

LEARNERS' PSYCHOLOGICAL WELL-BEING AND ACADEMIC PERFORMANCE IN THE MIDST OF HEALTH CRISIS: A CORRELATIONAL STUDY

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Abstract

The major problem of the study was to determine the effects of learners' psychological well-being in the midst of pandemic on academic performance. The study made use of the descriptive-correlational method of research. The study adopted the psychological well-being instrument (PWB) with a validity index ranging from 0.72 to 94. The respondents of the study were selected college learners studying in one higher education institutions in Malolos City. The data were presented using tables and the results of the study were tabulated and processed using Statistical Packages for Social Sciences (SPSS). The results of the study revealed that learners' psychological well-being mean was "a little agree" - 5.29. The "a little agree" mean was manifested by the following indicators: (1) Autonomy - 4.98, (2) Environmental mastery - 4.85, (3) Personal Growth - 5.66, (4) Positive relation with others - 5.57, (5) Purpose in Life - 5.55, and (6) Self-acceptance - 5.10. Moreover, learners' over-all mean of academic performance is 1.65 (Accomplished) with a standard deviation of 0.31451. The accomplished mean is manifested by the following indicators: (1) Exemplary - 22.77%, (2) Proficient - 19.72%, (3) Accomplished - 34.98%, (4) Emerging - 11.97%, (5) Beginner - 10.56%, and (6) Failed - 0%. Hence, the study also revealed that, learners' psychological well-being in the midst of health crisis exert significant effects with academic performance.

Keywords: Learners' Psychological Well-Being, Academic Performance, Health Crisis, Pandemic, COVID-19

Introduction (TIOC Approach)

The COVID-19 health crisis had an unparalleled effect on societies. Governments around the world have employed various 'lockdown' approaches to 'flatten the curve' and elude the overstraining the healthcare system, mostly the intensive care units. This impacts the world population, either through direct health effects or by the succeeding global economic crisis which is now unfolding (Brand, 2020) [4]. Undoubtedly, most of the members of societies if not all, have dwell with their well-being, more specifically when it comes to their psychological well-being.

Psychological well-being is a concept that cuddles emotional or psychological well-being, unruffled with social and collective well-being. The quality of life is like psychological well-being in a sense that it includes emotional, social, and physical components. Together, it is often used in healthcare research to specify how someone's well-being may be impacted over time by a medical condition, thus muddying its conceptual clarity and specificity. Hence, new designs of psychological interventions put psychological well-being at the core of mental health (Eiroa-Orosa, 2020).

Clearly, many individual will experience a rise in psychological/mental distress symptoms, such as anxiety and depression, during these extraordinary times when individuals have been required to

extremely change their day-to-day way of life (Haw, 2021). A substantial degree of psychological distress was reported along with this health crisis, particularly among healthcare workers, quarantined individuals, and COVID-19 survivors and their family members, teachers and learners, senior citizens, and other vulnerable sectors (Brooks, et.al., 2020) [5].

The Learners that are challenged with the drastic changes in the educational implementation must adjust to a new normal learning situation while under increased academic pressure. The months of community quarantine have affected the lives not only of the front liners and workers but most likely the young generations, specifically, the learners.

Hence, learners' academic performance may also be drastically affected if their psychological well-being was not put into priority. Therefore, learners' psychological well-being must be the top priority service that must be given to every student.

The objective of the present study was to determine the effects of learners' psychological well-being in the midst of pandemic on their academic performance. Hence, the results of the study may be used to improve the services and programs that every higher educational institution was providing to their clientele.

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Theoretical / Conceptual Framework (SEC Approach)

The study is theoretically anchored on Ryff's psychological well-being (as cited on Gupta and Parimal, 2020) theoretical model which comprises six diverse facets of positive functioning, namely (1) autonomy, (2) environmental mastery, (3) personal growth, (4) purpose in life, (5) positive relations with others and (6) self-acceptance. This model was developed based on a thorough study of human functioning. Ryff's theoretical model of psychological well-being has been adopted in a large number of empirical studies conducted in various contexts, including adolescent samples.

The above mention theory is believed useful in this study since the research aim to determine the psychological well-being of learners and its effects on academic performance. Given that learners' are going through a transitional period from old normal to new normal of education, college learners are likely to share similar aspects of positive functioning.

Statement of the Problem

The major problem of the study was to determine effects of learners' psychological well-being in the midst of health crisis on academic performance. Specifically, the study sought answer to the following problems:

1. How may the learners' psychological well-being in the midst of health crisis be described in terms of the following indicators?
 - 1.1 Autonomy
 - 1.2 Environmental Mastery
 - 1.3 Personal Growth
 - 1.4 Positive Relations with others
 - 1.5 Purpose of life
 - 1.6 Self-acceptance
2. What is the level of learners' academic performance?
3. Does learners' psychological well-being in the midst of health crisis exert significant effects on academic performance?
4. What implications may be drawn based on the findings of the study?

Scope and Delimitation

The focus of the study was to determine the effects of learners' psychological well-being on academic performance.

A reliable and validated survey questionnaire was used in the study. The questions are related with the psychological well-being of the learners focusing on six aspects namely: (1) autonomy, (2) environmental mastery, (3) personal growth, (4) purpose in life, (5) positive relations with others and (6) self-acceptance. The general weighted average of

learners was utilized as the learners' academic performance.

The respondents of the study were the college learners from one higher educational institution in Malolos City enrolled during the academic year 2020-2021.

Ethical Consideration/s

The following ethical considerations were considered during the conduct of the study:

1. The dignity and wellbeing of learners was protected. The researcher ensured that there was no harmed in any form or placed in an uncomfortable position.
2. The researcher obtained from the respondents an informed consent that includes essential information, i.e., who the researcher is, the intent of the study, the data to be collected, level of commitments, etc. Respondents was also be inform that participating in the study is voluntary, ensuring no coercion or deception in participation.
3. The research data remained confidential throughout the study. The researcher obtained the respondents' permission to write their real names on the survey to navigate their performance more conveniently. Respondents were also informed that their names will not appear in the final paper.

Methodology

Research Design

The descriptive-correlational method of research was utilized in this study to determine the effects of learners' psychological well-being in the midst of health crisis on academic performance. Correlational research is a systematic investigation of the relationship present between two or more variables. The study used a quantitative research approach in analyzing and understanding the predictor and criterion variables.

Descriptive. The study made used of survey instrument to assess the learners' psychological well-being in the midst of health crisis.

Correlation. A regression analysis was used to determine the effects of psychological well-being on academic performance.

Respondents of the Study

The respondents of the study were college learners randomly selected from one higher educational Institution from Malolos City. Raosoft sample size online calculator was utilized to determine the sample size of the respondents with the following

standards: (1) margin of error of 5% and (2) confidence level of 95%.

Instrument of the Study

The study adopted the instrument psychological well-being (PWB) (Gupta, et.al., 2020) with a Cronbach's alpha ranging from 0.72 to 0.94. The PWB is a 42-item questionnaire with the following six dimensions: (1) Autonomy, (2) Environmental Mastery, (3) Personal Growth, (4) Positive Relations

with others, (5) Purpose of life, and (6) Self-acceptance.

Data Collection and Analysis

The data collected was tabulated and processed using Statistical Packages for Social Sciences (SPSS). The following statistical procedure was employed in analyzing the data:

- Learners' psychological well-being was assessed using the following scale:

Rating Scale	Range	Verbal Interpretation
7	6.49 - 7.00	Strongly agree
6	5.50 - 6.49	Somewhat agree
5	4.50 - 5.49	A little agree
4	3.50 - 4.49	Neither agree nor disagree
3	2.50 - 3.49	A little disagree
2	1.50 - 2.49	Somewhat disagree
1	1.00 - 1.49	Strongly disagree

- Documentary analysis was used to measured learners' academic performance.

Regression analysis was utilized to determine the effects of learners' psychological well-being on academic performance.

Results and Discussions

A persons' psychological dimension of well-being is the combination of positive affective states such as happiness and functioning with optimum

effectiveness in one's social life (Amalu, 2018) [1]. According to Salami (2018), Psychological well-being can be viewed as a dynamic index of quality of life at the individual and collective levels.

Learners' psychological well-being in terms of autonomy

Table 1 depicts the learners' psychological well-being in the midst of health crisis in terms of autonomy.

Table 1

Indicators	Mean	Interpretation
1. I am not afraid to voice my opinions even when they are in opposition to the opinions of most people	4.79	A Little Agree
2. My decisions are not usually influenced by what everyone else is doing	5.00	A Little Agree
3. I have confidence in my opinions even if they are contrary to the general consensus	4.91	A Little Agree
4. Being happy with myself is more important than having others approve of me	5.81	Somewhat Agree
5. I do not tend to worry what other people think of me	4.86	A Little Agree
6. I do not often change my mind about decisions if my friends and family disagree	4.65	A Little Agree
7. It is not difficult for me to voice my own opinions on controversial matters	4.54	A Little Agree
Average	4.94	A Little Agree

It can be seen in table 1 that the mean of learners' psychological well-being in terms of autonomy is "a little agree" (4.94). The "a little agree" was manifested by the following indicators namely; (1) I am not afraid to voice my opinions even when they are in opposition to the opinions of most people - 4.79, (2) My decisions are not usually influenced by what everyone else is doing - 5.00, (3) I have confidence in my opinions even if they are contrary to the general consensus - 4.91, (4) Being happy with myself is more important than having others

approve of me - 5.81, (5) I do not tend to worry what other people think of me - 4.86, (6) I do not often change my mind about decisions if my friends and family disagree - 4.65, and (7) It is not difficult for me to voice my own opinions on controversial matters - 4.54.

Learners' psychological well-being in terms of environmental mastery

Table 2 shows the learners' psychological well-being in terms of environmental mastery.

Table 2

Indicators	Mean	Interpretation
1. I am quite good at managing the many responsibilities of my daily life	5.05	A Little Agree
2. I generally do a good job of taking care of my personal finances and affairs	5.02	A Little Agree
3. I am good at juggling my time so that I can fit everything in that needs to be done	5.09	A Little Agree
4. I have been able to build a home and a lifestyle for myself that is much to my liking	4.92	A Little Agree
5. I fit very well with the people and the community around me	4.84	A Little Agree
6. I do not often feel overwhelmed by my responsibilities	4.38	Neither agree nor disagree
7. I do not have difficulty arranging my life in a way that is satisfying to me	4.60	A Little Agree
Average	4.85	A Little Agree

It can be gleaned from table 2 that the learners' psychological well-being in terms of environmental mastery has a mean of "a little agree" (4.85). The "a little agree" mean was revealed by the following indicators: (1) I am quite good at managing the many responsibilities of my daily life - 5.05, (2) I generally do a good job of taking care of my personal finances and affairs - 5.02, (3) I am good at juggling my time so that I can fit everything in that needs to be done - 5.09, (4) I have been able to build a home and a lifestyle for myself that is much to my liking - 4.92,

(5) I fit very well with the people and the community around me - 4.84, (6) I do not often feel overwhelmed by my responsibilities - 4.38, and (7) I do not have difficulty arranging my life in a way that is satisfying to me - 4.60.

Learners' psychological well-being in terms of personal growth

Table 3 pronounces the learners' psychological well-being in terms of their personal growth.

Table 3

Indicators	Mean	Interpretation
1. I think it is important to have new experiences that challenge how you think about the world	6.06	Somewhat agree
2. I have the sense that I have developed a lot as a person over time	5.69	Somewhat agree
3. I am interested in activities that will expand my horizons	5.76	Somewhat agree
4. I want to try new ways of doing things - my life is fine the way it is	5.84	Somewhat agree
5. When I think about it, I Have really improved much as a person over the years	5.69	Somewhat agree
6. I enjoy being in new situations that require me to change my old familiar ways of doing things	5.51	Somewhat agree
7. There is no truth in the saying that you can't teach an old dog new tricks	5.06	A Little Agree
Average	5.66	Somewhat agree

It can be seen in table 3 that the learners' psychological well-being in terms of their personal growth has a mean of "Somewhat Agree" (5.66). The "Somewhat Agree" mean was shown by the following indicators: (1) I think it is important to have new experiences that challenge how you think about the world - 6.06, (2) I have the sense that I have developed a lot as a person over time - 5.69, (3) I am interested in activities that will expand my horizons - 5.76, (4) I want to try new ways of doing things - my life is fine the way it is - 5.84, (5) When I think about it, I Have really improved much as a

person over the years - 5.69, (6) I enjoy being in new situations that require me to change my old familiar ways of doing things - 5.51, and (7) There is no truth in the saying that you can't teach an old dog new tricks - 5.06.

Learners' psychological well-being in terms of positive relations with others

Table 4 depicts the learners' psychological well-being in terms of their positive relations with others.

Table 4

Indicators	Mean	Interpretation
1. Most people see me as loving and affectionate	5.10	A little agree
2. I enjoy personal and mutual conversations with family members or friends	5.80	Somewhat agree
3. People would describe me as a giving person, willing to share my time with others	5.53	Somewhat agree
4. I know that I can trust my friends and they know that they can trust me	5.95	Somewhat agree
5. I do not feel lonely because I have close friends with whom to share my concerns	5.35	A little agree
6. I have many people who want to listen when I need to talk	5.02	A little agree
7. It is fine to me that most other people have more friends than I do	6.26	Somewhat agree
Average	5.57	Somewhat agree

Table 4 shows that the learners' psychological well-being in terms of positive relation with others has a mean of "Somewhat agree" (5.57). The mean of "Somewhat agree" was manifested by the following indicators: (1) Most people see me as loving and affectionate - 5.10, (2) I enjoy personal and mutual conversations with family members or friends - 5.80, (3) People would describe me as a giving person, willing to share my time with others - 5.53, (4) I know that I can trust my friends and they know that they can trust me - 5.95, (5) I do not feel lonely

because I have close friends with whom to share my concerns - 5.35, (6) I have many people who want to listen when I need to talk - 5.02, and (7) It is fine to me that most other people have more friends than I do - 6.26.

Learners' psychological well-being in terms of purpose of life

Table 5 depicts the learners' psychological well-being in terms of their purpose in life.

Table 5

Indicators	Mean	Interpretation
1. I am an active person in carrying out the plans I set for myself	5.29	A Little Agree
2. I enjoy making plans for the future and working to make them a reality	5.70	Somewhat agree
3. I tend to focus on the future, because the future brings me Good life	5.63	Somewhat agree
4. My daily activities often seem important to me	5.50	Somewhat agree
5. I have a good sense of what it is I am trying to accomplish in life	5.59	Somewhat agree
6. I set goals for myself, It is not a waste of time	5.79	Somewhat agree
7. I do not feel I have done all there is to do in life	5.33	A Little Agree
Average	5.55	Somewhat agree

As seen in table 5, the learners' psychological well-being in terms of purpose in life has a mean of "Somewhat agree" (5.55). The "Somewhat agree" mean was manifested by the following indicators: (1) I am an active person in carrying out the plans I set for myself - 5.29, (2) I enjoy making plans for the future and working to make them a reality - 5.70, (3) I tend to focus on the future, because the future brings me Good life - 5.63, (4) My daily activities often seem important to me - 5.50, (5) I have a good sense of what it is I am trying to accomplish in life - 5.59, (6) I set goals for myself, It is not a waste of

time - 5.79, and (7) I do not feel I have done all there is to do in life - 5.33.

Learners' psychological well-being in terms of self-acceptance

Table 6 revealed the learners' psychological well-being in the midst of health crisis in terms of self-acceptance.

Table 6

Indicators	Mean	Interpretation
1. I have made some mistakes in the past, but feel that all in all everything has worked out for the best	5.82	Somewhat agree

2. The past had its ups and downs, but in general I wouldn't want to change it	5.31	A Little Agree
3. When I compare myself with friends and acquaintances, it makes me feel good about who I am	4.19	Neither agree nor disagree
4. In general, I feel confident and positive about myself	5.07	A Little Agree
5. I do not feel that many of the people I know have got more out of life than I have	4.83	A Little Agree
6. In many ways, I do not feel disappointed about my achievements in life	5.32	A Little Agree
7. My attitude about myself is probably as positive as most people feel about themselves	5.19	A Little Agree
Average	5.10	A Little Agree

Table 6 reveals that the learners' psychological well-being in the midst of health crisis in terms of self-acceptance is "a little agree" (5.10). The "a little agree" mean was manifested by the following indicators namely: (1) I have made some mistakes in the past, but feel that all in all everything has worked out for the best - 5.82, (2) The past had its ups and downs, but in general I wouldn't want to change it - 5.31, (3) When I compare myself with friends and acquaintances, it makes me feel good about who I am - 4.19, (4) In general, I feel confident and positive about myself - 5.07, (5) I do not feel that many of the people I know have got more out of life than I have - 4.83, (6) In many ways, I do not feel disappointed about my achievements in life - 5.32, and (7) My attitude about myself is probably as positive as most people feel about themselves - 5.19.

On A study conducted by Cao et al. (2020) [7], The hostile impact of epidemic-related loneliness and lack of control on the mental health and psychosocial well-being of learners resulting in poor performance in school. Moreover, looking into the psychological

well-being of learners and guiding learners on how they can improve their psychological well-being via positive psychology concepts may prepare learners with skills and knowledge that may have lasting positive effects on their academic performance and in the long term in their lives (Li, et.al, 2019) [13].

Learners' academic performance

According to Carter (2017) [8], Learners' academic performance is defined as the level of performance in written works and exams. How students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers, within this work measured from the standpoint of academic grades. Moreover, academic performance is often considered as the only indicator of school success and achievements it is measured through varying criteria that define the amount of learning acquired in the classroom.

Table 7 depicts the learners' academic performance.

Table 7

Indicators	Frequency	Percentage
1.00-1.24 (Exemplary)	97	22.77
1.25-1.49 (Proficient)	84	19.72
1.50-1.74 (Accomplished)	149	34.98
1.75-1.99 (Emerging)	51	11.97
2.00-3.00 (Beginner)	41	10.56
3.00 below (Failed)	0	0
Total	426	100
Mean	1.65 (Accomplished)	
Std. Deviation	.31451	

As seen on table 7, learners' over-all mean of academic performance is 1.65 (Accomplished) with a standard deviation of 0.31451. The accomplished mean is manifested by the following indicators: (1) Exemplary - 22.77%, (2) Proficient - 19.72%, (3) Accomplished - 34.98%, (4) Emerging - 11.97%, (5) Beginner - 10.56%, and (6) Failed - 0%.

The learners' academic performance is not only measured as the fruit of learners' labor more so as

the by-product of the quality of teaching and the effectiveness of the school learning environment (Nganga, et.al, 2019) [15].

Regression analysis of learners' psychological well-being on academic performance

The majority of researchers considering at the relationship between psychological well-being and academic performance have studied academic

performance as merely an outcome of psychological well-being (Woodward, et.al, 2020).

Table 8 shows the effects of learners' psychological well-being on their academic performance.

Table 8

Variables	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	77.214	1.273		60.677	.000
Autonomy	.956	.390	.146	2.453	.015
Environmental Mastery	.190	.373	.030	.509	.611
Personal Growth	1.160	.213	.287	5.455	.000
Positive Relations with others	.294	.434	.057	.677	.499
Purpose of life	.394	.416	.079	.948	.044
Self-acceptance	.124	.388	.027	.321	.019
R-squared = .145					
F-value = 20.569					
p-value = .000					
alpha = 0.05					

Table 8 shows that the f-value equal to 20.569 which is more than the p-value .000, which is lower than the alpha value of .05. This indicates that learners' psychological well-being bears significant effects on academic performance when considering the jointed effects of all the variables of psychological well-being.

The regression analysis also accounts for individual effects. It can be seen from the data's beta coefficients that Personal Growth is the best predictor (.287), followed by Autonomy (.146), Purpose of life (.079), Positive Relations with others (.057), Environmental Mastery (.030), and Self-acceptance (.019).

On a similar study conducted by Bordbar, et.al. (2019) [3] acclaimed that it appears that learners' psychological well-being is one of the factors that significantly impact academic performance. Consequently, the psychological well-being of learners must be placed into consideration when they are facing changes and adjustments for the learners to achieved academic goals.

Implications

The results of the study explored the effects of learners' psychological well-being in the midst of pandemic on academic performance. It has been articulated in the present study that learners' psychological well-being exert significant effects on academic performance.

Hence, one of the important services an educational institution may give to the learners' are the psychosocial support and mental health programs that significantly helps learners' combat mental health issues and challenges they faced in the midst of this health crisis. Such programs may help students increase their psychological well-being.

Conclusion and Recommendations

In light of the findings of the study, the following conclusions and recommendations are put forth.

Learners' psychological well-being in the midst of health crisis and even in the next normal should be considered by educational institutions as paramount factors that affects their academic performance. Hence, educational institutions may look into possibilities of reviewing, evaluating and revising their psychosocial support and mental health programs and aligned it to the present need of their learners.

Learners' academic performance in the midst of pandemic may be affected by several factors not only by their psychological well-being. Whist, educational institutions may look into other factors that might affect learners' academic performance to further enhance the different services given by schools to their learners.

Conflict of Interest

There is no conflict of interest by the author in this manuscript.

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