

# Review of: "Student's Well-being and Academic Performance"

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Potential competing interests: No potential competing interests to declare.

**Review of Students' Well-being and Academic Performance (please put the apostrophe after the s denoting general instead of after the t (which denotes only one student))**

It is a very under-researched area of study and I appreciate the researcher for having chosen this topic. Please find below a few pertinent comments that I believe will enhance the study even further. Thank you for giving me the opportunity to review this interesting research.

## Abstract

Wording can be changed to past tense as the study has already been conducted. The methodology needs to be more detailed in terms of the approach (mixed method). Although there is mention of the design that has been employed, more details regarding sampling can be included in terms of who the target group was and how many participants were employed in the randomized controlled trial design. An elaboration of the tools employed to collect data regarding the well-being of the participants need to be elaborated. There needs to be a few lines about data collection and analysis as well as a conclusion.

The abstract is a mini synopsis and preview of the entire study and has to have all the above mentioned points.

## Introduction/Methodology

Both these sections need to be written in the past tense as the study has already been conducted. It would be better to place the questionnaires as an appendix rather than in the in text. However, the questionnaires can be mentioned in the methodology.

I feel you need to **detail** and **justify** the key methodological choices you've made in a logical manner by adding more information than there is right now.

Some added information could include:

**Research approach** (deductive mixed-method)

**Time Horizon** (Longitudinal)

**Sampling:** more details regarding the sample would make the study more interesting (how many males/females, age-

group, year of study. Although you have mentioned discipline of study, in the results & discussion there is no mention of which groups had higher GPAs ( within the experimental group) or differences in their well-being parameters. Also there needs to be a description of the chosen university (is it private/public, deemed university or not, distance education/regular etc.)

Inclusion/exclusion criteria of the chosen sample, total population from which sample has been derived, how you decided on 100 students (justification of the number) needs to be mentioned. All the students GPA are above 3 pre- MBSR – were the students chosen based on a GPA of 3 and above?)

I notice you have mentioned research & sampling strategy (experimental/randomized), however you have not mentioned the above points which could be included as you have followed it but not mentioned it.

MBSR is usually conducted over 8 weeks. Was there any particular reason to have it over 12 weeks?

**Data collection Method** (were the surveys and interviews conducted at the same time or one after the other. How many interviews were conducted. Were they structured, fixed or semi-structured? How did you choose the questions for the interview? Were the surveys given online or in person? How was the interview conducted? How many interviews were conducted and what is the justification for the number of interviews conducted?

You have mentioned open-ended questions but not detailed any of the other points mentioned above. Please include them.

Was informed consent collected from the students for the survey and the interviews? Were they made aware of confidentiality and anonymity? Where was the data collected over the 3 time lines stored? Who had access to this besides the researcher? Was the data blinded before given for analysis if it was given to a statistician?

## **Data Analysis**

You need to mention what statistical techniques (descriptive as well as inferential) you have utilized in this study. In the quantitative section, you will need to describe how you collected the data (medium used, how many times, where you analyzed it (Xcel/SPSS etc), cleaning and organizing the data- duplicate/incomplete responses.

For the interviews, do describe how you analyzed the data and interpreted the results that you got. Did you do any triangulation between the quantitative and qualitative data sets?

Include a section on methodological limitations as it is very important to state any biases ( method, sampling, selection.

It is important to be critical of the shortcomings of your study. By being critical, you will demonstrate that you have a strong understanding of research theory. State the limitations, justify how you moderated their impacts to the best degree possible. This is to show that your study can provide value despite these limitations.

## **Discussion**

This section can be written more like a story and less in bullet points for the ease to read and for the flow of thoughts. Also, I would recommend taking off any percentages and numbers and replacing them with words like, a majority, a few, most of the participants etc as you have already mentioned the numbers in the results section. You need not break up the discussion into sections rather they can just be different paragraphs. Although you have stated the results, and discussed the findings very briefly your 'voice' is missing and there is no links to existing studies that may have had similar/contrasting results. As this is a discussion section, it requires a lot more of the researcher's viewpoints based on evidence and the results.

Throughout the study, you have not mentioned any relevant studies related to this topic. I am curious to know why you have refrained to do so as every research needs to be supported by existing literature to make it relevant and valid.

Another major missing link is that although you mention there was an improvement in grades and well-being in the control group, you have not discussed the possible reasons based on the interviews (did you do the interviews only with the students who underwent MBSR or on the control group as well).

Some related literature you could possibly refer to are given below:

- Barbosa-Camacho FJ, Romero-Limón OM, Ibarrola-Peña JC, Almanza-Mena YL, Pintor-Belmontes KJ, Sánchez-López VA, Chejfec-Ciociano JM, Guzmán-Ramírez BG, Sapién-Fernández JH, Guzmán-Ruvalcaba MJ, Nájara-Hinojosa R, Ochoa-Rodríguez I, Cueto-Valadez TA, Cueto-Valadez AE, Fuentes-Orozco C, Cortés-Flores AO, Miranda-Ackerman RC, Cervantes-Cardona GA, Cervantes-Guevara G, González-Ojeda A. Depression, anxiety, and academic performance in COVID-19: a cross-sectional study. *BMC Psychiatry*. 2022 Jun 30;22(1):443. doi: 10.1186/s12888-022-04062-3. PMID: 35773635; PMCID: PMC9243721.
- Dendle C, Baulch J, Pellicano R, Hay M, Lichtwark I, Ayoub S, Clarke DM, Morand EF, Kumar A, Leech M, Horne K. Medical student psychological distress and academic performance. *Med Teach*. 2018 Dec;40(12):1257-1263. doi: 10.1080/0142159X.2018.1427222. Epub 2018 Jan 21. PMID: 29355074.
- Sarwar S, Aleem A, Nadeem MA. Health Related Quality of Life (HRQOL) and its correlation with academic performance of medical students. *Pak J Med Sci*. 2019 Jan-Feb;35(1):266-270. doi: 10.12669/pjms.35.1.147. PMID: 30881436; PMCID: PMC6408661.
- Agha S, Alzayed AA, Alfuraih TA, Alenazi FT, Alomair MI, Masuadi E. Association of the Academic Performance of Undergraduate Medical Students With Positive Well-Being, Intelligence, and Factors of Academic Success. *Cureus*. 2023 Dec 6;15(12):e50077. doi: 10.7759/cureus.50077. PMID: 38077663; PMCID: PMC10703344.
- March-Amengual JM, Cambra Badii I, Casas-Baroy JC, Altarriba C, Comella Company A, Pujol-Farriols R, Baños JE, Galbany-Estragués P, Comella Cayuela A. Psychological Distress, Burnout, and Academic Performance in First Year College Students. *Int J Environ Res Public Health*. 2022 Mar 12;19(6):3356. doi: 10.3390/ijerph19063356. PMID: 35329044; PMCID: PMC8953100.