

A Correlational Study of Quality of Family Life, Psychological Well-Being, and Academic Achievement among Tribal Students

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Publication Date: 2026/06/05

Abstract: The present study examined the relationship between quality of family life, psychological well-being, and academic achievement among tribal students in Odisha. Tribal students often experience socio-economic, educational, and psychological challenges that affect their academic development and overall well-being. The study aimed to understand how family environment and psychological well-being are associated with the academic achievement of tribal students. The study was conducted on 100 tribal students pursuing undergraduate and postgraduate education in Arts, Science, and Commerce streams at Kalinga Institute of Social Sciences (KISS), Bhubaneswar. In this study, the researcher used a Purposive sampling technique for the selection of participants.

Data were collected using the Family Quality of Life Scale and the Psychological Well-Being Scale, along with students' preceding semester academic scores. Descriptive statistics and Pearson Product Moment Correlation were used for analyzing the collected data. The findings revealed that there was no significant relationship between quality of family life and academic achievement. However, psychological well-being showed a significant positive relationship with academic achievement, while quality of family life was positively associated with psychological well-being.

The study emphasizes the value of emotional stability, mental health, and supportive family situations in enhancing tribal students' educational progress. The results could aid educators, counselors, and legislators in creating educational and psychological support programs that are culturally appropriate for native communities.

Keywords: *Quality of Family Life, Psychological Well-Being, Academic Achievement, Tribal Students, Family Environment, Emotional Stability, Family Support, Academic Achievement, Resilience, Educational Psychology.*

How to Cite: Dr. Snehaprava Sahoo; Dr. Susmita Mandal; Srikanta Mohapatra (2026) A Correlational Study of Quality of Family Life, Psychological Well-Being, and Academic Achievement among Tribal Students. *International Journal of Innovative Science and Research Technology*, 11(5), 3328-3336. <https://doi.org/10.38124/ijisrt/26may1896>

I. INTRODUCTION

India is a multicultural nation with a huge tribal population that holds distinct cultural ethnicities, family systems, and social practices. The foundation of tribal culture, tribal families are essential to maintaining social bonds, promoting emotional stability, and safeguarding cultural identity. Depending on their location, customs, and social structure, tribal houses might be extended, matrilineal, patriarchal, nuclear, or joint. Tribal children's lifestyle, psychological adjustment, and educational development are impacted by these family patterns. In tribal groups, family relationships are typically defined by strong kinship ties, collaboration, emotional attachment, and group duty. Tribal children learn social conduct, discipline, beliefs, and

customs mostly from their families. Oral storytelling, customs, and rituals all contribute to fostering family unity and passing down cultural legacy from one generation to the next. In India, tribal communities are a diverse and culturally rich segment of the population. Tribal communities nevertheless confront a number of socioeconomic, educational, and psychological issues that have an impact on the general development of tribal pupils despite their distinct cultural identity and traditional social structures (Barman & Chowdhury, 2024). Students' academic performance and well-being are greatly impacted by factors like poverty, geographic isolation, social discrimination, restricted educational possibilities, and a lack of psychological assistance (Senthilkumar Varsha et al., 2024).

II. TRIBAL FAMILY

The tribal family is considered as the primary social institution. It plays a vital role in preserving social ideals, tribal culture, emotional stability, and collective identity. Depending on cultural customs and social structure, tribal families might be nuclear, joint, extended, patriarchal, or matrilineal (Das, 2021). In general, family members share duties pertaining to domestic chores, economic labor, childrearing, agriculture, and cultural customs. Tribal family structures are thought to be characterized by kinship ties, collaboration, collective living, and emotional bonding (Mondal, 2020).

According to their traditions and practices, various tribal cultures have distinct family systems. In contrast to joint and extended families, which include grandparents, uncles, aunts, cousins, and other relatives living together and sharing responsibilities collectively, nuclear families are made up of parents and children living alone. While matrilineal tribal cultures, including the Khasi and Garo tribes, follow inheritance and lineage through women, patriarchal tribal families are typically led by elder males who make significant family decisions (Barman & Chowdhury, 2024). Tribal children and adolescents' social behavior, authority styles, gender roles, emotional growth, and social adjustment are all impacted by these family structures.

Tribal families place a high value on kinship and social ties. Family members and relatives, including grandparents, siblings, cousins, and extended kin networks, typically maintain close emotional and social ties within tribal groups. These connections foster cooperation, mutual support, emotional stability, and a sense of belonging (Juhiya & Shaik, 2019). Members of tribal families frequently participate in festivals, rituals, agricultural pursuits, and community events as a close-knit social group. Mutual sharing of food, labor, and financial resources promotes social harmony within the community and aids tribal families in surviving challenging socioeconomic circumstances.

Tribal family life and educational advancement are similarly impacted by economic circumstances. The majority of tribal families live in remote, rural locations with poor infrastructure, little educational resources, unemployment, and poverty (Madankar et al., 2024). Parents are frequently unable to provide sufficient educational resources, including books, uniforms, transportation, and tuition assistance, due to financial difficulties. Numerous tribal youngsters are forced to engage in wage labor, farming, domestic chores, and cow grazing, which has a detrimental impact on their academic performance and attendance at school. On the other hand, tribal pupils benefit from a positive learning environment that fosters academic motivation and educational aspirations when their family have stable incomes and supportive educational attitudes (Mandal, 2020).

➤ *Quality of Family Life*

Quality of family life refers to the emotional, social, economic, and interpersonal conditions existing within the family environment. It encompasses stability, affection, communication, parental participation, emotional support, family cohesion, and member satisfaction. Children and adolescents who have a good home life have emotional stability, self-assurance, healthy personality development, and social adjustment (Waithaka & Goldson, 2018). Collective living, familial ties, cultural customs, and mutual support networks that enhance people's emotional and psychological wellbeing are all strongly linked to the quality of family life in tribal societies (Barman & Chowdhury, 2024). Two crucial aspects of a good family life are emotional support and family togetherness. In general, tribal families place a strong emphasis on affection, collaboration, mutual care, and group responsibility. In times of stress, illness, financial hardship, and other challenging circumstances, family members help one another.

According to Juhiya and Shaik (2019), tribal children and adolescents benefit from psychological stability, emotional maturity, and positive social adjustment due to emotional bond among family members. Within tribal families, storytelling, cultural rituals, music, and customary get-togethers all contribute to the development of emotional ties and a sense of shared identity.

Maintaining a healthy family life also heavily depends on parental communication and involvement. Children's emotional and academic development is positively impacted by parents who support education, keep an eye on their academic progress, and have open lines of communication with them. According to earlier research (Bashir & Bashir, 2016; Hare & Burke, 1998), parental involvement and support greatly boost students' academic achievement, self-confidence, and educational goals. Elders in tribal cultures also aid in the formation of personalities by imparting moral principles and cultural customs via interaction and mentoring.

In tribal cultures, socioeconomic circumstances affect the quality of family life. Tribal households frequently experience stress due to poverty, unemployment, subpar housing, and a lack of educational opportunities (Madankar et al., 2024). Many indigenous youngsters are forced to work in the home and for pay, which hinders their ability to receive an education. Nonetheless, tribal families are able to manage difficult socioeconomic circumstances thanks to robust kinship networks and group support systems (Barman & Chowdhury, 2024).

Emotional stability and self-worth are key markers of psychological adjustment and a happy family life. Tribal students typically gain resilience, confidence, and good self-concepts when they receive emotional support and encouragement from family members. On the other hand, tribal students may experience anxiety, low self-esteem, and psychological distress due to strained family ties and a lack of emotional support (Adak et al., 2024).

➤ *Psychological Well-Being*

The term "psychological well-being" describes a person's mental stability, resilience, self-worth, contentment, and capacity to manage stress and obstacles in life. Positive mental health, emotional equilibrium, and sound psychological functioning are all represented. People who are in good psychological health are able to sustain their self-assurance, drive, emotional regulation, and productive interpersonal connections (Mustafa et al., 2020). Psychological well-being is crucial for tribal students' academic success, social engagement, and general personality development. Due to poverty, social injustice, cultural marginalization, dislocation, and restricted educational possibilities, tribal students often struggle psychologically (Gill & Singh, 2023). Tribal populations' emotional anguish is exacerbated by their lack of access to mental health treatments, counseling, and medical facilities (Khamo Vevolu, 2024). Students' emotional adjustment, academic performance, and social interactions are all adversely affected by feelings of inferiority, anxiety, loneliness, insecurity, and poor self-confidence. However, tribal youth can acquire positive psychological adjustment and emotional strength through community involvement, cultural identity, and supportive familial circumstances. Tribal students' psychological well-being is significantly influenced by family unity and emotional support. Through shared responsibilities, rituals, storytelling, and group celebrations, tribal families typically preserve strong emotional bonds. Tribal children can manage stress, anxiety, and socioeconomic difficulties with the emotional support of their parents, siblings, grandparents, and other family members (Juhiya & Shaik, 2019). Students who grow up in supportive familial contexts have more emotional stability, self-assurance, and good self-concepts.

Other crucial aspects of psychological well-being include resilience and coping skills. The capacity to withstand adversity, stress, and unfavorable circumstances in life is referred to as resilience. Strong family support, social bonds, cultural values, and group involvement are common ways that tribal groups build resilience. Resilience dramatically lowers psychological distress and suicidal thoughts among tribal young, according to studies conducted among Chakma and Reang tribal populations (Mukherjee & Banerjee, 2025). Student that possess positive coping skills are better able to handle social problems, emotional issues, and academic pressure. Tribal students' mental health issues remain a serious concern. Tribal youth frequently experience increased emotional stress and psychological challenges due to economic hardship, social injustice, cultural isolation, and educational hurdles. Anxiety, low motivation, and emotional instability may worsen in the absence of psychological support and counseling services (Khamo Vevolu, 2024). Thus, fostering healthy psychological well-being and educational development among indigenous students requires culturally relevant mental health therapies, emotional stability, and supportive family interactions.

➤ *Academic Achievement*

Academic achievement refers to students' educational performance measured through examination scores,

classroom participation, learning outcomes, and overall academic progress. It displays the degree of information, abilities, comprehension, and skills that pupils have gained throughout formal education. Numerous elements, including the family environment, psychological health, socioeconomic status, school environment, parental support, and educational opportunities, have an impact on academic achievement (Pal & Sarkar, 2023). Tribal kids' academic performance is frequently impacted by social, economic, cultural, and psychological factors that impact their educational growth.

Tribal students' academic performance is said to be significantly influenced by their family environment. Positive study habits, self-assurance, and academic goals are developed by youngsters in a supportive family environment that is marked by parental encouragement, emotional warmth, discipline, and involvement in their education. Academic achievement is greatly influenced by parents who inspire their kids, keep an eye on school activities, and offer emotional support (Janhabi et al., 2024).

Strong family relationships also help students develop resilience, emotional stability, confidence, and responsibility—all of which are essential for academic achievement.

Studies show that tribal children from contented, loving families perform better academically than those from stressful or conflict-ridden homes (Mandal, 2020).

However, family conflicts, neglect, substance abuse, poor communication, and financial hardship have a negative impact on focus, motivation, school attendance, and academic success. Financially challenged tribal children are often compelled to work in the family, farm, graze animals, and engage in paid labor, all of which may impede their academic advancement. Psychological well-being has a major impact on academic achievement as well. Students who are emotionally stable, confident, resilient, and in good mental health are better able to concentrate, work through problems, participate in class activities, and handle academic pressure. Research indicates a positive correlation between students' academic success and psychological well-being (Roy & Daka, 2022; Rodriguez et al., 2020).

Tribal kids' academic motivation, goal orientation, and educational goals are all enhanced by positive psychological well-being. Quality of family life, psychological well-being, and academic achievement are closely interconnected. Healthy psychological growth is facilitated by excellent family ties, and academic achievement and drive for learning are increased by psychological well-being. On the other hand, socioeconomic challenges, psychological anguish, emotional instability, and poor family circumstances all have a detrimental impact on students' academic performance (Barmola, 2013; Kumar & Lal, 2024). Therefore, enhancing tribal students' academic performance and general development requires supportive family situations and good mental health.

➤ *Significance of the Study*

Tribal students represent one of the most educationally and socially disadvantaged groups in India. Many tribal students still struggle with socioeconomic, cultural, psychological, and educational issues that have a detrimental impact on their academic performance and general development despite numerous government welfare programs and educational endeavors. Tribal kids frequently face obstacles to academic performance due to factors like poverty, remote location, inadequate educational facilities, societal discrimination, low parental literacy, and a lack of psychological support.

Students' psychological well-being and family life quality have a big impact on their academic success, motivation, emotional stability, and self-confidence. While a supportive home setting characterized by emotional support, parental participation, communication, and family cohesion helps students develop good attitudes and educational goals, positive psychological well-being enables students to effectively manage stress and academic problems. Few studies have examined the interactions between academic achievement, psychological well-being, and familial situations among indigenous kids, despite the fact that many have examined these elements separately. Therefore, the goal of the current study is to look at how tribal students' family life quality, psychological well-being, and academic achievement are related. The research findings may help researchers, educators, counselors, and lawmakers develop family-based support programs, counseling services, and culturally aware educational policies that will improve tribal students' academic and psychological development.

III. REVIEW OF LITERATURE

The literature review offers a theoretical and empirical basis for comprehending the connection between family life quality, psychological well-being, and academic success among tribal students. Prior research has explored family dynamics, psychological well-being, resilience, socioeconomic status, parental assistance, and academic achievement in both tribal and non-tribal groups.

Barman and Chowdhury (2024) analyzed 471 tribal households and examined number of aspects of socioeconomic well-being, such as family life, physical and mental health, self-sufficiency, wealth, social connectivity, spirituality, and environmental conditions. The results emphasized the value of social and familial support in raising tribal populations' general well-being. Senthilkumar Varsha et al. (2024) examined the quality of life and caste prejudice among tribal residents in Tamil Nadu's Chengalpattu district. The study finds out the adversely impacts of social prejudice, poverty, and marginalization on the quality of life of indigenous citizens and suggested welfare programs and social reforms to elevate their standard of living. Madankar et al. investigated healthcare barriers among the Madia-Gond tribe in Maharashtra (2024). The qualitative study revealed that poverty, rural location, cultural beliefs, and a lack of medical services had a significant impact on maternal and child health outcomes

among tribal households. The lack of mental health specialists, deficient healthcare facilities, and inadequate knowledge about mental health issues are the primary barriers to psychological well-being in tribal regions (Khamo Vevolu, 2024). Mental health issues among Indian tribes found that there are few community-based studies on anxiety, depression, and mood disorders (Gill and Singh's, 2023). The researchers suggested fusing traditional treatment approaches with modern mental health care systems. The relationship between psychological well-being and self-esteem among West Bengali tribal school children was examined by Adak et al. (2024).

Self-esteem and psychological well-being were found to be significantly positively correlated. Additionally, it was found that parents' careers and levels of education positively affected their children's mental health. Roy and Daka found a positive relationship between psychological health and academic achievement in their 2022 study on the psychological well-being of Assamese teenagers. Furthermore, the study found that non-tribal adolescents had better psychological well-being than tribal adolescents.

Janhabi et al. (2024) studied on the impact of family climate on academic achievement among tribal secondary school students in Jharkhand and found academic achievement and a supportive family environment are positively correlated. Mandal (2020) investigated the association between academic achievement and their family environment of tribal students in Odisha. Results reveals that students from encouraging and supportive families did better academically.

Granada and Luzano (2023) discovered that students' academic performance was significantly improved by parental financial, emotional, and mental support.

Suicidal ideas and resistance among young indigenous Chakma and Reang people in Tripura were examined by Mukherjee and Banerjee (2025). The study found that higher resilience was associated with improved psychological adjustment and fewer suicidal ideation. Furthermore, Jamadar and Sindhu (2015) examined resilience in tribal communities in Tripura and emphasized the necessity of gender-sensitive and culturally relevant mental health interventions.

Mustafa et al. (2020) assessed psychological well-being among university students and discovered a considerable positive correlation between academic achievement and psychological well-being. According to Rodriguez et al. (2020), who examined psychological well-being among undergraduate students, self-acceptance, emotional stability, and positive social relationships had a significant impact on students' mental health and academic adjustment. Waithaka and Goldson (2018) found that mental health among college students was significantly impacted by emotional stability and familial quality of life. Ruppel et al. (2015) found that psychological well-being had both direct and indirect effects on educational results when they

examined the relationship between academic achievement and subjective well-being.

➤ *Research Gap*

The reviewed studies clearly indicate that family environment, psychological well-being, parental support, resilience, and socio-economic conditions significantly influence students’ academic achievement. However, few research have thoroughly investigated the combined impact of psychological health and family life quality on academic achievement, particularly among indigenous kids. The majority of earlier research concentrated on either family history or mental health separately. Thus, this study aims to close this gap by examining, from a social science viewpoint, the relationship between academic achievement, psychological well-being, and family life quality among tribal students.

➤ *Objectives*

- To examine the role of demographic factors on students.
- To investigate the correlation between quality of family life and academic achievement.
- To examine the correlation between psychological wellbeing and academic achievement.
- To determine the relationship between quality of family life and psychological wellbeing.

➤ *Hypotheses*

- H1: Demographics (such as the age, sex, family income, and parental schooling) influence the academic performance of tribal students significantly.
- H2: Quality of family life will positively influence academic achievement.
- H3: Psychological wellbeing will positively influence academic achievement.
- H4: Quality of family life will positively influence Psychological wellbeing.

IV. METHODOLOGY

➤ *Sample*

Kalinga Institute of Social Sciences (KISS) Deemed to be University, Bhubaneswar is the world’s first tribal university, providing free education to 40,000 indigenous student to eradicate hunger through education and empowerment. Established in 1993 by Dr. Achyuta Samanta, it began as a small residential school and became a deemed to be university in 2017. Every student receives schooling from KG to PG and PhD levels, along with free food, hostel, healthcare, and vocational training. The study consists of 100 tribal students from Khordha district, Odisha who are continuing their under graduation and post graduation in arts, commerce and science. Purposive sampling method

was used to identify the samples. Participants who have the willingness to participate and will meet inclusion criteria will be included in the present through the method of purposive sampling.

➤ *Instruments*

The Family Quality of Life Scale (FQOL): “The FQOL a data collection tool developed by Beach Center on Disability (2012). The scale is composed of a total of 20 items that range from 0 to 4. This scale contains five sub-scales: Very Dissatisfied, Dissatisfied, Neither, Satisfied and Very Satisfied.”

Psychological well-being (PWB): “Psychological well-being scale developed by Ryff & Keys (1995). This scale is composed of 18 items that range from 1-7. This scale contains seven sub-scales: Strongly Agree, Somewhat Agree, A little Agree, Neither Agree or Disagree, A little Disagree, Somewhat Disagree and Strongly Disagree.”

- Academic Achievement- Students independently reported GPA or marks of the previous semester.
- Demographics- A brief questionnaire to indicate age, sex, family income, parental education, family income and type of tribe.

➤ *Procedures*

The researcher selected undergraduate and postgraduate students from the Arts, Commerce, and Science streams in Odisha who belonged to tribal families. The researcher selected 100 students who met the inclusion criteria through purposive sampling method. The participants were given clear instructions on the aim of the surveys and how to complete them prior to their administration. The questionnaires were administered through both online and offline modes. The Family Quality of Life Scale (FQOL), The Psychological Well-Being (PWB) Scale, and students obtained GPA for academic achievement was also used to analysis the study. Google forms was used to collect data and assist participants in completing the questionnaire. The information obtained from the evaluation instruments was then used to code and perform both qualitative and quantitative analyses of the data. Lastly, a discussion and interpretation of the study’s findings were presented.

➤ *Design and Data Analysis Techniques*

The data collected from the respondents was analyzed by SPSS version 26 software. Descriptive statistics such as “mean” and “standard deviations” were used to examine the demographic variables. To establish the relationship between Quality of Family Life and Psychological well-being on Academic Performance among tribal students, “Pearson Product Moment Correlation” was used.

V. RESULTS

Table 1 Percentage of Demographic Information

| Variable | Categories | No. of subject | Percentage (%) |
|----------|------------|----------------|----------------|
| Gender | Male | 53 | 53 |
| | Female | 47 | 47 |

| | | | |
|---------------|--------------|-----|-----|
| Age | 19-22 | 64 | 64 |
| | 23-25 | 36 | 36 |
| Stream | Arts | 60 | 60 |
| | Science | 20 | 20 |
| | Commerce | 20 | 20 |
| Education | U.G | 33 | 33 |
| | P.G | 67 | 67 |
| Family type | Nuclear | 36 | 36 |
| | Joint | 44 | 44 |
| | Single | 20 | 20 |
| Family income | 55000-120000 | 100 | 100 |

The gender ratio is almost equal and is 53:47 of males and females respectively. Most of the participants(64percent)areyoungadultsbetweentheagesof19-22 years,and36percentare between 23-25 years. In the area of academic background there are two major trends of Arts (60%), Science and Commerce (20 each). Education level is skewed towards postgraduates (67%); less than undergraduates (33%). Family structures are either mostly joint (44%), nuclear family (36%) and single-parent families (20%). The entire 100 participants have income in the family amount of 55000-120000 annually indicating a steady low-to-middle socioeconomic level typical of tribal regions in Odisha

Table 2. Descriptive Statistics

| Inventories | Mean | SD | Number of subject |
|-----------------------------|-------|--------|-------------------|
| Quality of Family Life(QFL) | 59.66 | 14.289 | 100 |
| Academic Achievement(AA) | 63.41 | 7.613 | 100 |

Table 3 Pearson Product Moment Correlation between QFL and AA

| Inventories | Statistical method | QFL | AA |
|-----------------------------|--------------------|------|------|
| Quality of Family Life(QFL) | Person correlation | 1 | .094 |
| | Sig.(2-tailed) | | .344 |
| | N | 100 | 100 |
| Academic Achievement (AA) | Person correlation | .094 | 1 |
| | Sig.(2-tailed) | .344 | |
| | N | 100 | 100 |

Table 3 explains a very weak positive correlation between Quality of Family Life (QFL) and Academic Achievement (AA) ($r = 0.094$), which is not statistically significant ($p = 0.354$). Therefore, it can be concluded that there is no relationship between QFL and AA in this sample.

Table 4 Descriptive Statistics

| Inventories | Mean | SD | Number of subject |
|-------------------------------|-------|--------|-------------------|
| Psychological well-being(PWB) | 50.47 | 17.049 | 100 |
| Academic Achievement(AA) | 63.41 | 7.613 | 100 |

Table 4 shows the descriptive statistics, which represent the mean and standard deviation of psychological well-being were 50.47 and 17.049 and the academic achievement were 63.41 and 7.613, respectively.

Table 5 Pearson Product Moment Correlation between PWB and AA

| Inventories | Statistical method | PWB | AA |
|-------------------------------|--------------------|------|------|
| Psychological well-being(PWB) | Person correlation | 1 | .249 |
| | Sig.(2-tailed) | | .049 |
| | N | 100 | 100 |
| Academic Achievement(AA) | Person correlation | .249 | 1 |
| | Sig.(2-tailed) | .049 | |
| | N | 100 | 100 |

Table 5 shows that there is a weak but statistically significant positive correlation between Psychological Well-being (PWB) and Academic Achievement (AA) ($r = 0.249, p < 0.05$). This suggests that students with higher psychological well-being tend to achieve slightly better academically.

Table 6 Descriptive Statistics

| Inventories | Mean | SD | Number of subject |
|-------------------------------|-------|--------|-------------------|
| Quality of Family Life(QFL) | 59.66 | 14.289 | 100 |
| Psychological well-being(PWB) | 50.47 | 17.049 | 100 |

Table 7 Pearson Product Moment Correlation between QFL and PWB

| Inventories | Statistical Method | PWB | AA |
|-------------------------------|--------------------|------|------|
| Quality of Family Life(QFL) | Person correlation | 1 | .409 |
| | Sig.(2-tailed) | | .043 |
| | N | 100 | 100 |
| Psychological well-being(PWB) | Person correlation | .409 | 1 |
| | Sig.(2-tailed) | .043 | |
| | N | 100 | 100 |

Table 7 show that there is a moderate and statistically significant positive correlation between Quality of Family Life (QFL) and Psychological Well-being (PWB) ($r = 0.409, p < 0.05$). This suggests that better family life is associated with higher psychological well-being among students.

VI. DISCUSSION

According to the findings, tribal students' academic achievement is significantly influenced by their family life and psychological health. While there was no statistically significant direct correlation between Quality of Family Life and Academic Achievement, there was a strong positive correlation with Psychological Well-Being. This shows that through emotional and psychological adjustment, supportive family situations indirectly improve academic success. Academic achievement and psychological well-being were positively correlated, suggesting that kids who are emotionally stable and in good psychological health do better academically.

➤ Objective 1:

According to the demographic analysis, 53% of respondents being male students and 47% being female. 36% of respondents were between the ages of 23 and 25, while the bulk of respondents (64%) were between the ages of 19 and 22. In terms of academic streams, science and commerce students made up 20% of the responses, while the arts stream accounted for 60%. Additionally, 33% of respondents were undergraduates and 67% were postgraduate students. Regarding family composition, 20% of the respondents came from single-parent households, 36% from nuclear families, and 44% from joint families. All respondents' yearly household incomes fell between ₹55,000 and ₹1,20,000, suggesting a comparatively uniform economic background.

➤ Objective 2:

According to the descriptive statistics, the respondents' family functioning was moderate, with a mean Quality of Family Life (QFL) score of 59.66 and a standard deviation of 14.289. With a mean score of 63.41 and a standard deviation of 7.613, Academic Achievement (AA) demonstrated rather constant academic performance. A weak positive association ($r = 0.094, p = 0.354$) was found in the

Pearson correlation study between academic achievement and quality of family life. The association was statistically insignificant because the p-value was higher than 0.05. Thus, among the tribal students, Academic Achievement was not substantially predicted by Quality of Family Life.

➤ Objective 3:

The descriptive analysis revealed that the respondents' psychological well-being (PWB) was moderate, with a mean score of 50.47 and a standard deviation of 17.049. Academic success and psychological well-being were found to have a weak but statistically significant positive correlation ($r = 0.249, p = 0.049$). The p-value is smaller than, indicating that psychological well-being has a significant impact on academic achievement among tribal children. Academic performance was higher for students who were more confident and emotionally stable.

➤ Objective 4:

According to the descriptive data, the mean score for psychological well-being was 50.47 (SD = 17.049), whereas the mean score for quality of family life was 59.66 (SD = 14.289). A moderately favorable link between psychological well-being and quality of family life was found by the Pearson correlation analysis ($r = 0.409, p = 0.043$). The association was statistically significant because the p-value was smaller than 0.05. This result suggests that tribal students' psychological well-being is positively impacted by supportive family circumstances.

VII. CONCLUSION

The present study suggests that tribal students' academic performance and psychological well-being in Odisha are strongly influenced by the quality of their family life. Students can gain self-assurance, emotional stability, and academic drive through supportive home surroundings, emotional bonding, and positive family interactions. The results showed that academic success is significantly positively correlated with psychological well-being, and that family life quality indirectly influences academic success through emotional and psychological adjustment.

The study also discovered that students' mental health and academic performance are adversely affected by poor home circumstances, financial stress, and a lack of

emotional support. Resilience, self-esteem, and academic performance were all improved in tribal students who had supportive family relationships. In order to enhance the general wellbeing and academic progress of tribal students, the study emphasizes the necessity of culturally responsive educational policies, family support networks, counselling services, and mental health initiatives.

LIMITATIONS OF THE STUDY

The study was limited to a sample of 100 tribal students from a single district of Odisha. The use of self-report instruments may have resulted in response bias, social desirability bias, and recall errors. The cross-sectional research design also limited the establishment of causal relationships among the variables. Another limitation of the study was that it focused only on middle- and lower-income tribal students and did not include comparisons across different socio-economic groups.

FUTURE DIRECTIONS OF THE STUDY

Future research may include larger and more diverse samples from different tribal populations across India. Longitudinal and comparative studies between urban and rural tribal students may provide deeper insights into family life, psychological well-being, and academic achievement.

IMPLICATIONS OF THE RESEARCH

The study emphasizes the value of psychological health and family support in raising tribal students' academic performance. Tribal students should have access to counseling services and culturally appropriate learning environments at educational institutions. Family-based and mental health support services may be included in government assistance programs for native communities. By highlighting the connection between academic success, psychological well-being, and family life quality, the study advances social science research.

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