Impact Of Social Well-Being On Academic Performance Of Students

Dr. Sabiha Baby[1]*, Dr. Mahvish Fatima[2], and Dr. Salma Kaneez[3]

[1.] *Research Officer: International Research Project in collaboration with Paraza Pharma Inc. Montreal Canada and Department of Psychology, Aligarh Muslim University, Aligarh.*

[2.] *Assistant Professor: Department of Psychology, Aligarh Muslim University, Aligarh.*

[3.] *Assistant Professor: Department of Psychology, Aligarh Muslim University, Aligarh.*

Abstract

Starting university can be compared to starting a whole new chapter of life. Whenever a student leaves his/her home for college, a new journey is bound to begin. This journey's main twists and turns are centered around self-discovery and self-reliance, which in turn shape up the student`s general outlook on the dynamics of life. A good number of students are not usually prepared for the possible challenges that university life has to offer, hence causing them to get overwhelmed and makes it difficult for them to adjust to this new life. From living alone to trying to balance between doing daily chores and studying among other activities, university life can be stressful for some students which can have a negative impact on their well-being. Despite the elusive and overarching nature of well-being, its significance with respect to education is well established in the literature. Students' positive and satisfying life-experiences are expected to flourish as their well-being increases, and student's well-being influences all main domains of their further lives including academic performance. With the emergence of positive psychology, the last few decades have witnessed a rapid increase in research on students' well-being. The literature supports the notion that well-being improves academic achievement and is a predictor of career success; however, few rigorous experimental studies on this effect are available and further experimental and intervention studies are needed. Keeping this in view the objective of present study was to examine the impact of social well-being on the academic performance of students of different states of India studying in AMU. For the same, 203 students of Aligarh Muslim University, Aligarh were asked to respond on two questionnaires namely, the social well-being scale and academic performance scale. Findings revealed the significant positive relationship of social well-being with academic performance i.e., as the social well-being of the students was high, their academic performance was also high. Furthermore, social well-being was found to be a significant predictor of academic performance of the students. It was concluded that social well-being particularly social integration and social contribution aspects of educational life are important contributors to overall academic achievement of students, as they derive much of their sense of self-worth from social inclusion and evaluations of their peers and important adults.

Keywords: Social well-being, Academic performance, University life etc.

Introduction

India has the largest education system in the world after China; there has been a recent increase in the number of students pursuing higher education. University is an amazing time in a student's life but it's not without its own challenges and growing pains. Most students are not prepared for the challenges of university and end up being overwhelmed; these challenges can affect their mental health and well-being and also affect their education. Indeed, there is evidence that a strain on mental health is placed on students once they start at the university (Macaskill, 2013; Mey & Chuah, 2015).

Students, who can cope effectively and function adaptively in university, would flourish amidst these challenges (Stamp et al., 2015). Protective factors can modify students' response to challenges and buffer them from the negative influences (Bouteyre et al. 2007; Burris et al.,

2009). Thus, to help students for dealing their developmental and transitional difficulties in university, and to promote their gains from higher education, it is very important to explore such protective factors. Research has shown that perceived social support from professors and peers were beneficial to students' self-esteem and grades (Clifton et al. 2004). Besides, social support including peer support acted as a buffer against academic stress in university (Wilks & Spivey, 2010).

World Health Organization (WHO) describes well-being as 'a resource for healthy living' and 'positive state of health' that is 'more than the absence of illness' and enables us to function well: psychologically, physically, emotionally and socially. People are social creatures who are mutually dependent, relying on others for their well-being, just as others rely on them.
Social well-being (the social dimension of health) refers to our ability to make and maintain

meaningful positive relationships and regular contact with other people in our world – family, friends, neighbors and co-workers. Good social well-being includes not only having relationships but also behaving appropriately in these relationships and maintaining acceptable social standards. Our relationship with our family, the basic social unit, impacts our life the most. According to Keyes (1998) social well-being consists of five dimensions such as social integration, social acceptance, social contribution, social actualization and social coherence. Despite the elusive and overarching nature of well-being, its significance with respect to education is well established in the literature (Frydenberg & Lewis, 1999; Soykan et al. 2019). Students' positive and satisfying life-experiences are expected to flourish as their well-being increases (Pollard & Lee, 2003). Students' social well-being may be defined as the extent to which they feel a sense of belonging and social inclusion in their academic environment (Pang, 2018).

Students are considered as an impressive social class in sustainable development; therefore, their social well-being status is a capital for society. Social well-being is important contributor to overall well-being in adolescents, as they derive much of their sense of self-worth from the social evaluations of their peers and important adults. Research has shown that a strong or robust sense of social well-being impacts upon young people's security, comfort, and affect and contributes to positive functioning in adulthood (Chervonsky & Hunt, 2019; Newton-Howes et al. 2015). Student's wellbeing and academic performance are also positively associated.

The students' performance or academic performance plays an important role in producing the best quality graduates who will become great leaders and manpower for the country thus responsible for the country's economic and social development (Ali et al. 2009).

"Student success," used interchangeably with academic performance, encompasses academic achievement, attainment of learning objectives, acquisition of desired skills and competencies, satisfaction, persistence, and post-college performance (Kuh et al. 2006; York et al. 2015). Academic performance is related to the acquisition of principles, generalization, capacity to perform efficiently and certain manipulations of objects, symbols and ideas. Academic performance is of great importance in the present socioeconomic and cultural context. The effectiveness of any educational system is gauged to the extent of the student performance whether be it in cognitive, affective or psychomotor domain. There is a substantial body of evidence that suggests academic performance of the students is influenced by personality variables like loneliness, locus of control, mental and physical health, as well as other factors like peer group, school/college environment, and acculturation. Some students move away from home (probably for the first-time), and need to adjust to a new social environment, and maintain a high level of academic performance (Ross et al. 1999). Student's social and emotional characteristics and particular socio-emotional environmental features are significant factors when assessing academic performance. Research has already indicated that the promotion of well-being and resilience can heighten satisfaction with life and can support creative thinking as well as better learning (Seligman et al. 2009). Overall well-being enhances intrinsic motivation, decreases disciplinary problems, increases academic achievement, improves school satisfaction and leads to flourishing of individuals, communities, and nations (Buecker et al. 2018). Simply put, those who feel better can learn better.

Facets of well-being, such as gratitude, hope, and emotional regulation, have been found to improve academic performance across several areas. Gratitude increases students' satisfaction with school and propels them in making and pursuing intrinsic goals. It is positively correlated with "higher GPAs, greater absorption in meaningful activities, more life satisfaction, and more social integration." In addition, emotional regulation helps students get along with peers and teachers, exhibit prosocial behaviors, and adjust to new classrooms (Furlong et al. 2014). Thus both generally and specifically, well-being gives students a happy though competitive advantage both inside and outside the classroom. In general, students with higher levels of psychological and emotional well-being also show higher levels of academic achievement, but the relationship of social well-being and academic performance has not been examined. So there is a need to further explore the impact of social well-being on academic performance among students.

Research Objectives

1. To examine the correlation of social well-being and its dimensions with academic

performance among students of different states of India studying in AMU.

2. To identify the critical predictors of academic performance in social well-being and its dimensions among students of different states of India studying in AMU.

Research Hypotheses

H1$_a$: There will be significant positive correlation between social well-being and academic performance among students of different states of India studying in AMU.

H1$_b$: There will be significant positive correlation between the dimensions of social well-being and academic performance among students of different states of India studying in AMU.

H2$_a$: Regression coefficient to predict academic performance based on social well-being will be other than zero among students of different states of India studying in AMU.

H2$_b$: Regression coefficient to predict academic performance based on dimensions of social well-being will be other than zero among students of different states of India studying in AMU.

Method

Participants

Two hundred and three (203) students participated in the current study. They were enrolled in various PG and UG courses at Aligarh Muslim University, Aligarh and belonged to different states of India like Assam, Bihar, Uttar Pradesh, West Bengal, Manipur, Kerela, Jammu & Kashmir, and Tamilnadu etc. Age of the participants ranged from 18-30 years.

Research Design

The present research is correlational and predictive in nature.

Tools

The following tools were used to collect data for the present research:

The Social Well-Being Scale

The social wellbeing of the students was measured with the help of social wellbeing scale developed by Keyes (1998). It is a 33 items scale; responses were captured on a five-point Likert scale. The total score of the scale varies from 33

to 165. The reliability as reported by (Keyes, 1998) using Cronbach's alpha was found to be 0.84; however on the present sample reliability was found to be 0.73.

Academic performance scale

Academic performance was measured by Academic performance scale developed by Zou and Shahnawaz, (2014). The original scale of academic performance was developed by Greene-Shortridge (2008), for organizational behavior research which was adapted by Zou and Shahnawaz for use with students. It is a four item scale and has Cronbach's alpha of 0.72 for the current sample.

Statistical Analysis:

Obtained data was analyzed by Statistical Packages for Social Sciences (SPSS, 19.0 version). Pearson product moment correlation coefficient, Simple and Multiple Linear Regression Analysis (MLRA) were used for analysis.

Results and Discussion

The data was checked for missing values and outliers, no missing value and outlier were present in the data.

Table 1 Descriptive Statistics of study variables

Variables	N	Mean	SD
Social Well-being	203	101.74	8.549
Academic Performance	203	14.472	2.263

The descriptive statistics are shown in table no. 1. The mean score of participants on social well-being scale was found to be 101.74 with the standard deviation of 8.549. The mean score of academic performance was found to be 14.472 with the standard deviation of 2.263.

Table 2 Correlation between social well-being and academic performance

Variables	SWB	AP
Social well-being (SWB)	1	
Academic Performance (AP)	.202**	1

**p< 0.01 level

Table-2 shows the correlation between social well-being and academic performance among students. As it can be seen from table, a significant positive correlation was found between social well-being and academic performance (r = .202, p < .01). Hence H1$_a$ *"there will be*

significant positive correlation between social well-being and academic performance among students of different states of India studying in AMU" is supported.

Table 3 Correlation between dimensions of social well-being and academic performance of students

Dimensions of SWB	Social Integration	Social Acceptance	Social Contribution	Social Actualization	Social Coherence
Academic Performance	.272**	-.086	.205**	.168*	-.035

**p<0.01; * p< 0.05 l

As shown in table-3, significant positive correlations were found between academic performance and three dimensions of social well-being i.e social integration, social contribution, and social actualization (r= .272, p <.01), (r= .205, p <.01) and (r= .168, p <.05) respectively among students. Therefore, H1$_b$ *"there will be significant positive correlation between dimensions of social well-being and academic performance among students of different states of India studying in AMU."* is partially supported.

It implies that higher the social well-being of students, higher will be their academic performance and vice-versa. The present results revealed that social well-being positively influences the academic performance of students. The current findings are corroborated with the findings of Keyes (1998) and Keyes and Shapiro (2004), which illustrate that social well-being is related to social economic status (SES) and higher education. Chattu et al. (2020) also found that greater subjective well-being correlates with higher academic performance, indicating that subjective well-being is an important aspect of a student's academic life.

As shown in table-3, significant positive correlations were found between academic performance and three dimensions of social well-being such as social integration, social contribution, and social actualization (r= .272, p <.01), (r= .205, p <.01) and (r= .168, p <.05) respectively among students. Therefore, H1$_b$ *"there will be significant positive correlation between dimensions of social well-being and academic performance among students of different states of India studying in AMU."* is partially supported.

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findings of Keyes (1998) and Keyes and Shapiro (2004), that social well-being is related to social economic status (SES) and higher education. Chattu et al. (2020) also found that greater subjective well-being correlates with higher academic performance, indicating that subjective well-being is an important aspect of a student's academic life. Well-being is a dynamic concept that includes subjective, social, and psychological dimensions as well as health related behaviors.

In the present study, Simple (SLRA) and Multiple Linear Regression Analysis (MLRA) was used to identify significant predictors of academic performance among social well-being and its dimensions i.e., social integration, social acceptance, social contribution, social actualization and social coherence. Before performing the analysis, variables were examined for fulfillment of the assumptions of multiple linear regression e.g., linearity, heteroscedasticity, multicollinearity, normality, and independence. As evident from Table 4, all the assumptions are satisfied.

Table 4 Robustness checks for Multiple Regression Analysis

Criterion	Predictors	R²	Test of robustness					Whether robustness verified
			Linearity Residual Plots	Heteroscedasticity Breusch-Pagan Test *(Range: p < 0.05)*	Multicollinearity Tolerance & VIF *(Range: Tol – 0-1, VIF- 1-9)*	Normality PP Plots	Independence Durbin – Watson *(Range: DW<3)*	
			1	2	3	4	5	
Y₁	X₁	.041	Satisfied	Satisfied	Tol : 1.000 VIF : 1.000	Satisfied	1.862	All Satisfied
Y₁	X₂	.074	Satisfied	Satisfied	Tol : 1.000 VIF : 1.000	Satisfied	1.908	
	X₄	.035	Satisfied	Satisfied	Tol : .996 VIF : 1.004	Satisfied		

Y₁= Academic performance, X₁= Social well-being, X₂= Social Integration, X₄= Social Contribution

Table 5 SLRA: Social Well-being as predictor of Academic Performance of students

Variable	R	R²	ΔR²	F	β	t	Sig	f²
Model 1	(Model Y₁= a + β ₁X₁) Constant: 8.101							
Social Well-being	.20	.041	.036	8.529	.063	2.920	.004	.04

The result of Simple Linear Regression Analysis (SLRA) as depicted in the table-5 clearly indicates when social well-being (SWB) was entered into the model, it accounted for the significant 4.1% of variance in academic performance (R^2 = .041, F = 8.529, p=.004). The beta values (regression coefficient) indicate the relative influence of entered variable, for SWB the beta value (β) was .063(p<.01), suggesting the positive significant impact of social well-being on academic performance among students. Further, Cohen's effect size value (f^2) for overall social well-being was 0.04 which suggested a

small strength of association between social well-being and academic performance. Hence H2$_a$ "*Regression coefficient to predict academic performance based on social well-being will be other than zero among students of different states of India studying in AMU*" stands supported.

Table 6 MLRA: Dimensions of Social well-being as predictors of Academic Performance of students

Dimensions of Social well-being	R	R²	ΔR²	F	β	t	Sig.	f²
(Model $Y_1 = a + \beta_2 X_2$) Constant: 9.442								
A. Social Integration (X₂)	.272	.074	-	16.049	.212	4.002	.000	.07
(Model $Y_1 = a + \beta_4 X_4$) Constant 6.853								
B. Social Contribution (X₄)	.331	.109	.035	12.289	.148	2.823	.000	.12

Dimensions of SWB were considered as predictors and academic performance as criterion to develop a regression model. As depicted in the table-6, out of five dimensions of social well-being, only two (i.e., social integration and social contribution) emerged as significant predictors of academic performance. Firstly, social integration (first dimension of social well-being) was entered into the model and accounted for a significant 7.4% variance (R^2 = .074, F= 16.049, p=.000) in academic performance. Secondly, social contribution (third dimension of social well-being) was added and accounted for an additional 3.5% statistically significant variance (R^2 change= .35, F = 12.289, p=.000) in academic performance of students. The Beta values for Social Integration (β=.212, p<.01) and Social Contribution (β=.148, p<.01) indicating that both were having the significant positive impact on academic performance of students. The effect of social integration was higher than the contribution.

Moreover, Cohen's effect size value for social integration (f^2= 0.07) suggested a small strength and for social contribution (f^2= 0.12) suggested a medium strength. Therefore H2$_b$ "*Regression coefficient to predict academic performance based on dimensions of social well-being will be other than zero among students of different states of India studying in AMU*" is partially supported.

Discussion

The present study explored the impact of social well-being on academic performance of students. Social situation (social well-being) is an important factor in academic performance. University students have been identified as an "at-risk" population, because the age at which most young people start higher education coincides with the age of onset of a range of problem behaviors (e.g., substance abuse and internet addiction) and mental health problems (e.g., depression and anxiety; Wynaden et al. 2013). These psychosocial problems have been progressively highlighted for not only their increased incidence and severity, but also for the close link to negative quality of life, such as poor academic performance, decreased life satisfaction, and even suicidal thoughts (Eisenberg et al. 2009). Kokka (2019) and Alanko and Lund (2019) stated that a connected student is a supported student at school. The results of the present study showed significant positive correlation of social well-being to academic performance. In a nutshell if the social well-being of student is good he/she will be able to perform well in the academic field.

Results presented in table 5 and 6, shows social well-being as whole and social integration and social contribution (two dimensions of social well-being) emerged as significant positive predictors of academic performance among students. Findings of the study showed the importance of social well-being in academic performance of the students. Studies by Chen et al. (2018) and Wrigley (2019) also cited social well-being as one of the key factors in students' school success. They claim that it is a variable that influences students' physical and psychological health, academic performance and personal development, among others. The results of the present study showed that academic performance of students' is positively influenced by social well-being. Interpersonal relationships have great importance during academic life, especially for psychological well-being. Well-being during adolescence can depend on the integration and acceptance of the peer group. Formal social integration positively affected study progress.

Conclusion:

Social well-being (positive social health) significantly impacts academic performance of students. Two factors of social well-being i.e. social integration and social contribution are the significant contributors of student's academic performance. Students who are socially integrated feel that they are the part of the academic environment and have something in common with others who constitute their social reality. Thus they feel committed to the assigned academic task and fulfil the obligations which help them to excel in their academic life. Moreover, Students having the sense of social contribution feel that whatever they do in their academic life is valued by the

people around them and the institution. They find themselves responsible for their contribution in the growth and development of the institution which in turn helps in their academic achievement and to accomplish their academic goal. It can be concluded that having a sense of belonging, social inclusion and being socially valued in the academic environment are important social factors contributing to the academic performance of students.

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