

Factors of Academic Well-being - A Literature Review for Enhanced Learning Experiences

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ABSTRACT

Academic Well-being is increasingly recognized as crucial for students' coping skills and success in an educational setting. This review article aims to explore Academic well-being by analyzing existing literature to identify its multidimensional nature and its various factors, to bridge gaps in its current understanding, and to extract some practical implementations that would help foster the academic well-being of students, thus enhancing their overall learning experience. Through keyword search employed to gather relevant research on Academic Wellbeing from databases such as PubMed, JSTOR, and Frontiers in Science, 45 papers have been included in the review. From these papers, the factors identified are further grouped under 12 broader aspects that determine a student's Academic well-being. Above all the literature review highlights the multidimensional nature of Academic Wellbeing and underscores its importance in educational contexts. These findings offer valuable insights for interventions and policies that can help to create a positive academic environment and promote students' Academic well-being.

Keywords: *Well-being, Academic Well-being, factors of Academic Well-being, Student well-being*

Unlike the 20th century, where students' marks or achievement and performance were the indicators of achievement of institutional goals, the need to impart a wholistic learning experience to the learners is being increasingly accepted. A good amount of research has already been done, to find and explore its determinants, and the factors that facilitate it are being studied experimentally. Emotional well-being in academic contexts is significant in this regard with a positive impact on students' ability to regulate their emotions on their school engagement and academic performance (Suldo & Shaffer, 2008). Studies by Ryan & Deci (2008) and Wentzel (1998) put forth the importance of healthy social relationships and a sense of belonging in ensuring the well-being of students. Also, in their work on the theory of self-determination, Deci & Ryan, 1985 have emphasized that intrinsic motivation is needed for the sustenance of academic engagement and self-regulation. Bandura's Self-efficacy Theory (1986) brings in the importance of cognitive well-being, stating that positive cognitive appraisals and a sense of self-efficacy add to adaptive learning

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strategies and better academic achievement. Physical well-being is another crucial aspect of Academic Wellbeing that acknowledges the interconnectedness between the triad of physical health, cognitive functioning, and academic performance (Donnelly et al., 2016), indicating better Academic Wellbeing when the prior is better maintained. Considering the holistic model of well-being, it is worth noting the environmental dimension as well, which can be catered to through a positive academic environment, a conducive school climate, and healthy student-teacher relationships (Jennings & Greenberg, 2009). The studies conducted till now, and included in this review, have proposed various variables that affect one's Academic well-being. This article aims to put together all this information to gain deeper insights into the nature and definition of Academic Well-being. The second objective of this review is to obtain a holistic view of the factors that influence it, bringing together its various aspects from research done across nations for different population demographics, over the years, and third, to extract some practical ways to enhance it in an educational set-up as suggested in the papers reviewed.

METHODOLOGY

A thorough search of academic journals, conference proceedings, and educational repositories, through various electronic databases was done. The design ensured inclusivity while maintaining specificity to the targeted topic of Academic Wellbeing. Repeated searches on PubMed, Frontiers of Science, and JSTOR databases were conducted using the keywords.

Screening and selection process

The full-length papers found through keyword search were subjected to a two-stage screening process. In the first stage, only titles were screened for relevance to the topic, and studies that did not meet the inclusion criteria were excluded. The papers thus filtered for further screening by abstract only. In the second stage, full-text articles of selected studies were thoroughly examined to ensure they met the rigorous criteria outlined for inclusion in the review. Of the 141 full-length papers screened, 45 have been included in the review.

Inclusion & Exclusion Criteria

- **Inclusion Criteria**

For this review, peer-reviewed articles, conference proceedings, and relevant academic publications were selected regardless of publication date. Information from these sources was extracted as needed, prioritizing the latest findings. Only publications in English were included, comprising primary studies, systematic reviews, and meta-analyses. No restrictions were imposed based on educational level, or geographical distribution of the population. Studies discussing factors of Academic well-being were considered to provide a holistic perspective.

- **Exclusion Criteria**

The research, which did not explore factors of Academic well-being, or was reported in a language other than English, was rejected.

Also, in the case of the same variable studied or the work of the same author(s), preference has been given to the work with a higher citation index.

Data extraction and synthesis

Data extraction was conducted after thoroughly reading each paper, capturing key information from each selected study in an Excel sheet. This included details regarding

study design, participant demographics, theoretical frameworks, and main findings related to Academic Wellbeing.

Limitations and considerations

- The exclusion of non-English publications restricts the scope of this article.
- Considering the cultural aspect of Academic Well-being, it is possible that certain factors have limited applicability, or that they are applicable with certain modifications.
- This is not an exhaustive study of the factors of Academic Wellbeing. Moreover, including papers with full text available has restricted its scope further.

DISCUSSION

Through this review article, an attempt has been made to provide a comprehensive analysis of Academic Wellbeing and its factors, drawing from a wide range of empirical studies across disciplines. A total of 25 of the 46 studies included have highlighted more than one facet of Academic Wellbeing (Table I), supporting its multidimensionality. A diverse range of methodologies have been employed in them, including review papers (07), systematic reviews (02), research papers (26), meta-analysis (02), and discussion articles (16).

Considering the demographics, the researchers are geographically distributed across various countries and continents including 35 from the USA and the remaining from 08 different countries. The review has included studies that have incorporated students from all educational levels, viz. middle and high schools (6, 6 respectively), undergraduates and postgraduates (04), and of all genders. Three papers have not reported the level of students involved in the study.

In the case of quantitative and mixed methodology research studies, standardized tools have been used for assessment and analysis (Table I). These variations are crucial in obtaining a holistic picture of Academic Wellbeing.

Table 1. Factors influencing Academic Well-being

Author	Country	Type of Paper	Sample Size, and components discussed	Analytic Approach	Key Findings/Factors of Academic Wellbeing
Appleton (2008)	USA	Analytical research	NA	Qualitative approach, critical analysis of the concept of student engagement done	autonomy, competence, relatedness
Aulia et. al. (2020)	Indonesia	Systematic Review	NA	Articles published in 2007-2017 used to frame a definition of student well-being and its measurement.	Physical & Mental health, attachment to school, emotions (positive & negative)

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Author	Country	Type of Paper	Sample Size, and components discussed	Analytic Approach	Key Findings/Factors of Academic Wellbeing
Billings (1995)	USA	Discussion	NA	NA	cultural background
Bjork et al. (2013)	USA	Discussion	NA	NA	importance of feedback and reflection, growth mindset, and faith in self, leading to maximal effectiveness
Braem & Egner (2018)	Belgium	Review	NA	Narrative	contextual component
Brayboy (2005)	USA	Discussion	NA	NA	Relevance of cultural & context in education
Diamond (2013)	Canada	Discussion	NA	NA	cognitive flexibility, adaptation
Chrysikos et. al. (2017)	UK	Research	Population - 5,557 students in a UK higher education institution; Sample size – 901 students	mixed methodology, questionnaire & student enrollment information used, analysis done using SEM	family background, pre-entry qualifications, academic and social integration, individual attributes
Compas et. al. (2001)	USA	Discussion	NA	NA	coping and emotional regulation
Donnelly et. al. (2016)	USA	Systematic Review	NA	PRISMA Guidelines	Physical health
Eisenberg et. al. (2007)	USA	Research	2843 University students	Web-based Survey, random sampling, Stata 9.0 program used for analysis	mental health
Eccles, J. S., & Roeser, R. W. (1999)	USA	Discussion	NA	NA	Multiple levels of school organization shape day to day experiences of students and teachers. The influence of school and development upon each other can be studied by the stage-environment fit

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Author	Country	Type of Paper	Sample Size, and components discussed	Analytic Approach	Key Findings/Factors of Academic Wellbeing
Eccles and Wigfield (2002)	USA	Review	NA	A review of theories on expectancy, reasons for engagement, integrating expectancy and value constructs and integrating motivation & cognition, expectancy-value model of achievement discussed	theory. Social support enhances motivation, engagement, emotional resilience, and the overall school climate. Motivation, belief in self-competence & efficacy leads to better performance.
Espelage et. al. (2014)	USA	Research	979 5th – 7th grade students	Survey Method (part of a larger Longitudinal Study), SAS 9.2 used for the analysis	bullying and Harassment as negative influencers
Fedewa A. L. (2011)	UK	Meta-Analysis	NA	59 published & unpublished studies, 52 from the US, and 7 from other countries were included. Statistical analysis was done using methods proposed by Hedges & Olkin.	Physical activity has a significantly positive impact on cognitive outcomes and academic achievement.
Fredrickson (2001)	USA	Discussion	NA	NA	emotional wellbeing
Greenhaus & Powell (2006)	USA	Theoretical research	NA	A theoretical model for work-family enrichment proposed, through instrumental and affective pathways	work-family balance (applicable in the context of academics taking the place of work)

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Author	Country	Type of Paper	Sample Size, and components discussed	Analytic Approach	Key Findings/Factors of Academic Wellbeing
Jennings & Greenberg (2009)	USA	Theoretical research	NA	A prosocial classroom model proposed	Social Support
Kathryn R. Wentzel (1998)	USA	Research	167 sixth-grade students with 82 girls.	Survey Method, questionnaires and achievement data from schools used	Social Support, goal orientation, motivation
Klapp et. al. (2022)	Sweden	Research	Sample: Two birth cohorts, 1998 (N = 9180) and 2004 (N=9775)	Mixed Methods, longitudinal study, data retrieved from Swedish longitudinal database Evaluation Through Follow-up, 2-step stratified sampling, IBM SPSS Statistic 27.0 used for analysis.	Academic Wellbeing is a multidimensional construct with psychological, cognitive, and social dimensions; socioeconomic status
Lent et. al. (1994)	USA	Discussion	NA	NA	self-belief, interest, social support, positive beliefs, goal-setting
Locke and Latham (2002)	Canada	Review	NA	Empirical research on goal setting and motivation in the last 35 years summarised	Motivation, goal setting, and self-efficacy lead to success. Failure is due to errors such as lower goal setting, lack of feedback, or commitment amongst others.
Masten et. al. (2014)	USA	Discussion	NA	NA	socio-economic status, resilience
Markus & Kitayama (1991)	USA	Discussion	NA	NA	Culture and motivation
Marshall et. al. (2012)	Canada	Research	Quantitative study N = 419 Qualitative study N = 14	Mixed Methods; survey, interview & reflective writing used	sense of belonging (peers, teachers, advisors, residents, friends)
Martin and Marsh (2006)	USA	Research	402 high school students (72% girls; 28% boys)	the quantitative approach, factors for a	resilience as an aid to coping and sustenance

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Author	Country	Type of Paper	Sample Size, and components discussed	Analytic Approach	Key Findings/Factors of Academic Wellbeing
Martinot et. al. (2022)	France	Research	623 middle school students (310 boys, 307 girls, 6 didn't report)	measure of academic resilience established, and a model for it proposed Survey method, 3 questionnaires were used, IBM SPSS AMOS and AMOS 25 were used for analysis.	Social (peer & teacher) and family support
Ng & Fisher (2013)	—	Discussion	NA	NA	multidimensionality of Academic Wellbeing, environmental conditions, perception physical health (sleep - quality & duration)
Okano et. al (2019)	USA	Research	100 College students, 47 females	Survey Method, participants' activities are tracked using Fitbit Charge HR	physical health (sleep - quality & duration)
Osterman (2000)	USA	Discussion	NA	NA	Sense of belonging, its impact on behavior and motivation, and thus engagement.
Patricia L. Hardre and Johnmarshall Reeve (2003)	USA	Research	483 rural, public high school students in Iowa District (249 Girls & 234 boys)	Survey Method, 5 questionnaires with a 7-point Likert Scale response used, model tested using structural equation modelling using LISREL 8	Motivation, Autonomy, perceived competence
Pianta & Hamre (2009)	USA	Discussion	NA	NA	*Teachers' classroom performance, gauged by their behavioral interactions with students, is a valid predictor of students' learning gains. *Support provided to teachers in this

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Author	Country	Type of Paper	Sample Size, and components discussed	Analytic Approach	Key Findings/Factors of Academic Wellbeing
Ruggeri et. al. (2020)	USA	Meta-Analysis	NA	Data from the European Social Survey, 2006-2012 was used. Analysis done in R software using lavaan [40] and lavaan survey [35] packages	regard can lead to an improved learning experience and gains by the students. * need for emotional support, and feedback to students. multidimensionality of Academic Wellbeing; competence, emotional stability, engagement, meaning, optimism, positive emotions, positive relationships, resilience, self-esteem, and vitality school burnout, exhaustion, feelings of inadequacy
Salmela-Aro et. al. (2009)	Finland	Research	1418 adolescents (709 girls, 709 boys)	Survey Method, reliability & validity of School burnout inventory established, Mplus version 5.0 used for analysis	Teaching effectiveness, distraction, learner's personality traits, study habits and family environment
Singh et. al. (2017)	India	Research	117 College Students	Survey Method	perfectionism as a Negative influencer
Smith M. et. al. (2017)	Canada/China	Research	1034 undergraduates from Canada (N=449) and China (N=585)	Survey Method, SPSS 22 used for analysis	
Suldo & Shaffer (2008)	USA	Research	349 middle school students, 44 teachers; 60% females, 40% males	Mixed Methodology, examined the existence & utility of the Dual factor model for adolescents using self-report scales, school records, and teacher reports. SAS version 9.1 used for analysis	Stresses the importance of sound mental health for Academic Wellbeing. Students with higher levels of pathology had inferior school grades, math achievement, perceived academic abilities, motivation or self-regulation, and overall health, as well as more social problems and

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Author	Country	Type of Paper	Sample and components discussed	Size,	Analytic Approach	Key Findings/Factors of Academic Wellbeing
Tuominen, et. al. (2008)	Finland	Research	1321 adolescents (707 from lower secondary school (332 girls, 367 boys, 8 - didn't report) and 614 from upper secondary school (367 girls, 237 boys, 1- didn't report))		Mixed Methodology, self-reporting questionnaires used, Mplus statistical package used for analysis	limitations in family activities because of health problems when compared to their peers with complete mental health. subjective well-being, burnout, goal appraisal
Tuovinen et. al. (2020)	Finland	Research	862 9th grade students, 59% girls		a quantitative study, analysis done using IBM SPSS 25 & Mplus 8.2, reliability & validity of social engagement scale in Finnish schools established, and interaction effect of social engagement and introversion on self-esteem, schoolwork engagement, and school burnout examined.	self-esteem, school-work engagement, school burnout, social support
Vallerand (1997)	Canada	Theoretical research	NA		proposed and critically reviewed the hierarchical model of intrinsic & extrinsic motivation	Intrinsic & extrinsic motivation as positive influencers and Amotivation as negative influencers (in terms of incompetence and expectancies of uncontrollability) of Academic Wellbeing

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Author	Country	Type of Paper	Sample Size, and components discussed	Analytic Approach	Key Findings/Factors of Academic Wellbeing
Wang & Degol (2016)	USA	Review	NA	30 years of research from psychology, sociology, education, and economics reviewed	cognition, balance, supportive and inclusive environment
Walton & Cohen (2011)	USA	Research	92 students (African - American, N = 49, European-American, N = 43)	A qualitative approach, 3 years intervention-based study involving interviews; a model for cooperative, inclusive, productive academic culture developed.	Social belonging is a psychological lever that lessens inequalities in achievement and health by reducing stress and improving immune function and physical health.
Widlund et. al. (2022)	Finland	Research	1131 Finnish lower secondary school students from grades 7 & 9	Mixed methods - a longitudinal study (2016-19), analysis done using Mplus narrative	burnout
Yeager & Dweck (2012)	USA	Review	NA		mindset, resilience
Zimmerman and Martinez-Pons (1990)	USA	Research	45 boys & 45 girls	A mixed method, was used on gifted children interview and self-efficacy scales administered.	Perception of self-efficacy leads to goal setting and enhanced performance.

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Table 2. Aspects of Academic Well-being

Aspect/Author	Emotional Well-being	Social Well-being	Motivation	Cognitive Well-being	Mental Health	Environmental well-being	Physical well-being	Purpose & meaning	Autonomy & Control	Cultural Identity Factors & Context	Engagement	Balance
Appleton (2008)				✓					✓			
Aulia et. al. (2020)	✓	✓			✓		✓					
Billings (1995)										✓		
Bjork et al. (2013)			✓	✓								
Braem & Egner (2018)										✓		
Brayboy (2005)										✓		
Chryssikos et. al. (2017)		✓								✓		
Compas et. al. (2001)	✓											
Diamond (2013)	✓			✓								
Donnelly et. al. (2016)		✓					✓					

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Aspect/ Author	Emotional Well-being	Social Well-being	Motivation	Cognitive well-being	Mental Health	Environmental well-being	Physical well-being	Purpose & meaning	Autonomy & Control	Cultural Identity Factors & Context	Engagement	Balance
Eccles, J. S., & Roesser, R. W. (1999)	✓	✓				✓						
Eccles and Wigfield (2002)	✓		✓									
Eisenberg et. al. (2007)					✓							
Espelage et. al. (2014)		✓										
Fedewa A. L. (2011)							✓					
Fredrickson (2001)	✓											
Greenhaus & Powell (2006)												✓
Jennings & Greenberg (2009)		✓										

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Aspect/ Author	Emotional Well-being	Social Well-being	Motivation	Cognitive well-being	Mental Health	Environmental well-being	Physical well-being	Purpose & meaning	Autonomy & Control	Cultural Identity Factors & Context	Engagement	Balance
Kathryn R. Wentzel (1998)		✓	✓									
Klapp et. al. (2022)	✓	✓		✓	✓	✓						
Lent et. al. (1994)	✓	✓	✓								✓	
Locke and Latham (2002)	✓		✓	✓							✓	
Markus & Kitayama (1991)			✓							✓		
Marshall et. al. (2012)		✓										
Martin and Marsh (2006)					✓							
Martinot et. al. (2022)		✓										
Masten et. al. (2014)					✓	✓						

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Aspect/ Author	Emotional Well-being	Social Well-being	Motivation	Cognitive well-being	Mental Health	Environmental well-being	Physical well-being	Purpose & meaning	Autonomy & Control	Cultural Identity Factors & Context	Engagement	Balance
Ng & Fisher (2013)						✓						
Okan et al. (2019)							✓					
Osterman (2000)			✓								✓	
Patricia L. Hardre and John Marshall Reeve (2003)			✓	✓					✓			
Pianta & Hamre (2009)		✓		✓								
Ruggery et al. (2020)	✓	✓	✓	✓	✓						✓	
Salme la-Aro et al. (2009)	✓											
Singh et al. (2017)		✓		✓								
Smith M. et al. (2017)	✓											

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Aspect/ Author	Emotional Well-being	Social Well-being	Motivation	Cognitive Well-being	Mental Health	Environmental well-being	Physical well-being	Purpose & meaning	Autonomy & Control	Cultural Identity Factors & Context	Engagement	Balance
)												
Suldo & Shaffer (2008)					✓							
Tuominen, et. al. (2008)	✓		✓									
Tuovinen et. al. (2020)	✓	✓									✓	
Vallerand (1997)			✓									
Walton & Cohen (2011)		✓										
Wang & Degol (2016)				✓		✓						✓
Widlund et. al. (2022)												
Yeager & Dweck (2012)			✓		✓			✓				

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Aspect/Author	Emotional Well-being	Social Well-being	Motivational	Cognitive	Mental Health	Environmental	Physical	Purpose & Meaning	Autonomy & Control	Cultural Identity	Engagement	Balance
Zimmerman and Martinez-Pons (1990)	✓		✓									

Concept of Academic Well-being

As observed in various studies, Academic well-being has mostly been conceptualized through its dimensions and sub-dimensions (Widlund et. al., 2021), such as emotional, social, cognitive, physical, and environmental. Ng & Fisher (2013) also support the multi-dimensional and multi-level nature of well-being in general, and further state that it comprises of both internal subjective perceptions and external objective conditions of the environment. In support of the same Ruggeri (2020) and Tuominen et. al. (2008), both proposed that well-being be measured by a multi-dimensional tool over a single-dimensional construct and have given 10 dimensions for it (competence, emotional stability, engagement, meaning, optimism, positive emotions, positive relationships, resilience, self-esteem, and vitality), respectively. The same has been substantiated by Klapp et. al. (2023) employing a longitudinal study proposing that school well-being is a multi-dimensional construct with psychological, cognitive, and social dimensions and it should be assessed accordingly. The role of mindset, self-efficacy, and positive emotions in academic settings provide insight into the emotional well-being of the pupil (Dweck, 2006, Yeager & Dweck, 2012), while engagement, mastery, intellectual stimulation, and cognitive flexibility give knowledge about the level of their cognitive well-being (Bandura, 1977; Diamond, 2013). Aulia et al (2020) in a systematic review of students' well-being have put forth Physical & Mental health, attachment to school, and emotions (positive & negative) as the influencing factors of it. The extent of social well-being can be gauged by their social interactions, peer relationships, and student-teacher relationships within the academic context (Bandura, 1977). Fedewa A. L. (2011) has highlighted in a meta-analysis the existence of a significant positive relationship between physical activity and cognitive outcomes, and also between physical activity and academic achievement. In addition, the review highlighted potential cognitive benefits of physical activity such as improved attention and concentration, which are again important for academic success, and the ultimate impact on Academic well-being. Environmental influences on well-being can be summarised in terms of autonomy, competence, and relatedness in educational settings (Deci & Ryan, 1980). There is evidence that a better match between students' traits and the school environment positively influences academic motivation thus providing better chances for Academic Wellbeing. The role of school climate in student outcomes indicating a need for supportive environments has also been discussed by Wang and Degol (2016).

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Several theoretical models and frameworks such as the self-determination theory of Ryan & Deci (1985), the Social Cognitive Theory by Bandura, and much recent positive psychology have contributed to the conceptualization of Academic Wellbeing. While Self-determination theory posits that traits such as intrinsic motivation, autonomy, and competence are vital for well-being in the academic domain, social cognitive theory emphasizes the role of personal agency, self-efficacy, and observational learning for the sustenance of Academic well-being. Likewise, Positive Psychology's focus on one's strengths, resilience, and flourishing has enabled a better understanding of the positive aspects of Academic Wellbeing. Put together these frameworks provide the foundation for fostering a positive and holistic academic experience, and thus for Academic Well-being. This is supported by a study done by Masten, 2014 in which students with better resilience can adapt better and overcome adversities, which aids them in psychological well-being and better academic performance. Compass et. al. (2001) discusses how effective coping mechanisms contribute to sustained well-being by mitigating the negative impact of academic stressors and promoting adjustment leading to a positive academic experience.

The cultural and contextual aspects of Academic well-being can be drawn upon the Cultural-Historical Activity Theory by Vygotsky, 1978 which discusses their role in shaping academic practices and the concept of well-being. Brayboy, 2005 has discussed the crucial role the cultural identity of a student plays in enabling them to adapt to a new educational environment. He talks about ways Indian students can be helped in pursuing their higher studies in the USA. Markus & Kitayama (1991) have thrown light on the effect of individualistic and collectivistic cultures on Academic Wellbeing in terms of students' cognition, emotions, and motivation. The perception of self, originating from one's cultural background, decides the level of adaptation to practices new to them. (Markus & Kitayama, 1991) The impact of contextual factors extends to cognitive well-being as well (Braem & Egner, 2018), an integral part of Academic well-being.

Eccles and Roeser (2009) explore schools as developmental contexts, blending developmental psychology, education, and sociology to understand their influence on Academic well-being and socio-emotional development. They have suggested providing ample opportunities for students to fulfill their basic social needs that would then reinforce positive normative developmental pathways.

While Academic well-being encompasses a broad range of factors, often focussing on positive aspects, there are also negative aspects or challenges that individuals may face such as peer pressure (Singh S, et al., 2017), feelings of exhaustion & cynicism, (Salmela-Aro et al., 2009), perfectionism (Smith MM, et al., 2017), bullying & harassment (Espelage DL, et al., 2014), and school burnout (Tuovinen et. al., 2020, Widlund et. al. 2022).

Factors and Aspects of Academic Well-being

As shown in Table I, the papers included in this review state many contributors of Academic Wellbeing. Based on common emphasis and elementary support, the authors have identified 17 key factors that impact Academic Wellbeing, namely, engagement, autonomy, supportive environments, physical and mental health, the balance of academic and personal life, feedback and reflection, intrinsic motivation, goal setting, social support, cultural context, sense of belonging, emotional well-being, supportive environment, cognitive well-being, purpose and meaning in life, academic competency, and resilience.

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Ruggeri et. al., 2020 provide support for a positive correlation between engagement and academic success. Appleton (2008) in their critical analysis of the concept of student engagement has identified autonomy, competence, and relatedness as the required traits. Osterman (2000) has discussed the sense of belonging, its impact on behavior and motivation, and thus engagement stating that the two have a positive relation.

Reeve et. al (2003) consider autonomy being instrumental in fostering intrinsic motivation and better academic performance, which is also in alignment with the key findings of Deci & Ryan's Self-determination Theory (1985). Intrinsic motivation and academic achievement have been positively correlated by Vallerand (1997). In line with this, goal setting has been identified as an enhancer of both motivation and performance (Locke & Latham, 2002; Zimmerman and Martinez-Pons, 1990). Chrysikos et. al., 2017 conducted a successful study on the implementation of Tinto's Model (1975), supporting the positive role of supportive environments in gaining student retention, as also validated by Pascarella & Terenzini, 1991. Martinot et al. (2022) researched 623 middle-school students and concluded that support from both teachers and peers leads to better engagement of students. Lent et al. (1994) have identified self-belief, interest, social support, positive beliefs, and goal-setting as factors influencing the academic interest and performance of students.

Physical and mental health, evidenced by Eisenberg et al. (2007), correlate significantly with academic performance. Balancing academics and personal life, per Greenhouse & Powell (2006), enhances persistence and success. Feedback and reflection, supported by Hattie and Timperley (2007) and Bjork et al. (2013), improve learning outcomes. Pianta and Hamre (2009) have emphasized the need for emotional support, and feedback to students to enhance the overall classroom process.

Brayboy (2005) and Billings (1995) provide evidence in support of academic engagement and satisfaction being promoted by cultural connectivity.

It is worth noting that these factors are interconnected under the broader domains of well-being, as well as environmental and socio-cultural aspects. For instance, research by Ruggeri et. al. (2020) demonstrates a positive correlation between student engagement and academic achievement, underscoring the role of engagement in fostering well-being and success. Similarly, studies by Walton & Cohen (2012) and Marshall et. al. (2012) emphasize the significance of a sense of belonging in predicting academic success and persistence among students from diverse backgrounds. Social belonging is a psychological lever that lessens inequalities in achievement and health by reducing stress and improving immune function and physical health (Walton & Cohen, 2012). Emotional Well-being contributes to higher academic engagement and performance (Suldo & Shaffer, 2008; Fredrickson, 2001). It encompasses positive affect, emotional regulation, and reduced stress levels. A positive and supportive academic environment includes school climate and teacher-student relationships. It contributes to students' well-being and academic success (Jennings & Greenberg, 2009). Cognitive Well-being, involves positive cognitive appraisal, academic self-efficacy, and a growth mindset. It influences academic achievement and adaptive learning strategies (Bandura, 1986). Research by Yeager & Dweck (2012) on mindset and goal orientation highlights the significance of students finding purpose and meaning in their academic pursuits. Eccles and Wigfield (2002) found that students perceiving themselves as academically competent demonstrate higher motivation, persistence, and achievement, highlighting competence's pivotal role in Academic Wellbeing. Martin and Marsh (2006)

found that students with higher levels of resilience reported greater academic satisfaction, engagement, and motivation, leading to better academic outcomes over time.

Considering this interconnectedness and inter-dependence of the factors mentioned above, an attempt has been made to group them under 13 broader categories listed in Table II as aspects of Academic well-being. Emotional Well-being (Positive emotions, Burnout, Perfectionism), Social Well-being (Social Support, Sense of Belonging, Bullying & Harassment), and Motivation (Motivation, Goal Setting, Mindset) come out as the most crucial aspects of Academic well-being, which have been cited in 15, 16 and 13 papers each, respectively. Cognitive Well-being (Problem-solving abilities, Competence, Feedback & Reflection) and Mental Health (Mental Health, Resilience) have been considered to be crucial in 10 and 08 papers, respectively. While other aspects include Physical Well-being (Adequate sleep, nutrition, and exercise), Environmental Well-being (supportive academic environment, resources, and infrastructure, Socio-economic Status), Purpose & Meaning, Autonomy & Control, Cultural Identity Factors & Context, Engagement & Balance. This analysis further gives a comprehensive overview of various domains of students' lives that must be considered to enhance their Academic Well-being effectively.

Practical Implications and Policy Recommendations

Based on the papers reviewed, educational institutions should create environments that support both academic and emotional well-being by implementing programs focused on mental health and resilience (Ruggeri, 2020). The policies adopted should be tailored to accommodate diverse student needs, advocating for flexible learning environments and personalized support systems (Tuominen et al., 2008). Klapp et al. (2023) emphasize the importance of strong teacher-student relationships. They also advocate for policies that promote professional development in emotional intelligence for teachers. Culturally responsive teaching practices and policies integrating students' cultural backgrounds into the curriculum should be implemented (Ng & Fisher, 2013; Markus & Kitayama, 1991). Yeager & Dweck (2012) argue that educational policies should promote a growth mindset by training teachers to encourage resilience and persistence in students. Academic demands should be balanced with mental health support by adopting policies that reduce unnecessary academic pressure (Widlund et al., 2022). Bandura (1994) emphasizes the role of self-efficacy in academic success, recommending policies that incorporate self-efficacy-building activities into the curriculum. Resilience-building programs and supportive school relationships to help students overcome adversity and succeed academically should be incorporated (Masten, 1990). Diamond (2013) suggests that educational policies should prioritize the development of executive functions in students. A way to do this, as proposed by the author, could be by integrating cognitive activities into daily routines. Brayboy (2005) calls for the recognition of Indigenous knowledge systems in educational policies to enhance the Academic Wellbeing of Indigenous students. Braem & Egner (2018) advocate for cognitive training programs to improve students' executive functions and overall academic performance. Eccles & Roeser (2011) emphasize the importance of supportive school environments, recommending policies that ensure access to counseling and extracurricular activities. Wang & Degol (2016) suggest focusing on improving school climate and student engagement are key factors in promoting academic well-being. Singh et al. (2017) have recommended integrating social-emotional learning into the curriculum as essential for students' academic and emotional well-being. Salmela-Aro et al. (2009) suggest policies aimed at reducing student burnout by balancing workloads and promoting a positive school climate. Smith MM et al. (2017) advocate for the inclusion of mindfulness programs in schools to reduce stress and enhance focus, improving Academic Wellbeing. Espelage et al. (2014) stress on implementation of anti-bullying policies to ensure a safe, inclusive

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environment crucial for students' well-being. Tuovinen et al. (2020) recommend targeted mental health support during key transitions, such as moving from primary to secondary school. Widlund et al. (2022) have emphasized the need for comprehensive policies addressing both academic and emotional well-being through integrated support systems. Educators and policymakers can use this review to promote Academic Well-being through targeted interventions. It is worth noting that 7 studies (Suldo & Shaffer (2008); Kathryn R. Wentzel (1998); Martinot et. al. (2022); Marshall et. al. (2012); Singh et. al. (2017); Pianta & Hamre (2009); Eccles, J. S., & Roeser, R. W. (1999)) have included teachers' role in measuring the extent of Academic Wellbeing and finding ways to enhance it. This reiterates the need to groom and equip teachers with the required training and tools for catering to students' needs for their Academic Well-being.

Future directions for research

Though the review takes into account a wide variety of research methodologies employed for exploring Academic Wellbeing, the concept, and its factors, future research should aim for standardized methodologies and a longitudinal approach to study the impact of these factors on the overall academic performance and success of students. It is worth noting that the article heavily draws upon correlational analysis for establishing relations between Academic Wellbeing and its factors or sub-dimensions, this should motivate experimental studies to establish a direct relationship between the two. This would provide a strong foundation for this area through empirical research, and also, better ways of enhancing Academic well-being would emerge in the process. The role of various agencies of education in fostering the Academic Well-being of students is also an area that needs to be explored through standardized methodologies.

CONCLUSION

Drawing upon a diverse range of methodologies and demographics, the article provides one with a comprehensive overview of the concept, factors, and aspects of Academic Wellbeing, highlighting the interconnectedness of the factors. The multidimensional and multi-level nature of Academic Wellbeing has also been captured. By doing so, the review provides a foundation for further theory development, the use of evidence-based methodologies, and continued research aimed at promoting Academic Wellbeing among students worldwide. These factors play a crucial role in determining and fostering students' academic success and satisfaction, a common view drawn from a majority of the studies. The study brings forth a variety of practical recommendations for fostering Academic well-being, as picked up from the research papers. Further needed are collaborative efforts among educators, administrators, and mental health professionals to design interventions that would provide supportive learning environments (Pascarella & Terenzini, 1991; Eisenberg et al., 2007).

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