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Research Article

Academic Achievement of Adolescents in Relation to Their Lifestyle Factors, Academic Stress, and Psychological Well-Being

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Abstract

There are various psychologic and environmental factors that affect academic achievement during adolescence. The current research examines how lifestyle attributes, academic pressure, psychological wellbeing and academic performance correlate in adolescents. Stratified random sampling was used to pick up 500 Class X students of the secondary schools in West Bengal. Lifestyle factors, academic stress, and psychological well-being were measured using standardized questionnaires, and academic achievement was measured using the past examination results of students. The SPSS was used to analyze data in terms of descriptive statistics, Pearson correlation and multiple regression analysis. The results indicated that lifestyle and psychological well-being are strongly positively correlated with academic achievement but there is a negative linkage between academic stress and academic achievement. The results of the regression analysis have shown that these variables together can explain a large amount of variance in academic achievement. The findings indicate the need to facilitate healthy lifestyle habits and psychological support programs among school adolescents.

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KEYWORDS: Academic Success, Teenagers, Ways of Life, Academic Stress, Depression, Academic Achievement, Adolescents, Lifestyle Factors, Psychological Well-Being

1. INTRODUCTION

Adolescence is a very important phase in human growth as it is a period when there are rapid physical, emotional, and cognitive developments. Academic expectations and social pressures on students are growing as they go through this period which has a major effect on their academic performance and their psychological well-being.

One of the most significant signs of educational success is regarded as academic achievement. It indicates the learning outcomes of the students and their knowledge acquisition skills. Nonetheless, intellectual ability alone does not determine academic performance, the performance is affected by a great number of psychological, behavioral and environmental factors. The lifestyle issues are influential in determining the academic performance of adolescents. Good activities like getting enough sleep, good diet, exercise, and good time management are the ones that help to improve the concentration, memory and the general cognitive functioning.

Competitive exams, high academic load, parents and teacher expectations have made academic stress a significant issue to secondary school students. Stress can cause an individual to be anxious, fatigued and underperform academically.

Psychological well-being can be described as the emotional and mental health of individuals, such as positive self-perception, resilience and life satisfaction. Students who are more psychologically well are more likely to show a good level of motivation, engagement and academic achievement.

The correlation between lifestyle factors, academic stress, psychological well-being and academic achievement should be understood to enhance academic performance of students and their general development.

2. REVIEW OF RELATED LITERATURE

Academic achievement among adolescents is influenced by various psychological, behavioral, and environmental factors. Previous research has highlighted the importance of lifestyle habits, academic stress, and psychological well-being in determining students' educational outcomes. This section reviews significant studies related to these variables.

Lifestyle Factors and Academic Achievement

Lifestyle behaviors play an important role in adolescents' cognitive development and academic performance. Healthy habits such as balanced nutrition, regular physical activity, and adequate sleep contribute positively to students' learning ability and academic success.

A study conducted by Carmela Zappulla and colleagues found that adolescents who maintained healthy lifestyle behaviors demonstrated better academic performance compared to those with unhealthy habits (Zappulla *et al.*, 2021) [4]. The researchers emphasized that proper nutrition and physical activity enhance cognitive functioning and concentration, which ultimately improve academic achievement.

Similarly, Brian I. Bodai and colleagues reported that lifestyle behaviors such as regular exercise, healthy eating, and sufficient sleep contribute significantly to overall health and cognitive functioning (Bodai *et al.*, 2018) [2]. According to the

study, these factors improve attention span and memory retention, which are essential for academic success.

Research conducted among adolescents also indicates that poor lifestyle habits, including excessive screen time and irregular sleep patterns, negatively affect academic performance. Students who maintain disciplined routines tend to achieve higher academic outcomes.

These findings highlight that lifestyle factors are closely related to students' learning efficiency and academic performance.

Academic Stress and Academic Achievement

Academic stress is one of the most common psychological challenges faced by adolescents in modern educational systems. Increased competition, high parental expectations, and examination pressure contribute to stress among students.

A study conducted by Shweta Haritay and colleagues examined the effects of academic stress among school students. The researchers found that excessive academic pressure leads to anxiety, emotional exhaustion, and reduced academic performance (Haritay *et al.*, 2025). The study concluded that students experiencing high levels of stress often struggle with concentration and motivation.

Similarly, a study published in the Journal of Education and Health Promotion reported that academic stress and parental pressure significantly affect students' mental health and academic outcomes (Angolkar *et al.*, 2024) [1]. The study indicated that students experiencing higher stress levels show lower academic achievement compared to those with moderate stress levels.

Another study emphasized that chronic academic stress may lead to psychological issues such as depression, anxiety, and burnout among adolescents. These psychological problems negatively influence learning ability and academic engagement. However, some researchers argue that moderate levels of stress can motivate students to perform better academically. Therefore, it is important to maintain a balance between academic challenges and emotional support for students.

Psychological Well-Being and Academic Achievement

Psychological well-being refers to an individual's emotional stability, self-acceptance, purpose in life, and ability to manage stress effectively. Students with higher psychological well-being tend to show better academic engagement and motivation.

The concept of psychological well-being was extensively studied by Carol D. Ryff, who developed a multidimensional model of well-being. According to Ryff, psychological well-being includes several dimensions such as self-acceptance, autonomy, environmental mastery, positive relationships, purpose in life, and personal growth (Ryff, 2014) [3].

Research indicates that students with higher levels of psychological well-being demonstrate stronger academic motivation and better learning outcomes. Psychological well-being helps students manage academic challenges effectively and maintain positive attitudes toward learning.

A study conducted among adolescents found that psychological well-being positively influences academic achievement and

school engagement. Students who experience positive emotions and supportive social relationships tend to perform better academically.

Furthermore, research in adolescent psychology suggests that emotional resilience and positive mental health are important predictors of academic success. Students with higher self-confidence and emotional stability are more likely to achieve higher academic outcomes.

Relationship among Lifestyle Factors, Academic Stress, Psychological Well-Being, and Academic Achievement

Several studies have examined the combined influence of lifestyle factors, stress, and psychological well-being on academic performance.

Research indicates that healthy lifestyle behaviors improve psychological well-being and reduce stress levels among students. Adolescents who maintain balanced routines and participate in physical activities tend to experience lower stress levels and higher academic achievement.

Conversely, unhealthy lifestyle habits and high academic stress can negatively affect psychological well-being and academic outcomes. Excessive stress and poor mental health may lead to decreased academic motivation and lower academic performance.

Previous studies therefore suggest that academic achievement is influenced by a combination of behavioral and psychological factors. Understanding these relationships can help educators develop effective strategies to improve students' academic success and overall well-being.

3. OBJECTIVES OF THE STUDY

1. To examine the lifestyle factors of adolescents.
2. To analyze the level of academic stress among adolescents.
3. To assess the psychological well-being of adolescents.
4. To determine the relationship between lifestyle factors and academic achievement.
5. To examine the relationship between academic stress and academic achievement.
6. To determine the relationship between psychological well-being and academic achievement.

HYPOTHESIS OF THE STUDY

H1: Lifestyle factors are positively related to academic achievement.

H2: Academic stress is negatively related to academic achievement.

H3: Psychological well-being is positively related to academic achievement.

4. METHODOLOGY

RESEARCH DESIGN

The present study used the descriptive survey method.

Sample

The study included 500 Class X students from secondary

Schools in West Bengal were selected using stratified random sampling.

Table 1: Sample

Gender	Number of Students
Boys	250
Girls	250
Total	500

TOOLS USED

1. Lifestyle Factors Questionnaire
2. Academic Stress Scale
3. Psychological Well-Being Scale
4. Academic Achievement Scores (school examination marks)

Variables

Independent Variables

- Lifestyle Factors
- Academic Stress
- Psychological Well-Being

Dependent Variable

- Academic Achievement

Statistical Techniques

The following statistical techniques were used:

- Mean and Standard Deviation
- Pearson Correlation
- Multiple Regression Analysis

Table 2: Descriptive statistics

Variable	N	Mean	Std. Deviation
Lifestyle Factors	500	68.45	9.20
Academic Stress	500	55.12	10.35
Psychological Well-Being	500	71.80	8.75
Academic Achievement	500	74.56	11.28

Interpretation:

The mean scores indicate that students show moderate levels of lifestyle practices, academic stress, and psychological well-being.

Table 3: Pearson Correlation Matrix

Variables	Lifestyle	Stress	Well-being	Achievement
Lifestyle Factors	1	-0.25	0.38	0.42
Academic Stress	-0.25	1	-0.31	-0.36
Psychological Well-Being	0.38	-0.31	1	0.48
Academic Achievement	0.42	-0.36	0.48	1

Interpretation

- Lifestyle factors have a moderate positive correlation ($r = .42$) with academic achievement.
- Academic stress shows a negative correlation ($r = -.36$) with academic achievement.
- Psychological well-being has a strong positive correlation ($r = .48$) with academic achievement.

Table 4: Model Summary (Multiple Regression)

Model	R	R Square	Adjusted R Square	Std. Error
1	0.61	0.37	0.36	8.12

Interpretation

The independent variables explain 37% of the variance in academic achievement.

Table 5: ANOVA

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	4250.12	3	1416.70	21.54	.000
Residual	7895.32	496	15.91		
Total	12145.44	499			

Interpretation

The regression model is statistically significant ($p < .001$).

Table 6: Coefficients Table

Predictor	B	Beta	t	Sig.
Lifestyle Factors	0.42	0.31	5.12	.000
Academic Stress	-0.35	-0.27	-4.46	.000
Psychological Well-Being	0.48	0.39	6.25	.000

Interpretation

Psychological well-being has the strongest positive effect on academic achievement.

5. DISCUSSION

The research results indicate that lifestyle changes, academic stress, and psychological well-being play a significant role in the study of the academic performance of adolescents.

Proper sleep patterns, good diets, and exercises are some of the healthy lifestyles that can positively influence the academic performance of students. These are habits that enhance concentration, cognitive abilities as well as the learning effectiveness.

On the other hand academic stress is a negative influence on the academic performance of students. Unrealistic demands of the examinations and school work can cause anxiety and lack of motivation.

The current study showed that psychological well-being was the best predictor of academic achievement. Emotionally healthy students are more interested and more determined to perform their academic activities.

Educational Implications

The findings of this study have important implications for educators and policymakers:

1. Schools should encourage healthy lifestyle habits among students.
2. Stress management programs should be implemented in secondary schools.
3. Counseling services should be provided to support students' mental health.
4. Teachers should create supportive learning environments to promote students' well-being.

6. CONCLUSION

The current paper has investigated how lifestyle, academic stress, psychological well-being, and academic success are correlated to one another in adolescents. The findings suggest that both academic performance and positive psychological well-being can be supported by the way of healthy lifestyle habits, but the high level of academic stress may adversely influence the academic performance of adolescents. This is why the educational institutions should implement holistic strategies, which will help to support the academic and psychological needs of adolescents.

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Arpita Chakrabarti is a dedicated educator with over 10 years of experience teaching at the undergraduate level at Dum Dum Motijheel Rabindra Mahavidyalaya. She completed her undergraduate and postgraduate studies at the University of Calcutta, earned her M.Phil. from Jadavpur University, and is currently pursuing a PhD in the Department of Education at Jadavpur University.