

## **SIGNIFICANCE OF SWADHARMA IN ACADEMICS OF UNIVERSITY STUDENTS: NURTURING PERSONAL GROWTH AND ACADEMIC SUCCESS**

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### **ABSTRACT**

*Each stage of life shapes individuals' personal development and societal impact, with university students holding a pivotal role in shaping the future through education, research, and leadership. Swadharma, an innate tool, aids students in navigating their academic and personal paths authentically, developing fulfillment and positive contributions to society. This research investigates the significance of Swadharma, a concept rooted in ancient Indian philosophy, in the academic pursuits of university students. Swadharma underlines the notion of fulfilling one's inherent duty or purpose by aligning actions with intrinsic nature, nurturing personal fulfillment and success. The study aims to explore the impact of embracing Swadharma on students' personal growth and academic achievements within the university level academia. Through a blend of qualitative and quantitative analyses, the research scrutinizes the correlation between students' comprehension and implementation of Swadharma and various aspects of their academic performance, well-being, and sense of purpose. Qualitative methods provide insights into the depth of students' understanding of Swadharma and its application in decision-making processes related to education and personal development. Meanwhile, quantitative analyses offer statistical evidence regarding the associations between Swadharma adherence and academic success metrics, such as academic engagement, wellbeing and overall satisfaction with university experiences. This research aims to contribute to the existing literature by shedding light on the potentially transformative role of Swadharma in shaping the educational journey of university students. By elucidating how Swadharma influences academic outcomes and holistic aspects of student well-being and purpose, the study provides valuable insights for educators, administrators, and policymakers seeking to enhance student engagement and success within higher education institutions. Ultimately, this exploration develops a deeper understanding of how philosophical principles can inform and enrich contemporary educational practices, nurturing students' personal growth and facilitating their pursuit of academic excellence.*

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**Keywords:** Swadharma, University Students, Personal Growth, Academic Success, Nurturing, Self-Discovery.

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### **Introduction**

Swadharma, rooted in ancient Indian philosophies, underlines the significance of individual duty and righteousness as a guiding principle for personal growth and fulfillment. Found prominently in Vedic literature as a code of conduct, Swadharma is further explored in Buddhist philosophy and the Bhagavad Gita, where it emphasizes fulfilling one's unique purpose in life based on innate traits and capacities (Mallik, 2019; Kalantarova, 2022; Rastogi, 2018).

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श्रेयान्स्वधर्मो विगुणः परधर्मात्स्वनुष्ठितात् ।  
स्वधर्मे निधनं श्रेयः परधर्मो भयावहः ॥ 35॥

*śhreyān swa-dharmo viguṇaḥ para-dharmāt sv-anuṣṭhitāt*  
*swa-dharme nidhanam śhreyaḥ para-dharmo bhayāvahaḥ* **BG 3.35**

The Bhagavad Gita (3.35) emphasizes the importance of performing one's natural prescribed duty, even if imperfect, over performing another's duty perfectly, stating, "It is far better to perform one's natural prescribed duty, though tinged with faults, than to perform another's prescribed duty, though perfectly. In fact, it is preferable to die in the discharge of one's duty, than to follow the path of another, which is fraught with danger" (Bhaktivedanta Swami Prabhupāda, 2008)

It serves as a dynamic concept guiding individuals to be true to themselves, aligning actions with their inner essence or swabhava. Understanding one's Swadharma enables individuals to live authentically, leading to a meaningful life, while deviation from it may result in mental and physical challenges (Priyadarshi, 2022).

In contemporary society, university students are recognized as pivotal agents of change, driving innovation and progress across industries with their specialized knowledge and diverse experiences (Smith, 2020). Beyond academic pursuits, their university journey serves as a crucible for personal growth and identity formation, imbuing them with essential life skills and a sense of purpose (Jones & Williams, 2018). Recognizing the profound impact of personal fulfillment on academic success, this research investigated into the significance of Swadharma, a concept rooted in ancient Indian philosophy, within the academic endeavors of university students. Swadharma, referring to lawful self-conduct based on individual strengths, serves as a guiding principle for students to navigate challenges, make informed decisions, and pursue their academic goals with passion and purpose (Patel & Gupta, 2019). By aligning their actions with their intrinsic nature, students can harness the power of Swadharma to enhance their academic performance and improve personal growth. Despite its ancient origins, Swadharma remains underexplored in contemporary educational settings. This study aims to bridge this gap by investigating the impact of embracing Swadharma on students' personal growth and academic achievements within the university milieu.

By exploring how students perceive and integrate Swadharma into their lives, the study seeks to unravel the nuanced dynamics between this philosophical principle and tangible outcomes in the academic sphere. This research endeavors to contribute to the existing literature by shedding light on the overlooked yet potentially transformative role of Swadharma in shaping the educational journey of university students. By elucidating how Swadharma influences not only academic outcomes but also holistic aspects of student well-being and purpose, the study aims to provide valuable insights for educators, administrators, and policymakers seeking to enhance student engagement and success within higher education institutions. Ultimately, this exploration seeks to foster a deeper understanding of how philosophical principles can inform and enrich contemporary educational practices, nurturing students' personal growth and facilitating their pursuit of academic excellence.

### Statement of the Problem

University students occupy a pivotal stage in their personal development and societal impact, with their academic success and personal growth playing crucial roles in shaping their future contributions to society. Swadharma, originating from ancient Indian philosophy, underscores the importance of aligning one's actions with their inherent duty or purpose. Despite its significance, the role of Swadharma in guiding the academic pursuits of university students remains largely understudied. Therefore, this research aims to investigate the impact of Swadharma on nurturing personal growth and fostering academic success among university students.

### Objectives

- To explore the understanding of Swadharma among university students.
- To examine the implementation of Swadharma in students' decision-making processes related to academics and personal development.
- To analyze the impact of embracing Swadharma on students' academic engagement, well-being, and overall satisfaction with university experiences.

- To assess the correlation between adherence to *Swadharma* and academic success metrics, including academic engagement, and overall satisfaction with university experiences.

### Hypotheses

- University students who have a deeper understanding of *Swadharma* would be exhibited higher levels of academic engagement and satisfaction with university experiences.
- Students who actively implement *Swadharma* in their decision-making processes regarding academics and personal development would be reported greater levels of well-being and fulfillment.
- There would be a positive correlation between adherence to *Swadharma* and academic success metrics such academic engagement, extracurricular and overall satisfaction with university experiences.

### Significance

This research contributes to the existing literature by examining the significance of *Swadharma* in the academic pursuits of university students. By elucidating how *Swadharma* influences various aspects of student well-being, academic engagement, and overall satisfaction with university experiences, the study provides valuable insights for educators, administrators, and policymakers. Understanding the role of *Swadharma* can inform educational practices aimed at enhancing student engagement, well-being, and academic success within higher education institutions.

### Review of Literature

*Swadharma*, deeply entrenched in Indian philosophies, denotes an individual's duty or righteousness based on their inherent nature, as elucidated in the *Bhagavad Gita*, Vedanta teachings, Mahabharata, Upanishads, Arthashastra, and works of Adi Shankaracharya, Gautama Buddha, and Jain Agamas (Muniapan, Dr Balakrishnan and Satpathy, Biswajit, 2013, Acharya Buddharakkhita and Bhikkhu Bodhi (1985).

Secondary literature by scholars like S. Radhakrishnan, Swami Vivekananda, Aurobindo Ghosh, and **Dutt, Priyanka (2018)** further explores its significance and practical applications, including its intersection with leadership and its role in maintaining societal order. **Rastogi, K. (2018)**, emphasizes the importance of understanding one's *Swadharma* and the consequences of deviating from it, drawing from the teachings of the *Bhagavad Gita*.

### Methodology

The methodology employed in this study adopts a mixed-methods approach, combining qualitative interviews and quantitative surveys to comprehensively explore the significance of *Swadharma* in the lives of university students. The qualitative phase involves conducting semi-structured interviews with 110 participants, selected purposively to ensure representation across diverse demographics and academic disciplines. These interviews probe into participants' understanding, experiences, and perceptions of *Swadharma*, explored its influence on personal growth, academic engagement, and overall well-being. The qualitative data collected from these interviews are analyzed using NVivo software to identify emerging themes and patterns. Additionally, a quantitative survey is administered to 150 university students, targeting a similar demographic range. The survey assesses participants' *Swadharma* awareness, academic engagement, and well-being, providing quantitative data for analysis. Descriptive statistics, correlation analysis, and regression analysis are conducted using SPSS software to examine the relationships between *Swadharma* awareness, academic engagement, and well-being variables. Furthermore, Python programming language is utilized to generate correlation heat maps for visualizing the relationships among these variables. By employing a mixed-methods approach, this study aims to provide a comprehensive understanding of the role of *Swadharma* in nurturing personal growth and academic success among university students. Ethical Considerations: The study adhered to ethical principles, ensuring voluntary participation, informed consent, confidentiality, and anonymity of participants.

Results and Discussion



Figure: 1 Word Cloud and Tree Map

Word Cloud and Tree Map show the results for the following contents as:

- Regarding Familiarity with Swadharma**, the responses indicate varying levels of familiarity with Swadharma among the participants. Some express a fairly good understanding, while others describe their familiarity as average or little. Several respondents mention gaining knowledge about Swadharma through reading, personal classes, or childhood exposure. Swadharma is generally understood as one's own duty or righteous path in life, deeply rooted in Hindu philosophy. Terms like "duty," "responsibility," and "action" are associated with Swadharma, emphasizing individual obligations and actions aligned with one's inherent nature. While some respondents are somewhat familiar with Swadharma, others admit to having little knowledge or being not fully familiar. The concept is often linked with the Bhagavad Gita, where Lord Sri Krishna elaborates on it to Arjuna. Overall, the responses reflect a range of familiarity levels and highlight the diverse understandings of Swadharma among the participants.
- Regarding Understanding about Swadharma**, Swadharma encompasses individual duties and responsibilities that are inherent to each person's unique nature and purpose. It involves understanding and fulfilling these duties according to one's capacity and circumstances, rather than being determined solely by external factors such as caste or class.
- Regarding Swadharma and individual identity and purpose**, The analysis indicates a strong correlation between Swadharma and individual identity and purpose. Words like "Individual," "Identity," and "Purpose" dominate the results, emphasizing the close connection between Swadharma and understanding one's unique role in life. Additionally, terms like "Dharma," "Person," and "Character" reinforce the idea of individuality and uniqueness. Moreover, words such as "Action," "Fulfill," and "Realize" suggest that Swadharma involves active engagement in fulfilling one's purpose. Finally, terms like "Related" and "Enhances" underscore the association between Swadharma and personal identity and purpose. Overall, the findings support the notion that Swadharma is deeply intertwined with an individual's sense of self and their pursuit of fulfilling their life's purpose.
- Individuals reflect on their Swadharma** by contemplating their thoughts, actions, and relationships, associating it with roles related to family, community, and service. This reflection is an ongoing process aiming for improvement while considering moral and ethical aspects. Living in alignment with one's Swadharma brings fulfillment and a sense of completeness.
- Individuals feel connected to their Swadharma** when their career and academic choices align with their values, interests, talents, and purpose. Reflecting on Swadharma involves awareness of how choices influence personal growth, leading to alignment with personal values and a sense of fulfillment and confidence in chosen paths.
- Respondents perceive Swadharma as a significant influence** on their decisions and actions in both academic and personal life. They prioritize personal values, passions, and sense of purpose when making choices regarding their academic and career paths. Swadharma also guides their awareness of self and personal growth journey, helping them align decisions with their innermost desires. Individuals feel fulfilled when their actions are aligned with their innate talents and passions. Swadharma encourages them to stay true to themselves, make decisions reflecting their individuality and values, and guides them in choosing paths that feel right and resonate with their sense of purpose.
- Respondents occasionally encountered conflicts or challenges** when attempting to align with their Swadharma, especially concerning personal values and emotions. These challenges may stem from internal struggles to maintain alignment with their perceived sense of righteousness, as well as external pressures from societal norms or others' expectations. Despite these obstacles, many respondents demonstrate resilience and persistence in their efforts to live authentically and in accordance with their Swadharma, showing a commitment to navigating these conflicts and remaining true to their intrinsic values and purpose.
- External factors** like societal expectations and peer pressure significantly influence individuals' understanding of Swadharma. These factors often impact individuals' decisions and actions, sometimes leading them to prioritize societal norms over their inner values and purpose. The influence of societal expectations and peer pressure can vary, affecting individuals' understanding of their duties, roles, and responsibilities in society. At times, these external pressures may have a negative impact, clouding individuals' perception of their true purpose or

inner calling. Navigating these external factors requires individuals to discern between societal expectations and their authentic selves, ensuring that they stay true to their Swadharma despite external pressures.

- **Many individuals perceive that awareness of Swadharma significantly influences their academic and career choices.** This awareness guides individuals to make decisions that align with their inherent values, passions, and sense of purpose. It helps them choose academic pursuits or career paths that resonate with their inner calling and contribute to their personal fulfillment and growth. Additionally, being aware of Swadharma enables individuals to make choices that reflect their true capabilities and talents, leading to greater confidence and satisfaction in their academic and professional endeavors. Overall, the awareness of Swadharma serves as a guiding principle in shaping individuals' academic and career trajectories, ensuring that they pursue paths that are in harmony with their authentic selves.
- **Respondents have indeed made significant life decisions influenced by their understanding of Swadharma.** Words like "fulfillment," "harmony," "purpose," and "inner" indicate that individuals have considered their deeper values and sense of self when making these decisions. Additionally, terms like "alignment," "choices," and "following" suggest that respondents have intentionally chosen paths that resonate with their understanding of Swadharma, enhancing their overall satisfaction and sense of purpose in life. The presence of words like "significant" and "satisfaction" further emphasizes the importance of Swadharma in guiding individuals toward decisions that bring them contentment and fulfillment.
- **Living in alignment with Swadharma** profoundly impacts overall well-being and satisfaction with life. It fosters a sense of fulfillment, authenticity, and purpose, allowing individuals to experience deep satisfaction and happiness. By honoring their innate talents and values, individuals can pursue goals that resonate with their true selves, leading to a more positive and fulfilling life experience. Swadharma also influences individuals to perform actions that are in line with their passions and values, improving their inner sense of satisfaction and happiness. Overall, living in alignment with Swadharma enhances the quality of life by enabling individuals to live authentically and pursue paths that bring them true fulfillment and happiness.
- **Moments of fulfillment or contentment through aligning with Swadharma,** There have been instances where aligning with Swadharma has brought a sense of fulfillment and contentment to individuals. These moments often involve experiences where individuals feel a deep sense of satisfaction and purpose in following their passions, duties, or values. For example, achieving career goals, such as getting accepted into a desired program or landing a fulfilling job, can bring a sense of fulfillment. Similarly, moments of success in challenging situations, such as helping students succeed or overcoming obstacles, can also lead to a feeling of contentment. Additionally, knowing that one is following their true calling or aligning with their inherent values can contribute to a sense of fulfillment and inner peace. Despite facing rejection or discomfort at times, individuals may find contentment in aligning with Swadharma, as it brings them closer to their goals and aspirations. Overall, these moments highlight the significance of aligning with Swadharma in finding fulfillment and contentment in life's journey.
- **Incorporating the principles of Swadharma into daily routines or practices,** Individuals have various ways of integrating the principles of Swadharma into their daily lives. These include aligning their actions with their values and purpose, following inner passions and strengths, and setting goals based on their understanding of their true calling. Many also emphasize the importance of being punctual, disciplined, and calm in their approach to daily activities. Additionally, practices such as cultivating awareness, fulfilling duties, and making choices based on Swadharma are mentioned as integral to incorporating its principles into daily routines. Overall, individuals strive to live in accordance with Swadharma by making conscious decisions and aligning their behaviors with their innate values and purpose.
- **Respondents shared a variety of rituals, habits, and reflections** that help them stay connected to their Swadharma. These include practices like meditation, reading, prayers, journaling, maintaining healthy habits, contemplation, and regular evaluation of actions. These practices serve as means to foster self-awareness, align with personal values, and ensure that daily actions are in harmony with their inner purpose and principles.

- **The respondents foresee Swadharma continuing to guide them through university and beyond**, influencing their personal growth, career choices, academic pursuits, and overall well-being. They anticipate Swadharma serving as a compass, aligning their actions with their values and purpose, leading to positive outcomes and fulfillment in both their professional and personal lives.
- **Universities can better support students in exploring and understanding Swadharma** by offering dedicated classes and courses, providing activities and workshops focused on self-awareness and personal development, offering guidance and mentoring programs, incorporating Swadharma principles into career development initiatives, encouraging self-exploration, providing proper skills and resources, raising awareness about Swadharma, and fostering confidence and motivation among students. These efforts can help students align their actions with their values and purpose, ultimately leading to a more fulfilling academic and personal journey.
- **Respondents had varied perspectives on Swadharma**, Some felt they had nothing more to share about their understanding or experience of Swadharma. Others emphasized the importance of aligning actions with personal values and understanding Swadharma's essence. Some shared experiences and insights into following Swadharma, stressing its significance in cultivating awareness. A few mentioned how Swadharma encourages confidence and patience in facing life's challenges. Overall, respondents highlighted Swadharma's role in guiding behavior, choices, and overall purpose, underscoring its importance for a fulfilling life aligned with personal values and nature.
- **The significance of Swadharma** for university students lies in its role in personal growth, alignment with one's authentic self, connection to culture, academic success, and preparation for the future. Swadharma guides students in finding clarity, fulfillment, and resilience in navigating their academic journey and beyond.

#### Descriptive Analysis

**Table 1: Descriptive Analysis**

Category	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Age</b>				
21	21	14.0	14.0	14.0
22	36	24.0	24.0	38.0
23	25	16.7	16.7	54.7
24	12	8.0	8.0	62.7
25	17	11.3	11.3	74.0
27	3	2.0	2.0	76.0
29	5	3.3	3.3	79.3
30	20	13.3	13.3	92.7
31	3	2.0	2.0	94.7
32	2	1.3	1.3	96.0
34	3	2.0	2.0	98.0
45	3	2.0	2.0	100.0
<b>Gender</b>				
Female	97	64.7	64.7	64.7
Male	53	35.3	35.3	100.0
<b>Programme</b>				
UG	12	8.0	8.0	8.0
PG	130	86.7	86.7	94.7
PhD	8	5.3	5.3	100.0
<b>Familiarity</b>				
Not familiar at all	23	15.3	15.3	15.3
Somewhat familiar	67	44.7	44.7	60.0
Moderately familiar	44	29.3	29.3	89.3
Very familiar	14	9.3	9.3	98.7
Extremely familiar	2	1.3	1.3	100.0
<b>Understanding</b>				
Not at all	3	2.0	2.0	2.0

Slightly	47	31.3	31.3	33.3
Moderately	56	37.3	37.3	70.7
Mostly	39	26.0	26.0	96.7
Completely	5	3.3	3.3	100.0
<b>Academic Engagement</b>				
Not engaged at all	5	3.3	3.3	3.3
Somewhat engaged	20	13.3	13.3	16.7
Moderately engaged	77	51.3	51.3	68.0
Very engaged	42	28.0	28.0	96.0
Extremely engaged	6	4.0	4.0	100.0
<b>Participation in Extracurricular Activities</b>				
Never	2	1.3	1.3	1.3
Rarely	29	19.3	19.3	20.7
Sometimes	68	45.3	45.3	66.0
Often	34	22.7	22.7	88.7
Very often	17	11.3	11.3	100.0
<b>Overall Well-Being</b>				
Poor	3	2.0	2.0	2.0
Average	64	42.7	42.7	44.7
Good	65	43.3	43.3	88.0
Excellent	18	12.0	12.0	100.0
<b>Feelings of Stress related to Academic Responsibilities</b>				
Rarely	23	15.3	15.3	15.3
Sometimes	88	58.7	58.7	74.0
Often	33	22.0	22.0	96.0
Very often	6	4.0	4.0	100.0
<b>Satisfaction on Current Level of Well-Being</b>				
Not satisfied at all	12	8.0	8.0	8.0
Slightly satisfied	26	17.3	17.3	25.3
Moderately satisfied	82	54.7	54.7	80.0
Very satisfied	27	18.0	18.0	98.0
Completely satisfied	3	2.0	2.0	100.0
<b>Contribution of Swadharma Awareness in Academic Success</b>				
Not at all	3	2.0	2.0	2.0
Slightly	20	13.3	13.3	15.3
Moderately	44	29.3	29.3	44.7
Mostly	77	51.3	51.3	96.0
Completely	6	4.0	4.0	100.0
<b>Influence of Swadharma on Overall Well-Being</b>				
Not at all	3	2.0	2.0	2.0
Slightly	16	10.7	10.7	12.7
Moderately	44	29.3	29.3	42.0
Mostly	69	46.0	46.0	88.0
Completely	18	12.0	12.0	100.0

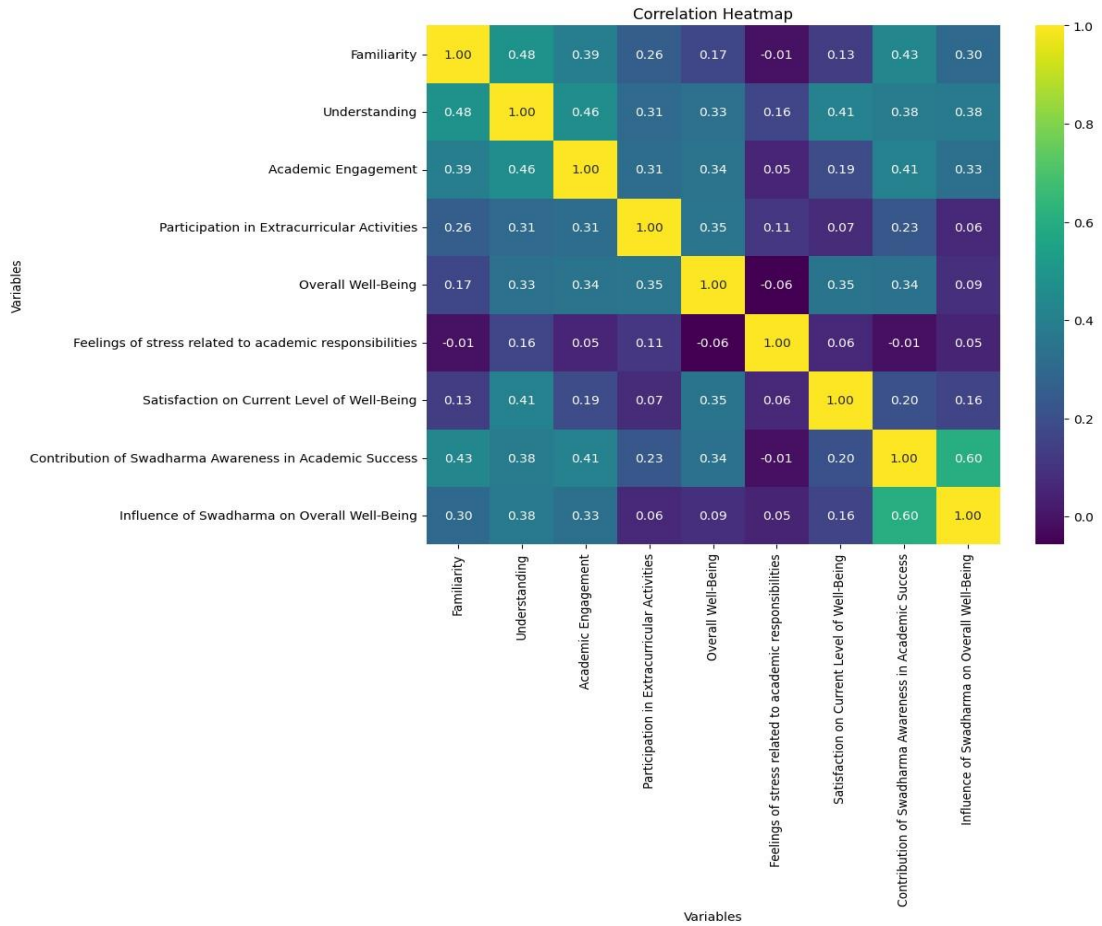
Most participants are between 22 to 25 years old, indicating a relatively young sample. Slight majority of males, with 97 males and 53 females. Majority enrolled in PG, followed by UG and Programme PhD, showcasing diversity across academic programs. Participants vary in familiarity, mostly somewhat to moderately familiar. Majority report a moderate understanding. Engagement varies, with many reporting moderates to very engaged levels. Varied participation, with most reporting occasional to frequent involvement. Mixed levels, with many reporting average to good well-being. Stress levels, with many reporting occasional to frequent stress. Satisfaction varies, with many reporting moderates to very satisfied levels. Perception varies, with many reporting moderates to mostly significant contribution. Influence of Swadharma on Overall Well-Being, Perception varies, with many reporting moderates to mostly significant influence.



## Correlation Analysis

Table 2: Correlations

		Familiarity	Understanding	Academic Engagement	Participation in Extracurricular Activities	Overall Well-Being	Feelings of stress related to academic responsibilities	Satisfaction on Current Level of Well-Being	Contribution of Swadharma Awareness in Academic Success	Influence of Swadharma on Overall Well-Being
Familiarity	Pearson Correlation	1	.487**	.391**	.258	.186	-.003	.143	.427**	.288*
	Sig. (2-tailed)		.000	.003	.060	.178	.982	.302	.001	.034
	N	54	54	54	54	54	54	54	54	54
Understanding	Pearson Correlation	.487**	1	.481**	.314*	.317*	.152	.391**	.377**	.383**
	Sig. (2-tailed)	.000		.000	.021	.020	.274	.003	.005	.004
	N	54	54	54	54	54	54	54	54	54
Academic Engagement	Pearson Correlation	.391**	.481**	1	.311*	.347*	.058	.179	.420**	.343*
	Sig. (2-tailed)	.003	.000		.022	.010	.678	.195	.002	.011
	N	54	54	54	54	54	54	54	54	54
Participation in Extracurricular Activities	Pearson Correlation	.258	.314*	.311*	1	.354**	.086	.075	.231	.044
	Sig. (2-tailed)	.060	.021	.022		.009	.537	.592	.093	.751
	N	54	54	54	54	54	54	54	54	54
Overall Well-Being	Pearson Correlation	.186	.317*	.347*	.354**	1	-.045	.353**	.356**	.095
	Sig. (2-tailed)	.178	.020	.010	.009		.749	.009	.008	.495
	N	54	54	54	54	54	54	54	54	54
Feelings of stress related to academic responsibilities	Pearson Correlation	-.003	.152	.058	.086	-.045	1	.054	-.003	.050
	Sig. (2-tailed)	.982	.274	.678	.537	.749		.697	.980	.720
	N	54	54	54	54	54	54	54	54	54
Satisfaction on Current Level of Well-Being	Pearson Correlation	.143	.391**	.179	.075	.353**	.054	1	.205	.163
	Sig. (2-tailed)	.302	.003	.195	.592	.009	.697		.136	.238
	N	54	54	54	54	54	54	54	54	54
Contribution of Swadharma Awareness in Academic Success	Pearson Correlation	.427**	.377**	.420**	.231	.356**	-.003	.205	1	.602**
	Sig. (2-tailed)	.001	.005	.002	.093	.008	.980	.136		.000
	N	54	54	54	54	54	54	54	54	54
Influence of Swadharma on Overall Well-Being	Pearson Correlation	.288*	.383**	.343*	.044	.095	.050	.163	.602**	1
	Sig. (2-tailed)	.034	.004	.011	.751	.495	.720	.238	.000	
	N	54	54	54	54	54	54	54	54	54
**. Correlation is significant at the 0.01 level (2-tailed).										
*. Correlation is significant at the 0.05 level (2-tailed).										



**Figure :2 Heat Map**

Interpreting the Correlation table and heatmap show understanding the relationship between the variables based on the correlation coefficients. The color gradient represents the strength and direction of the correlation between variables. Darker shades such as green indicate stronger positive correlations, while lighter shades indicate weaker correlations or no correlation. Dark blue colors represent negative correlations. The numeric values within each cell represent the correlation coefficient between the corresponding pair of variables. These values range from -1 to 1, where: 1 indicates a perfect positive correlation, 0 indicates no correlation, and -1 indicates a perfect negative correlation. Correlation table and Heat map show that In the correlation analysis conducted for this study, several relationships were examined among different variables. Notably, familiarity with Swadharna showed a strong positive correlation with understanding about Swadharna ( $r = 0.487, p < 0.01$ ), indicating that participants who were more familiar with Swadharna tended to have a better understanding of it. Similarly, understanding about Swadharna exhibited a robust positive correlation with academic engagement ( $r = 0.481, p < 0.01$ ), suggesting that those who understood Swadharna better tended to be more engaged academically. However, some correlations were not statistically significant. For instance, there was no significant correlation found between feelings of stress related to academic responsibilities and overall well-being ( $r = -0.003, p > 0.05$ ), implying that stress levels related to academic responsibilities did not necessarily impact the participants' overall well-being. Additionally, no significant correlation was observed between familiarity with Swadharna and feelings of stress related to academic responsibilities ( $r = -0.003, p > 0.05$ ), suggesting that participants' familiarity with Swadharna did not influence their stress levels concerning academic responsibilities. These insignificant correlations indicate that certain factors may not directly influence one another in the context of this study, highlighting the complexity of the relationships being examined.

**Regression Analysis****Table 3: Regression Analysis for the independent variables "Familiarity" and "Understanding" predicting the dependent variables**

Dependent Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	F Value	Sig. F
Academic Engagement	.499	.249	.239	.722	24.379	.000
Participation in Extracurricular Activities	.330	.109	.097	.891	8.963	.000
Overall Well-Being	.334	.112	.100	.678	9.237	.000
Feelings of stress related to academic responsibilities	.193	.037	.024	.709	2.854	.061
Satisfaction on Current Level of Well-Being	.413	.171	.160	.792	15.145	.000
Contribution of Swadharma Awareness in Academic Success	.474	.225	.214	.750	21.320	.000
Influence of Swadharma on Overall Well-Being	.399	.159	.148	.839	13.934	.000

**Table 4: ANOVA Table Summarizing the Results for each Dependent Variable**

Dependent Variable	Model	Sum of Squares	df	Mean Square	F Value	Sig.
Academic Engagement	Regression	25.445	2	12.723	24.379	.000
	Residual	76.715	147	.522		
	Total	102.160	149			
Participation in Extracurricular Activities	Regression	14.220	2	7.110	8.963	.000
	Residual	116.613	147	.793		
	Total	130.833	149			
Overall Well-Being	Regression	8.482	2	4.241	9.237	.000
	Residual	67.492	147	.459		
	Total	75.973	149			
Feelings of stress related to academic responsibilities	Regression	2.869	2	1.435	2.854	.061
	Residual	73.904	147	.503		
	Total	76.773	149			
Satisfaction on Current Level of Well-Being	Regression	18.976	2	9.488	15.145	.000
	Residual	92.097	147	.627		
	Total	111.073	149			
Contribution of Swadharma Awareness in Academic Success	Regression	23.955	2	11.978	21.320	.000
	Residual	82.585	147	.562		
	Total	106.540	149			
Influence of Swadharma on Overall Well-Being	Regression	19.614	2	9.807	13.934	.000
	Residual	103.460	147	.704		
	Total	123.073	149			

**Table 5: Coefficients for the independent variables "Familiarity" and "Understanding" predicting each dependent variable**

Dependent Variable	Model	Predictor	B	Std. Error	Beta	t Value	Sig.	95.0% Confidence Interval for B
Academic Engagement	1	(Constant)	1.7	0.218		7.812	0.000	1.27 - 2.13
		Familiarity	0.199	0.075	0.217	2.66	0.009	0.051 - 0.348
		Understanding	0.332	0.076	0.357	4.378	0.000	0.182 - 0.482
Participation in Extracurricular Activities	1	(Constant)	2.141	0.268		7.983	0.000	1.611 - 2.672
		Familiarity	0.147	0.092	0.142	1.594	0.113	-0.035 - 0.330
		Understanding	0.250	0.094	0.237	2.671	0.008	0.065 - 0.435
Overall Well-Being	1	(Constant)	2.850	0.204		13.962	0.000	2.446 - 3.253
		Familiarity	0.007	0.070	0.009	0.101	0.920	-0.132 - 0.146
		Understanding	0.265	0.071	0.330	3.718	0.000	0.124 - 0.405

Feelings of stress related to academic responsibilities	1	(Constant)	2.839	0.214		13.294	0.000	2.417 - 3.261
		Familiarity	-0.093	0.074	-0.117	-1.268	0.207	-0.239 - 0.052
		Understanding	0.178	0.075	0.220	2.385	0.018	0.030 - 0.325
Satisfaction on Current Level of Well-Being	1	(Constant)	1.786	0.238		7.493	0.000	1.315 - 2.258
		Familiarity	-0.080	0.082	-0.084	-0.978	0.330	-0.243 - 0.082
		Understanding	0.434	0.083	0.447	5.218	0.000	0.270 - 0.598
Contribution of Swadharma Awareness in Academic Success	1	(Constant)	2.066	0.226		9.151	0.000	1.620 - 2.512
		Familiarity	0.303	0.078	0.322	3.891	0.000	0.149 - 0.456
		Understanding	0.214	0.079	0.226	2.723	0.007	0.059 - 0.370
Influence of Swadharma on Overall Well-Being	1	(Constant)	2.269	0.253		8.981	0.000	1.770 - 2.769
		Familiarity	0.157	0.087	0.155	1.797	0.074	-0.016 - 0.329
		Understanding	0.307	0.088	0.301	3.485	0.001	0.133 - 0.481

The regression analyses revealed significant associations between Swadharma-related variables and various aspects of university students' experiences. Firstly, a higher familiarity and understanding of Swadharma were strongly linked to increased academic engagement, as indicated by positive beta coefficients ( $\beta = 0.217$ ,  $p = 0.009$  for familiarity;  $\beta = 0.357$ ,  $p < 0.001$  for understanding). Similarly, understanding Swadharma positively correlated with participation in extracurricular activities ( $\beta = 0.237$ ,  $p = 0.008$ ), overall well-being ( $\beta = 0.330$ ,  $p < 0.001$ ), and satisfaction with current well-being ( $\beta = 0.447$ ,  $p < 0.001$ ). However, familiarity with Swadharma did not significantly impact feelings of stress related to academic responsibilities. Conversely, understanding Swadharma showed a significant positive association with reduced stress related to academic responsibilities ( $\beta = 0.220$ ,  $p = 0.018$ ). Moreover, both familiarity and understanding of Swadharma were positively linked to the contribution of Swadharma awareness in academic success ( $\beta = 0.322$ ,  $p < 0.001$  for familiarity;  $\beta = 0.226$ ,  $p = 0.007$  for understanding). Finally, while understanding Swadharma significantly influenced the overall well-being of students ( $\beta = 0.301$ ,  $p = 0.001$ ), familiarity exhibited a non-significant trend towards a positive association ( $\beta = 0.155$ ,  $p = 0.074$ ). Overall, these findings underscore the importance of comprehending Swadharma in promoting positive academic and personal outcomes among university students.

### Conclusion

In conclusion, this study illuminates the significance of Swadharma in nurturing personal growth and academic success among university students. By recognizing and honoring their unique paths, students can cultivate a deeper sense of purpose, resilience, and fulfillment in their academic journeys. Integrating principles of Swadharma into educational practices has the potential to transform not only students' academic experiences but also their broader life trajectories, fostering a generation of empowered individuals committed to realizing their fullest potential.

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