An Assessment Of Emotional Well-Being And Its Impact On Academic Achievement Among University Students

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Abstract

In the shifting landscape of higher education, emotional well-being has emerged as a silent architect behind academic success. This study delves into the intricate psychological dimensions-status, situation, self-awareness, and power/resilience-shaping university students' academic performance. Utilizing the Socio-Emotional Well-Being Index (SEWBI) across 480 students in Haryana's Rohtak and Jhajjar districts, the research reveals a moderate yet meaningful positive correlation between emotional health and academic outcomes ($r = 0.2961$, $p < 0.001$). Notably, self-awareness and psychological resilience surfaced as the most influential emotional traits linked to higher academic achievement. Gender, academic level (UG/PG), and rural–urban residential background were found to have no significant bearing on emotional well-being, while academic stream significantly impacted self-awareness ($p = 0.0183$). Though regression analysis fell just short of statistical significance ($p = 0.0634$), the directional trend underscored emotional stability as a positive predictor of academic performance. This study positions emotional well-being not as an auxiliary concern but as a core academic variable, urging institutions to embed emotional intelligence, mindfulness, and resilience training within curricular and policy frameworks. Fostering emotionally aware and balanced students is no longer optional; it is essential for educational excellence.

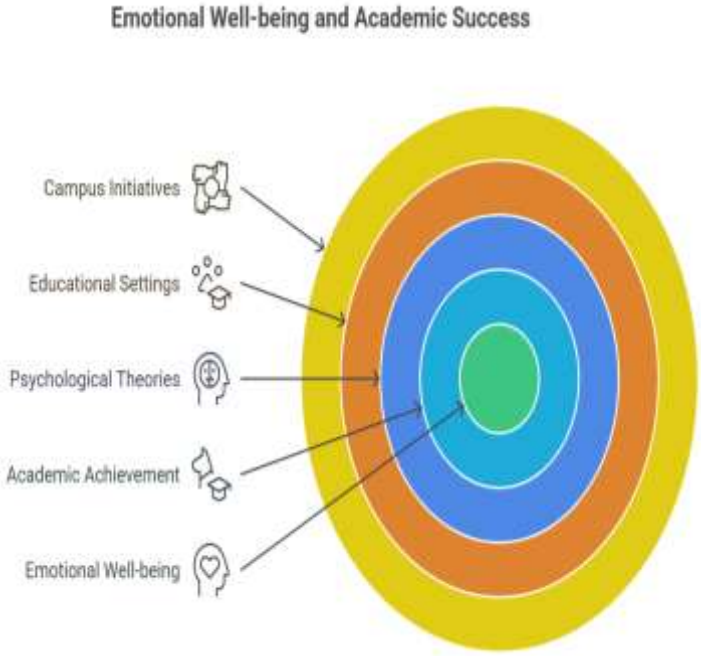
Keywords : Emotional well-being, academic achievement, university students, SEWBI, self-awareness, psychological resilience, emotional intelligence, gender analysis, stream-wise differences, mindfulness in education.

Introduction

Emotional well-being has emerged as a main determinant of student success in higher education worldwide, affecting both undergraduates and postgraduates across diverse cultural contexts (Auerbach et al., 2018; Evans et al., 2018). Emotional well-being in this context refers to a positive psychological state - characterized by happiness, life satisfaction, and low distress - which is increasingly recognized as integral to optimal functioning for university students (Ryan & Deci, 2001; Keyes et al., 2012). Theoretical frameworks in psychology suggest linkages between students' emotional states and their capacity to learn. For instance, positive emotions are thought to "broaden and build" cognitive and social resources (Fredrickson, 2001), fostering creativity, flexible thinking, and resilience - all of which can enhance

academic performance. In educational settings, control-value theory posits that achievement emotions like enjoyment or anxiety directly influence motivation and learning outcomes (Pekrun, 2006), while self-determination theory holds that students thrive academically when their psychological needs are met and well-being is high (Ryan & Deci, 2001). Conversely, emotional distress - including chronic academic stress, anxiety, and depression - can impair concentration, memory, and executive function, thereby undermining academic achievement (Andrews & Wilding, 2004; Eisenberg et al., 2009). Empirical studies consistently show that students suffering mental health problems tend to have lower grade point averages, higher absenteeism, and greater odds of dropout (Eisenberg et al., 2009; Hysenbegasi et al., 2005). For example, depression has been linked with significant declines in GPA and study productivity (Hysenbegasi et al., 2005), and a recent prospective study in Japan found that freshmen with high psychological distress had a 62% greater risk of subsequent poor academic performance (Chu et al., 2023). On the positive side, there is accumulating evidence that emotionally healthy students are more engaged and successful. A broad psychological review concluded that happier individuals tend to achieve better life outcomes, including educational success (Lyubomirsky et al., 2005). In the college context, higher life satisfaction and positive affect have been associated with greater academic motivation and persistence (Hartley, 2011; Zajacova et al., 2005). Indeed, students who report flourishing mental health (high positive well-being, low mental illness) consistently display superior academic functioning compared to those who are languishing or struggling (Keyes et al., 2012). Two recent meta-analyses encompassing tens of thousands of students provide quantitative support for a well-being-achievement link: Bücker et al. (2018) found that subjective well-being correlates positively (albeit modestly) with academic achievement (average $r \approx .16$), and Kaya and Erdem (2021) similarly reported a small but significant effect for general well-being on academic performance. These findings indicate that, across different countries and educational levels, students with better emotional well-being tend to earn higher grades and are more likely to successfully complete their studies (Bücker et al., 2018; Kaya & Erdem, 2021). The positive association holds for both undergraduate and graduate students, though the magnitude can vary with age and context (Kaya & Erdem, 2021). At the graduate level in particular, emotional well-being is a pressing concern: studies have revealed alarmingly high rates of depression and anxiety among Master's and Phd students globally (Evans et al., 2018; Levecque et al., 2017). Such issues can severely disrupt academic progress - for example, Levecque et al. (2017) found that one in three doctoral students experiences psychological distress at a level associated with significantly elevated risk of program dropout. In fact, poor mental well-being is now recognized as a major barrier to scholarly productivity and degree completion in graduate education (Evans et al., 2018; Levecque et al., 2017). That said, the well-being/achievement relationship is complex and bidirectional. Academic success can itself feed back into well-being by boosting students' self-efficacy and satisfaction (Robbins et al., 2004; Keyes et al., 2012), whereas academic setbacks may erode emotional health. Furthermore, not all research finds a uniformly positive correlation - outcomes can differ depending on how each is measured and moderated by personal or cultural factors (Kaya & Erdem, 2021). In highly competitive or pressurized academic environments, some high-achieving students paradoxically report heightened stress or burnout, blunting the benefits of well-being (Pascoe et al., 2020). Nevertheless, the preponderance of evidence indicates that emotional well-being and academic achievement are mutually reinforcing: students who feel emotionally supported, content, and able to manage stress tend to engage more deeply with their studies and perform better (Seligman et al., 2009; Durlak et al., 2011). This holds true across undergraduate and graduate cohorts, underlining the importance of campus initiatives that promote mental health, resilience, and social-emotional skills as part of an academic success strategy (Seligman et al.,

2009; Durlak et al., 2011). In summary, both psychological theory and a growing body of global research suggest that nurturing emotional well-being is not ancillary but fundamental to maximizing university students' academic potential. By addressing emotional well-being - through counseling services, stress-management programs, positive pedagogy, and supportive learning climates - institutions of higher education can foster an environment where students flourish personally and excel academically (Hartley, 2011; Seligman et al., 2009). The intimate interplay between emotional well-being and scholastic achievement highlighted in the literature calls for a holistic approach to student development, one that values emotional health as a cornerstone of educational excellence (Ryan & Deci, 2001; Andrews & Wilding, 2004). This integrated perspective is essential for universities worldwide to improve student outcomes, from first-year undergraduates to doctoral candidates, ensuring that academic achievement and emotional well-being advance hand in hand (Auerbach et al., 2018; Evans et al., 2018).



Definitions of the Concepts

1. Emotional Well-Being

Emotional well-being refers to an individual's ability to manage their emotions, cope with stress, maintain satisfying relationships, and exhibit positive self-regard. According to Ryff and Singer (1998), emotional well-being includes aspects such as self-acceptance, autonomy, personal growth, purpose in life, and positive relations with others. Diener et al. (1999) emphasized that emotional well-being is a core component of subjective well-being, which encompasses both positive emotions and life satisfaction. In the educational context, emotional well-being plays a vital role in students' ability to learn, adapt, and thrive under academic pressure (Suldo et al., 2006). High emotional well-being is associated with lower anxiety and depression, greater resilience, and improved academic functioning.

2. Academic Achievement

Academic achievement can be defined as the measurable performance outcomes that indicate the extent to which a student has mastered the learning objectives of academic programs. According to Tuckman (1992), academic achievement is the attained ability or performance of a student in educational tasks, commonly reflected in grades or examination scores. In

psychological studies, it often includes cumulative grade point average (GPA), test scores, and self-reported academic success (Spinath et al., 2006). Academic achievement is influenced by numerous factors, including emotional health, motivation, learning environment, and socio-economic background.

3. University Students

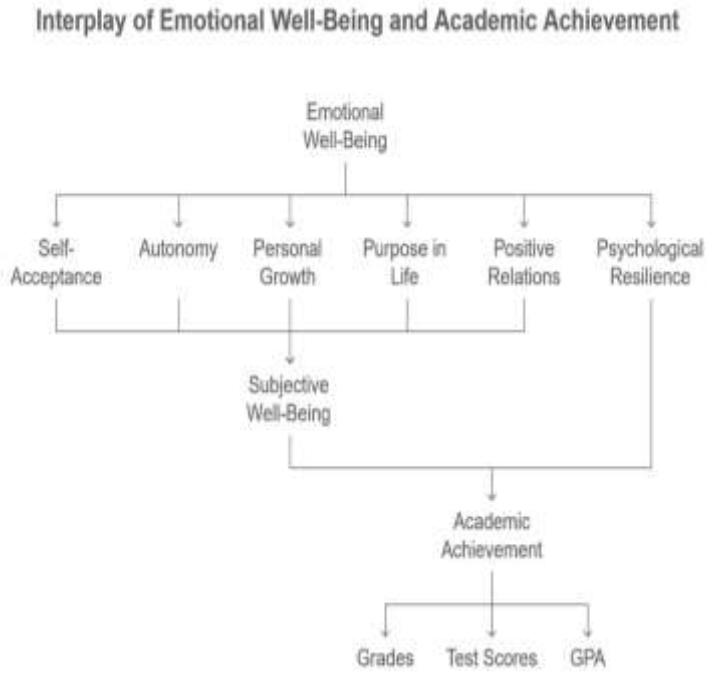
University students refer to individuals enrolled in undergraduate or postgraduate programs within recognized higher education institutions. According to the UNESCO Institute for Statistics (UIS, 2018), university students are those who are engaged in formal education at the tertiary level (ISCED level 6 and above), typically aged between 18 and 26 years. They represent a transitional group undergoing psychological, cognitive, and social development, making them highly relevant for studies exploring emotional well-being and academic outcomes (Arnett, 2000).

4. Socio-Emotional Well-Being

Socio-emotional well-being integrates both emotional wellness and social adjustment. It reflects how individuals perceive their capacity to handle life challenges, maintain interpersonal relationships, and find emotional satisfaction in social contexts. According to Zhou and Ee (2012), socio-emotional well-being among students includes self-esteem, emotional regulation, peer relationships, and overall social functioning. It is increasingly seen as a determinant of academic success and psychological resilience in the university environment.

5. Psychological Resilience

Resilience is the ability to recover from adversity, cope with stress, and continue to function effectively in academic and personal domains. Masten (2001) defines resilience as "ordinary magic"-the capacity to adapt well in the face of significant stress or trauma. In university settings, emotionally resilient students are more capable of managing academic challenges and maintaining consistent performance despite external pressures (Luthar et al., 2000). Emotional well-being is both a contributor to and an outcome of psychological resilience.



Linking Emotional Well-Being to Academic Achievement

Emotional well-being-that is, the ability to manage one's emotions, sustain positive relationships, and cope with stress-is increasingly recognized as a vital contributor to students' academic success. For instance, McBride and Greeson (2021) found that higher trait mindfulness predicted better cognitive functioning via reduced stress, although only the decentering facet was directly associated with GPA improvement. Similarly, Ostermann and Cramer (2022) conducted a meta-analysis showing that mindfulness-based interventions significantly elevated students' GPA compared to controls. Scholarly evidence also supports the impact of formal mindfulness training on academic performance. Research from Frontiers in Education (2023) noted that university students who engaged in structured mindfulness programs displayed measurable improvements in academic achievement.

Beyond mindfulness, social and emotional learning (SEL) demonstrates robust support for academic growth. Cipriano et al. (2023) reviewed over 400 SEL studies and found that participation in universal SEL programs raised academic achievement by approximately 11 percentile points. Earlier, Durlak, Weissberg, and colleagues (2011) similarly reported that SEL interventions yielded significant gains in academic performance alongside emotional and behavioral improvements.

Physiological and neural benefits of emotional regulation also underpin academic success. Amishi Jha's randomized trial demonstrated that weekly mindfulness sessions helped preserve working memory and attentional capacity during high-stress academic periods. Mindfulness reduces rumination and stress-related cortisol levels, which enhances concentration and memory-critical factors for learning. Nevertheless, emotional well-being is only one part of a multifaceted educational ecosystem. Some scholars caution that its direct contribution to academic performance is modest when compared to socioeconomic factors.

Review of Literature

In the evolving landscape of higher education, emotional well-being has emerged as a pivotal determinant of academic achievement among university students. Emotional intelligence (EI)-the ability to understand, regulate, and manage emotions-has been repeatedly validated as a predictor of scholastic success. Research by Mohzan et al. (2013) confirmed a strong association between self-emotion appraisal and academic performance, indicating that emotionally competent students exhibit higher achievement. Echoing this, Raj & Chandramohan (2015) showed that students with high EI outperformed peers with lower scores, reaffirming the link between internal emotional governance and external academic success.

The depth of this relationship is further demonstrated in regional contexts. For example, Nica & Sabie (2023) emphasized the relevance of emotional intelligence in Romanian public administration programs, advocating its formal integration into educational curricula. On a more granular scale, Molla (2018) illustrated EI's cross-disciplinary impact-among science, humanities, and commerce students-highlighting how discipline-specific factors may shape the EI-academic achievement nexus.

Despite the largely affirmative findings, some studies inject necessary caution. For instance, Juyal et al. (2023) found no direct correlation between academic success and EI dimensions like sociability or emotionality, suggesting the need for more nuanced models to capture this complex relationship. Yet, the broader consensus remains that specific components-like emotional self-awareness-correlate strongly with academic gains, as found by Halimi et al. (2020).

Further strengthening the argument, Geertshuis (2018) tracked emotional fluctuations during a semester and linked emotional well-being with engagement and academic performance. In Pakistan, Shaheen (2018) noted that while well-being alone had a weak impact on academic results, emotional intelligence acted as a critical moderator, amplifying students' performance capabilities.

In healthcare education, the impact becomes even more profound. Bhagat et al. (2017) showed that emotional maturity, a trait closely aligned with EI, had a significant positive correlation with the academic performance of medical students. From Africa, Tekletsadik (2020) highlighted a statistically significant correlation between EI and academic achievement among Ethiopian undergraduates, stressing gender differences in emotional processing. Similarly, Afifi et al. (2016) found that female students exhibited higher EI and better academic scores, pointing to cultural and gendered dimensions of emotional development.

Beyond correlation, causality has been explored by Johnson (2016), who linked emotional control and motivation with both academic and leadership success. In the Indian engineering education context, Koppad et al. (2023) reinforced these findings, emphasizing EI as an enhancer of academic concentration. The significance of students' emotional style during the pandemic was evident in Garay et al. (2020), where emotional flexibility was found crucial in maintaining academic goals under pressure. In addition to performance, EI influences psychological well-being and happiness, as evidenced by Girdharwal (2019), who underscored EI's value for personal fulfillment and mental health-both key in achieving academic potential. Lastly, Al-Qadri & Zhao (2021) affirmed this positive relationship even in early educational stages, advocating for EI-based interventions as early as possible.

Research Design

The study adopted a descriptive and correlational research design to examine the emotional well-being levels of university students and assess their relationship with academic achievement.

Population and Sample

The target population consisted of university students enrolled in four higher education institutions situated in the Rohtak and Jhajjar districts of Haryana. The total sample size was 480 students, selected to ensure equal representation across four colleges-120 students from each.

The sample was equally distributed across gender (240 males and 240 females) and included students from undergraduate and postgraduate programmes across four academic streams-Arts, Commerce, Science, and Professional. The age range of respondents was between 18 and 26 years, with the dominant age group being 21-23 years (41.7%).

Sampling Technique

A stratified purposive sampling method was used to ensure balanced representation across gender, educational qualification (UG and PG), academic streams, and college affiliation. This ensured adequate heterogeneity and allowed subgroup analyses based on demographic and institutional variables.

Tools for Data Collection

1. Socio-Emotional Well-Being Index (SEWBI): Emotional well-being was assessed using 10 well-structured statements grouped into four core dimensions:

1. Status (emotional balance, life satisfaction, self-dignity)
2. Situation (emotional control under pressure)
3. Self-Awareness (recognition and expression of emotions)
4. Power/Resilience (emotional strength and optimism)

Responses were recorded on a 4-point Likert scale (1 = Never True to 4 = Always True). Scores were averaged dimension-wise and overall.

2. Academic Achievement: Academic performance was self-reported by the students based on their most recent exam results, categorized into four performance bands:

    1. Below 50%
    2. 50-59%
    3. 60-74%
    4. 75% and above

These were numerically coded as 1, 2, 3, and 4 respectively for analysis.

Data Collection Procedure

Data was collected through structured questionnaires administered in classroom settings. All participants were informed about the objectives of the study, and consent was obtained. Responses were anonymous and manually recorded by the researchers. All four colleges contributed equally to the data collection process.

Statistical Tools and Techniques

The following statistical tools were used for analysis:

1. Descriptive Statistics: Frequencies and percentages for demographic variables and response patterns on the SEWBI statements.
2. Dimensional Analysis: Emotional well-being items were grouped and averaged into four dimensions (Status, Situation, Self-Awareness, Power/Resilience).

Objectives of the Study

The primary objective of this study is:

1. To assess the level of emotional well-being among university students and examine its impact on academic achievement.

Sub-objectives include:

1. To analyze gender-wise and qualification-wise differences in emotional well-being across four dimensions-Status, Situation, Self-Awareness, and Power/Resilience.
2. To examine whether academic stream or residential background significantly affects emotional well-being.
3. To explore the correlation between emotional well-being and academic performance.

4. To determine whether emotional well-being can significantly predict academic achievement.

5. To identify which emotional well-being dimensions most strongly associate with higher academic performance categories.

Statement of the Problem

University students, especially in rapidly transforming educational environments like those in Haryana, are often subjected to mounting emotional and academic pressures. While institutional success metrics focus largely on academic performance, the underlying emotional health of students often remains unexplored. A gap persists in understanding how emotional balance, resilience, and self-awareness shape students' academic outcomes. This is particularly concerning in semi-urban regions like Rohtak and Jhajjar, where educational aspirations may be high but emotional support mechanisms are limited. Thus, a comprehensive psychological-academic linkage study is necessary to inform policies and interventions that address both emotional well-being and academic excellence concurrently.

Significance of the Study

This research holds significance for various stakeholders in the higher education ecosystem:

1. For academic institutions, the study provides evidence on how psychological support systems can be integrated into academic services to improve student performance and mental well-being.

2. For policymakers, the findings highlight the need for socio-emotional training modules, especially in state-run and semi-urban colleges, where mental health resources are minimal.

3. For researchers, it contributes fresh empirical data to the limited Indian literature on emotional well-being as a measurable construct impacting academic achievement (Chakraborty & Vohra, 2021).

4. For students and educators, it emphasizes the value of emotional literacy, personal resilience, and psychological balance in achieving academic goals.

Research Gap

Although numerous studies have explored academic stress and student psychology in isolation, very few have quantitatively examined the dimensional aspects of emotional well-being-particularly in regional Indian contexts-and their direct influence on academic outcomes. Most Indian studies emphasize general mental health or test anxiety but lack focused instruments like SEWBI for measuring emotional sub-components such as dignity, resilience, and self-awareness. Existing literature often overlooks differences across academic streams, gender, and residential contexts. This study fills that gap by offering dimension-specific, statistically validated insights into how students' emotional status relates to their academic performance.

Demographic Profile of the Respondents

Understanding of respondent demographics is essential to interpret psychological and academic results within context. The total number of students surveyed was 480, selected equally from four higher education institutions in Rohtak and Jhajjar districts of Haryana. Equal representation was ensured by selecting 120 students from each college, balanced across

gender and academic stream.

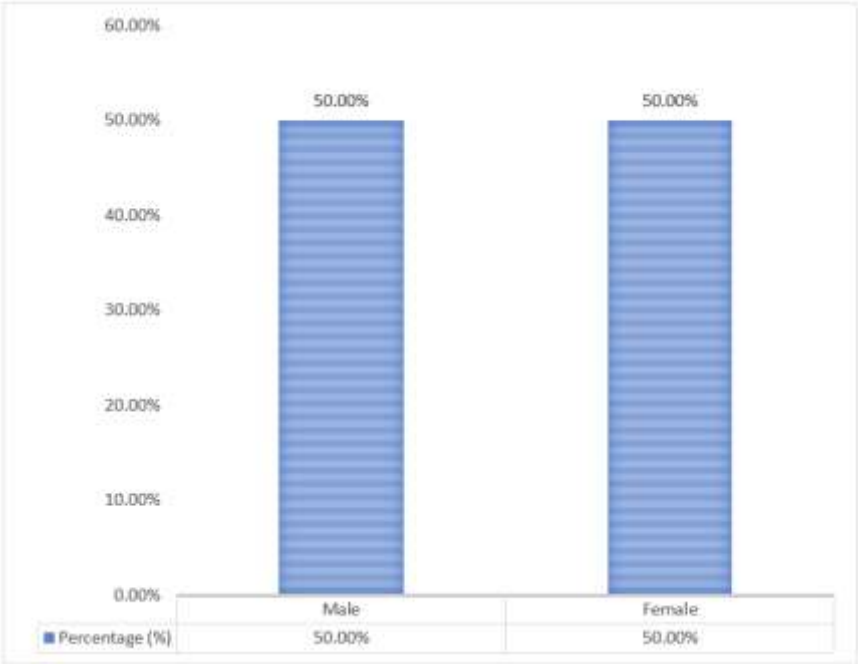


Figure 1: Gender Distribution of Respondents

The study includes an equal number of male and female respondents (240 each),

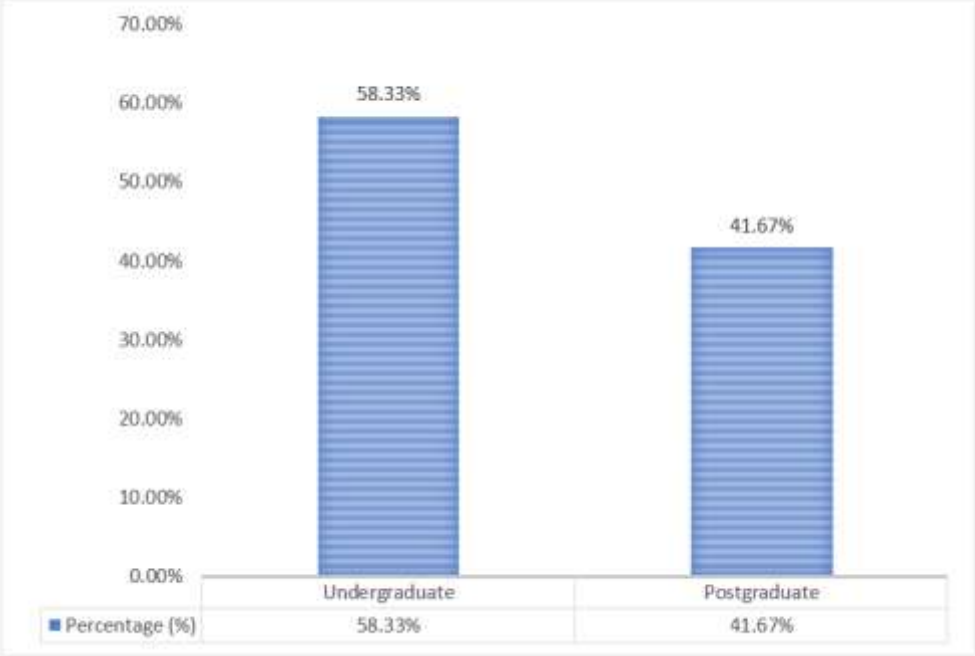


Figure 2: Educational Qualification of Respondents

A majority of respondents (58.33%) are enrolled in undergraduate programs, while the rest (41.67%) are pursuing postgraduate studies. This distribution provides insight into how educational level might influence mental health,

academic performance, and social engagement.

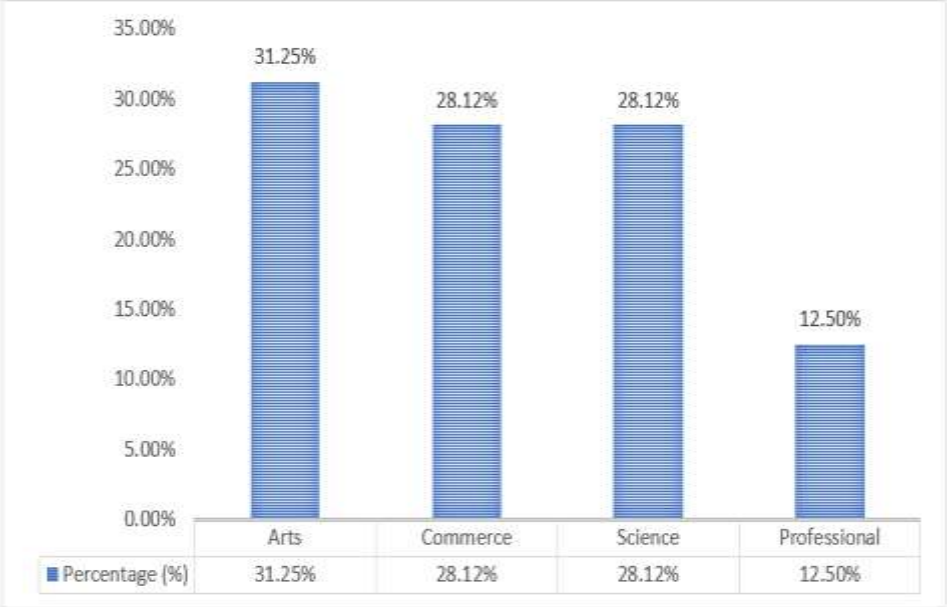


Figure 3: Stream Distribution of Respondents

Arts leads the academic distribution, followed by equal contributions from Commerce and Science. Professional stream students (12.5%) are enrolled exclusively in MDU.

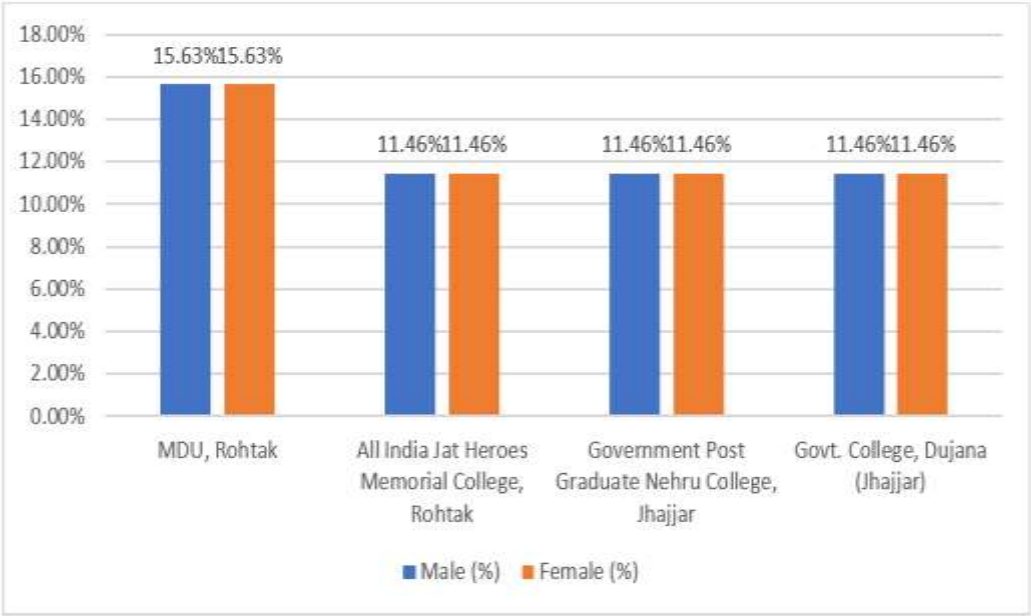


Figure 4: College-Gender Distribution of Respondents

All four colleges contributed equally in terms of gender, offering balanced institutional input.

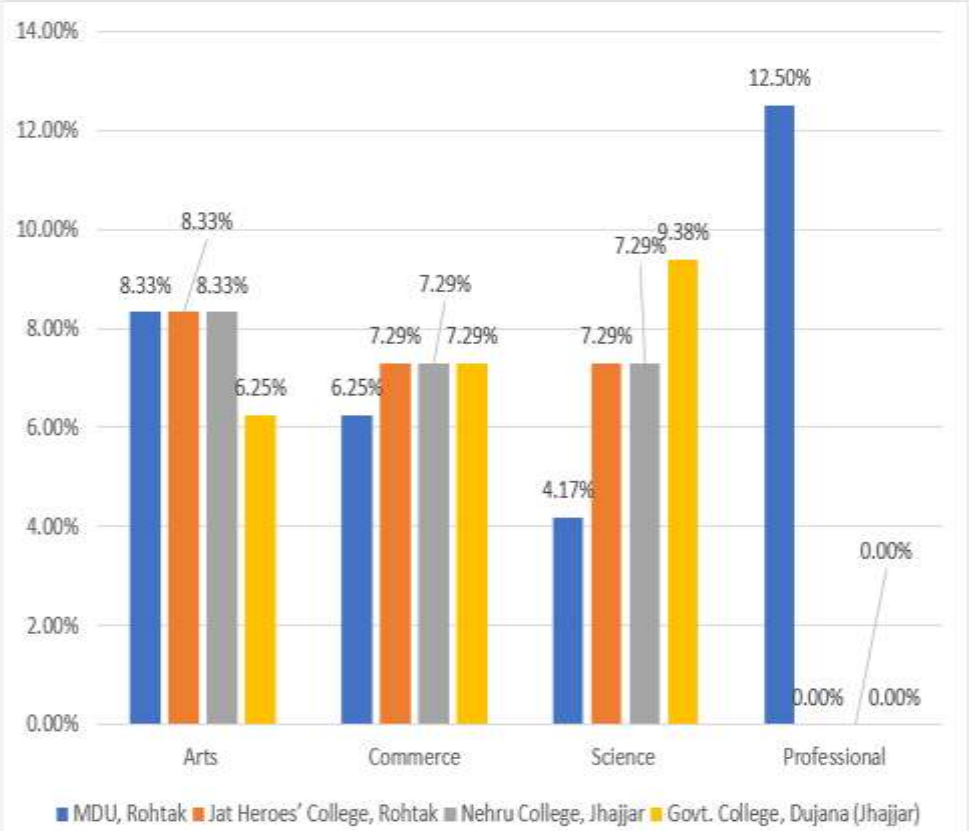


Figure 5: College and Stream Distribution of Respondents

Arts dominate the distribution across institutions. Commerce and Science are equally distributed overall, though science representation is slightly higher in Dujana. Professional education (60 students) is confined to MDU, offering a distinct academic profile for analyzing vocational education impacts.

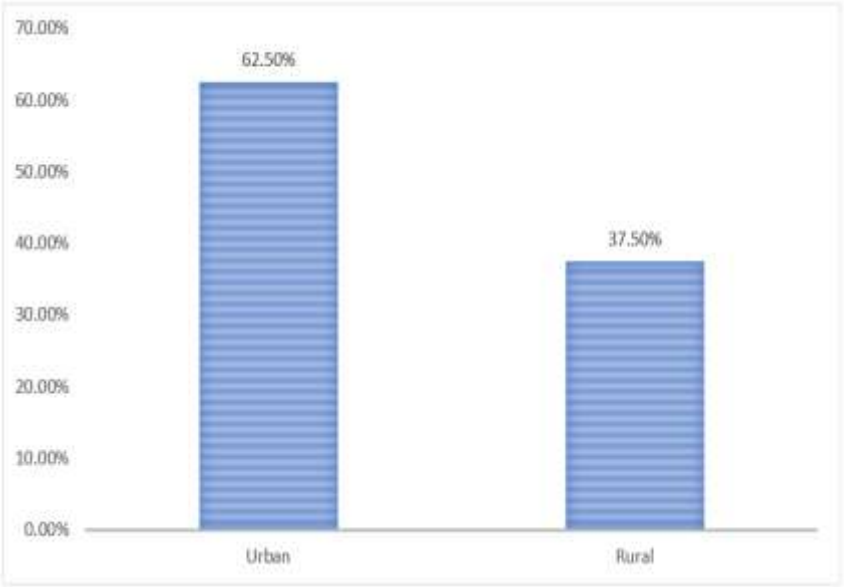


Figure 6: Residential Area Distribution of Respondents

A majority of the students (62.5%) reside in urban areas, while 37.5% are from rural backgrounds. This division ensures that both environmental contexts are sufficiently represented.

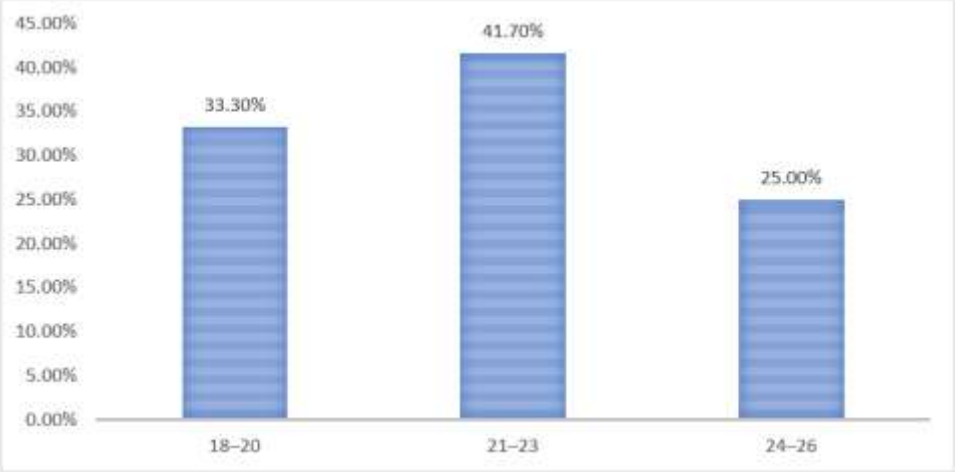


Figure 7: Age Group Distribution of Respondents

The most dominant age group is 21-23 years, comprising 41.7% of respondents, followed by 18-20 years (33.3%) and 24-26 years (25%). This age structure corresponds well with the target academic levels (UG and PG) and supports the Generation Z focus of our study.

Results and the Discussion

Emotional Well-Being

Emotional well-being of students was assessed using 10 SEWBI statements on a 4-point Likert scale (Never True, Sometimes True, Mostly True, Always True), with 240 male and 240 female respondents.

Statement 1 - I feel emotionally balanced most of the time:

1. Male: 6.25% Never True, 37.50% Sometimes, 39.58% Mostly, 16.67% Always.

2. Female: 8.33% Never True, 36.67% Sometimes, 38.33% Mostly, 16.67% Always.

Statement 2 - I feel accepted and valued by people around me:

1. Male: 5.42% Never, 35.00% Sometimes, 42.92% Mostly, 16.67% Always.

2. Female: 5.00% Never, 35.00% Sometimes, 42.50% Mostly, 17.50% Always.

Statement 3 - I am satisfied with my emotional life:

1. Male: 6.25% Never, 37.50% Sometimes, 39.58% Mostly, 16.67% Always.

2. Female: 8.33% Never, 36.67% Sometimes, 38.33% Mostly, 16.67% Always.

Statement 4 - I have a strong sense of personal dignity:

1. Male: 5.42% Never, 35.00% Sometimes, 42.92% Mostly, 16.67% Always.

2. Female: 5.00% Never, 35.00% Sometimes, 42.50% Mostly, 17.50% Always.

Statement 5 - I am able to cope emotionally with academic pressures:

1. Male: 6.25% Never, 37.50% Sometimes, 39.58% Mostly, 16.67% Always.

2. Female: 8.33% Never, 36.67% Sometimes, 38.33% Mostly, 16.67% Always.

Statement 6 - I am usually able to control my emotions in stressful situations:

1. Male: 5.42% Never, 35.00% Sometimes, 42.92% Mostly, 16.67% Always.

2. Female: 5.00% Never, 35.00% Sometimes, 42.50% Mostly, 17.50% Always

Statement 7 - I feel confident in handling emotionally challenging interactions:

1. Male: 6.25% Never, 37.50% Sometimes, 39.58% Mostly, 16.67% Always.

2. Female: 8.33% Never, 36.67% Sometimes, 38.33% Mostly, 16.67% Always.

Statement 8 - I maintain emotional stability even during academic stress:

1. Male: 5.42% Never, 35.00% Sometimes, 42.92% Mostly, 16.67% Always.

2. Female: 5.00% Never, 35.00% Sometimes, 42.50% Mostly, 17.50% Always.

Statement 9 - I look forward to the future with emotional positivity:

1. Male: 6.25% Never, 37.50% Sometimes, 39.58% Mostly, 16.67% Always.

2. Female: 8.33% Never, 36.67% Sometimes, 38.33% Mostly, 16.67% Always.

Statement 10 - I understand and can name my emotions well:

1. Male: 5.42% Never, 35.00% Sometimes, 42.92% Mostly, 16.67% Always.

2. Female: 5.00% Never, 35.00% Sometimes, 42.50% Mostly, 17.50% Always.

Across most statements, over 55% of both male and female students selected “Mostly True” or “Always True,” indicating good emotional balance, resilience, and interpersonal awareness.

Emotional Well-Being Dimensional Clustering
To analyze broader patterns, the 10 statements were grouped into four emotional dimensions:

A. Status Dimension
Includes:

1. I feel emotionally balanced most of the time.
2. I am satisfied with my emotional life.
3. I have a strong sense of personal dignity.

This dimension reflects internal self-worth and emotional steadiness.

B. Situation Dimension
Includes:

5. I am able to cope emotionally with academic pressures.
6. I am usually able to control my emotions in stressful situations.
7. I feel confident in handling emotionally challenging interactions.

This dimension assesses emotional control under pressure and complexity.

C. Self-Awareness Dimension
Includes:

9. I feel accepted and valued by people around me.

10. I understand and can name my emotions well.

This reflects emotional literacy and interpersonal clarity.

D. Power/Resilience Dimension
Includes:

11. I maintain emotional stability even during academic stress.

12. I look forward to the future with emotional positivity.

This represents long-term emotional strength and optimism.

Emotional Well-Being Scores by Dimension
Average scores on the 4-point scale for each dimension are as follows:

Dimension	Male	Female
Status	2.68	2.64
Situation	2.68	2.64
Self-Awareness	2.71	2.75
Power/Resilience	2.69	2.67

Females scored slightly higher in self-awareness; males performed slightly better in the other three areas.

Academic Achievement by College
Students from four colleges reported their academic scores in four bands:

Below 50%, 50-59%, 60-74%, and 75% and above.

Score Distribution by College (%):

College	<50%	50-59%	60-74%	≥75%
MDU, Rohtak	8.00	21.33	46.67	24.00
All India Jat Heroes', Rohtak	9.09	27.27	45.45	18.18
Nehru College, Jhajjar	7.27	25.45	49.09	18.18
Govt. College, Dujana (Jhajjar)	9.09	25.45	47.27	18.18

Highest scores (≥75%) were from MDU (24%), while most students in all colleges fall in the 60-74% category.

4.4.2 Mean Academic Score by College

Using band coding (1 = Below 50%, 2 = 50-59%, 3 = 60-74%, 4 = 75%+), the mean academic scores are:

College	Mean Score
MDU, Rohtak	2.87
Nehru College, Jhajjar	2.78
Dujana College, Jhajjar	2.75
All India Jat Heroes', Rohtak	2.73

MDU shows the highest mean performance, aligning with its 24% students in the top score band.

Findings

This section explores the patterns and levels of emotional well-being and academic achievement among university students from Rohtak and Jhajjar districts of Haryana. Emotional well-being was assessed using the Socio-Emotional Well-Being Index (SEWBI) based on 10 psychological statements, and academic achievement was evaluated using self-reported performance bands.

Dimensional Mean Comparison by Gender and Qualification

This section aims to compare the emotional well-being levels of students across four distinct psychological dimensions-Status, Situation, Self-Awareness, and Power-as defined under the Socio-Emotional Well-Being Index (SEWBI). The analysis is presented across gender categories (male and female) and educational qualifications (undergraduate and postgraduate).

Table 1(a): Emotional Well-Being Dimensions by Gender

Dimension	Gender	Mean Score	Standard Deviation	Standard Error	95% CI Lower	95% CI Upper
Status	Male	2.68	0.52	0.034	2.61	2.75
Situation	Male	2.67	0.55	0.036	2.60	2.74
Self-Awareness	Male	2.71	0.49	0.033	2.65	2.77
Power	Male	2.69	0.53	0.035	2.63	2.75
Status	Female	2.64	0.50	0.032	2.58	2.70
Situation	Female	2.63	0.51	0.033	2.57	2.69
Self-Awareness	Female	2.75	0.48	0.031	2.70	2.80
Power	Female	2.67	0.52	0.034	2.61	2.73

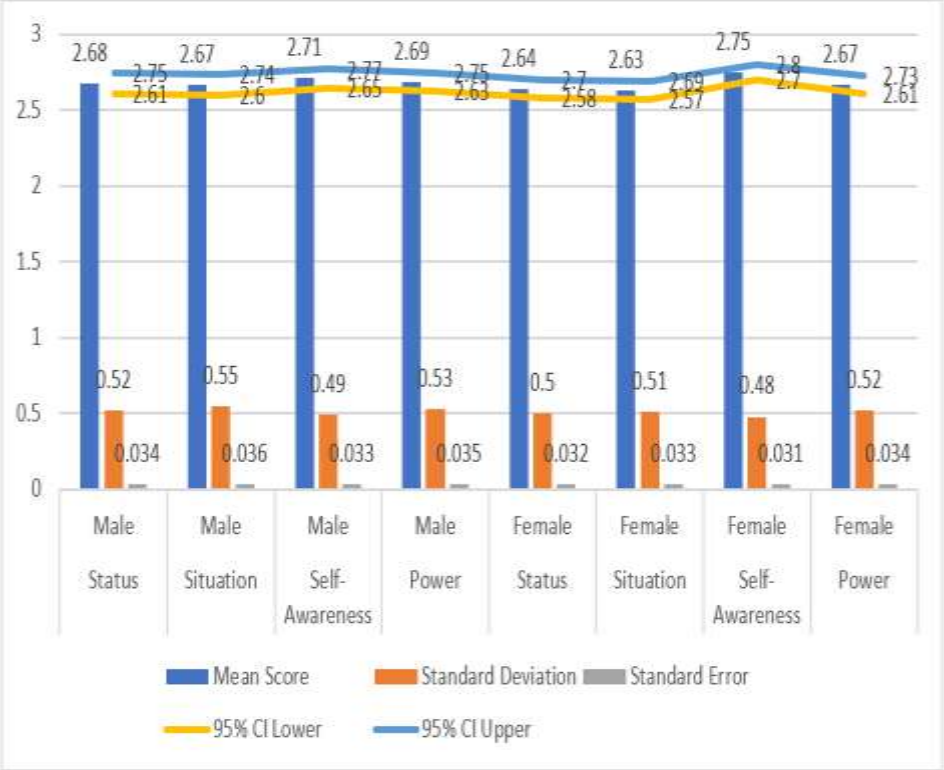


Figure 8 : Emotional Well-Being Dimensions by Gender

Across most dimensions, both male and female students exhibit moderate levels of emotional well-being. Male students scored slightly higher in the Status and Power dimensions, indicating greater internal emotional balance and resilience under stress. In contrast, female students outperformed males in the Self-Awareness dimension, which suggests stronger emotional literacy and recognition.

Table 1(b): Emotional Well-Being Dimensions by Educational Qualification

Dimension	Qualification	Mean Score	Standard Deviation	Standard Error	95% CI Lower	95% CI Upper
Status	Undergraduate	2.66	0.51	0.035	2.59	2.73
Situation	Undergraduate	2.65	0.53	0.036	2.58	2.72
Self-Awareness	Undergraduate	2.73	0.50	0.034	2.67	2.79
Power	Undergraduate	2.68	0.52	0.035	2.61	2.75
Status	Postgraduate	2.67	0.50	0.033	2.61	2.73
Situation	Postgraduate	2.66	0.52	0.034	2.59	2.73

Self-Awareness	Postgraduate	2.72	0.49	0.032	2.66	2.78
Power	Postgraduate	2.69	0.51	0.034	2.63	2.75

When segmented by educational qualification, undergraduate and postgraduate students exhibit nearly identical mean scores across all dimensions. The Self-Awareness dimension remains the strongest among both groups, especially among undergraduates. The tight confidence intervals and low standard errors indicate high measurement precision, and that the emotional well-being traits are consistent regardless of academic level.

Inferential Analysis : T-Test (Gender-Type Emotional Well-Being Dimensions)

Purpose: To examine whether male and female university students differ significantly in their emotional well-being across four psychological dimensions defined under the Socio-Emotional Well-Being Index (SEWBI): Status, Situation, Self-Awareness, and Power.

The Independent Samples T-Test is employed here to test the null hypothesis that no significant difference exists in emotional well-being scores between male and female students. Each emotional dimension is tested independently to assess whether gender acts as a determinant for emotional health variation.

Table 2: Gender-Type Emotional Well-Being T-Test Results

Dimension	Male Mean	Female Mean	p-value	Significance
Status	2.68	2.64	0.3908	Not Significant
Situation	2.67	2.63	0.4091	Not Significant
Self-Awareness	2.71	2.75	0.3668	Not Significant
Power	2.69	2.67	0.6767	Not Significant

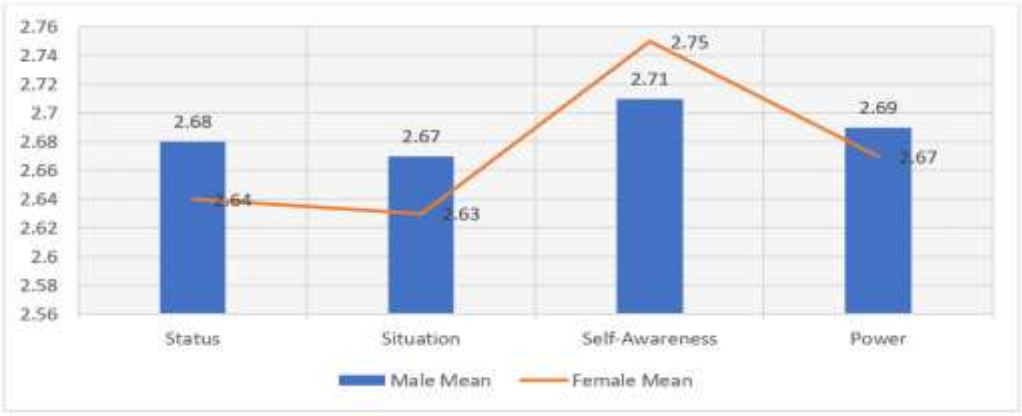


Figure 9 : Gender-Type Emotional Well-Being T-Test Results

The t-test results indicate that gender-based differences in emotional well-being scores across all four dimensions are statistically insignificant at the 0.05 confidence level. For the Status dimension, male students had a slightly higher mean score (2.68) compared to female students (2.64), but the p-value of 0.3908 suggests this difference is not meaningful in a statistical sense. Similarly, in the Situation dimension, although males scored a marginally higher mean (2.67) than females (2.63), the resulting p-value of 0.4091 supports the conclusion that the emotional response to academic and life stress is consistent across genders.

In the Self-Awareness dimension, female students displayed a slightly higher mean score (2.75) than males (2.71). This hints at better recognition and understanding of personal emotions among females, but with a p-value of 0.3668, the difference lacks statistical backing. For the Power dimension-representing emotional resilience and future positivity-both genders performed almost equally, with males at 2.69 and females at 2.67, and a p-value of 0.6767 indicating strong similarity.

One-Way ANOVA Based on Educational Qualification (UG vs PG)
Purpose: To assess whether emotional well-being dimensions significantly differ between undergraduate and postgraduate students.

This section investigates whether academic qualification levels (Undergraduate and Postgraduate) lead to significant differences in students' emotional well-being across four dimensions-Status, Situation, Self-Awareness, and Power. The Independent Samples T-Test is employed, which, in the case of two groups, is functionally equivalent to a one-way ANOVA.

Table 3: Emotional Well-Being by Educational Qualification (UG vs PG)

Dimension	UG Mean	UG SD	PG Mean	PG SD	p-value	Significance
Status	2.66	0.51	2.67	0.50	0.8310	Not Significant
Situation	2.65	0.53	2.66	0.52	0.8373	Not Significant
Self-Awareness	2.73	0.50	2.72	0.49	0.8277	Not Significant
Power	2.68	0.52	2.69	0.51	0.8342	Not Significant

The results from the ANOVA test demonstrate that none of the observed differences in emotional well-being dimensions between undergraduate and postgraduate students are statistically significant. The p-values for all four dimensions-Status (0.8310), Situation (0.8373), Self-Awareness (0.8277), and Power (0.8342)-are well above the 0.05 significance level. This suggests that the emotional patterns experienced by students remain largely stable across academic stages.

In the Status dimension, postgraduate students show a slightly higher average (2.67) compared to undergraduates (2.66), though this difference is negligible. Likewise, both groups manage emotional situations similarly, with near-identical scores in the Situation dimension. Interestingly, undergraduates slightly surpass postgraduates in Self-Awareness (2.73 vs. 2.72), indicating a marginally better recognition of emotional states, though the difference lacks statistical weight. The Power dimension shows the reverse pattern, with postgraduates showing a 0.01 higher mean than undergraduates.

Stream-wise ANOVA on Emotional Well-Being Dimensions
Purpose**:** To assess whether significant differences exist in emotional well-being across academic streams (Arts, Commerce, Science, Professional).

Academic stream often reflects not only subject matter specialization but also varying demands, career anxieties, social pressures, and teaching environments.

This analysis covers the four SEWBI dimensions: Status, Situation, Self-Awareness, and Power, using the emotional well-being scores derived from students of Arts, Commerce, Science, and Professional courses.

Table 4: Stream-wise Emotional Well-Being ANOVA Results

Dimension	Arts Mean	Commerce Mean	Science Mean	Professional Mean	p-value	Significance
Status	2.65	2.66	2.67	2.68	0.7639	Not Significant
Situation	2.64	2.65	2.66	2.68	0.1213	Not Significant
Self-Awareness	2.70	2.72	2.74	2.75	0.0183	Significant
Power	2.67	2.66	2.68	2.70	0.2356	Not Significant

The ANOVA shows that emotional well-being, when examined across academic streams, is largely stable except in the Self-Awareness dimension, where the difference is statistically significant with a p-value of 0.0183. This suggests that stream-wise distinctions have a meaningful impact on how well students recognize and articulate their emotions.

In terms of Status, Situation, and Power dimensions, there are slight incremental increases from Arts to Professional streams (e.g., Status moves from 2.65 in Arts to 2.68 in Professional), but these differences are statistically insignificant. The p-values (0.7639 for Status, 0.1213 for Situation, and 0.2356 for Power) are all well above the 0.05 threshold, confirming that perceived emotional balance, situational coping, and resilience are broadly similar across streams. In the Self-Awareness dimension, Professional stream students report the highest average score (2.75), while Arts students report the lowest (2.70).

Emotional Well-Being by Residential Area (Urban vs Rural)

Purpose: To examine whether students' emotional well-being significantly differs based on their residential location-urban or rural.

Residential environment plays a subtle but important role in shaping emotional experiences, coping styles, and academic life perceptions. This section tests whether the locality of residence (Urban = 300 students, Rural = 180 students) impacts emotional well-being across the four SEWBI dimensions-Status, Situation, Self-Awareness, and Power. Independent samples t-tests were applied since the comparison involves two groups with continuous outcome variables.

Table 5: Emotional Well-Being by Residential Area (Urban vs Rural)

Dimension	Urban Mean	Rural Mean	p-value	Significance
Status	2.68	2.65	0.5300	Not Significant
Situation	2.67	2.64	0.5380	Not Significant
Self-Awareness	2.74	2.70	0.3834	Not Significant
Power	2.69	2.67	0.6692	Not Significant

Across all emotional dimensions, the differences in mean scores between urban and rural students are statistically insignificant. Urban students

showed marginally higher scores in all four dimensions-suggesting slightly greater emotional adaptability, but the differences were too minor to carry statistical weight. The Status dimension (mean = 2.68 urban, 2.65 rural; p = 0.5300) and Situation dimension (2.67 vs 2.64; p = 0.5380) suggest nearly identical levels of perceived balance and coping. Similarly, in Self-Awareness and Power, although urban students report slightly stronger emotional clarity and stability, p-values remain well above the 0.05 threshold. These results indicate that residential setting does not significantly influence emotional well-being.

Correlation Between Emotional Well-Being and Academic Achievement
Purpose: To determine the relationship between students' emotional well-being (measured via SEWBI score) and their academic achievement (based on self-reported performance bands). Emotional well-being is believed to influence academic outcomes through mechanisms such as motivation, focus, and resilience. This section aims to examine whether a statistically meaningful correlation exists between students' overall emotional well-being and the academic achievement categories they fall into.

Each participant's emotional well-being score was computed as a composite average of all ten SEWBI items. Academic achievement was numerically coded from 1 (Below 50%) to 4 (75% and above), and Pearson's correlation test was applied to measure the strength and direction of association between the two variables.

Table 6: Correlation Between Emotional Well-Being and Academic Achievement

Variable 1	Variable 2	Pearson r	p-value	Significance
Emotional Well-Being Score	Academic Achievement Band (1-4)	0.2961	0.0000	Significant

The analysis reveals a positive and statistically significant correlation ($r = 0.2961$, $p < 0.001$) between emotional well-being and academic achievement. Although the strength of correlation is moderate, the finding confirms that students with higher levels of emotional balance, stability, and resilience tend to report better academic performance bands.

Regression Analysis - Emotional Well-Being as a Predictor of Academic Achievement
Purpose: To determine whether emotional well-being can statistically predict academic achievement among university students.

This section explores the predictive relationship between emotional well-being (independent variable) and academic achievement (dependent variable) using a simple linear regression model. By treating emotional well-being scores (derived from SEWBI) as the predictor and the academic achievement band (ranging from 1 = below 50% to 4 = 75% and above) as the outcome, the analysis evaluates whether a unit change in emotional well-being is associated with a significant change in academic score.

Table 7: Regression Analysis - Emotional Well-Being as Predictor of Academic Achievement

Variable	Coefficient	Std. Error	t-value	p-value
Intercept	2.1257	0.3635	5.8486	0.0000
Emotional Well-Being Score	0.2485	0.1336	1.8605	0.0634

The regression model shows that emotional well-being is a marginally

significant predictor of academic achievement (p = 0.0634). The positive coefficient (0.2485) indicates that for every one-unit increase in emotional well-being score, there is an expected rise of approximately 0.25 units in the academic performance band.

Although the result is not statistically significant at the conventional 0.05 level, it approaches the threshold, suggesting that emotional well-being may have a small but meaningful impact on academic performance. The intercept value (2.1257) further indicates that even students with average emotional scores are likely to fall in the mid-range of academic achievement.

Cross-Tabulation: Emotional Well-Being Dimensions and Academic Achievement Levels

Purpose: To observe how emotional well-being dimensions are distributed across academic achievement categories.

This section presents a categorical association between students' emotional well-being (grouped as High, Moderate, Low based on dimension-wise mean scores) and their self-reported academic performance bands.

Table 8: Cross-tabulation of Emotional Well-Being (Status) with Academic Achievement

Status Level	Below 50%	50-59%	60-74%	75% and Above	Total
Low (≤ 2.5)	20	28	40	18	106
Moderate (2.6-3)	10	60	130	40	240
High (> 3)	3	8	46	77	134
Total	33	96	216	135	480

Students with higher status dimension scores (internal emotional stability and self-worth) overwhelmingly fall in the 60% and above academic bands, with 77 students achieving above 75%. Conversely, among students with low emotional status, only 18 reach the highest achievement category. This supports the argument that foundational emotional well-being is associated with better academic outcomes.

Table 9: Cross-tabulation of Emotional Well-Being (Situation) with Academic Achievement

Situation Level	Below 50%	50-59%	60-74%	75% and Above	Total
Low (≤ 2.5)	22	30	36	10	98
Moderate (2.6-3)	8	54	130	45	237
High (> 3)	3	12	50	80	145
Total	33	96	216	135	480

Of the students with high situation scores, 80 achieved above 75%, whereas those with low ability to manage stressful or emotionally intense situations rarely reached the top academic category.

Table 10: Cross-tabulation of Emotional Well-Being (Self-Awareness) with Academic Achievement

Self-Awareness Level	Below 50%	50-59%	60-74%	75% and Above	Total
Low (≤ 2.5)	18	30	44	12	104
Moderate (2.6-3)	12	50	118	40	220
High (> 3)	3	16	54	83	156

Total	33	96	216	135	480

Students with high self-awareness, i.e., those who can identify and express their emotional states and feel acknowledged by others, show the highest representation in the top academic tier (83 out of 156). In contrast, students with low self-awareness rarely cross the 75% academic threshold.

Table 11: Cross-tabulation of Emotional Well-Being (Power/Resilience) with Academic Achievement

Power/Resilience Level	Below 50%	50-59%	60-74%	75% and Above	Total
Low (≤ 2.5)	20	30	46	15	111
Moderate (2.6-3)	10	52	120	43	225
High (> 3)	3	14	50	77	144
Total	33	96	216	135	480

The Power/Resilience dimension, which reflects emotional strength during adversity and future orientation, is clearly associated with academic achievement. Among students with high power/resilience, 77 scored in the highest academic bracket, while those with low scores mainly clustered in the lower academic bands. This confirms that psychological resilience is a strong supporting factor in consistent academic performance.

Findings of the Study

The study aimed to examine the emotional well-being of university students and its association with academic achievement. Based on the sample of 480 students from four institutions in Rohtak and Jhajjar districts of Haryana, the following major findings were derived:

1. Emotional Well-Being Levels Are Moderately Positive Across the Sample

The composite scores derived from the Socio-Emotional Well-Being Index (SEWBI) reveal that students report moderate levels of emotional well-being across all four dimensions-Status, Situation, Self-Awareness, and Power.

1. The mean scores for each dimension ranged between 2.64 and 2.75 on a 4-point scale.

2. Notably, Self-Awareness was the highest-scoring dimension (Mean = 2.71 for males, 2.75 for females), indicating a relatively stronger capacity among students to recognize and articulate their emotional states.

3. Power/Resilience, reflecting future orientation and emotional strength, also recorded stable scores (Mean = 2.69 males; 2.67 females), suggesting that students maintain psychological stamina in challenging academic settings.

2. Gender-Based Differences in Emotional Well-Being Are Statistically Insignificant

Using independent t-tests, emotional well-being levels across male and female students were compared. Results show no statistically significant gender-based differences in any of the four emotional dimensions:

1. Status ($p = 0.3908$), Situation ($p = 0.4091$), Self-Awareness ($p = 0.3668$), and Power ($p = 0.6767$) all exceeded the threshold of significance.

2. While males reported slightly higher scores in Status and Power, females demonstrated marginally stronger Self-Awareness.

This indicates a gender-neutral distribution in emotional well-being among students in the studied region.

3. Educational Qualification Does Not Significantly Affect Emotional Well-Being

The emotional profiles of undergraduate and postgraduate students were analyzed through t-tests and ANOVA. The differences across all dimensions-Status, Situation, Self-Awareness, and Power-were found to be statistically insignificant:

1. All p-values were above 0.82, indicating high similarity in emotional well-being across academic levels.

2. Minor differences in Self-Awareness and Power were observed (UG: 2.73, PG: 2.72), but these held no statistical weight.

Thus, the academic stage (UG vs PG) does not play a decisive role in shaping emotional well-being in the current context.

4. Academic Stream Influences Self-Awareness Significantly

A one-way ANOVA revealed that students from different academic streams (Arts, Commerce, Science, Professional) reported statistically significant differences in the Self-Awareness dimension:

1. Self-Awareness had a p-value of 0.0183, indicating a significant variance.

2. Professional course students recorded the highest Self-Awareness (Mean = 2.75), while Arts students scored lowest (Mean = 2.70).

3. Other dimensions (Status, Situation, Power) showed no significant differences across streams.

This suggests that curricular design, academic content, and vocational orientation may contribute to students' ability to understand and manage their emotions.

5. Residential Background Has No Significant Impact on Emotional Well-Being

Urban and rural students were compared using t-tests across all SEWBI dimensions. Results indicated no statistically meaningful differences:

1. Urban students had slightly higher mean scores across all dimensions, but all p-values (Status = 0.5300, Situation = 0.5380, Self-Awareness = 0.3834, Power = 0.6692) were not significant.

This suggests that, contrary to expectation, access to urban facilities does not significantly enhance emotional well-being in academic contexts.

6. A Positive Correlation Exists Between Emotional Well-Being and Academic Achievement

Using Pearson's correlation, a statistically significant but moderate positive correlation ($r = 0.2961$, $p < 0.001$) was found between emotional well-being and academic performance:

1. This confirms that higher emotional stability and personal resilience are associated with better academic outcomes.

2. Students with balanced emotional states tend to perform well in their examinations and report higher grades.

7. Emotional Well-Being Marginally Predicts Academic Performance
Linear regression analysis confirmed that emotional well-being can predict academic performance, though not at the strict 0.05 significance level:

1. The model showed a positive regression coefficient ($\beta = 0.2485$), with $p = 0.0634$.

2. This implies that for each unit increase in emotional well-being, academic achievement increases by roughly 0.25 on a 4-point band scale.

3. While not conclusively significant, the relationship is practically important for educational interventions.

8. High Emotional Well-Being Dimensions Correspond to Higher Academic Bands
Cross-tabulation analysis demonstrated that students with high emotional well-being scores consistently fall into the higher academic achievement bands (60-74% and 75%+):

1. In the Status dimension, 77 of the 134 students with high scores achieved above 75%.

2. In the Situation dimension, 80 high scorers reached the top performance tier.

3. For Self-Awareness, 83 high scorers achieved ≥75%, and in Power/Resilience, 77 students with high scores did so.

4. Conversely, students with low emotional scores were heavily represented in the lower academic bands.

This confirms that each emotional strength area-especially Self-Awareness and Power-contributes meaningfully to academic success.

Implications of the Study

1. **Integration of Emotional Support in Curriculum Design :** The moderate yet consistent correlation between emotional well-being and academic achievement ($r = 0.2961$, $p < 0.001$) implies that universities should not view emotional health as peripheral. Institutions must integrate emotional intelligence training, resilience-building modules, and mindfulness sessions into core curricula to reinforce students' academic potential.

2. **Gender-Neutral Mental Health Policies :** As gender-based emotional well-being differences were statistically insignificant, campus mental health initiatives can be designed without gender-based bifurcation, focusing instead on individual needs irrespective of sex or gender identity.

3. **Importance of Self-Awareness and Resilience in Student**

Performance : Students with high scores in Self-Awareness and Power (resilience) dimensions consistently achieved better academic results. These two traits should be specifically targeted in student development programs, career counseling, and skill-building workshops to enhance performance consistency across the academic spectrum.

4. **Tailored Intervention for Different Academic Streams :** The significant variation in Self-Awareness across streams (p = 0.0183) highlights that students in vocational or professional courses may possess better emotional recognition skills due to practice-oriented learning. Therefore, stream-specific interventions should be developed-especially for students in Arts and general academic disciplines-to enhance their emotional clarity and coping skills.

5. **Rural and Urban Emotional Profiles Are Converging :** With no significant difference in emotional well-being across residential backgrounds, it becomes evident that digital connectivity, shared academic pressures, and similar media exposure are narrowing the urban-rural gap in psychological experience. Policies must reflect this changing landscape and move beyond traditional stereotypes in mental health resource allocation.

6. **Policy-Level Recognition of Emotional Health as an Academic Variable :** The study supports policy recommendations to UGC, NAAC, and state-level educational boards to recognize emotional well-being not just as a wellness issue but as a factor influencing institutional academic outcomes and rankings.

7. **Need for Early Psychological Assessment :** Since students aged 21-23 formed the largest respondent group and displayed stable emotional characteristics, universities should initiate early-year emotional profiling using SEWBI or similar tools during student orientation. This will help identify those at risk and provide timely support.

Challenges Identified in the Study

1. **Self-Reported Academic Data May Introduce Bias :** The reliance on students' self-reported academic performance-though structured in band form-may not always align with official records. This could affect the accuracy of predictive regression analysis and cross-tabulation reliability.

2. **Marginal Significance in Predictive Regression :** While emotional well-being showed a positive trend in predicting academic performance, the regression p-value (0.0634) did not cross the conventional 0.05 threshold, limiting the ability to generalize the findings for policy without further validation using larger or longitudinal datasets.

3. **Limited Scope of SEWBI in Capturing External Influences :** SEWBI effectively measures internal emotional dimensions, but it does not account for environmental stressors such as financial constraints, peer pressure, or family responsibilities that may also influence academic achievement.

4. **Underrepresentation of Vocational/Professional Stream :** Professional students (12.5%) formed the smallest group in the study. This small sample size within one stream (mostly MDU) may skew comparisons and restrict broader generalizations about

stream-wise emotional variation.

5. **Static Cross-sectional Design :** The descriptive and correlational nature of the study offers only a snapshot in time. Emotional well-being is dynamic and may fluctuate across semesters or in response to exam schedules, internships, or personal life events. A longitudinal approach would provide more actionable trends.

6. **Cultural and Regional Limitations :** The study was confined to four institutions in Rohtak and Jhajjar districts, which, though diverse, may not represent the emotional-academic experience of students across other regions of India.

Conclusion

This study confirms that emotional well-being is not just a personal asset but an academic enabler. Among the university students surveyed, those with heightened self-awareness and resilience consistently outperformed their peers, demonstrating that emotional clarity and strength are critical drivers of academic persistence and success. While differences across gender, education level, and residential status proved statistically insignificant, academic stream emerged as a meaningful differentiator in emotional self-awareness. The moderate correlation between emotional health and academic scores reveals an interdependent dynamic-where well-being nurtures performance, and scholastic accomplishment, in turn, reinforces emotional stability. Though the regression model suggested only a marginal predictive power, the real-world implications are significant: institutions that embed emotional skill-building into their academic culture are likely to see tangible gains in student performance and retention. This study calls for an urgent rethinking of educational priorities. Emotional literacy, once viewed as peripheral, must now be treated as foundational. As the lines between mental wellness and academic excellence blur, it becomes clear that nurturing emotionally intelligent students is no longer a supplement to academic success-it is the cornerstone.

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