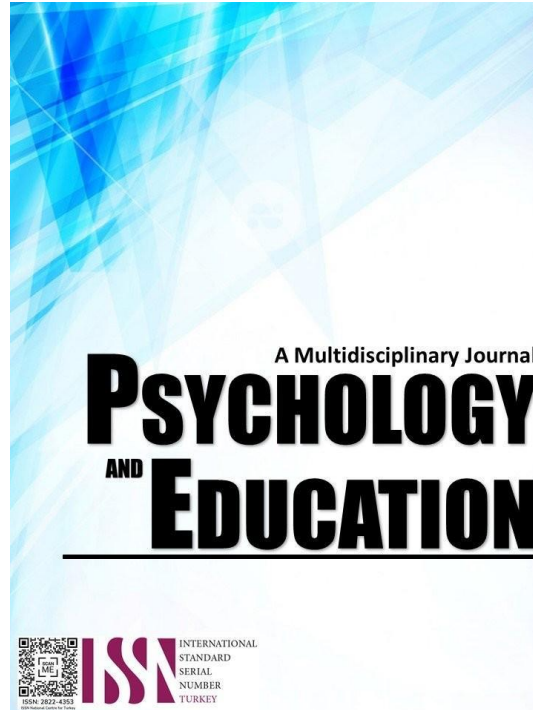


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Assessment of Scholar Behaviors, Well-Being, and Academic Performance Among Scholars

Wiranie B. Valentin,* Rhey Manuel A. Siao Jr., Nenita I. Prado

For affiliations and correspondence, see the last page.

Abstract

This study developed a causal model examining scholars' behaviors and well-being on academic performance at Liceo de Cagayan University. A total of 260 scholarship grantees (full and half scholars) participated in the study, sampled from various disciplines. Using a structured questionnaire, data were gathered on behaviors such as time management, social ties, and extracurricular involvement, as well as well-being indicators like stress management and relationships. Descriptive correlational and causal-comparative research designs, along with Pearson correlation and multiple regression, were employed. Results revealed that time management and social ties significantly influenced academic performance, with well-being factors like stress management and positive mental health also contributing strongly. Causal Model 3 is the best-fit model, emphasizing the interconnected roles of behavior and well-being on scholars' academic outcomes. This model offers actionable insights for scholarship programs, student services, and institutional policies aimed at fostering academic success.

Keywords: *scholar behavior, well-being, academic performance, time management, stress management*

Introduction

Academic performance is a crucial focus in higher education research, increasingly influenced by non-cognitive factors such as behaviors and well-being. Aligned with Sustainable Development Goal 4 (SDG 4) on Quality Education, this study addressed how scholarship conditions shape academic behaviors and outcomes. Full scholars, relieved from financial burdens, face intense performance pressures, while half scholars juggle academic and financial responsibilities. Exploring these dynamics offers insights into how behaviors like time management, social ties, and extracurricular involvement, together with well-being factors, predict academic success. Theoretical grounding for this study draws from Bandura's Social Cognitive Theory (1986), emphasizing self-efficacy and observational learning; Achievement Goal Theory (Maehr & Zusho, 2009), highlighting mastery and performance goals; and Expectancy-Value Theory (Atkinson, 1957; Eccles, 1983), stressing motivation shaped by expectancy of success and task value.

The study relied on three basic motivational and learning theories of behavior: Albert Bandura's Social Cognitive Theory (1986), Achievement Goal Theory by Maehr and Zusho (2009), and the Expectancy-Value Theory originally developed by Atkinson (1957) and subsequently by Eccles (1983). These theories together explain the effect of behavior and happiness on students' academic performance.

Bandura's Social Cognitive Theory (SCT) stipulates that learning takes place in a social setting and is facilitated through observing other people. Through reciprocal determinism, personal qualities, behavior, and environment constantly influence one another. In the academic environment, students' behaviors—e.g., time management, peer relationships, and extracurricular activities—are influenced by the environment, peer relationships, and institutional support. Self-efficacy is a key concept under SCT and refers to a student's belief in being capable of performing academic activities and is closely linked with academic functioning and motivation.

Likewise, Achievement Goal Theory (AGT) differentiates between mastery goals and performance goals, where personal development is concerned in the former and outperforming others is concerned in the latter. Activity in the current study, like study time management, group study, and solid social commitments, is indicative of mastery orientation. These activities have been linked with higher persistence and resilience in taking up academic tasks.

Moreover, Expectancy-Value Theory (EVT) holds that the motivation to succeed academically is a product of one's expectation of success and the value that one attaches to the task in question. According to this theory, indicators of well-being, including positive mental health, stress management, and the establishment of lifelong learning skills, are crucial in shaping a student's expectation and perceived value. For example, students who have high value attached to academic achievement and are confident in their ability to achieve it are likely to practice healthy behaviors and attain high academic performance.

Collectively, these theoretical models comprise the conceptual basis of the present study. They offer an interpretative framework to explain how psychological and behavioral variables—such as time management, social relationships, participation in extracurricular activities, and well-being variables such as stress management, mental health, and lifelong learning—affect the academic achievement of both full and half scholars at Liceo de Cagayan University.

The theoretical framework of this study holds that behavior and well-being are independent variables, and the dependent variable is academic performance. The study took into account the direct and indirect impact of the independent variables on academic performance using descriptive, correlational, and causal research designs.

This theoretical integration supports the investigation into which behaviors and well-being attributes are most predictive of academic

achievement, and how scholarship conditions (full or half) influence these dynamics. The framework ultimately aims to inform educational strategies that enhance scholar support, foster academic success, and contribute to the realization of Sustainable Development Goal 4 (Quality Education).

Research Objectives

This study aimed to develop a model that explores the effects of scholar behavior and well-being on academic performance among full and half scholars at Liceo de Cagayan University. Specifically, the study sought to:

1. To assess the level of scholar behavior in terms of:
 - 1.1. time management;
 - 1.2. social ties and commitment; and
 - 1.3. extra-curricular involvement?
2. To evaluate the level of scholar well-being focusing on:
 - 2.1. enhanced academic performance;
 - 2.2. positive mental health;
 - 2.3. effective stress management;
 - 2.4. improved relationships; and
 - 2.5. lifelong learning habits?
3. To determine the academic performance level of full and half scholars in the university
4. To analyze the significant relationships between scholars' academic performance and:
 - 4.1. scholar behavior; and
 - 4.2. scholar well-being?
5. To identify which variables, either individually or in combination, most significantly influence the academic performance of scholars?
6. To develop a model that best fits academic performance of full and half scholars?

Methodology

Research Design

This research study employed descriptive-correlational and causal-comparative research design to investigate the effect of scholar behavior and well-being on academic performance. Descriptive-correlational was employed to determine scholars' level and relationship of behavior and well-being, whereas, the causal-comparative was employed to test for the independent variables most likely to predict academic performance. This multiple design enabled the researcher to investigate without intervention into existing conditions and make inferences regarding the predictive effect of independent variables. In addition, this design was suitable in investigating natural associations among important constructs within a specific existing academic environment.

Respondents

The participants of the study were 260 full and half academic scholarship recipients duly enrolled at Liceo de Cagayan University during Academic Year 2024–2025. The scholars' population for the said academic year was 794. The sample size was calculated using the Raosoft Sample Size Calculator with 5% margin of error, 95% confidence level, and 50% response distribution, which made the sample statistically representative and valid for the population. A proportionate stratified random sampling approach was utilized to obtain balanced representation by scholarship categories and academic year levels. Participants were proportionately sampled from each stratum according to the population proportion.

Instrument

The study employed a structured researcher-generated questionnaire as the primary data collection instrument. The questionnaire contained three sections. The first section measured scholars' behavior in relation to time management, social bonding and commitment, and participation in extra-curricular activities. The second section measured scholar well-being in the dimensions of enhanced academic performance, positive mental health, efficient stress management, enhanced relationships, and lifelong learning behaviors. The third section measured academic performance in terms of self-rated academic competence. All items were measured on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The instrument was derived from existing literature, validated by scholars, and pilot-tested to improve it.

Procedure

Before the collection of data, the clearance was obtained from the Research Ethics Board of the university and had obtained necessary permissions from the academic authorities. Having obtained clearance, scholars were approached and invited to participate in the study on a one-to-one basis. The aim and methodology of the study were explained to them, and informed consent was obtained for all the participants. The survey was distributed face-to-face during planned academic advising sessions in order to maximize response rates.

The response was voluntary, and the participants were assured of the confidentiality and anonymity of their answers. Completed questionnaires were picked up and made available for data processing and analysis.

Data Analysis

The information gathered were analyzed using descriptive and inferential statistical analysis. Descriptive statistics such as mean and standard deviation were calculated in an effort to determine the levels of scholar behavior, well-being, and academic performance. Pearson product-moment correlation was used in testing the direction and strength of the relationship between the independent variables (behavior and well-being) and the dependent variable (academic performance).

To identify the predictive effect of each variable, multiple regression analysis was used. This enabled the researcher to identify the areas of behavior and well-being that had significant effects on academic performance. All statistical tests were carried out through SPSS software.

Results and Discussion

This study investigated the impact of scholar behavior and well-being on the academic performance of full and half scholarship recipients of Liceo de Cagayan University. The results were based on the responses of 260 participants and were calculated using descriptive and inferential statistical analysis, including Pearson correlation and multiple regression.

As for scholar behavior, the study indicated an extremely high rate of time management, with the overall mean of $M = 4.53$, $SD = 0.60$. Scholars strongly agreed that attending classes regularly, being actively scheduled, and prioritizing tasks benefited their study habits. The most significant was the highest-rated item that poor time management leads to academic-related stress ($M = 4.92$), supporting the literature that points to time management as a key determinant of academic performance (Ahmad et al., 2019; Wilson et al., 2021).

For social commitment and bonding, participants also demonstrated a high level of participation ($M = 4.24$, $SD = 0.87$). They reported that peer support, group project involvement, and study group participation had a positive effect on their educational experience. However, some of the participants reported social pressure to engage in activities outside of academics, which, while rated lower ($M = 3.67$), suggests the dual effect of social bonding on academic discipline. These findings lend support to Brook and Willoughby's (2015) argument that strong social bonds are both inspirers and potential distractions in academic environments.

On the extra-curricular activity front, researchers reported significant engagement ($M = 4.30$, $SD = 0.66$). Participation in non-academic activities such as clubs, sports, and volunteer work was found to enhance competencies such as leadership, time management, and teamwork. This supports Chamberlain (2018) and Ribeiro et al. (2024), who reported on the positive effects of extracurricular activities on academic success, mental health, and employability.

In terms of scholar well-being, results indicated a generally high to very high level across all indicators. Improved performance had the highest mean score ($M = 4.54$, $SD = 0.58$), followed by positive mental health ($M = 4.49$), effective stress management ($M = 4.48$), improved relationships ($M = 4.47$), and lifelong learning habits ($M = 4.45$). The findings indicate that scholarship recipients tend to have balanced academic and emotional well-being. As Guilmette et al. (2019) and Hernández-Torrano et al. (2022) speculate, autonomy, hope, and optimism are highly correlated with increased academic engagement and performance.

Scholarship-wise, the students self-rated themselves with a very high level of proficiency ($M = 4.57$, $SD = 0.52$). They recognized that attitude and behavior played a major role in academic achievement. This is in agreement with Zimmerman and Kitsantas (2014), who highlighted self-regulation and motivation in attaining academic achievement.

Inferential analysis through Pearson product-moment correlation revealed positive significant correlations between academic performance and both scholar behavior ($r = 0.62$, $p < 0.05$) and well-being ($r = 0.66$, $p < 0.05$). Among behavior variables, social relationships and time management were most correlated with academic performance, and improved performance and stress management were most correlated with well-being dimensions. The findings were aligned with Bucker et al. (2018) and Kaya & Erdem (2021), where they demonstrated that psychological and behavioral characteristics are significant predictors of academic performance.

Multiple regression analysis revealed well-being in terms of improved academic performance and stress management as the best predictors of academic performance ($\beta = 0.38$ and $\beta = 0.35$, respectively), followed by time management ($\beta = 0.31$). These findings suggested that although behavioral aspects like efficient time management were important, emotional stability and resilience were necessary for sustaining academic performance. Findings also supported Amholt & Hoigaard's (2020) suggestion for the inclusion of socio-emotional learning in academic support systems.

Overall, it was determined that both well-being and behavioral factors contributed to the academic success of researchers. Time management, emotional health, and social support were determined to be significant factors in enhancing academic success. Not only were the findings congruent with established theories such as Bandura's Social Cognitive Theory and Eccles' Expectancy-Value Theory but also highlighted the significance of institutions facilitating students through academic as well as non-academic services.

Conclusions

Based on the findings of the study, scholar behavior and well-being significantly influence academic performance among half and full scholarship recipients of Liceo de Cagayan University. Scholars exhibit excellent levels of behavior discipline, particularly in time management and social behavior, which support that scholarship recipients are aware of the stipulations attached to their scholarship awards and attempt to meet such requirements by means of programmed routines and camaraderie. Participation in extracurricular activities require soft skills that contribute positively to academic performance.

Well-being among scholars is high in all dimensions, such as improved performance, management of stress, mental well-being, relationships, and lifelong learning behaviors. These dimensions indicate the comprehensive development of students supported by financial assistance, institutional facilities, and facilitative learning environments. The close association between well-being and performance indicates that emotional resilience, mental concentration, and positive academic attitude are as essential as behavioral discipline in academic achievement.

The indicators of well-being—i.e., improved academic performance and proper stress management are the strongest predictors of academic performance. This is followed most closely by behavioral indicators such as time management and social support. These findings are consistent with theoretical models that place equal emphasis on cognitive, behavioral, and affective aspects of learning. The findings are also consistent with Bandura's Social Cognitive Theory, Maehr and Zuscho's Achievement Goal Theory, and Eccles' Expectancy-Value Theory, each of which emphasizes the role of motivation, perceived competence, and environmental support in learning.

Furthermore, the results suggest that full and half scholars are equipped with the necessary tools and competencies to excel academically, regardless of the extent of their financial support. However, full scholars, who have higher performance expectations, are more likely to report increased stress highlighting the importance of stress management and mental wellness programs tailored for this group.

In general, scholar behavior and well-being are essential, intertwined dimensions that collectively impact academic performance. Educational institutions that invest in behavioral coaching, mental health services, and community-building programs are more likely to cultivate scholars who are not only academically competent but also emotionally grounded, socially engaged, and prepared for lifelong learning.

After identifying the key findings and conclusions drawn from this study, there are number of recommendations that can be made to a variety of stakeholders that may help to improve scholars' academic performance, behavioral discipline, and overall well-being in Liceo de Cagayan University.

University Administration. The university may continue its support for a variety of scholarship programs and bolster these with holistic development opportunities beyond just financial assistance. The goal would have the scholar focused development to be aspirational in terms of addressing academic competencies but also incorporate areas that are non-academic such as a successful approach to stress management, mental health awareness, and life skills development. Support for the scholars encompassing all aspects of their development, may include regular monitoring, assessment, check-ins and evaluations of scholars' level of performance and well-being using feedback systems, counselors, and support programs.

The Office of Students Affairs and Scholarships may develop structured onboarding and mentoring programs for the scholars particularly first-year and half scholarship recipients to help them develop a successful study base, time-management plans and a rhythm for navigating the academy with rigor while maintaining balance between academic, emotional, social/scholar experience. The office may also be tasked with offering workshops on peer collaborations, leadership opportunities, and engagement activities outside the classroom to develop social connections and growth.

Faculty Members may adopt an instructional and guidance model that meet the distinct needs of scholars. This includes recognizing, at an earlier point, students who may be at risk for poor outcomes. It might also mean providing individualized feedback on student performance. Also, consider including concepts about student well-being in instruction. Faculty may help to construct academic student committed groups or peer-collaborative learning experiences to build community and interdependence amongst students.

Guidance and Counseling Center is encouraged to expand their programming aimed at mental health education, stress education, and emotional resilience. To become a more viable option, these kinds of programs (e.g., mindfulness workshops, peer support circles, individual counseling) may be more heavily marketed and available to all scholars. Ongoing mental wellness benchmarking also could identify scholars who are struggling in silence.

Student Leaders and Organizations may have clear relationship between student engagement (extracurricular) and success, student leaders and organizations may create inclusive, scholar-based programs that have a focus on leadership, volunteerism, and teamwork. Additionally, while these experiences further personal growth, they may provide students a chance to stretch what they learn beyond the classroom.

Future Researchers may consider applying qualitative methodology such as interviews and focus group discussions to obtain valuable

perspectives surrounding the lived experiences of scholars and the potentially limiting psychological variables regarding academic performance. Furthermore, comparative studies may be conducted to compare scholars, non-scholars, and between different institutions. This may result in more substantive insights and more diversity of research possibilities in various educational contexts.

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Affiliations and Corresponding Information

Wiranie B. Valentin

Liceo de Cagayan University – Philippines

Dr. Rhey Manuel A. Siao Jr.

Liceo de Cagayan University – Philippines

Dr. Nenita I. Prado

Liceo de Cagayan University – Philippines