the academic structure.

Moreover, researchers and academic leaders need to examine the interconnectedness of the different stressors that impact doctoral education. Much of the research focuses on a single factor, such as mental health or funding. Still, it is the combination and interaction of these factors that most strongly influence student development. For example, the experiences of financial hardship, like academic stress, may be amplified by limited supervision but alleviated by supportive peer networks. Knowing how these concepts interrelate can help institutions create systems that depend on real student needs, not narrow or even one-size-fits-all approaches.

Academic performance, which is usually examined by grades or standardised performance tests, is one of the most relevant outcomes of formal education. It determines subsequent opportunities, self-image and lifelong life prospects. Not only is there an intrinsic value to high achievement, but it is also a national economic driver, promoting stability and innovation. Students who do well academically also tend to enjoy better health, more self-confidence and more stable trajectories in life. But emotional flexibility, motivation and modalities for coping with stress are equally important. Notably, succeeding in academic tasks can also cause a stronger sense of purpose and clearer direction in life, which in turn promotes emotional and mental health.

When students find joy or spark of interest or glimmer of hope, they tend to engage with their tasks in creative ways and persevere through challenges. This hampers memory, attention and problem-solving, all critical to success in school. Students who feel well about their lives also tend to establish bold, mastery-oriented goals and are likely to use useful learning strategies, as well as display per service in their studies over time.

Objective

To know the factors that affect students' well-being and its impact on their academic performance.

Methodology

Study survey was conducted among 238 students to know the factors that affect students' well-being and its impact on their academic performance. "Random sampling method" and "Factor Analysis" were used to collect and analyse the data.

Findings

Table 1 shows that males are 51.3% and 48.7% are female. Among them 28.9% are below 20 years of age, 41.2% are between 20-28 years of age and rest 29.8% are above 28 years of age. The financial status of 26.1% respondent is highly stable, for 44.9% it is medium stable and for 29.0% respondents, financial status of the family is less stable.

"Table 1 Demographic Details"

Variables	Participants	Percentage
Gender		
Male	122	51.3
Female	116	48.7
Total	238	100
Age		

Below 20	69	28.9
20-28	98	41.2
Above 28	71	29.8
Total	238	100
Family's financial status		
Highly Stable	62	26.1
Medium stable	107	44.9
Less stable	69	29.0
Total	238	100

"Table 2 KMO and Bartlett's Test"

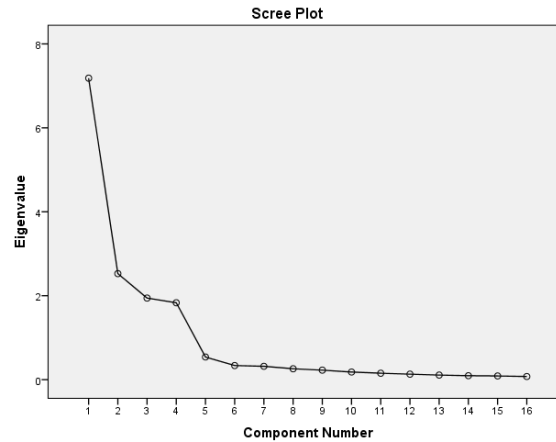
"Kaiser-Meyer-Olkin Measure of Sampling Adequacy"		.855
"Bartlett's Test of Sphericity"	"Approx. Chi-Square"	3861.500
	"df"	120
	"Sig."	.000

KMO value is 0.855 and the "Barlett's Test of Sphericity" is significant.

"Table 3 Total Variance Explained"

"Component"	"Initial Eigen values"			"Rotation Sums of Squared Loadings"		
	"Total"	"% of Variance"	"Cumulative %"	"Total"	"% of Variance"	"Cumulative %"
1	7.183	44.896	44.896	3.440	21.502	21.502
2	2.527	15.794	60.689	3.358	20.987	42.489
3	1.944	12.153	72.842	3.349	20.934	63.423
4	1.832	11.452	84.294	3.339	20.871	84.294
5	.540	3.372	87.666			
6	.337	2.104	89.770			
7	.318	1.986	91.756			
8	.260	1.626	93.382			
9	.227	1.417	94.799			
10	.182	1.136	95.935			
11	.153	.959	96.894			
12	.131	.820	97.714			
13	.109	.682	98.395			
14	.094	.587	98.982			
15	.088	.551	99.533			
16	.075	.467	100.000			

The "principal component analysis method was applied to extract the factors, and it was found that 16 variables form 4 Factors. The factors explained the variance of 21.502%, 20.987%, 20.934% and 20.871% respectively. The total variance explained is 84.294%."



“Table 4 Rotated Component Matrix”

“S. No.”	“Statements”	“Factor Loading”	“Factor Reliability”
	Mental Health		.940
1	Digital overload raises anxiety levels	.913	
2	Stress interferes with the mind's ability to process novel information	.885	
3	Decrease in ability to deal with the challenges of daily life	.875	
4	Decrease in sense of purpose when it comes to psychological well-being	.855	
	Physical Health		.931
5	Stress leads to bad sleep	.884	
6	Limited access to nutritious food	.870	
7	Insufficient physical activity	.867	
8	Reduced energy levels and focus due to poor health	.859	
	Social Relationships		.933
9	Stress in family and their responsibilities	.888	
10	Bullying by family and relatives	.876	
11	Peer pressure leads to poor relations	.869	
12	Unstable housing effects social relations	.864	
	Financial stability		.934
13	Increasing financial pressures threaten emotional health and disrupt their academic focus	.880	
14	Experiences of financial hardship affects student’s well-being	.875	
15	Financial pressure incline students towards part-time work	.868	
16	Living expenses influence financial stability	.849	

Table 3 shows the factors and their associated variables that affect students’ well-being and its impact on their academic performance. Factor “Mental Health” includes the variables like Digital overload raises anxiety levels, Stress interferes with the mind's ability to process novel information, decrease in ability to deal with the challenges of daily life, and decrease in sense of purpose when it comes to psychological well-being. Factor “Physical Health” consists of variables like Stress leads to bad sleep, Limited access to nutritious food,

Insufficient physical activity and Reduced energy levels and focus due to poor health. Factor “Social Relationships” Stress in family and their responsibilities, bullying by family and relatives, Peer pressure leads to poor relations, and Unstable housing effects social relations. Factor “Financial stability” includes the variables like Increasing financial pressures threaten emotional health and disrupt their academic focus. Experiences of financial hardship affects student’s well-being, financial pressure incline students towards part-time work, and Living expenses influence financial stability.

“Table 5 Reliability Statistics”

“Cronbach's Alpha”	“N of Items”
.917	16

Total four factors namely Mental Health, Physical Health, Social Relationships, and financial stability shows 0.917 reliability that includes sixteen variables.

Conclusion

Student wellbeing is an important factor in driving academic performance and how well students learn, cope with stress, and relate with one another in educational spaces. At every level of learning, from primary to doctoral, the evidence shows that emotional stability, physical health and availability of support systems all directly influence students' ability to succeed. When schools do not focus on wellbeing, students are more likely to face elevated stress levels, diminished motivation and poorer academic performance. In contrast, purposeful, emotional learning, healthy relationships with teachers, participation of parents and guardians, and access to basic necessities develop resilience and academic success. The move to online education during COVID-19 brought the need for emotional support and meaningful engagement even more to the fore. And even though students will be used to digital tools, learning will be half baked without social connection and psychological care. We should not think of academic success and wellbeing as separate objectives. Focusing on care, emotional awareness, and equity at the heart of education allows institutions to establish robust, inclusive spaces for learning that enable both achievement and personal growth.

The study aims to know the factors that affect students’ well-being and its impact on their academic performance and found that Mental Health, Physical Health, Social Relationships and Financial stability are the factors that affect students’ well-being and its impact on their academic performance.

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