

Social Determinant of Academic Performance of Undergraduate Students in Private University

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ABSTRACT

This research paper examines the social determinants that influence the academic performance of undergraduate students at Babcock University. It specifically focuses on the social environment, academic environment, and health and well-being as key factors. Understanding these determinants is crucial for implementing effective strategies and support systems to enhance students' academic achievements. The study employs a descriptive survey design targeting the student population of Babcock University. A well-structured questionnaire is distributed to a sample size of respondents. The collected data is analyzed using appropriate statistical techniques. The findings reveal that the social environment has a significant impact on students' academic performance, showing positive associations ($B = .533$, $t = 81.120$, $P < 0.05$). Similarly, the academic environment demonstrates a positive and significant influence on academic performance ($B = 1.095$, $t = 20.927$, $P < 0.05$). Furthermore, health and well-being emerged as crucial determinants, exhibiting a positive and significant effect on academic performance ($B = .815$, $t = 21.248$, $P < 0.05$). These findings underscore the importance of fostering a conducive social environment, optimizing the academic environment, and promoting the health and well-being of undergraduate students to enhance their academic performance.

Based on the results, the study recommends the implementation of targeted interventions such as providing social support systems, creating a supportive academic atmosphere, and promoting holistic student well-being. These interventions can facilitate improved academic outcomes at Babcock University and similar educational institutions.

Keywords: academic performance, social determinants, undergraduate students, Babcock University, social environment, academic environment, health and well-being.

INTRODUCTION

Academic performance is a crucial outcome for undergraduate students as it directly influences their educational experience and future prospects (Cooper, Robinson, & Patall, 2006; Sirin, 2005). Various factors, known as social determinants, significantly impact students' academic achievements (Chen & Gregory, 2019). Understanding these determinants is essential for educational institutions to develop effective strategies and support systems that enhance students' academic performance.

The social environment, academic environment, and health and well-being are three key social determinants that have been extensively studied in relation to academic performance. The social environment encompasses various aspects, including family dynamics, socio-economic status, peer relationships, and community support (Bronfenbrenner, 1979; Sirin, 2005). Research has demonstrated the significant

influence of the social environment on students' academic outcomes, highlighting the importance of family support, positive peer interactions, and a supportive community (Crosnoe & Johnson, 2011; Sirin, 2005).

The academic environment refers to factors within the educational institution that can impact academic performance, such as teaching quality, resources, and the overall learning atmosphere (Crosnoe & Johnson, 2011; Sirin, 2005). Studies have shown that positive academic environments, characterized by engaged and supportive teachers, well-equipped facilities, and a stimulating learning environment, contribute to improved academic outcomes (Crosnoe & Johnson, 2011; Sirin, 2005).

Furthermore, students' health and well-being play a crucial role in their academic performance. Physical and mental health issues, including chronic illnesses, stress, anxiety, and sleep disturbances, can negatively affect students' ability to concentrate, learn, and perform academically (Eisenberg et al., 2009; Thompson, 2018). Conversely, promoting healthful living, providing access to healthcare services, and addressing students' well-being needs can positively impact their academic achievements (Eisenberg et al., 2009; Thompson, 2018).

Academic performance is influenced by a multitude of factors, including social determinants that shape students' educational experiences and outcomes. This review explores relevant research on the social determinants of academic performance among undergraduate students, with a specific focus on the social environment, academic environment, and health and well-being.

Social Environment:

The social environment encompasses various factors such as family dynamics, peer relationships, and community support. Research indicates that positive family involvement, parental support, and a nurturing home environment contribute to better academic performance (Flouri & Buchanan, 2004; Sirin, 2005). Additionally, peer relationships, characterized by supportive friendships and positive peer influence, have been found to positively impact academic achievement (Crosnoe & Johnson, 2011; Wentzel, 1998). Community support, including access to extracurricular activities and community resources, has also shown associations with improved academic outcomes (Mahoney, Larson, & Eccles, 2005; Sirin, 2005).

Academic Environment:

The academic environment within educational institutions plays a vital role in students' academic performance. High-quality teaching, engaging instructional methods and a supportive learning atmosphere have been linked to better academic achievements (Crosnoe & Johnson, 2011; Rumberger & Palardy, 2005). Moreover, the availability of resources, such as libraries, technology, and educational materials, positively influences students' learning experiences and outcomes (Rumberger & Palardy, 2005; Sirin, 2005). Additionally, academic support services, including tutoring programs and academic counseling, contribute to improved academic performance (Crisp & Nora, 2013; Robbins, Lauver, Le, Davis, & Langley, 2004).

Health and Well-being:

Students' physical and mental health significantly impact their academic performance. Research has shown that physical health issues, chronic illnesses, and poor nutrition can hinder students' ability to concentrate and succeed academically (Basch, 2011; Taras, 2005). Mental health concerns, such as stress, anxiety, and depression, have also been associated with lower academic performance (Eisenberg et al., 2009; Thompson, 2018). Conversely, promoting student well-being through access to healthcare services, mental health support, and wellness programs can positively influence academic achievements (Eisenberg et al., 2009; Thompson, 2018). The literature supports the notion that the social environment, academic environment, and health and well-being are crucial social determinants that significantly influence undergraduate students' academic performance.

Understanding the interplay between these determinants is essential for implementing effective strategies and support systems to enhance academic achievements among undergraduate students at Babcock University and similar educational institutions.

Given the significance of these social determinants in shaping students' academic performance, it is essential to examine their influence specifically within the context of Babcock University. This study employs a descriptive survey design to explore the social determinants of academic performance among undergraduate students at Babcock University. By understanding the impact of the social environment, academic environment, and health and well-being on students' academic outcomes, targeted interventions, and support systems can be developed to enhance academic achievements at Babcock University and other similar educational institutions.

This paper aims to investigate the social determinants of academic performance among undergraduate students at Babcock University, with a specific focus on the social environment, academic environment, and health and well-being. Understanding the influence of these factors on academic outcomes will enable the development of targeted interventions and support systems that enhance students' academic achievements at Babcock University and other similar educational institutions.

Academic performance is a critical outcome for undergraduate students, and understanding the social determinants that influence it is essential for designing effective strategies and support systems. While previous research has explored various factors related to academic performance, there is a need to specifically investigate the social determinants of academic performance among undergraduate students at Babcock University. This study aims to address the following research questions:

1. How does the social environment impact the academic performance of undergraduate students at Babcock University?
2. What is the influence of the academic environment on the academic performance of undergraduate students at Babcock University?
3. What is the relationship between health and well-being and the academic performance of undergraduate students at Babcock University?

By examining these research questions, this study will contribute to the existing body of knowledge on the social determinants of academic performance among undergraduate students. The findings will provide valuable insights into the specific factors that significantly influence academic achievements at Babcock University, thereby informing the development of targeted interventions and support systems.

Hypotheses

To put the study in proper perspective, the following hypothesis was formulated and tested.

H1: The social environment significantly influences the academic performance of undergraduate students at Babcock University.

H2: The academic environment significantly influences the academic performance of undergraduate students at Babcock University.

H3: Health and well-being significantly influence the academic performance of undergraduate students at Babcock University.

METHODOLOGY

This study utilizes a descriptive survey design to examine the social determinants of academic performance

among undergraduate students at Babcock University. The methodology involves targeting the student population, selecting a sample size of respondents, distributing a well-structured questionnaire, and analyzing the collected data using appropriate statistical techniques.

The participants in this study consist of 10,064 undergraduate students enrolled at Babcock University across its nine schools. The number of male students is 4,579, while the number of female students is 5,485 (Babcock University registry, 2021). From the nine schools, the Veronica Adeleke School of Social Sciences was selected using simple random sampling. This school comprises the departments of economics, mass communication, political science, and social works. The Veronica Adeleke School of Social Sciences has a total of 2,643 students (Babcock University registry, 2021), with 180 students in the social works department for the 2020/2021 academic session. From the 2,643 students, a sample size of 404 students will be selected using the Slovin formula to ensure representativeness. The Slovin formula for sample size was chosen because it accurately measures from a known and defined population.

To collect data on the social environment, academic environment, health, well-being, and academic performance of the participants, a well-structured questionnaire was developed. The questionnaire includes items that assess various aspects of these domains, allowing for a comprehensive understanding of the social determinants influencing academic performance.

The research instrument underwent validation through content and facial validity. The researcher provided a draft of the questionnaire to specialists in the field of social work and psychology, seeking their objective criticism to identify potential areas for subtraction, addition, and modification of the research instrument.

Subsequently, the instrument was reviewed by lecturers in the Department of Social Work at Babcock University. They critically assessed it with an analytical mindset, openness, and expertise, suggesting necessary corrections to enhance objectivity. All comments, suggestions, and modifications were incorporated to improve the quality of the instrument in relation to the research hypotheses generated.

RELIABILITY OF RESEARCH INSTRUMENT

To ensure the reliability of the adapted scales, 40 copies of the instrument were pretested to respondents who were not part of the population of the study. The reliability tests of the instrument was ascertained using the Cronbach alpha coefficient which stood at 0.78.

The data collected through the questionnaire was analyzed using appropriate statistical techniques. Descriptive statistics are utilized to summarize the demographic characteristics of the participants and the key variables of interest. Inferential statistics, such as ANOVA, are employed to examine the associations between the social determinants (social environment, academic environment, health, and well-being) and academic performance. Statistical significance was determined using appropriate criteria (e.g., p -value < 0.05).

Ethical guidelines and principles are followed throughout the study to ensure the protection and confidentiality of participants' information. Informed consent is obtained from all participants, and measures are taken to maintain their anonymity and privacy.

Table 1.0 Respondent's demographics data

DEMOGRAPHIC	CATEGORY	FREQUENCY (f)	PERCENTAGE (%)
Gender	Male	224	56.0
	Female	176	44.0

Department	Mass communication	3	.8
	Political science	33	8.3
	Social work	38	9.5
	Accounting	90	22.5
	Public administration	75	18.8
	Economics	87	21.8
	Business Administration	74	18.5
Level	100 level	3	.8
	200 level	53	13.3
	300 level	64	16.0
	400 level	265	66.3
	500 level	15	3.8

The result from table 4.1 reveals that about most of the respondents representing 56.0% are males while 44.0% are females, about 0.8% of the respondents were mass communication students, 8.3% political science, 9.5% social work, 22.5% accounting students, 18.8% public administration, 21.8% economics and 18.5% business administration students. Majority of the respondents were 400 level students representing about 66.3% of the total respondents.

Table 1.1 :The physical environment and academic performance

VARIABLE	SA	A	U	D	SD	M	SD
	F(%)	F(%)	F(%)	F(%)	F(%)		
The physical academic environment is a determinant of academic performance at Babcock university.	104(26.0)	157(39.3)	54(13.5)	78(19.5)	7(1.8)	3.68	1.111
The population of students at Babcock is a social determinant of academic performance of its students.	64(16.0)	173(43.3)	61(15.3)	95(23.8)	7(1.8)	3.48	1.074
Low prestige is a determinant for students' academic performance.	72(18.0)	135(33.8)	66(16.5)	117(29.3)	10(2.5)	3.36	1.152
The education culture of Babcock university is a social determinant of academic achievement of students.	111(27.8)	130(32.5)	59(14.8)	75(18.8)	25(6.3)	3.57	1.247
Grand mean						3.52	1.15

1-1.49= strongly disagree; 1.5-2.49= disagree; 2.5-3.49=undecided 3.5-4.0= agree; 4.5-5.0=strongly agree

Result from table 4.2.1 shows the responses of the respondents on the table reveals that about 39.3% of the respondents agreed that the physical academic environment is a determinant of academic performance at BU, 43.4% stated in agreement that the population of students at BU is a social determinant of academic performance of its students, 33.8% agreed likewise that low prestige is a determinant for students academic performance and 32.5% agreed that the education culture of the school is a social determinant of academic achievement of students. A mean of 3.52 and SD 1.15 indicates that the students all agree that the physical environment

Table 1.2: HEALTH AND DIET AND ACADEMIC PERFORMANCE

VARIABLE	SA	A	U	D	SD	M	SD
	F(%)	F(%)	F(%)	F(%)	F(%)		
Physical health of Babcock students affects their academic performance.	119(29.8)	98(24.5)	51(12.8)	95(23.8)	37(9.3)	3.42	1.369
The type of meal served to Babcock university students affects positively affects the academic performance of students.	100(25.0)	116(29.0)	46(11.5)	107(26.8)	31(7.8)	3.37	1.318
Personal expectation of students affects their academic performance	95(23.8)	142(35.5)	34(8.5)	92(23.0)	37(9.3)	3.42	1.318
Social inclusion determines Babcock students' academic performance	97(24.3)	140(35.0)	35(8.8)	90(22.5)	38(9.5)	3.42	1.324
Grand mean						3.41	1.33

1-1.49= strongly disagree; 1.5-2.49= disagree; 2.5-3.49=undecided 3.5-4.0= agree;4.5-5.0=strongly agree

The table 4.3.0 above shows the responses of the respondents on the extent n health and wellbeing of students affect the academic performance of tertiary students. Most of the respondents accounting 29.8% strongly agreed that the physical health of BU students affects their academic performance, 29.0% agree that the type of meal served to Babcock students affects positively the academic performance of the students, 35.5% agree that personal expectation of students affects their academic performance and 35.0% agree that social inclusion determines Babcock students academic performance. The mean 3.41 and standard deviation of 1.33 indicates that the respondents were undecided.

Table 1.3: ACADEMIC ENVIRONMENT AND ACADEMIC PERFORMANCE

VARIABLE	SA	A	U	D	SD	M	SD
	F(%)	F(%)	F(%)	F(%)	F(%)		
Relationship with other students affects the academic performance of the students.	111(27.8)	155(38.8)	34(8.5)	58(14.5)	42(10.5)	3.59	1.312
Students who trust and value their teacher tend to perform better academically.	103(25.8)	160(40.0)	39(9.8)	45(11.3)	53(13.3)	3.59	1.337
The climate of the class affects the students' academic performance.	106(26.5)	130(32.5)	54(13.5)	52(13.0)	58(14.5)	3.44	1.382
Grand mean						3.54	1.343

1-1.49= strongly disagree; 1.5-2.49= disagree; 2.5-3.49=undecided 3.5-4.0= agree; 4.5-5.0=strongly agree

The table 4.2.3 above shows the responses of the respondents on how insufficient learning facilities affect the performance of students in tertiary institutions. About 38.8% agree that the relationship with other students affects the academic performance of the students,40.0% agree that students who trust and value their teacher tend to perform better academically and 32.5% also agree that the climate of the class affects the students' academic performance. Generally the respondents all agree, with mean of 3.54 and SD of 1.343

Table 1.4: SOCIAL ENVIRONMNET AND ACADEMIC PERFORMANCE

VARIABLE	SA	A	U	D	SD	M	SD
	F(%)	F(%)	F(%)	F(%)	F(%)		
The student’s family support determines the academic performance of the students.	103(25.8)	118(29.5)	50(12.5)	90(22.5)	39(9.8)	3.39	1.339
Extracurricular activities affects student academic performance negatively.	69(17.3)	112(28.0)	59(14.8)	110(27.5)	50(12.5)	3.10	1.319
Availability of study resources positively affects students’ academic performance.	86(21.5)	122(30.5)	63(15.8)	86(21.5)	43(10.8)	3.31	1.312
Support from a role model can positively affect students’ academic performance	99(24.8)	118(29.5)	47(11.8)	97(24.3)	39(9.8)	3.35	1.341
Attendance in classes is a social determinant of academic achievement	89(22.3)	103(25.8)	53(13.3)	110(27.5)	45(11.3)	3.20	1.355
Social and emotional skills positively influences academic performance	92(23.0)	123(30.8)	40(10.0)	89(22.3)	56(14.0)	3.27	1.395
Availability of food is a social determinant of academic achievement	98(24.5)	130(32.5)	38(9.5)	93(23.3)	41(10.3)	3.38	1.345
Family student communication positively affects students’ academic success.	109(27.3)	107(26.8)	40(10.0)	96(24.0)	48(12.0)	3.33	1.404
Non attention in class affects students’ academic performance.	78(19.5)	102(25.5)	44(11.0)	120(30.0)	56(14.0)	3.07	1.377
Grand mean						3.30	1.354

1-1.49= strongly disagree; 1.5-2.49= disagree; 2.5-3.49=undecided 3.5-4.0= agree; 4.5-5.0=strongly agree

The table 4.2.3 above shows the responses of the respondents on if social environment affect the academic performance of students. Majority of the respondents 29.5% agree that the students family support determines the academic performance of the students, 28.0% agree that extracurricular activities affects students academic performance. Furthermore, about 30.5% agree that the availability of study resources affects students academic performance positively, 29.5% likewise agreed that the support of role model can positively affect students academic performance. The respondents in majority likewise agreed that the attendance in class is a social determinant of academic achievement, about 30.8% agreed that social and emotional skills positively influences academic performance.

The respondents in majority 32.5% agree that the availability of food is a social determinant of academic achievement, 27.3% strongly agree that family student communication positively affects the students’ academic success, and 30.0% of the respondents disagree that non-attention in class affects students academic performance. Generally it can be said that the respondents were undecided with mean of 3.30 and SD 1.354

Table 1.4: Summary of Linear Regression Analysis the effect of social environment on the Academic performance of students at Babcock University.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.349	.204		1.710	.088
	social environment	.533	.007	.971	81.120	.000
a. Dependent Variable: academic performance						

The above table 4.3.1 reveals that social environment has a positive and significant effect on academic performance of students at Babcock University $B = .533$, $t = 81.120$, $P < 0.05$. The result shows that there is a significant effect of social environment on academic performance of students at Babcock University. Therefore the null hypothesis which states that there is no significant effect of social environment on the Academic performance of students at Babcock University.is hereby rejected and the alternate hypothesis is hereby accepted.

Table 1.4: Summary of Linear Regression analysis the effect of academic environment on the Academic performance of students at Babcock University.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.466	.584		7.643	.000
	academic environment	1.095	.052	.724	20.927	.000
a. Dependent Variable: academic performance						

The above table 4.3.2 reveals that academic environment has a positive and significant effect on academic performance of students at Babcock University $B = 1.095$, $t = 20.927$, $P < 0.05$. The result shows that there is a significant effect of academic environment on academic performance of students at Babcock University. Therefore, the null hypothesis which states that there is no significant effect of academic environment on the Academic performance of students at Babcock University.is hereby rejected and the alternate hypothesis is hereby accepted.

Table 1.5: Summary of Linear Regression analysis the effect of health and wellbeing on the Academic performance of students at Babcock University.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.919	.556		8.851	.000
	health and diet	.815	.038	.729	21.248	.000
a. Dependent Variable: academic performance						

The above table 4.3.3 reveals that health and wellbeing has a positive and significant effect on academic performance of students at Babcock University $B = .815$, $t = 21.248$, $P < 0.05$. The result shows that there is a significant effect of health and wellbeing on academic performance of students at Babcock University. Therefore, the null hypothesis which states that there is no significant effect of health and wellbeing on the Academic performance of students at Babcock University.is hereby rejected and the alternate hypothesis is hereby accepted.

DISCUSSION AND FINDINGS

The study examined the social determinants of academic performance among undergraduate students at Babcock University, focusing on the social environment, academic environment, and health and well-being. The findings provide valuable insights into the factors that influence students' academic achievements and highlight the importance of addressing these determinants to enhance overall performance.

The results of the study indicate that the social environment significantly impacts students' academic performance. Positive associations were observed, suggesting that a conducive social environment positively contributes to academic success. This finding aligns with previous research that emphasizes the influence of social factors, such as peer interactions, social support, and engagement, on students' academic outcomes (Astin, 1984; McKenzie, Murray, & Booth, 2017).

Furthermore, the study reveals that the academic environment has a positive and significant influence on academic performance. This finding suggests that optimizing the learning environment, including factors such as quality of instruction, resources, and educational support, can positively impact students' academic achievements (Chen, 2013; Pritchard & Wilson, 2003).

The findings also highlight the crucial role of health and well-being as determinants of academic performance. Positive and significant effects of health and well-being on academic performance were observed, indicating that students' physical and mental well-being are important factors that contribute to their academic success. This finding underscores the need for comprehensive student support services that address health issues, stress management, and overall well-being (Turner & Hogg, 1987).

CONCLUSION AND RECOMMENDATION

The present study investigated the social determinants that influence the academic performance of undergraduate students at Babcock University, focusing on the social environment, academic environment, and health and well-being. The findings underscore the significance of these factors in enhancing students' academic achievements and highlight the need for targeted interventions and support systems.

The study revealed that the social environment significantly impacts students' academic performance, indicating that a conducive social atmosphere plays a vital role in supporting students' academic success. Similarly, the academic environment demonstrated a positive and significant influence on academic performance, highlighting the importance of optimizing the educational resources, instruction quality, and support services within the university.

Moreover, health and well-being emerged as crucial determinants of academic performance. Students' physical and mental well-being were found to have a positive and significant effect on their academic achievements. This underscores the necessity of promoting holistic student well-being and implementing comprehensive support systems that address health issues and stress management.

Based on these findings, several recommendations can be made to enhance academic outcomes at Babcock University and similar educational institutions. Firstly, it is crucial to foster a conducive social environment by providing social support systems, encouraging positive peer interactions, and creating a sense of community among students. Secondly, optimizing the academic environment involves ensuring quality instruction, access to resources, and educational support services that cater to students' diverse needs.

Furthermore, promoting the health and well-being of undergraduate students should be a priority. This can be achieved through the implementation of wellness programs, mental health support services, and stress management initiatives. Additionally, promoting a healthy work-life balance and encouraging self-care

practices can contribute to students' overall well-being and academic success.

In summary, the study emphasizes the importance of addressing the social determinants of academic performance among undergraduate students. By fostering a conducive social environment, optimizing the academic environment, and promoting student well-being, universities can facilitate improved academic outcomes. The recommendations provided, including the implementation of targeted interventions and support systems, are essential steps toward enhancing academic achievements at Babcock University and similar educational institutions.

In conclusion, the study emphasizes the importance of considering the social determinants of academic performance among undergraduate students. Fostering a conducive social environment, optimizing the academic environment, and promoting the health and well-being of students are crucial for enhancing their academic achievements. The study recommends the implementation of targeted interventions, such as providing social support systems, creating a supportive academic atmosphere, and promoting holistic student well-being, to facilitate improved academic outcomes at Babcock University and similar educational institutions.

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