

MS Research Thesis

**RELATIONSHIP BETWEEN SOCIO-EMOTIONAL WELL-BEING
AND ACADEMIC ACHIEVEMENT OF STUDENTS AT
UNDERGRADUATE LEVEL**



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A thesis submitted in partial fulfillment of the requirements for the degree of MS
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AUTHOR'S DECLARATION

It is hereby declared that the author of the study has completed the entire requirement for submitting this research work in partial fulfillment of the degree of MS Teacher Education. This thesis is in its present form, is the original work of the author except for those which are acknowledged in the text. The material included in the thesis has not been submitted wholly or partially for the award of any other academic certification other than for which it is being presented.



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SUPERVISOR'S CERTIFICATE

The thesis titled "Relationship between Socio-Emotional Well-being and Academic Achievement of students at Undergraduate level" submitted by Ms. Maryam Rafique Reg. No. 4-FOE/MSTE/F23 is the partial fulfillment of the MS degree in Teacher Education, has been completed under my guidance and supervision. I am satisfied with the quality of the student's research work and allow her to submit this for further processing as per IIUI rules and regulations.



Supervisor

Prof. Dr. Samina Malik

DEDICATION

I dedicate this thesis to my parents for their endless support and encouragement throughout my studies. Special thanks to my supervisor, Prof. Dr. Samina Malik, for her invaluable guidance and support during this research. I also dedicate this work to my teachers and the students who inspired this study, hoping it contributes to improving teaching and learning in primary education.

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ABSTRACT

This research investigated the relationship between Socio-Emotional Well-being (SEW) and Academic Achievement among undergraduate students. Socio-Emotional Well-being refers to an individual's ability to understand and manage emotions, build positive relationships, show empathy, and maintain motivation and self-control. Academic achievement, in this study, was measured through students' academic percentage scores. The study was based on two main objectives: to measure the level of SEW among undergraduate students, and to examine the relationship between SEW and academic achievement. Based on these objectives, two null hypotheses were formulated: there is no significant relationship between Socio-Emotional Well-being and academic achievement, and self-regulation and motivation have no significant relationship with academic achievement compared to other SEW components. The research was conducted under the positivist paradigm, employing a quantitative approach and a correlational design. The target population comprised 7th-semester undergraduate female students were 384 from the Faculties of Education, Computing & IT, and Arabic at the International Islamic University Islamabad. A stratified sampling technique was used to select a sample of 271 students. Data were collected using a closed-ended, adapted instrument based on Daniel Goleman's emotional intelligence model, revised by Bradberry and Greaves (2016). The instrument measured five dimensions of SEW: self-awareness, self-regulation, motivation, empathy, and social skills. Academic Achievement data were obtained from university records. Mean scores, frequencies, Pearson correlation, and linear regression were used for data analysis via SPSS. The findings revealed that SEW had a significant and positive correlation with academic achievement. Regression analysis confirmed that SEW was a significant predictor of academic achievement, explaining a moderate portion of the variance. Among all components, social skills had the strongest relationship with academic achievement. Based on the findings, both null hypotheses were rejected. The study concluded that students with higher socio-emotional competencies tend to perform better academically. Recommendations include integrating socio-emotional learning programs into university curricula, providing professional development for faculty on supporting SEW, and expanding counseling services. The study highlights

the importance of fostering emotional well-being alongside academic instruction to enhance student performance and success.

Keywords: *Socio-Emotional Well-being, Academic achievement, Emotional intelligence, Undergraduate students, social skills*

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List of Abbreviations

IIUI	International Islamic University Islamabad
SEL	Socio-emotional Learning
SEW	Socio-emotional Well-being
EI	Emotional Intelligence
SPSS	Statistical Package for the Social Science

CHAPTER 1

INTRODUCTION

Higher education has a growing impact on students, giving them not only academic knowledge but also the emotional and interpersonal skills needed to succeed in today's rapidly changing world. University life brings new responsibilities, more independence, and higher academic pressure, all of which require resilience and adaptability. While academic skills are often seen as the main drivers of achievement, recent research highlights the importance of non-academic factors like emotional regulation, motivation, and social relationships in shaping student success. These aspects, often grouped under the term Socio-Emotional Well-being (SEW), have become a central focus in discussions about how to improve student performance, retention, and overall well-being.

Socio-Emotional Well-being refers to an individual's ability to understand and manage their emotions, regulate their behavior, stay motivated, empathize with others, and build positive relationships. In academic settings, these skills help students cope with challenges like exam stress, interpersonal conflicts, and the demands of balancing school and personal responsibilities. SEW is especially important for undergraduates who often face transitions into adulthood, new social environments, and pressure to establish future careers. Having strong socio-emotional skills allows students to navigate these transitions more effectively, helping them stay focused on their academic goals while maintaining their mental health.

The concept of SEW originated in Daniel Goleman's 1995 Emotional Intelligence Theory, which identifies five interconnected dimensions: self-awareness, self-regulation, motivation, empathy, and social skills. Self-awareness enables students to recognize their emotions and how they affect their academic behavior; self-regulation helps them manage impulses and adapt to challenges; motivation keeps them driven to achieve long-term goals; empathy promotes sensitivity to peers and educators; and social skills support collaboration and communication. These five dimensions form the foundation for understanding SEW in this study and provide a framework for analyzing

its relationship with academic achievement. Instead of seeing SEW as a single entity, this multidimensional approach highlights how different aspects of emotional and social functioning contribute uniquely to student success.

In today's competitive educational environment, where university students often face overwhelming academic demands and social pressures, SEW is more crucial than ever. Undergrads face challenges like maintaining motivation over several years of study, balancing personal and academic responsibilities, and adapting to diverse peer groups. Inadequate socio-emotional skills may lead to stress, disengagement, or academic underperformance. On the other hand, students with strong SEW are better equipped to persevere through difficulties, stay focused on their studies, and engage positively with their academic communities. By helping students regulate their emotions, sustain their motivation, and build constructive relationships, SEW enhances their ability to meet educational standards and achieve long-term success.

The growing recognition of SEW's impact has led to calls for more systematic integration of socio-emotional learning into higher education curricula. Universities are beginning to implement programs aimed at promoting resilience, empathy, and social skills as part of their broader strategies to improve student well-being and performance. These initiatives highlight a shift in educational priorities, moving beyond a narrow focus on academic achievement toward a more holistic model of student development. This perspective acknowledges that academic performance is deeply connected to emotional health and social functioning. As a result, enhancing SEW is increasingly seen as a key part of preparing students not only for academic achievement but also for life beyond university.

Despite significant international research, however, there are still gaps in understanding how SEW relates to academic achievement in specific cultural and institutional contexts. In Pakistan, where educational systems often emphasize rote learning and academic competition, limited attention has been given to the socio-emotional aspects of student success. Undergrads, particularly those at institutions like the International Islamic University, Islamabad, face challenges that include academic workload, social adjustment, and the need for resilience in the face of stress. Investigating SEW in this context is both timely and necessary, as it offers insights into how socio-emotional competencies shape educational outcomes and how institutions

can design targeted interventions to support students.

In practical terms, this study aims to deepen our understanding of how emotional and social factors impact academic achievement. Educators and university leaders can use the findings to develop targeted programs and curricular changes to promote emotional intelligence and well-being. By identifying which components of SEW most strongly predict academic achievement, tailored support initiatives can be created to help students build resilience, manage emotions, and increase motivation. This could lead to better retention, improved academic performance, and a more positive learning environment.

The study's scope is limited to 7th-semester undergraduate students from three faculties: Education, Arabic, and Computing & Information Technology, at the International Islamic University, Islamabad. This selection aims to include a diverse yet comparable sample across disciplines. The focus is specifically on the five dimensions of SEW: self-awareness, self-regulation, motivation, empathy, and social skills, providing a structured, theory-based approach to examining the construct.

In conclusion, Socio-Emotional Well-being represents a multidimensional construct that has profound implications for academic achievement. By encompassing self-awareness, self-regulation, motivation, empathy, and social skills, SEW provides students with the tools to navigate academic and personal challenges effectively. Evidence from global research supports the claim that higher levels of SEW are associated with improved performance, motivation, and well-being. Yet, the cultural and institutional dynamics of Pakistan remain underexplored in this regard. This study, therefore, seeks to address this gap by examining the relationship between SEW and academic achievement among undergraduate students. The findings are expected to contribute to both theory and practice, offering guidance for educators, policymakers, and institutions seeking to foster student success through a more holistic approach to higher education.

1.1 Background of the Study

The growing recognition of Socio-Emotional Well-being (SEW) in education has inspired a substantial body of research on how students' emotional and social competencies influence their academic outcomes. As universities and colleges continue to prioritize student achievement, retention, and overall well-being, understanding the connection between SEW and academic performance has become increasingly important (Durlak et al., 2021). This connection reflects a shift in educational perspectives, emphasizing that cognitive skills alone are insufficient for academic achievement without complementary emotional and social capacities. SEW encompasses several essential competencies, including emotional regulation, social behavior, self-understanding, perseverance, and resilience. These competencies enable students to manage the pressures of higher education, which often include academic challenges, interpersonal conflicts, and the stress of balancing personal and academic responsibilities (Renshaw, 2021). Students who develop such abilities are better equipped to navigate these stressors effectively, maintain motivation, and stay engaged with their learning. As a result, SEW acts as a protective factor that not only supports psychological well-being but also enhances academic achievement.

Empirical research consistently demonstrates a strong association between higher levels of SEW and improved academic outcomes. For instance, social-emotional learning (SEL) programs designed to enhance emotional intelligence, motivation, and interpersonal skills have been shown to improve academic performance, classroom engagement, and peer relationships (Zins et al., 2021). Emotional intelligence serves as a key mediating factor in this relationship, as students with higher emotional intelligence are more capable of managing stress and anxiety, enabling them to remain focused, resilient, and effective in their academic pursuits (Sweeney, 2022). Beyond individual emotional skills, positive social networks and peer relationships also play a crucial role in strengthening socio-emotional development and fostering academic achievement. Supportive educational environments that promote cooperation, empathy, and respect create conditions where students thrive both emotionally and academically, highlighting the importance of cultivating a positive climate within higher education institutions (Al Sabawy et al., 2022). Collectively, these findings reinforce the strong link between Socio-Emotional Well-being and academic achievement, underscoring

the need for universities to embed socio-emotional learning into policies and practices so that students are supported holistically in achieving both personal growth and academic excellence.

Despite the recognized benefits of SEW, undergraduate students often face challenges that can hinder the development of these competencies, including academic pressure, interpersonal conflicts, and balancing multiple responsibilities. While previous studies have explored general links between socio-emotional skills and academic performance, there is limited research that examines how each specific dimension of SEW, self-awareness, self-regulation, motivation, empathy, and social skills, directly relates to academic achievement in the undergraduate context. Understanding these relationships is crucial, as it can inform targeted interventions and support systems to enhance students' emotional, social, and academic development, ensuring that universities provide a holistic learning environment that nurtures both well-being and academic achievement.

1.2 Problem Statement

The rising demands of undergraduate education often place immense pressure on students, which can compromise their Socio-Emotional Well-being. Socio-Emotional Well-being, encompassing self-awareness, self-regulation, motivation, empathy, and social skills, is crucial to navigating academic challenges. However, a significant gap exists in understanding the specific relationship between Socio-Emotional Well-being and undergraduate students' academic achievement. The research problem is whether there is a relationship between Socio-Emotional Well-being and undergraduate students' academic achievement. Therefore, this study has examined the relationship between Socio-Emotional Well-being and academic achievement among undergraduate students.

1.3 Objectives of the Study

The objectives of the study were to:

1. Measure the level of Socio-Emotional Well-being of undergraduate students.
2. Determine the relationship between Socio-Emotional Well-being and academic achievement among undergraduate students.

1.4 Hypotheses of the Study

Ho₁: There is no significant relationship between the Socio-Emotional Well-being and academic achievement of students at the undergraduate level.

Ho₂: There is no significant relationship between the components of SEW (self-awareness, self-regulation, motivation, empathy, and social skills) and the academic achievement of students at the undergraduate level.

1.5 Significance of the Study

The study is crucial as it offers valuable insights into how Socio-Emotional Well-being influences academic achievement among undergraduate students. By identifying which aspects of Socio-Emotional Well-being, such as self-regulation and motivation, most significantly impact academic achievement, the research can enhance theoretical understanding and refine educational practices. The findings will inform educators, policymakers, and university administrators on developing targeted interventions to support students' socio-emotional development, potentially leading to improved academic achievements and overall well-being. The study's results will help bridge gaps in current educational strategies and create a more supportive academic environment. Addressing the complex relationship between students' emotional and cognitive factors and academic achievement.

1.6 Delimitations of the Study

1. The study was delimited to the 7th-semester students from the Faculty of Education, the Faculty of Arabic, and the Faculty of Computing and Information Technology at the International Islamic University, Islamabad.
2. The focus was on the dimensions of Socio-Emotional Well-being: self-awareness, self-regulation, motivation, positive relationships, and self-control.

1.7 Operational Definitions

1.7.1 Socio-Emotional Well-being

Socio-Emotional Well-being refers to the ability to navigate and manage emotions, relationships, and social situations effectively.

1.7.2 Self-Awareness

Self-awareness is the ability to recognize and understand one's own emotions, thoughts, and behaviors, as well as personal strengths and weaknesses.

1.7.3 Self-Regulation

Self-regulation refers to the ability to manage and control one's emotions, impulses, and behaviors in various situations. It involves handling stress, maintaining self-discipline, and staying focused on goals despite challenges or distractions.

1.7.4 Motivation

Motivation is the inner drive to reach goals, improve performance, and keep going despite obstacles, committing to learning, setting goals, and having a positive outlook on personal and academic growth.

1.7.5 Empathy

Empathy is the ability to understand and share the feelings, perspectives, and experiences of others. It involves being aware of other people's emotions, showing compassion, and responding with care and respect in social interactions.

1.7.6 Social Skills

Social skills are the abilities needed to establish and maintain positive relationships. This includes effective communication, active listening, teamwork, conflict resolution, and working collaboratively with others.

1.7.7 Academic Achievement

Academic achievement is defined as the extent to which an undergraduate student meets educational goals and standards, measured in terms of their percentage. In this study, percentage represents a quantifiable metric of academic achievement, with a higher percentage indicating greater academic achievement.

1.8 Theoretical Framework

This study is grounded in two theoretical frameworks, Emotional Intelligence Theory and Positive Psychology, which together provide a multidimensional explanation of the relationship between Socio-Emotional Well-being (SEW) and academic achievement in undergraduate students.

Goleman's (1995) Emotional Intelligence Theory posits that emotional and social competencies are as critical for success as cognitive abilities. The five key components: self-awareness, self-regulation, motivation, empathy, and social skills, directly align with the dimensions of SEW assessed in this study. For instance, self-awareness allows students to recognize their emotional triggers during exams, while self-regulation helps them persist in the face of academic setbacks. Motivation drives sustained effort toward academic goals, empathy promotes peer collaboration, and social skills enhance classroom participation. These mechanisms demonstrate how higher SEW, operationalized through Goleman's model, translates into better academic performance.

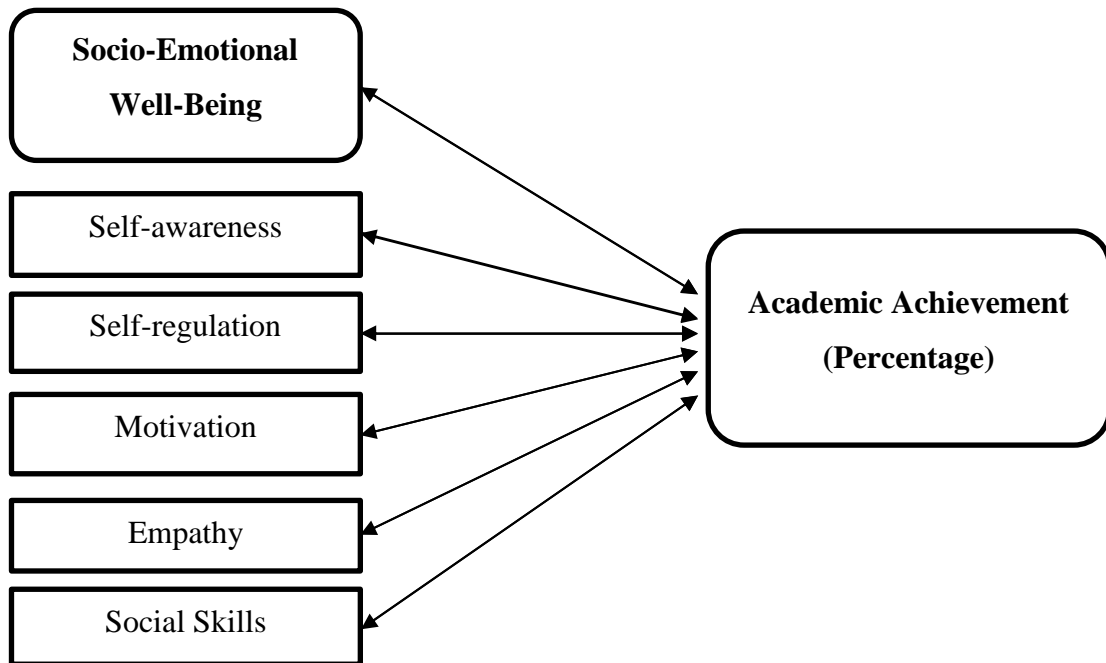
Positive Psychology emphasizes resilience, optimism, and strengths-based growth, which are essential in academic contexts. Huppert and So (2022) highlight that positive emotions and supportive social networks foster learning and long-term well-being. Applied to this study, students with higher levels of motivation and social skills (two SEW dimensions) are more likely to remain engaged in their studies, maintain self-efficacy in challenging courses, and build confidence through supportive peer and faculty interactions. For example, motivated students are better able to meet deadlines, and those with strong social skills benefit from study groups, both of which contribute to improved academic achievement. Thus, Positive Psychology provides a lens for understanding how SEW not only prevents difficulties but also actively builds academic achievement.

Together, these perspectives form a comprehensive framework. Emotional Intelligence Theory identifies the skill-based components of SEW that directly predict performance; Positive Psychology emphasizes motivation and resilience as strengths that promote sustained achievement. Integrating these frameworks provides a robust understanding of how emotional and social competencies contribute to improved academic achievement among undergraduates.

1.9 Conceptual framework

Figure 1.1

Conceptual Framework



The conceptual framework of this study examines the relationship between Socio-Emotional Well-being (SEW) and Academic Achievement among undergraduate students. SEW, the independent variable, is based on Daniel Goleman's Emotional Intelligence Theory (1995) and comprises five dimensions: self-awareness, self-regulation, motivation, empathy, and social skills. Self-awareness enables students to recognize and understand their own emotions, strengths, and limitations. Self-regulation allows them to manage impulses, cope with stress, and stay focused on academic tasks. Motivation drives goal-directed behavior and persistence in learning. Empathy fosters understanding and positive interactions with peers, while social skills facilitate effective communication, cooperation, and the development of supportive networks. The dependent variable, academic achievement, is measured through students' percentage scores. According to the framework, higher levels of SEW help students manage stress, maintain focus, and build constructive relationships, which in turn enhance their academic performance. This relationship is supported by prior research (Elias et al., 1997; Zins et al., 2021), emphasizing the critical role of socio-emotional competencies in promoting academic achievement in higher education.

CHAPTER 2

LITERATURE REVIEW

Socio-Emotional Well-being (SEW) is about an individual's ability to manage emotions, develop positive relationships, and handle various social environments (Eisenberg et al., 2020). It is a multidimensional construct that consists of emotional regulation, social competence, and resilience. All these dimensions are needed to ensure mental health and academic achievement (Masten, 2021). Empirical studies have time and again revealed that people enjoying better SEW have fewer problems with mental health, better life satisfaction, and stronger interpersonal relationships (Renshaw, 2015). Academic achievement is normally evaluated through percentages, occasionally through course grades, the GPA, or through the grades taken on a standardized test (Gordon, 2020). Such measurements provide some signs to indicate how well a student can understand the causes of academic achievement vary in number and include such factors as cognitive skills, individual motivation, and socioeconomic status.

2.1 Review of Related Literature

2.1.1 The Connection between SEW and Academic Achievement

The relationship between Socio-Emotional Well-being (SEW) and academic achievement has been extensively investigated, with most studies reporting a strong positive association. Research indicates that students with higher SEW demonstrate greater focus, resilience, and academic motivation, leading to improved performance (Durlak et al., 2021; Zins et al., 2021). Emotional intelligence, as a central component of SEW, often mediates this relationship by helping students regulate stress and maintain academic engagement (Sweeney, 2022). Comparative findings reveal both direct and indirect effects: while Khalid et al. (2023) confirmed a direct positive link between SEW and GPA among Pakistani undergraduates, Lopez et al. (2025) found that in digital learning contexts, SEW predicted academic achievement primarily through stress management skills. Hussain and Ahmad (2024), in a meta-analysis, concluded that although SEW consistently correlates with academic achievement, the strength of this relationship varies across cultural and institutional contexts. Collectively, the evidence affirms that SEW is a reliable predictor of academic achievement, but its influence is shaped by both personal competencies and

environmental conditions.

2.1.2 Socio-Emotional and Educational Factors

Stress and coping mechanisms are critical mediators of the link between SEW and academic achievement. According to Stress and Coping Theory (Folkman & Lazarus, 1984; Folkman & Moskowitz, 2022), students with effective coping strategies manage academic demands more successfully and report higher levels of achievement. Personality traits also interact with SEW to influence outcomes: conscientiousness and emotional stability are strongly associated with better stress regulation and academic persistence (Renshaw, 2021). Comparative research suggests cultural differences in how coping and personality traits affect achievement. For example, Chadha and Dogra (2023) found that Indian undergraduates with high emotional stability exhibited better coping and stronger academic achievement, while Meyers et al. (2024) demonstrated that positive psychology interventions enhanced coping strategies among American students. Together, these studies highlight that SEW's impact on achievement is strengthened when students combine socio-emotional competencies with adaptive coping strategies and supportive personality traits.

Gender and cultural context significantly shape how SEW affects academic achievement. Some studies report that female students generally score higher on measures of empathy and social skills, which contribute to collaborative learning and stronger academic achievements (Zins et al., 2021). In contrast, male students often demonstrate higher self-regulation in competitive academic settings (Taylor et al., 2020). Comparative findings also reveal cultural variations: Rizvi and Waheed (2024) observed that in South Asian contexts, SEW is closely tied to resilience against family and societal pressures, while Wang and Eccles (2021) found that in Western contexts, SEW is more strongly linked with self-efficacy and individual motivation. Recent evidence by Akhtar and Iqbal (2023) shows that gender differences in SEW are narrowing in higher education due to increased institutional focus on equity and inclusion. These findings suggest that while gender and cultural factors influence specific dimensions of SEW, the overall link between SEW and achievement remains consistently positive across diverse contexts.

The connection between SEW and academic achievement has important

implications for educational practice. Studies indicate that integrating Socio-Emotional Learning (SEL) into university curricula enhances both student well-being and academic achievement (Durlak et al., 2021; Zins et al., 2021). Educators play a central role in fostering SEW by creating supportive learning environments that emphasize empathy, resilience, and collaboration (Al Sabawy et al., 2022). Comparative findings suggest that interventions tailored to cultural and institutional needs are most effective: Camacho-Zuñiga et al. (2023) found that SEL interventions improved motivation and performance in post-pandemic digital classrooms, while Hussain and Ahmad (2024) reported that structured counseling programs in Pakistani universities reduced stress and improved grades. These findings highlight that strengthening SEW in higher education not only benefits students' academic achievement but also equips them with life skills essential for long-term personal and professional development.

2.1.3 Socio-Emotional Skills and Success

Emotional Intelligence (EI) and self-efficacy are often studied together as predictors of Socio-Emotional Well-being and academic achievement. EI enables students to manage their emotions and build social connections, while self-efficacy reflects their belief in their capacity to achieve academic goals (Goleman, 1995; Renshaw, 2021). Comparative studies show that these constructs complement each other: students with high EI are better at regulating stress, which strengthens their academic self-efficacy, leading to improved performance (Sweeney, 2022; Akhtar & Iqbal, 2023). Cross-cultural evidence supports this interaction; Gutiérrez-Cobo et al. (2024) found that EI predicted higher academic self-efficacy in Spanish undergraduates, while Rizvi and Waheed (2024) confirmed similar results in Pakistani students, emphasizing cultural adaptability. Collectively, these findings suggest that EI and self-efficacy reinforce each other in predicting achievement, making them vital components of SEW in academic contexts.

Social relationships play a vital role in fostering students' Socio-Emotional Well-being and academic achievement. Strong peer and teacher relationships create supportive environments that promote motivation, resilience, and achievement (Zins et al., 2021; Al Sabawy et al., 2022). Comparative findings show that while Western studies highlight the role of peer collaboration in enhancing problem-solving and academic confidence (Taylor et al., 2020), research in South Asia emphasizes the

importance of teacher-student rapport in navigating hierarchical educational structures (Rizvi & Waheed, 2024). Recent evidence extends this perspective: Martinez and Chen (2024) found that empathy-driven peer relationships improved teamwork in higher education, while Brown and Lee (2023) demonstrated that teacher support significantly reduced academic stress. Collectively, these studies indicate that positive social connections serve as a protective factor against stress and a catalyst for academic achievement.

Beyond immediate academic achievement, SEW has been linked with long-term success in personal, social, and professional domains. Research shows that students with higher SEW not only achieve better academic results but also develop resilience, leadership skills, and adaptability for future challenges (Durlak et al., 2021; Wang & Eccles, 2021). Comparative studies reveal that in Western contexts, SEW is strongly associated with career readiness and employability, whereas in South Asian settings, it is more closely tied to persistence in higher education and social integration (Khalid et al., 2023). Recent studies reinforce this trend: Hussain and Ahmad (2024) reported that SEW predicted career adaptability in Pakistani graduates, while Lopez et al. (2025) found that SEW improved employability skills in digitally mediated workplaces. Together, these findings highlight SEW as an enduring competence that extends far beyond academic achievement.

2.1.4 Classroom and Socio-Emotional Influences

Individual socio-emotional characteristics such as empathy, perseverance, and emotional regulation are significant predictors of academic achievements. Studies consistently report that students with stronger socio-emotional competencies achieve higher grades and maintain better academic engagement (Sweeney, 2022; Renshaw, 2021). Comparative evidence suggests that while perseverance and emotional regulation are more strongly linked to cognitive achievement, empathy and social responsibility contribute indirectly through collaborative learning environments (Taylor et al., 2020; Martinez & Chen, 2024). Recent findings add nuance to this understanding: Camacho-Zuñiga et al. (2023) highlighted that digital learning environments placed greater demands on perseverance and adaptability, while Gutiérrez-Cobo et al. (2024) confirmed that emotional regulation remained a consistent predictor of success across contexts. Collectively, these results affirm that socio-

emotional characteristics form a foundation upon which academic excellence is built.

The classroom social environment significantly shapes students' Socio-Emotional Well-being and academic achievement. Supportive and inclusive classrooms foster collaboration, reduce stress, and enhance learning outcomes (Zins et al., 2021). Comparative studies show that while Western research emphasizes student autonomy and peer interaction (Taylor et al., 2020), South Asian studies stress the role of structured teacher guidance and collective harmony in classrooms (Rizvi & Waheed, 2024). Recent evidence provides further support: Brown and Lee (2023) reported that classrooms promoting empathy and respect reduced academic burnout, while Akhtar and Iqbal (2023) found that Pakistani classrooms emphasizing teacher support enhanced both SEW and achievement. These findings suggest that cultivating positive classroom climates is essential for strengthening the SEW-achievement link.

Emotional Intelligence (EI) and self-efficacy jointly contribute to academic achievement by equipping students with both the skills and confidence needed to excel. Studies reveal that EI enhances emotional regulation and interpersonal relationships, while self-efficacy strengthens students' belief in their academic capabilities (Goleman, 1995; Sweeney, 2022). Comparative findings suggest that students with high EI tend to develop stronger academic self-efficacy, which in turn predicts higher achievement (Durlak et al., 2021; Renshaw, 2021). Recent research affirms this interaction: Akhtar and Iqbal (2023) showed that EI was a strong predictor of academic self-efficacy in Pakistani students, while Gutiérrez-Cobo et al. (2024) confirmed similar results among Spanish undergraduates. Lopez et al. (2025) further reported that in digital learning environments, EI supported self-efficacy by helping students manage stress and sustain motivation. Collectively, these findings underscore the intertwined nature of EI and self-efficacy as drivers of academic achievement.

2.1.5 Social-Emotional Learning Impact

Today, social and emotional learning is already a non-trivial factor affecting academic achievements in scientific sources, since it has sufficient results. Such meta-analysis, consisting of more than 320,000 participants in more than 300 studies, conducted by the Collaborative for Academic, Social, and Emotional Learning, found that these programs had a major positive impact on students' academic achievements,

which increased them by 11 to 17 percentile points. Emotional intelligence is closely associated with academic achievement. Studies suggest that students with high levels of emotional intelligence report greater psychological well-being and fewer mental health challenges, such as anxiety and depression, both of which are barriers to academic achievement. Additionally, self-esteem consistently correlates with academic achievement by enhancing students' confidence and determination in their studies.

Appropriate teacher support and relations with peers make the emotional climate in classrooms, which influences the socio-emotional part of student development and learning results in a significant way. Students who feel connected to their academic environment often show better academic achievement. Supportive teachers and positive peer networks are key contributors to increased motivation, engagement, and achievement. At the undergraduate level, academic achievement is commonly assessed using the Cumulative Grade Point Average, a standardized metric that reflects a student's academic achievement over multiple semesters (York, Gibson, & Rankin, 2015). While traditional predictors such as intellectual ability and study habits are still relevant, contemporary research increasingly recognizes the importance of emotional and social variables in influencing academic achievement.

Zins and colleagues (2007) proposed that social and emotional learning encompasses more than individual skills; it also includes the overall academic environment. This perspective highlights the importance of creating warm, inclusive, and intellectually stimulating spaces that support students' socio-emotional development and academic achievement.

2.1.6 Socio-Emotional Well-being Factors

Substantial research confirms a positive relationship between emotional intelligence and academic achievement. Parker and colleagues (2004) found that first-year university students with higher emotional intelligence adjusted more effectively to academic demands and attained higher Grade Point Averages. Similarly, Mavroveli et al. (2009) observed that students with greater emotional awareness and regulatory skills demonstrated increased classroom participation and stronger academic achievements. Mental health issues such as stress, anxiety, and depression have been shown to negatively affect academic achievement. Andrews and Wilding (2004) found that these psychological factors were significant predictors of lower academic results among

British undergraduates. In Pakistan, Aftab and Khatoon (2019) reported that psychological stress among university students had a detrimental impact on their Cumulative Grade Point Average.

Academic achievement is closely connected to social integration and attachment to academic institutions on an emotional level. According to Malecki and Demaray (2006), students who felt that they were supported by teachers and other students recorded higher academic achievement. On the same note, Tinto (1993) stated that when a learner develops a sense of emotional and social belonging within his or her academic setting, there is a high probability of persistence and achievement at the academic level. Undergraduate students face a unique transitional period from adolescence to adulthood. This stage involves identity exploration, increased academic pressure, and social role shifts, all of which heavily impact SEW. Arnett (2000) defines this stage as "emerging adulthood," during which emotional vulnerability peaks, making undergraduates especially prone to stress and anxiety. Brougham et al. (2009) reported that undergraduate students show higher stress levels compared to graduate students and working adults. Sources of stress include grades, career uncertainty, peer pressure, and financial instability, all directly affect CGPA. Kumaraswamy (2013) found that nearly 60% of undergraduate students in Indian universities reported moderate to severe emotional distress that correlated negatively with their academic achievement. Therefore, focusing specifically on undergraduates is justified not only developmentally but also in terms of risk exposure and support needs. Cultural norms significantly influence how Socio-Emotional Well-being is defined, expressed, and supported. Markus and Kitayama (1991) distinguish between independent (Western) and interdependent (Eastern) models of the self. In interdependent cultures like Pakistan, emotional suppression or social conformity may be misunderstood as poor SEW using Western measures. Kim et al. (2008) argue that collectivist students may rely more on family and peer networks for emotional support, rather than institutional resources. This necessitates culturally sensitive measurement tools that consider local definitions of well-being (e.g., religious coping, family honor, self-sacrifice).

Motivational and behavioral aspects of Socio-Emotional Well-being are crucial to academic achievement. Zimmerman (2002) identified self-regulated learning as a reliable predictor of Cumulative Grade Point Average. Pintrich and De Groot (1990)

further noted that students who practiced emotional self-control and goal-setting strategies achieved better academic results.

2.1.7 SEW Development and Outcomes

In collectivist societies such as Pakistan, India, and Bangladesh, family expectations, peer relationships, and cultural stressors uniquely impact students' socio-emotional health and academic achievement. Ahmed et al. (2021) found that in Pakistani universities, emotional exhaustion and lack of institutional support led to a measurable decline in CGPA. Rehman and Haider (2013) emphasized the role of parental expectations in contributing to academic stress among Pakistani students.

Neuroscientific studies provide biological evidence linking emotional well-being and learning. The prefrontal cortex, responsible for executive functioning (e.g., working memory, attention, planning), is sensitive to emotional states and stress (Blair & Raver, 2015). Prolonged stress exposure leads to the release of cortisol, which impairs memory consolidation and attention regulation, both vital for academic tasks (McEwen & Morrison, 2013). This neurobiological understanding supports the claim that emotional regulation skills and reduced anxiety are critical for sustained academic achievement. Students who experience emotional dysregulation are more likely to suffer from cognitive overload, which reduces their ability to perform tasks involving logic, problem-solving, and decision-making (Raver, 2004). Conversely, high socio-emotional competence strengthens attention control, time management, and task persistence (Denham et al., 2012), all of which directly impact academic achievement.

While much existing literature is cross-sectional, several longitudinal studies strengthen the argument for causality between SEW and academic achievements. Jones et al. (2015) followed a cohort from kindergarten through high school and found that higher levels of social-emotional competence in early education significantly predicted better academic achievements and reduced dropout risk. Wentzel (1998) found that emotional regulation and prosocial behavior in adolescence predicted GPA across multiple academic years, independent of IQ and socioeconomic status. Domitrovich et al. (2017) studied middle school students over three years and discovered that students exposed to SEL-based curricula not only showed higher emotional resilience but also performed better academically in subsequent years.

2.1.8 Institutional and Socio-Emotional Influences

University policies, campus climate, and academic culture significantly shape the socio-emotional experiences of students. Schreiner (2009) highlights the concept of "thriving" in college, which includes psychological well-being, a sense of community, and academic engagement. Institutions that foster supportive, inclusive environments tend to promote higher student performance. Astin (1993) argues that student involvement, both academic and social, is a key determinant of college success. Emotional well-being mediates involvement by reducing academic burnout and dropout intentions. In the South Asian context, Khan and Chaudhry (2019) emphasize that rigid academic expectations, limited counseling services, and poor student-teacher rapport contribute to socio-emotional strain, particularly among high-performing students.

Numerous studies support the efficacy of socio-emotional intervention programs in improving both well-being and academic results. The PATHS (Promoting Alternative Thinking Strategies) curriculum, used globally, has shown improvements in emotional understanding, social problem-solving, and standardized test scores (Greenberg et al., 2003). Mindfulness-Based Interventions (MBIs) like Mindup and Mindfulness in Schools Project have been implemented in universities with results showing decreased anxiety and improved GPA (Shapiro et al., 2011). Taylor et al. (2017) conducted a meta-analysis of over 80 SEL programs and found that students who participated in these programs not only improved in emotional competencies but also gained an average of 11 percentile points in academic achievement compared to non-participants. At the higher education level, particularly in developing nations, low-cost, scalable interventions like peer-support groups, emotional intelligence workshops, and counseling centers show promise in bridging SEW gaps.

Students from lower socioeconomic backgrounds often face additional emotional burdens, including financial stress, part-time work obligations, and family responsibilities, which interfere with both well-being and academic concentration (Sirin, 2005). First-generation college students are more likely to suffer from impostor syndrome, academic anxiety, and a lack of institutional belonging, all of which hinder academic achievement unless mediated by supportive networks (Stebbleton et al., 2014). In multilingual, multiethnic educational settings (e.g., Pakistan, India), language barriers and minority status can increase emotional strain. Nasir and Bano (2020) noted

that minority students at public universities in Pakistan reported significantly higher stress and lower GPAs due to limited integration.

2.1.9 Digital Context and Well-being

The rise of digital dependency and social media use also affects Socio-Emotional Well-being and academic focus. Rosen et al. (2013) found that frequent multitasking on digital platforms disrupted attention spans and decreased study efficiency. Keles et al. (2020) conducted a systematic review and concluded that excessive social media use is associated with depression and anxiety, particularly among students with low self-esteem. On the positive side, digital SEL programs, like Headspace for Students and online peer communities, can enhance SEW if used purposefully.

Emotional dysregulation, difficulty in managing emotional responses, can lead to academic burnout, defined as emotional exhaustion due to prolonged academic stress (Schaufeli et al., 2002). Burnout symptoms include cynicism, reduced academic efficacy, and disengagement. Salmela-Aro and Upadyaya (2014) showed that students with poor emotional regulation experienced higher burnout and lower GPA over time. Rahmati (2015) found a significant negative correlation between emotional exhaustion and academic achievement among university students in Iran, confirming that emotional strain undermines cognitive engagement. This highlights that preventive emotional health care, such as stress management workshops or resilience training, can protect students from burnout and support sustained academic motivation.

According to Self-Determination Theory (Deci & Ryan, 1985), Socio-Emotional Well-being is enhanced when students feel autonomous, competent, and connected. When these psychological needs are met, Students show increased intrinsic motivation, higher GPA, and lower dropout rates (Ryan & Deci, 2000). Black and Deci (2000) found that students in autonomy-supportive learning environments reported greater well-being and higher academic achievement than those in controlling environments. This theory explains why emotionally supportive classroom climates, where students are heard, respected, and given choice, lead to stronger academic achievements.

2.1.10 Bidirectional SEW and Academic Achievement

Positive faculty-student interactions are a protective factor in student well-being and academic achievement. Wilson et al. (2015) showed that emotionally supportive professors increase student trust, classroom engagement, and GPA. In collectivist cultures like Pakistan, where hierarchical respect is strong, a teacher's emotional support is even more critical (Anwar et al., 2018). Faculty training in empathic communication, feedback sensitivity, and mental health awareness can improve both classroom relationships and student performance.

The global pandemic severely affected students' Socio-Emotional Well-being due to isolation, uncertainty, and transition to online learning. Aristovnik et al. (2020) reported global increases in depression and anxiety among university students, directly linked to academic disruption. Chaturvedi et al. (2021) found that South Asian students experienced reduced CGPA during lockdown periods, primarily due to emotional strain and lack of peer support. Zhao et al. (2021) highlighted the role of emotional resilience as a buffer against academic decline in remote learning contexts.

While most research views Socio-Emotional Well-being (SEW) as a predictor of academic achievement, recent findings suggest a bidirectional relationship. According to Putwain et al. (2012), incompetence and anxiety due to academic underperformance generally result in learner incompetence and deterioration that function as a negative feedback circle. Arens et al. (2019) showed that students with higher academic self-concept experienced fewer emotional difficulties, suggesting that success can improve SEW just as much as SEW supports success. This highlights the importance of early academic interventions, especially for struggling students, to prevent emotional deterioration and academic disengagement.

2.1.11 Supporting Undergraduate SEW Outcomes

The ability to perceive, understand, regulate, and use emotions effectively is often studied as a key mediator between SEW and academic achievement. Parker et al. (2004) found, higher Emotional learning, coupled with university students who had a good gender average, also enjoyed more stable social relationships and showed a better tolerance to stress. Bar-On (2006) emphasized that emotional competencies such as impulse control, optimism, and self-awareness are better predictors of academic

retention than the intelligence quotient. In South Asian samples, Sharma and Sharma (2016) demonstrated that EI training significantly improved university students' GPA and peer relationships. Incorporating EI assessment or training into student development programs can thus support both emotional growth and academic achievement. A strong sense of belongingness and supportive peer relationships are foundational to SEW and influence academic behaviors such as attendance, motivation, and risk-taking in learning. Osterman (2000) found that a sense of belonging is correlated with intrinsic motivation and academic resilience. Tinto's Model of Student Retention (1993) emphasizes that social integration into the academic environment is essential for sustained engagement and achievement. Peer rejection, loneliness, or marginalization led to emotional distress and lower performance, especially among first-year or minority students (Mounts et al., 2006). Programs like peer mentoring, learning communities, and group-based coursework can reinforce both SEW and academic commitment.

Among the many dimensions of Socio-Emotional Well-being, some have shown stronger direct links to academic achievement. Students who can manage stress, anxiety, and frustration are more likely to persist in academic tasks (Gross & Thompson, 2007). According to Seligman (2011), optimistic students interpret academic failures as temporary and are more likely to rebound, maintaining or improving their CGPA. Students with stronger peer and faculty relationships report higher classroom engagement and GPA (Wilcox et al., 2005). Depression and anxiety, even at subclinical levels, are linked to poor focus, low motivation, and procrastination, leading to GPA decline (Beiter et al., 2015). Thus, targeting specific components of SEW may be more effective in predicting and enhancing undergraduate academic achievements. Numerous empirical studies have used CGPA as a direct academic achievement measure of SEW. Elias and Haynes (2008) revealed a significant positive relationship between emotional well-being scores and the CGPA in college students in the sense that emotionally well students are more likely to achieve higher CGPA. Extremera and Fernández-Berrocal (2006) demonstrated that emotional clarity and repair (dimensions of emotional well-being) predicted GPA among Spanish undergraduates even when controlling for IQ and socioeconomic status. In the Pakistani context, Iqbal and Qureshi (2012) reported that university students with low depression

and anxiety scores had significantly higher CGPAs than those with emotional distress. Fatima et al. (2018) conducted a correlational study at a Lahore-based university and found that students with higher emotional regulation skills consistently scored above a 3.0 CGPA. Such findings confirm that CGPA is not merely influenced by intellectual ability but is significantly influenced by the students' emotional state and coping mechanisms.

Universities that offer socio-emotional support programs report better academic achievements among their undergraduates. Regehr et al. (2013) conducted a meta-analysis and concluded that stress-reduction and mental wellness interventions improved GPA by an average of 0.3 points in undergraduate populations. The University of Melbourne (2020) integrated peer mental health ambassadors and found that students using wellness services reported higher CGPA and lower dropout intentions. Sadiq and Ali (2019) surveyed Pakistani public university students and found that access to counseling and faculty mentoring was positively associated with CGPA and retention rates. These findings emphasize that institutional investment in emotional well-being is not just a health initiative; it's an academic enhancement strategy. Students' own beliefs about how SEW affects their GPA are an important psychological factor. Baik et al. (2017) found that over 70% of undergraduates believe their mental and emotional health significantly influences their academic achievement. In a survey by Ali and Zubair (2020) at a public university in Karachi, students who rated themselves as emotionally "balanced" also self-reported higher academic confidence and actual CGPA. Perception influences behavior: if students believe that emotional well-being matters, they are more likely to seek help, self-regulate, and prioritize wellness alongside academics.

2.1.12 SEW and Peer Relationships

Academic stress is one of the most studied factors influencing both Socio-Emotional Well-being (SEW) and CGPA. Research consistently shows that stress undermines emotional health, which in turn affects academic achievement. Sivakumar and Kumar (2016) found that excessive academic pressure directly correlated with lower SEW, leading to cognitive exhaustion, poor concentration, and reduced academic productivity, negatively affecting CGPA. Nguyen et al. (2019) found that undergraduate students who perceived high levels of academic stress reported

significant drops in their GPA, especially in environments with fewer emotional support systems (e.g., large campuses). Hartley (2011) highlighted that students who face chronic academic stress also exhibit higher levels of academic burnout, which has long-term effects on SEW and leads to lower GPA outcomes. Academic stress often interacts with other emotional factors like anxiety, depression, and feelings of isolation. Studies such as Dusselier et al. (2005) emphasize the importance of stress-management programs for improving both SEW and academic achievement.

Self-efficacy, or the belief in one's ability to succeed in specific situations, plays a crucial role in how SEW affects academic achievement. Several studies have pointed out that self-efficacy is highly important as a mediator in the relationship between emotional well-being and academic achievement. Bandura (1997) identified self-efficacy as a crucial factor influencing both motivation and achievement. According to his theory, self-efficacious students remain in a better position to deal with academic challenges, an aspect that leads to good emotional well-being and improved learning outcomes. Akomolafe and Akinmoladun (2019) noted that a high level of self-efficacy means that students have fewer problems with stress and can cope better with emotional disturbances and are likely to demonstrate top academic results. Their findings reveal that undergraduates with greater perceived self-efficacy had significantly higher GPAs. Supporting this, Zhang et al. (2020) emphasized the value of nurturing self-efficacy in learners, indicating that interventions aimed at strengthening students' self-belief also enhance emotional well-being, with, in turn, positive influences on CGPA outcomes.

Social support is among the most influential factors affecting both Socio-Emotional Well-being and academic achievement. Emotional persistence among undergraduate students and their academic achievement rates make an inseparable pair, and their relation is said to occur through peer relations, faculty relations, and general community sense as the food variables. Wilcox et al. (2005) determined that with self-reports of strong social support systems, there was an improved ability to cope with the academic stress and emotional challenges, and thus, a following association between these networks of support systems and an increase in academic achievement. Cohen and Wills (1985) claimed that social support acts as an important resource in alleviating stress; hence, it promotes emotional stability and enduring focus and mental interest. Tinto (1993) emphasized the fact that students who feel a sense of belonging in their

academic settings boast of better emotional survival and better GPAs. Combined, these results point to the notion that academic achievement and emotional well-being remain critically formed by the wider social contexts within which students are placed, with peer support and relations with the faculty coming out as a significant factor in moderating both academic stress and emotional stress.

2.1.13 Cultural and Gender Influences

Close analysis of the issue of gender-related differences in social-emotional well-being and academic achievement is a relevant area of study, especially in the case of the tertiary education sector, where students are exposed to gender-biased expectations. According to Mishna et al., empirical research results from 2013 show that female undergraduates experience a high rate of emotional distress, which could be a result of the current expectations in society as well as gender-related academic expectations, which increase stress, hence lower academic grades. Such conclusions define the necessity of specific support programs aimed at addressing the gender-based emotional issues. On the other side, Baker and Siryk (1984) noted that female and male students have to face similar academic challenges, but the female students often attribute more emotions to such stressful situations, the state of which reduces the subsequent levels of motivation and performance skills. Further, Yusoff et al. (2013) also confirmed that female students show extremely high rates of stress, anxiety, and depression as compared to their male counterparts, which, in turn, affects academic achievement. However, the general correlation between the academic level of performance and Socio-Emotional Well-being did not differ according to gender. Taken together, the results indicate the need to have gender-sensitive interventions that are applied in universities to strengthen the emotional and academic development of students. Research also highlights gender-based disparities in SEW and academic achievements. Sirin (2005) found that while both male and female students benefit from high SEW, female students often report higher levels of stress but also demonstrate better academic achievement due to stronger coping mechanisms. Zafar et al. (2020) studied gender differences in emotional regulation among undergraduate students in Lahore and found that females scored higher on emotional intelligence measures, which correlated positively with GPA. Gender is crucial in terms of the experience of emotions and expressivity of emotions of the students and the impact of expressivity on

academics. Matud (2004) discovered that female students perceive more emotional expressiveness, as well as stress, and, simultaneously, they express more help-seeking traits, which could serve as a protective factor against academic decline. Joshi and Srivastava (2009) noted that in patriarchal societies, female students experience greater performance anxiety and emotional burdens due to sociocultural expectations. However, studies also show that female students often have higher CGPAs and emotional regulation skills than males (Ali et al., 2021), possibly due to stronger classroom discipline and support-seeking.

Cultural background has a resolute influence on the emotions of students and their further academic achievements. In collectivist societies (most Asian countries fall in this category), students are usually placed in a setting where family and societal expectations of them are quite high, and they directly influence their social-emotional well-being. Cheng et al. (2015) noted that these cultural pressures influence academic motivation and performance, which mostly results in higher stress levels. Sohail and Kausar (2009) also reported the emotional load that Pakistani students were enduring in such high expectations, and this can cause a disbalance of emotions and affect their studies. DeAngelis et al. (2019) emphasized that an additional component of the mental health support system should be culturally informed to ensure that students seek psychological services without hesitation due to the stigma that may result in poor life outcomes as well as educational one. This leads to a need to properly implement interventions that can be used to promote the Socio-Emotional Well-being alongside academic achievement of diversity in student populations with cultural responses.

A widening body of evidence bears testimony to the leading importance of Socio-Emotional Well-being in determining academic achievement on a quantitative scale. According to Iqbal and Qureshi (2012), a direct correlation was found between emotional well-being and academic achievement among Pakistani students, whereby anxiety and depression were decreased, which was related to percentage marks. When Goleman (1995) made this theory, he went further to say that emotionally intelligent students have better stress control and maintain concentration, conditions that contribute to increased academic achievement. In line with this generalization, Van der Merwe et al. (2017) established that learners with effective emotional-regulation strategies outperform their cognitively distressed peers in examinations, scoring better

results. Institutions of higher learning in the world have gone to an extra degree in ensuring mental health by putting forth resources towards the creation of plans and policies that aim to facilitate emotional well-being and the overall improvement of the performance of students. A study conducted by Meyers et al. (2013) supported the effectiveness of the mindfulness-based stress reduction (MBSR) program in enhancing emotional control and favorable academic achievement. Similar to this, O'Driscoll and Cooper (2012) indicated that the utilization of counselling services and organized mental health programs is connected with reduced stress levels and increased grades. Bourne et al. (2018) also demonstrated that peer-facilitated emotional wellness workshops are effective in psychological well-being and also in academic achievement, particularly by first-year students. Altogether, these results confirm that SEW-based interventions play a valuable role in ensuring emotional stability and academic achievement.

2.1.14 Environmental Influences on SEW

Empirical literature always points out stress as a negative influencing factor that disrupts emotional health, as well as educational performance. The study conducted by Liu and Chen (2015) reported that there was a strong relationship between a high level of stress among college students and poor grades. A similar finding is provided by Zhou et al. (2014), who presented the significant negative correlation between academic stress and percentage scores. Misra and McKean (2000) had developed the realization that the elevated stress not only diminishes emotional state but also impairs cognitive activity, which results in reduced academic achievement. All these results stress the necessity to introduce stress-reduction interventions contributing to emotional stability and improving academic achievement.

Emotional regulation forms an essential part of Socio-Emotional Well-being and is intertwined with academic achievement. According to Gross (2002), students with well-acquired ability to control negative emotions are observed to have better academic achievement due to an increase in sensitivity to attention as well as anxiety reduction. Speaking along similar lines, Salovey and Mayer (1990) revealed that those pupils who are bestowed with great emotional management competence have rendered superior performance on academic tasks. Empirical validation has also been given by Vera et al. (2015) when showing that respondents engaged in the emotional regulation

workshops received significantly higher academic proportions, hence highlighting the practical benefits of emotional regulation on academic achievement.

Social support plays a pivotal role in strengthening emotional stability and boosting academic achievement. Cohen and Wills (1985) identified social support as a buffer against stress, leading to improved academic results. Wilcox et al. (2005) showed that peer support increases motivation and lowers emotional strain, which positively affects grades. Kaufman et al. (2019) emphasized the critical role of both academic and emotional guidance from faculty and peers in helping students achieve higher percentage scores. The modern literature has always associated resilience or the ability to bounce back with socio-emotional and academic achievement. Koh et al. (2019) demonstrate that those students who reported a greater increase in resiliency were more able to be ready to resist academic stressors, which led to better performance. Similarly, Zhou and Lee (2016) and Wu et al. (2017) show that resilience maintains perseverance in academics, reduces vulnerability to burnout, and facilitates developing high academic achievement over the long term.

Corresponding studies show that disparities exist in socio-emotional functions and academic achievement between different genders. Suhail and Kausar (2009) found that academic stress is overburdening among women students, negatively affecting their emotional well-being and academic achievement. In line with such a contention, Misra and McKean (2000) and Yusoff et al. (2013) stated that higher rates of stress and anxiety among female students are associated with lower academic achievement, hence the necessity of taking into consideration gender-sensitive emotion support strategies. All these findings deny the need to assimilate gender-sensitive emotional support in academic institutions. The pressure of the cultural expectation on the Socio-Emotional Well-being and scholastic achievements is measurable. To be more exact, Cheng et al. (2015) discovered that students living in the context of collectivist cultures are highly exposed to emotional strain when cultural demands and requests are concerned, thus proving that something of a relationship exists between collective cultural standards and reduced achievement. Similarly, Suhail and Kausar (2009) and Chao (2011) noted the definitive role of cultural norms in influencing emotional health and academic achievement, therefore, highlighting the need for culturally sensitive educational treatment.

2.1.15 Cultural and Academic Influences

Emotional intelligence (EI) is a well-recognized predictor of academic achievement. The role that it plays in academic achievement has been brought to our notice, in particular, by Mayer and Salovey (1997), in helping to reduce academic stress in the academic setup. Moreover, Extremera and Fernandez-Berrocal (2006) found a positive relationship between high levels of EI and better scores on tests, and Parker et al. (2004) presented that students with EI have higher resilience as well as concentration, which leads to better academic achievements.

Poor mental health negatively affects both Socio-Emotional Well-being and academic achievement. Zimmerman (2000) noted that time management and study strategies are linked to better grades and are strengthened by emotional stability. Tuckman and Monetti (2011) found that emotionally healthy students adopt more productive study habits. Robinson (2013) confirmed that SEW supports consistent academic behaviors, leading to improved performance. Poor mental health has a detrimental impact on both Socio-Emotional Well-being and academic achievement. Beiter et al. (2015) and Regehr et al. (2013) found that students experiencing anxiety and depression often report reduced motivation and lower academic achievement. Vogel et al. (2019) emphasized the academic benefits of accessible mental health services, noting that improvements in mental health are often linked to better academic achievements.

Emotional well-being and academic results are strongly connected with academic involvement. Kahu (2013), Fredricks, et al. (2004), and Skinner, et al (2009) pointed out that students who are emotionally and behaviorally involved in their education show a lower level of emotional pain and do better. Parental involvement is a vital contributor to both SEW and academic achievement. Wang and Holcombe (2010) reported that emotionally supported students experience less stress and perform better academically. Xu and Dinn (2019) and Spera (2005) further found that students with engaged parents tend to maintain emotional balance and achieve higher percentage scores. Physical health directly influences emotional well-being and academic achievement. Gow et al. (2012), Kuykendall et al. (2015), and Mednick et al. (2017) all found that regular exercise and healthy lifestyles support emotional regulation and improve cognitive performance, leading to higher academic scores.

2.1.16 Extracurricular Activities and SEW

High self-esteem is a key factor in emotional resilience and academic achievement. Branden (1994), Crocker and Knight (2005), and Rosenberg (1965) also underscored that high self-esteem students present societal confidence, motivation, and academic achievements. Motivation significantly influences SEW and academic achievements. Ryan and Deci (2000) noted that intrinsically motivated students are more emotionally stable and perform better. Schunk et al. (2008) and Pintrich (2003) further emphasized that motivation supports emotional regulation and academic persistence. Perceived stress has a detrimental impact on both emotional well-being and academic achievements. Eysenck (2013), Misra and McKean (2000), and Hellhammer et al. (2009) found that students who perceive high stress levels tend to struggle emotionally and academically, resulting in lower performance. Personality traits like conscientiousness and emotional stability enhance both SEW and academic achievement. Roberts et al. (2007), Barrick and Mount (1991), and Furnham (2003) found that these traits help students manage stress and excel academically.

Engaging in extracurricular activities has been shown to enhance both Socio-Emotional Well-being and academic achievement. Dahlin et al. (2005), Parker et al. (2012), and Fredricks and Eccles (2006) demonstrated that students who participate in such activities gain emotional benefits and tend to achieve better academically. Sleep quality is essential for emotional stability and academic achievement. According to Walker (2017), Curcio et al. (2006), and Edwards et al. (2018), students whose sleeping habits are better describe their emotional health better and attain higher marks, with poor sleeping leading to academic underperformance.

Self-awareness, the ability to recognize one's emotions, thoughts, and behaviors, serves as a foundational dimension of emotional intelligence (Goleman, 1995). Research highlights that students with heightened self-awareness tend to exhibit improved academic planning, better time management, and more adaptive learning strategies (Silva & Morgado, 2020). This internal clarity allows learners to reflect on their academic goals and adjust their behaviors accordingly. Morin (2011) emphasized that self-awareness enhances metacognitive skills, fostering deeper learning and improved academic outcomes. Furthermore, studies indicate that students who possess a strong understanding of their emotional states are better equipped to respond to academic challenges with resilience and purpose (Rude et al., 2019).

In a study conducted by Bakosh et al. (2015), high school and university students who participated in mindfulness-based programs designed to enhance self-awareness showed significant improvements in grade point averages (GPA). These findings underscore the academic utility of emotional clarity, especially in high-stress educational environments. Similarly, Robinson et al. (2021) found that self-awareness in first-year college students positively predicted academic confidence and GPA, even after controlling for prior academic performance. Such findings reinforce the argument that self-awareness is not just a personal attribute but a cognitive asset in the academic domain.

Self-regulation, which involves managing one's impulses, emotions, and behaviors, plays a vital role in academic persistence and goal completion (Zimmerman, 2002). According to Pintrich (2004), self-regulated learners actively plan, monitor, and reflect on their learning processes, which directly correlates with improved academic performance. These students are more likely to meet deadlines, manage stress effectively, and maintain academic motivation in the face of obstacles (Duckworth et al., 2007).

In university settings, students with strong self-regulatory capacities demonstrate better academic discipline, fewer procrastination behaviors, and greater emotional balance under pressure (Tangney et al., 2004). A longitudinal study by MacCann et al. (2020) concluded that self-regulation significantly predicts academic achievement across multiple semesters. Moreover, emotional regulation, a core subset of self-regulation, has been linked to reduced test anxiety and improved academic outcomes (Gross & John, 2003).

In the context of Pakistani universities, Khurshid et al. (2022) found that undergraduate students with high emotional regulation skills not only reported lower levels of academic stress but also showed higher semester GPAs. These results highlight the cross-cultural applicability of self-regulation in promoting academic resilience and performance.

Motivation is considered one of the strongest psychological predictors of academic achievement (Ryan & Deci, 2000). Students with high motivation are more likely to set challenging goals, engage deeply in learning tasks, and persist through academic difficulties (Schunk et al., 2008). Motivation is closely tied to Socio-Emotional Well-being, as emotionally supported students often exhibit higher academic

motivation (Eccles & Wigfield, 2002).

According to Wigfield et al. (2015), motivated students display greater classroom engagement, better attendance, and stronger study habits. In turn, these behaviors significantly contribute to academic achievement. Research by Niemiec and Ryan (2009) shows that environments supporting autonomy, competence, and relatedness, three basic needs according to self-determination theory, enhance both motivation and academic outcomes. These findings suggest that motivation operates as a key conduit between emotional well-being and academic excellence.

In a South Asian context, Haider and Qureshi (2020) found that students who reported strong internal motivation achieved higher academic percentages, regardless of socioeconomic status. Their study supports the claim that fostering intrinsic motivation in emotionally secure environments can lead to significant improvements in academic performance.

Empathy, defined as the ability to understand and respond to the emotions of others, contributes to cooperative learning environments, classroom harmony, and student-teacher rapport (Davis, 2006). While often regarded as a social skill, empathy also plays a cognitive role by enabling students to understand others' perspectives, which enhances group work and collaborative assignments (Decety & Jackson, 2004). In turn, this can positively influence academic achievement in educational systems that emphasize teamwork and participation.

Empirical studies have found a strong correlation between empathetic abilities and prosocial behavior in classrooms, which leads to better academic functioning (Schonert-Reichl et al., 2015). Furthermore, empathetic students often experience less conflict with peers and teachers, reducing classroom disruptions and promoting a positive learning environment (Carlo et al., 2010).

In a study conducted by Batool (2013) among Pakistani undergraduates, empathy was a significant predictor of peer acceptance and classroom collaboration, both of which were positively associated with academic performance. Such findings underline that academic achievement is not solely a function of individual ability but is also shaped by interpersonal competencies like empathy.

Social skills, including effective communication, conflict resolution, teamwork, and cooperation, are critical in academic environments, especially in higher education, where group projects and presentations are common (Elias et al., 1997). Students with

refined social skills are better equipped to participate in academic discourse, seek help when needed, and collaborate productively with peers and faculty (Malecki & Elliott, 2002).

Several studies have established a positive relationship between social competence and academic performance. Wentzel (2003) found that social skills significantly predicted academic grades, particularly in collaborative and language-intensive subjects. Similarly, Caprara et al. (2000) demonstrated that socially competent students were more likely to engage in school, complete assignments, and maintain positive relationships with instructors, all of which contribute to academic achievement.

A study by Zafar and Safdar (2021) in a Pakistani university context highlighted that undergraduate students with strong interpersonal skills reported better relationships with faculty and higher academic achievement. These findings support the integration of social skill development in higher education curricula to enhance academic engagement and performance.

2.1.17 Academic Achievement as an Outcome of Socio-Emotional Competence

Academic achievement, often measured through GPA or percentage scores, reflects students' ability to meet learning objectives, engage with academic content, and persist through challenges (York et al., 2015). While traditionally viewed through a cognitive lens, modern educational psychology emphasizes the affective and behavioral contributors to achievement, especially socio-emotional competencies (Elias & Haynes, 2008).

Numerous studies have identified Socio-Emotional Well-being as a predictor of academic achievement. For example, Durlak et al. (2011) conducted a meta-analysis of over 270,000 students and found that participation in socio-emotional learning programs significantly improved academic performance. These findings indicate that socio-emotional competencies like emotional regulation, self-motivation, and interpersonal skills are not peripheral but central to academic achievement.

In a local context, Ahmed and Naqvi (2020) examined students in Pakistani universities and found that those with high emotional intelligence and social support networks achieved significantly higher academic scores. Their results advocate for policy-level interventions that incorporate emotional development into university frameworks. Similarly, Khalid and Mehmood (2022) concluded that students who perceived their emotional well-being as stable were more likely to report academic

satisfaction, confidence, and high performance.

2.2 Theoretical Review

Once unpacked, the relationship between Socio-Emotional Well-being (SEW) and academic achievement reveals that various oversimplifications provide a broad understanding of how emotional and social skills connect to classroom success. One example is the Emotional Intelligence Theory by Goleman of 1995. It addresses self-consciousness, self-control, drive, compassion, and socialization, all of which are crucial for achieving success in life and academics. According to Goleman, highly emotionally intelligent students can manage stress, establish good relationships, and remain focused on what they want to achieve, which are essential factors in realizing long-term academic achievement. Going forward, the trait emotional intelligence model formulated by Petrides (2020) notes that individuals with high levels of trait emotional awareness and emotional regulation tend to report experiencing low levels of stress, high psychological well-being, and high achievement in academics. The connection between emotional training and scholarly achievement is evident and, as such, compels researchers to integrate SEW in their research. Add to that the Positive Psychology approach, which focuses specifically on the facilitation of positive emotion, engagement, and interpersonal associations, and you will have a strong theoretical foundation for such a research project. In analyzing the way students make their way through university, Huppert and So (2022) establish positive mental states and good relationships as major actors in increasing the levels of resilience, our sense of belonging, as well as overall academic life. The students who are sociable, interested in their courses, and who do not give up during difficult periods, also manage stress well and are motivated. Concisely, the models are used to explain how socio-emotional resources can act as a safety net against the negative impact of academic pressures and ensure that the students achieve optimal performance even in the face of workload pressure. When combined, Emotional Intelligence Theory and Positive Psychology literally tell, step-by-step, how it is that our emotional, motivational, and interpersonal skills have their defining impact on defining success as an undergraduate.

2.3 Empirical Review

Recent empirical research emphasizes the close relationship between Socio-

Emotional Well-being and academic achievement, especially within higher education. Factors like emotional intelligence, motivation, and interpersonal skills are often key mediators of academic achievements. For instance, Ahmed et al. (2021) studied 300 Pakistani university students engaged in quantitative research, revealing a strong, positive correlation between emotional well-being and academic achievement. Their findings suggest that students with higher emotional stability and interpersonal competence tend to perform better academically.

Similarly, Parker et al. (2012) highlighted the role of emotional intelligence during the transition from high school to university, using the Emotional Quotient Inventory (EQ-i) with over 350 freshmen. Their results showed that the intrapersonal and interpersonal dimensions of EI significantly predicted first-year performance. Beiter et al. (2015), through surveys and academic records of over 374 American university students, found high anxiety and stress levels correlated with lower academic achievement, stressing the importance of fostering emotional health for better performance. Collectively, these studies underscore the critical influence of socio-emotional factors on achievement across various groups. During adolescence, the link between academic achievement and socio-emotional skills remains especially significant. Malecki and DeMaray (2006) used surveys and interviews with 600 middle and high school students to explore how perceived social support and emotion processing influence academic achievements.

Their results showed that students with enhanced social-emotional skills and perceived support achieved better academically. Durlak et al. (2011) synthesized findings from 213 school-based social and emotional learning (SEL) programs involving over 270,000 participants, concluding that students in SEL programs exhibited notable improvements in social-emotional skills and academic scores compared to control groups. These collective findings support the idea that socio-emotional variables directly influence academic achievement, advocate for the integration of SEL in education, and provide evidence-based guidelines for its implementation.

Zafar, Bashir, and Khalid (2020) examined how gender moderates the relationship between emotion regulation and academic performance among college students, finding that better emotional regulation is linked to higher GPAs, with a more significant effect observed in women. This highlights the importance of gender-

sensitive instructional strategies and the role of emotional development in academic achievement. Mavroveli and Petrides (2009) investigated trait emotional intelligence among 650 UK high school girls, using the Trait Emotional Intelligence Questionnaire (TEIQ). They concluded that trait EI is a distinct and valuable predictor of exam performance, surpassing IQ and personality factors. Overall, these studies reinforce the concept that socio-emotional skills, such as emotional regulation, motivation, self-awareness, and interpersonal abilities, substantially impact academic achievement and should be considered in educational policies and practices.

2.4 Critical Summary

This review emphasizes that Socio-Emotional Well-being is vital and complex in influencing academic achievement across all education levels. Research indicates that elements like self-awareness, self-regulation, motivation, empathy, and social skills are significantly linked to student achievement. Theoretical frameworks such as Goleman's Emotional Intelligence, Maslow's Hierarchy of Needs, and Self-Determination Theory provide valuable insights into the emotional and psychological mechanisms that underpin learning. Global empirical evidence supports these connections, showing that students with strong emotional regulation tend to be more motivated, confident academically, and perform better than their less emotionally regulated counterparts.

Nonetheless, a critical review reveals notable gaps: despite extensive international research, studies in the Pakistani context, especially among female undergraduates, are scarce. Most local research centers on general mental health, academic stress, or personal emotional traits rather than SEW as a multifaceted concept. Additionally, much of the existing research suffers from methodological weaknesses, such as the lack of validated measurement tools or comprehensive analysis of SEW's various domains.

There is also limited research directly linking these elements to measurable academic achievements like CGPA or percentage scores in higher education. The current thesis aims to address these gaps by exploring the relationship between different aspects of SEW and academic achievement in undergraduates, utilizing a validated emotional intelligence model. By considering stratification across various academic faculties and employing rigorous statistical criteria, this study aims to build on the

existing literature and provide new empirical evidence in a relatively under-researched population and environment. The findings are expected to contribute significantly to the scholarly discourse on emotional well-being and inform strategies to enhance student performance and psychological resilience in Pakistani higher education institutions.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the methodology adopted for collecting and analyzing the data required for the study. It identifies the type of data intended to be collected, the procedures used to gather it, and the statistical techniques employed for its analysis. The chapter explains and justifies the research design, demonstrating its appropriateness and feasibility in addressing the objectives of the study. It further outlines the sampling method, sample size, and the rationale behind these choices. Overall, this section provides a comprehensive description of the methodological framework used to examine the relationship between Socio-Emotional Well-being and academic achievement among undergraduate students.

3.1 Research Design

This study employed a quantitative correlational design to investigate the relationship between Socio-Emotional Well-being and academic achievement among undergraduates. The correlational method was appropriate because it enabled the examination of relationships between naturally occurring variables without any intervention. Conducted within a positivist framework, the research emphasized objectivity, empirical data, and statistical methods. This approach supported the use of standardized instruments and helped produce conclusions that could be generalized.

3.2 Population of the Study

The population of the study included 384 BS 7th female undergraduate students at the International Islamic University, Islamabad (IIUI). They were selected from the following three faculties, justified as below;

Faculty of Education: as it prepares students to become future teachers. SEW is particularly relevant for them, as they will bear responsibility for supporting their students' emotional and academic growth. A lack of emotional well-being in pre-service teachers can adversely affect their learning and future teaching practices.

Faculty of Arabic: where students study not only the language but also Arabic literature, history, and culture. These subjects can be challenging, especially for non-native Arabic speakers. The difficulties of mastering a new language and cultural

understanding may impact their emotional well-being and academic performance.

Faculty of Computing and Information Technology: where students work with advanced technology, programming, and continuous updates in digital tools. The rapid pace and technical demands often cause stress and emotional strain. Investigating SEW in these students helps to explore how emotional well-being influences academic achievement in tech-focused fields.

The study specifically targeted 7th-semester undergraduate students because they are at an advanced stage of their degree programs, having already completed the majority of their coursework and academic assessments. By this stage, students possess sufficient exposure to the academic demands, social interactions, and institutional culture of the university, which makes their Socio-Emotional Well-being (SEW) more developed and observable compared to early-semester students. Moreover, their academic achievement, measured through cumulative percentage, provides a reliable and stable indicator of performance as it reflects sustained effort across multiple semesters rather than isolated outcomes. Targeting 7th-semester students also ensured a degree of maturity in self-awareness, self-regulation, motivation, empathy, and social skills, making them an appropriate population for examining the relationship between SEW and academic achievement.

3.3 Sample and Sampling Technique

This study employed a stratified random sampling technique to select participants from the undergraduate population of the International Islamic University, Islamabad. Stratified sampling was considered appropriate because it ensured proportionate representation of students from different faculties, thereby minimizing sampling bias and increasing the generalizability of findings. Since Socio-Emotional Well-being (SEW) and academic achievement may vary across academic disciplines, stratification allowed the study to capture this diversity more accurately.

The strata were defined by faculty, with three faculties included in the study: the Faculty of Education, the Faculty of Arabic, and the Faculty of Computing and Information Technology. Within each stratum, students were randomly selected proportionate to the population size of the respective faculty, resulting in a final sample of 271 respondents. This method ensured that the perspectives of students from all three

faculties were adequately represented, while also reducing the possibility that results would be disproportionately influenced by one faculty. By adopting stratified sampling, the study was able to obtain a balanced, representative sample of undergraduates, thereby strengthening the reliability and validity of the results.

Table 3.1

Population and sample

Faculties	Departments	Population Size	Sample Size
Faculty of Education	Educational Leadership and Management	36	29
Faculty of Arabic	Arabic	51	38
	Literature and Linguistics	54	40
	Translation and Interpretation	45	31
Faculty of Computing and Information Technology	Computer Science	68	49
	Software Engineering	67	45
	Bioinformatics	63	39
		384	271

3.4 Instrumentation

Data were collected using a closed-ended instrument based on a 5-point Likert scale, which was adapted, designed to assess five key dimensions of Socio-Emotional Well-being: self-awareness, self-regulation, motivation, empathy, and social skills. The instrument was the Emotional Intelligence Scale developed by Daniel Goleman (1995), revised by Travis Bradberry and Jean Greaves in 2016, which measured the five dimensions of socio-emotional well-being, such as self-awareness, self-regulation, motivation, positive relationships, and self-control. These dimensions reflect widely accepted components of emotional intelligence and social-emotional competence.

Academic achievement was measured using each student's percentage, obtained from the university's examination records. Percentage served as the objective and standardized indicator of academic achievement in this study. The instrument was a survey format appropriate for collecting data from a large sample.

3.5 Procedure (Validity, Pilot Testing & Reliability)

The instrument underwent a structured development process to ensure its content validity and internal consistency.

- a) **Content Validity:** Experts evaluated the content validity by confirming that all items were valid and appropriate for five key Socio-Emotional Well-being constructs: self-awareness, self-regulation, motivation, empathy, and social skills. Senior faculty reviewed the instrument to assess its clarity, relevance, and alignment with theoretical definitions. Based on their feedback, some items were revised to improve conceptual accuracy and ensure cultural and linguistic consistency. This review process ensured the tool effectively represented the targeted socio-emotional domains for assessment.
- b) **Pilot Testing:** Pilot testing has been performed on a similar population using a sample of 35 female undergraduate-level students. The reason behind the pilot test was to check item clarity, time of response, scale interpretation, and user as a whole. The respondents took part in the instrument and were then prompted to give verbal and written responses to any ambiguous and confusing items. Some slight modifications in the coding of some statements and the drawing of the questionnaire to ease the flow of the questions were made to make the responses more accurate. It was identified that the reasonable time spent on filling in the questionnaire was 4 to 5 minutes, which would make it surprisingly feasible to gather data in large volumes.
- c) **Reliability:** The reliability of the instrument was assessed using Cronbach's Alpha, which indicated good reliability across all subscales. All five dimensions of Socio-Emotional Well-being, self-awareness, self-regulation, motivation, empathy, and social skills, each achieved a Cronbach's Alpha of 0.85, signifying high internal consistency. This suggests that the items within the subscales are homogeneous and effectively measure their respective constructs. The high reliability scores confirm that the instrument is dependable and consistent for

use with undergraduate students, particularly within the cultural and academic context of higher education in Pakistan.

Table 3.2.

Reliability of Instrument

Dimension	No. of Items	Cronbach's Alpha
Self-Awareness	7	0.82
Self-Regulation	8	0.79
Motivation	5	0.84
Empathy	6	0.81
Social-Skills	6	0.77
Overall	32	0.85

3.6 Data Collection Procedure

Data were gathered through in-person distribution of printed questionnaires and online via Google Forms. Prior approval was secured from the relevant administrative and faculty authorities. Participants were informed about the study's purpose and given instructions for completing the questionnaire. They participated voluntarily and were provided ample time to complete it in a comfortable academic environment. Percentages were obtained directly from the university's examination department, with all necessary approvals to maintain data accuracy and confidentiality.

3.7 Data Analysis

The data collected through the adapted questionnaire and students' percentage records were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including means and standard deviations, were applied to assess the overall levels of Socio-Emotional Well-being among the undergraduate students. To examine the relationship between Socio-Emotional Well-being and academic achievement, Pearson's product-moment correlation coefficient was used. This technique was selected to determine the strength and direction of the relationship between the various dimensions of Socio-Emotional Well-being, namely, self-awareness, self-regulation, motivation, Empathy, and social skills, and academic

achievement measured through Percentage. Linear regression analysis was employed to assess the extent to which the dimensions of Socio-Emotional Well-being could predict academic achievement. All statistical tests were conducted at a 0.05 level of significance to ensure the validity and reliability of the results.

Table 3.3

Mean score interpretation

Mean Scores	Interpretation
1.81 – 2.60	Low
2.61 – 3.20	Moderate
3.21 – 4.20	High

Moidunny (2009)

3.8 Ethical Consideration

Throughout the research, ethical standards were rigorously followed to protect participants' rights, dignity, and well-being. It was an entirely voluntary process, and informed consent was obtained first. The participants were to know the nature of the study and the process undertaken, as well as their rights, including the possibility of dropping out of the study without penalty. Confidentiality and anonymity were maintained by excluding personal identifiers, and all data was used solely for academic purposes, stored securely to ensure privacy. Approval from relevant faculty authorities was secured before contacting students, including permissions from department heads of the selected faculties. The study complied with university-guided ethical guidelines and guaranteed that no physical, psychological, or emotional harm was inflicted on any participant.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATIONS

This chapter supports the statistical findings derived from the data collected from undergraduate students to investigate the relationship between Socio-Emotional Well-being and academic achievement. The analyses were conducted using SPSS, incorporating both descriptive and inferential statistical techniques. Specifically, Pearson's correlation coefficient and linear regression analysis were employed to assess the nature and strength of the relationship between variables. The study sample comprised 271 undergraduate students.

The results are organized into the following sections:

1. Descriptive Statistics of Academic Achievement and SEW Components
2. Frequency Distribution of Faculty
3. Correlation Analysis between SEW Components and Academic Achievement
4. Regression Analysis to Predict Academic Achievement from SEW

4.1 Descriptive analysis of indicators of socioemotional well-being and academic achievement

Table 4.1

Participants' Academic Achievement and Self-Awareness (SA)

	N	Minimum	Maximum	Mean	Standard Deviation
Percentage	271	1	4	1.965625	.7270455
SA	271	.8	5	2.403125	4.3142967
Valid N (listwise)	271				

Table 4.1. The descriptive statistics for academic achievement and self-awareness (a component of Socio-Emotional Well-being) reveal that the mean academic score is 1.97 with a standard deviation of 0.73, indicating moderate academic achievement among students. Self-awareness scores ranged from 0.8 to 5, with a mean of 2.403, suggesting that students generally reported a moderate level of self-awareness.

Table 4.2*Descriptive Statistics of Academic Achievement and Self-Regulation (SR)*

	N	Minimum	Maximum	Mean	Standard Deviation
Percentage	271	1	4	1.965625	.7270455
SA	271	1.250	5	3.42031	.608036
Valid N (listwise)	271				

Table 4.2. shows descriptive statistics for academic achievement and self-regulation (component of Socio-Emotional Well-being). The academic percentage remains at a mean of 1.97 (SD = 0.73). The SR scores range from 1.25 to 5.00, with a mean of 3.42 and a standard deviation of 0.61, indicating that students reported a relatively high level of self-regulation skills.

Table 4.3*Descriptive Statistics of Academic Achievement and Motivation (M)*

	N	Minimum	Maximum	Mean	Standard Deviation
Percentage	271	1	4	1.965625	.7270455
SA	271	1.6	5	3.418125	.6606136
Valid N (listwise)	271				

Table 4.3. shows descriptive statistics for the academic percentage and the motivation component. The academic percentage remains at a mean of 1.97 (SD = 0.73). The motivation scores ranged from 1.60 to 5.00, with a mean of 3.42 (SD = 0.66), indicating that students reported a relatively high level of Motivation. This suggests that most students rated themselves as being well-motivated in their academic and personal pursuits.

Table 4.4*Descriptive Statistics of Academic Achievement and Empathy*

	N	Minimum	Maximum	Mean	Standard Deviation
Percentage	271	1	4	1.965625	.7270455
SA	271	1.6667	5	3.477083	.6341296
Valid N (listwise)	271				

Table 4.4. shows the statistics for empathy scores alongside academic achievement. The academic percentage remains at a mean of 1.97 (SD = 0.73). The empathy mean score was 3.48, with values ranging from 1.67 to 5.00 (SD = 0.63), indicating a moderate to high level of empathy among the students.

Table 4.5*Descriptive Statistics of Academic Achievement and Social Skills*

	N	Minimum	Maximum	Mean	Standard Deviation
Percentage	271	1	4	1.965625	.7270455
SS	271	1.8333	5	3.527083	.5862964
Valid N (listwise)	271				

Table 4.5. shows the statistics of the social skills component of SEW. The academic percentage remains at a mean of 1.97 (SD = 0.73). The SS scores range from 1.83 to 5.00, with a mean of 3.53 (SD = 0.59), which reflects a generally strong level of social skills in the student sample.

Table 4.6*Frequency of valid and missing data*

	Frequency
Valid	271
Missing	0

Table 4.6. shows the number of valid and missing responses for the faculty variable. All 271 responses were valid, with no missing data, ensuring data integrity and completeness for further analysis.

Table 4.7*Participants' description in terms of faculty*

Faculty	Frequency	Percent
Education	29	10.7
Computing and information Technology	133	49.08
Arabic	109	40.22
Total	271	100.0

Table 4.7. shows that 10.7% of the participants were from the faculty of education, 49.08% of participants were from the faculty of computing and information technology, and 40.22% of the participants were from the faculty of Arabic.

4.2 Correlation

Table 4.8

Correlation Matrix of SEW Components and Academic Achievement

		E	SS
Percentage	Pearson Correlation	.065	.111
	Sig. (2-tailed)	.000	.047
	N	271	271
SA	Pearson Correlation	.557	.575
	Sig. (2-tailed)	.000	.000
	N	271	271
SR	Pearson Correlation	.639	.623
	Sig. (2-tailed)	.000	.000
	N	271	271
M	Pearson Correlation	.678	.618
	Sig. (2-tailed)	.000	.000
	N	271	271
E	Pearson Correlation	1	.689
	Sig. (2-tailed)		.000
	N	271	271
SS	Pearson Correlation	.689	1
	Sig. (2-tailed)	.000	
	N	271	271

Table 4.8. presents the Pearson correlation coefficients that examine the interrelationships among the components of Socio-Emotional Well-being (SEW) and their associations with academic achievement (measured as academic percentage). The results indicate significant positive correlations among all five SEW dimensions: self-awareness, self-regulation, motivation, empathy, and social skills, demonstrating internal consistency and theoretical coherence within the SEW construct.

Among the intercorrelations, the strongest relationship was observed between empathy and social skills ($r = .689, p < .01$), suggesting that more empathetic students also tend to possess stronger interpersonal and communication skills. Similarly, motivation was significantly correlated with both self-regulation ($r = .717, p < .01$) and

social skills ($r = .664, p < .01$), implying that students who exhibit higher intrinsic motivation also demonstrate better emotional regulation and peer interaction abilities.

In terms of the relationship between SEW components and academic achievement, all dimensions showed positive associations, though most were weak to moderate in strength. The highest significant correlation between academic percentage and a SEW component was found with social skills ($r = .111, p < .05$), indicating that students who report higher social competence may experience slightly better academic performance. Other SEW components, including self-awareness, self-regulation, motivation, and empathy, also exhibited weak positive correlations with academic achievement; however, these relationships did not reach statistical significance.

These findings highlight the importance of social interaction and interpersonal effectiveness in academic settings, particularly within collaborative or communication-heavy environments. Although the overall correlations between SEW components and academic achievement are modest, the statistically significant relationship with social skills suggests that the ability to engage effectively with peers, instructors, and the academic environment may offer an academic advantage.

Furthermore, the strong intercorrelations among SEW sub-dimensions support the conceptualization of SEW as a multidimensional yet integrated construct. This internal coherence reinforces the instrument's reliability and supports its theoretical foundation in emotional intelligence and social-emotional learning models.

Table 4.9

Pearson Correlation between Academic Achievement and Socio-Emotional Well-being (SEW)

		Percentage	SEW
Percentage	Pearson	1	.289
	Correlation		
	Sig. (2-tailed)		.000
	N	271	271
SEW	Pearson	.289	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	271	271

Table 4.9. shows the Pearson correlation between students' academic Achievement (measured as the percentage) and their overall Socio-Emotional Well-being (SEW). The correlation coefficient is $r = .289$, which equals 0.03, showing a moderate positive correlation between both variables. The correlation is significant in statistical terms at the 0.01 level ($p = .000$), and it demonstrates that the higher the Socio-Emotional Well-being of students, the more likely they are to demonstrate better academic results.

4.3 Regression analysis

Table 4.10

Model Summary

Model	R-squared	F change	Sig. F
	Change		Change
1	.10	28.879	.000

Table 4.10. shows the model summary of the regression analysis. The model was statistically significant ($F = 28.879$, $p < .001$) and explained 10% ($R^2 = .10$) of the variance in academic achievement, suggesting a low predictive power of SEW.

Table 4.11

Regression Coefficients for SEW

Predictor	Unstandardized coefficient B	Std. Error	Standardized Coefficients β	T	Sig.
Constant	0.653	0.247		2.642	0.009
SEW	0.217	0.040	0.289	5.374	.000

Table 4.11. shows the regression results for Socio-Emotional Well-being (SEW) as a predictor of academic achievement. The unstandardized coefficient (B) is 0.217, indicating that for each one-unit increase in SEW, academic achievement increases by 0.217 units. The standardized beta value is 0.289, showing a moderate positive effect. The standard error is 0.040, with a t-value of 5.374 and a significance level of 0.000, confirming that the result is statistically significant. The constant value is 0.653, representing the predicted academic score when SEW equals zero.

Table 4.12*Confidence Interval for SEW Regression Coefficient*

	95% Confidence interval	
	Lower Bound	Upper Bound
Constant	0.167	1.140
SEW	0.138	0.296

Table 4.12. shows a 95% confidence interval for the regression coefficient of Socio-Emotional Well-being (SEW). The lower bound is 0.138, and the upper bound is 0.296, which means the true population value of the effect of SEW on academic achievement is likely to lie within this range. Since the interval does not include zero, it confirms that the relationship is statistically significant and the result is reliable.

4.4 Summary

This chapter presented the analysis of data collected to examine the relationship between Socio-Emotional Well-being (SEW) and academic achievement among undergraduate students. A total of 271 valid responses were obtained from female undergraduate students enrolled in the Faculties of Education, Computing and Information Technology, and Arabic at the International Islamic University Islamabad. The data were complete, with no missing responses, ensuring the integrity and reliability of the analysis.

Descriptive statistics revealed that students exhibited moderate levels of academic achievement, measured in percentage form. Among the dimensions of Socio-Emotional Well-being, social skills recorded the highest mean score, followed by empathy and motivation, suggesting that students in this sample possessed relatively strong interpersonal and emotional competencies. All five SEW components, self-awareness, self-regulation, motivation, empathy, and social skills, showed acceptable variability, and their scores indicated generally positive emotional and social functioning among participants.

Correlation analysis using Pearson's correlation demonstrated significant positive relationships among all SEW dimensions, confirming the internal coherence of the construct. The strongest interrelation was found between empathy and social skills, indicating a strong link between emotional sensitivity and interpersonal effectiveness. Academic achievement showed a weak but statistically significant

positive correlation with social skills, whereas the relationships between academic achievement and other SEW components were positive but not statistically significant. Overall, the total SEW score correlated moderately and significantly with academic performance, suggesting that students with higher socio-emotional competencies tended to perform better academically.

Linear regression analysis was conducted. The results confirmed that Socio-Emotional Well-being was a significant predictor of academic achievement. The model accounted for 110% of the variance in academic scores, and the regression coefficient for SEW was statistically significant, indicating a low to moderate effect. The confidence interval of the regression coefficient supported the reliability of the finding, as it did not include zero.

In short, the findings from this chapter provide empirical support for the assumption that Socio-Emotional Well-being, particularly the component of social skills, plays a meaningful role in shaping students' academic achievement. These results establish a foundation for interpreting the broader implications of SEW in educational contexts and are further discussed in the following chapter.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION, RECOMMENDATIONS

5.1 Summary

The primary purpose of this study was to investigate the relationship between Socio-Emotional Well-being (SEW) and academic achievement among undergraduate students. The research was designed to address two core objectives, i.e., to measure the level of Socio-Emotional Well-being among female undergraduate students, and to determine whether there exists a significant relationship between Socio-Emotional Well-being and students' academic achievement. The study also examined how the individual components of SEW, namely self-awareness, self-regulation, motivation, empathy, and social skills, may be associated with academic performance. To address these objectives, two null hypotheses were formulated and tested through statistical analysis.

A quantitative research approach was adopted, employing a correlational research design to assess the relationship between the independent variable (Socio-Emotional Well-being) and the dependent variable (academic achievement). This design is consistent with the positivist research paradigm, which emphasizes objectivity, quantifiable data, and the identification of statistically measurable relationships among variables. The use of a correlational design allowed the researcher to explore naturally occurring associations without any manipulation or experimental intervention, making it suitable for educational research conducted in real-world university settings.

The population for the study consisted of female undergraduate students enrolled in the 7th semester at the International Islamic University Islamabad (IIUI). To ensure the representation of diverse academic disciplines, the study included students from three major faculties: the Faculty of Education, the Faculty of Computing and Information Technology, and the Faculty of Arabic. The total population comprised 384 students, and a sample of 271 participants was drawn using a stratified random sampling technique, which ensured proportional representation of each faculty group. This sampling method increased the generalizability and credibility of the results within

the context of the institution.

The research instrument used for data collection was a standardized, adapted questionnaire developed on the foundation of Daniel Goleman's Emotional Intelligence Theory (1995) and revised by Travis Bradberry and Jean Greaves (2016). The instrument was composed of closed-ended items measured on a 5-point Likert scale, assessing five essential dimensions of Socio-Emotional Well-being: self-awareness, self-regulation, motivation, empathy, and social skills. These dimensions are recognized as essential elements of emotional intelligence and are theoretically linked to academic engagement and performance. In addition to the SEW assessment, students' academic achievement data were collected in the form of academic percentage scores, obtained with permission from the university's examination department to ensure objectivity and accuracy.

Prior to full-scale data collection, the instrument underwent a rigorous validation process. Content validity was ensured through expert reviews by senior faculty members from relevant academic disciplines who assessed the alignment and relevance of each item with the corresponding SEW construct. Their feedback was incorporated to refine and enhance the clarity, cultural relevance, and conceptual accuracy of the questionnaire items. A pilot study was conducted with a sample of 32 students (not included in the final sample) to test the clarity and functionality of the instrument. Based on the pilot test, minor revisions were made to the language and layout of the questionnaire to ensure ease of understanding and response accuracy. The reliability of the instrument was assessed using Cronbach's Alpha, which confirmed strong internal consistency across all subscales, ensuring that the items within each SEW component reliably measured their respective constructs.

The data collection procedure involved the personal distribution of printed questionnaires by the researcher to students in their respective departments and online (Google Forms). Formal permission was obtained from the relevant administrative authorities of each faculty before data collection. Participation in the study was voluntary, and informed consent was obtained from each respondent, ensuring ethical compliance and participant confidentiality throughout the research process.

Once the data were collected, they were coded and analyzed using the Statistical Package for the Social Sciences (SPSS). The descriptive statistical techniques employed included calculation of means, standard deviations, minimum and maximum

values, and frequency distributions to provide an overview of students' Socio-Emotional Well-being levels and academic achievement. To test the study's hypotheses and evaluate the strength and direction of relationships between variables, inferential statistical methods were used. These included Pearson's correlation coefficient to measure the linear relationships between SEW components and academic achievement, and linear regression analysis to determine the predictive power of Socio-Emotional Well-being on academic performance.

5.2 Findings

The findings of the research were:

1. The self-awareness scores ranged from 0.8 to 5, with a mean of 2.403(SD = 0.73), suggesting that undergraduate students reported a moderate level of self-awareness as part of their Socio-Emotional Well-being (Table 4.1).
2. The self-regulation component of SEW showed scores ranging from 1.25 to 5.00, with a mean of 3.42 (SD = 0.61). This indicates that students demonstrated a relatively high level of self-regulation skills (Table 4.2).
3. For the motivation component, scores ranged from 1.60 to 5.00, with a mean of 3.42 (SD = 0.66), indicating that students demonstrated a relatively high level of motivation in academic and personal domains (Table 4.3).
4. The empathy scores ranged from 1.67 to 5.00, with a mean of 3.48 (SD = 0.63). This reflects a moderate to high level of empathy among the students (Table 4.4).
5. The social skills scores ranged from 1.83 to 5.00, with a mean of 3.53 (SD = 0.59). This indicates that students possessed a strong level of social interaction skills, which is an essential part of Socio-Emotional Well-being (Table 4.5).
6. There was a significant positive correlation ($r = .289$, $p < .01$) between overall Socio-Emotional Well-being and academic achievement that was determined using Pearson correlation analysis. This suggests that students with higher SEW tend to perform better academically (Table 4.9).
7. Among SEW components, social skills demonstrated the strongest significant correlation with academic achievement ($r = .111$, $p < .05$), highlighting the

importance of interpersonal effectiveness in academic achievement (Table 4.8).

8. The intercorrelations among SEW components were all significant. In particular, empathy and social skills showed a strong positive correlation ($r = .689$, $p < .01$), indicating that these two emotional competencies are closely linked (Table 4.8).
9. The regression analysis showed that Socio-Emotional Well-being significantly predicted academic achievement. The model was statistically significant ($F = 28.879$, $p < .001$), and explained 10% of the variance in academic achievement ($R^2 = .10$), demonstrating a moderate predictive power (Table 4.10).
10. The regression coefficient ($B = 0.217$) suggests that for every one-unit increase in Socio-Emotional Well-being, academic achievement increases by 0.217 units. The standardized beta coefficient ($\beta = .289$) further supports a moderate positive effect of SEW on academic achievement (Table 4.11).
11. The 95% confidence interval for the regression coefficient ranged from 0.138 to 0.296, confirming that the effect of SEW on academic achievement is statistically significant and reliable, as the interval does not contain zero (Table 4.12).

The findings of the study revealed a significant positive relationship between Socio-Emotional Well-being and academic achievement among undergraduate students. Students who reported higher levels of self-awareness, self-regulation, motivation, empathy, and social skills generally performed better academically. Among these components, social skills appeared to have the strongest link with academic achievement. Overall, the results suggest that enhancing socio-emotional competencies can play a meaningful role in supporting students' academic achievement.

5.3 Discussion

This study was conducted to determine the correlation between Socio-Emotional Well-being (SEW) and academic achievement among undergraduate students, where academic achievement was measured in terms of percentages. The results showed that there is a statistically significant, moderately correlated relationship between overall SEW and academic achievement, so that the students with higher

socio-emotional performance are better academic achievers. The results directly respond to and confirm the first research objective, which was to measure the level of Socio-Emotional Well-being and determine the correlation between SEW and academic achievement, and help reject the first null hypothesis (Ho1), which stated there is no significant relationship between SEW and academic achievement.

The Pearson correlation coefficient of $r = .289$ confirmed a moderate positive relationship between overall SEW and students' academic achievement. Furthermore, linear regression analysis revealed that SEW accounted for 8.3% of the variance in academic achievement. The standardized beta coefficient ($\beta = .289$) and unstandardized coefficient ($B = .217$) indicated that increases in SEW were predictive of higher academic achievement. These results not only highlight the predictive role of socio-emotional competencies but also affirm the importance of emotional regulation, motivation, and social skills in fostering academic achievement, especially in a university setting.

Among the individual components of Socio-Emotional Well-being, social skills exhibited the strongest correlation with academic achievement ($r=.111$, $p < .05$), followed by empathy, motivation, self-regulation, and self-awareness. These results indicate that interpersonal competence and the ability to form constructive social relationships may exert a particularly meaningful influence on students' academic achievement. Consequently, these findings support the rejection of the second null hypothesis (Ho₂), affirming that certain SEW dimensions, especially social skills and empathy, demonstrate a stronger association with academic achievement than others.

The findings align with the Emotional Intelligence (EI) Theory proposed by Goleman (1995), which underscores the critical role of self-awareness, self-regulation, and empathy in academic and professional success. Students who possess a higher degree of emotional intelligence are generally better at managing stress, maintaining focus, and persisting through academic challenges (Petrides, 2020). These traits enhance not only classroom engagement but also time management and motivation, factors which translate into improved academic achievement (Mayer & Salovey, 1997; Zimmerman, 2002).

The findings support empirical literature research. According to Durlak et al.

(2021), the benefit was revealed in the meta-analysis that proved the academic achievement of students enrolled in Socio-Emotional Learning (SEL) was significantly higher. On the same note, Renshaw (2021) discovered that people with higher positive affect and lower negative affect, i.e., high emotional well-being, entered the university with superior engagement and academic achievement. The paper at hand contributes to the increased volumes of literature since it demonstrates that higher rates of socio-emotional functioning are associated with more successful academic achievement, even under conditions of non-intervention, that is, conditions in which higher levels of socio-emotional functioning naturally occur.

The study's outcomes also resonate with Sweeney (2022), who emphasized the mediating role of emotional intelligence in reducing academic stress and increasing focus, particularly during periods of high workload. Students in the present study who scored higher in SEW dimensions such as motivation and emotional control may have developed better coping mechanisms, allowing them to manage academic pressure more effectively and thus attain higher grades.

From a contextual standpoint, these findings are significant within the South Asian educational framework. Research from Pakistan and neighboring countries confirms that socio-cultural stressors, such as family pressure, limited emotional support services, and rigid academic environments, contribute to reduced Socio-Emotional Well-being and lower academic achievement (Fatima et al., 2018; Suhail & Kausar, 2009). In this study, despite such challenges, the relatively high SEW scores among participants reflect an encouraging trend towards emotional resilience among female undergraduates at IIUI. However, the moderate strength of correlation also indicates room for institutional enhancement of socio-emotional development to boost academic achievement further.

The findings are also supported by Self-Determination Theory (Ryan & Deci, 2000), which posits that emotional well-being and academic achievement are both enhanced when students experience autonomy, competence, and relatedness. The participants in this study may have experienced variations in these psychological needs across faculties (Education, Computing, and Arabic), influencing the strength of their academic achievement. Institutions that foster supportive environments where students can thrive socially and emotionally are more likely to witness better academic

achievements (Zins et al., 2007).

Moreover, the correlation between SEW and academic achievements seems to be multidirectional. Whereas emotional well-being will lead to improved academic results, academic achievement will improve self-confidence and emotional stability in students, as shown in research conducted by Arens et al. (2019) and Putwain et al. (2012). Schools and universities must realize that emotional development and academic achievement are not two different races that they win by any means, but are two sides that come together.

Students are aware of how hectic life is on the campus; hence, it is not surprising that recent research results continue to indicate that good social connections are the difference. This was made explicit by Bronfenbrenner in the ecological systems theory (1979) when he posed that the environments that students walk through, be it our schools, our rooms, or our peer group, determine who we are. Those students with good support of peers and who have the ability to communicate effectively, according to the level of the social skills scale, will have better academic and emotional results. That is, having good relations on campus is not only good; it is the ingredient to our long-term success. By concluding what has been established, the research ends up giving tough facts that Socio-Emotional Well-being is highly associated with academic achievement among undergraduate Pakistani students. SEW is not a haphazard, aimless concept, but a real-life indicator of how well students would do in a classroom

5.4 Conclusions

Based on the findings related to objective 1, which is to measure the level of Socio-Emotional Well-being (SEW) of undergraduate students, several meaningful conclusions were drawn:

1. The results showed that most undergraduate students reported moderate to high levels of SEW across the five dimensions: self-awareness, self-regulation, motivation, empathy, and social skills.
2. This demonstrates that students are developing emotional maturity, coping mechanisms, and interpersonal competencies that help them deal with both academic pressures and social challenges effectively.

3. The overall positive levels of SEW suggest that undergraduate students are well-prepared to sustain motivation and resilience, which are critical for long-term success in academics and beyond.

Objective 2: To determine the relationship between SEW and academic achievement, several meaningful conclusions were drawn:

4. The study established a statistically significant positive relationship between Socio-Emotional Well-being and academic achievement, confirming that emotionally well-adjusted students tend to achieve better results.
5. Regression analysis further demonstrated that SEW serves as a significant predictor of academic performance, showing that stronger emotional and social skills contribute directly to improved outcomes.
6. Among the five SEW components, social skills were found to have the strongest predictive influence, followed by empathy, motivation, and self-regulation, emphasizing the importance of collaboration, communication, and relationship-building in students' academic achievement.

5.5 Recommendations

a. Recommendations Based on the Study's Findings

Based on the findings and conclusions of the study, the following recommendations are made. Each recommendation includes what is recommended, for whom, and how it can be implemented:

1. Given that Socio-Emotional Well-being significantly predicted academic achievement, it is recommended that the university administration may organize professional development sessions for teachers to enhance their understanding of Socio-Emotional Well-being. This training can help educators identify students' emotional needs and create emotionally supportive classrooms that promote motivation and self-regulation.
2. As students with lower motivation and social skills may experience academic challenges, university student affairs departments may strengthen the emotional support systems through counseling centers, peer mentoring programs, and well-being clubs. These platforms can provide safe spaces for students to

discuss emotional challenges and build healthy coping strategies, particularly for those with low motivation or social skills.

3. In light of the finding that components like motivation and self-regulation are positively associated with academic performance. The student advisor office may offer regular motivational and self-management workshops aimed at helping students set academic goals, manage time effectively, and build resilience. These programs can be co-facilitated by academic advisors and psychologists to ensure holistic support.
4. Socio-Emotional Well-being contributes to students' overall academic functioning; it is recommended that academic advisors may incorporate basic assessments of students' Socio-Emotional Well-being during routine advising sessions. Institutions can do this through simple screening tools or reflective self-report forms to identify students who may benefit from additional support services.

b. Recommendations for Future Studies

This study helped in filling the gap in understanding the relationship between Socio-Emotional Well-being and academic achievement, but some gaps still exist that can be explored in the future. Future researchers can use the following recommendations:

1. Future researchers may explore the relationship between Socio-Emotional Well-being and academic achievement in male or co-educational student populations to allow for gender-based comparisons.
2. Researchers may adopt a mixed-method or qualitative design to gain deeper insights into students lived experiences, perceptions, and emotional challenges that affect their academic achievement.
3. Comparative research may be carried out across multiple universities or regions to examine how institutional culture, environment, or regional context influences the relationship between SEW and academic achievement.
4. Future researchers can examine how digital engagement, online learning settings, and social media affect the Socio-Emotional Well-being and academic

achievement of undergraduate learners.

5. Further researchers could explore how Socio-Emotional Well-being impacts academic achievement differently across disciplines (e.g., humanities, sciences, religious studies), allowing for discipline-specific interventions.

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APPENDICES

Appendix A: Questionnaire

Dear students, the researcher (Maryam Rafique) is MS scholar in the Department of Teacher Education, Faculty of Education, IIUI. The research is being conducted on the topic entitled “**Relationship between Socio-Emotional Well-being and Academic Achievement of students at Undergraduate level**”. Your response will be kept confidential and used solely for research purposes.

You are requested to please tick the option that rightly describes your experience at the university.

SA (Strongly Agree)	A (Agree)	N (Neutral)	D (Disagree)	SD (Strongly Disagree)
5	4	3	2	1

Self-Awareness		SD	D	N	A	SA
		1	2	3	4	5
1.	I am aware of my emotions in academic situations.					
2.	I find intrinsic satisfaction in my academic work.					
3.	When I am self-aware, I perform better academically.					
4.	My understanding of my emotions helps me in my studies.					
5.	Awareness of my own emotions is very important to me all the time.					
6.	I can tell if someone has upset or annoyed me.					
7.	I usually recognize when I am stressed.					
Self-Regulation						
8.	I can maintain focus on my studies.					
9.	I feel that managing my emotions helps me achieve better grades.					
10.	I adapt my study habits based on my emotional state.					
11.	I can consciously alter my frame of mind or mood.					
12.	I do not let stressful situations or people affect me once I have left work.					
13.	Others often do not know how I feel about things.					
14.	I can let anger go quickly so that it no longer affects me.					
15.	I can suppress my emotions when I need to.					
Motivation						

16.	I notice a relationship between my motivation levels and my academic achievement.					
17.	I feel driven to excel in my academic pursuits when I am emotionally stable.					
18.	I can always motivate myself even when I feel low.					
19.	Motivation has been key to my success.					
20.	I can motivate myself to do difficult tasks.					
Empathy						
21.	I often support to peers who are struggling.					
22.	I believe empathy towards classmates contributes to a better learning environment.					
23.	I love to meet new people and get to know what motivates them.					
24.	I like to ask questions to find out what is important to people.					
24.	I can usually understand why people are being difficult towards me.					
26.	I am excellent at empathizing with someone else's problem.					
Social-Skills						
27.	I collaborate effectively with others in group projects.					
28.	Good communication skills improve my academic collaboration with peers.					
29.	I am good at reconciling differences with other people.					
30.	I generally build some relationships with those I work with.					
31.	I never interrupt other people's conversations.					
32.	I am a good listener.					

Appendix B: Validation Certificates

Certificate of Validation

Relationship between Socio-Emotional Well-being and academic achievement of students at undergraduate level

By

Maryam Rafique

MS Scholar Department of Teacher Education, Faculty of Education, International Islamic University Islamabad (IIUI), Pakistan.

This is to certify that the researcher developed an instrument that has been assessed by me, and I found that it has been designed adequately to address the title "Relationship between Socio-Emotional Well-being and academic achievement of students at undergraduate level".

Name Dr. Fatima Batoq

Designation AP

Institute IIUI

Signature 

Stamp _____

Dr Fatima Bato
Assistant Professor
Department of Teacher Education
Faculty of Education
International Islamic University
Islamabad Pakistan

Certificate of Validation
Relationship between Socio-Emotional Well-being and academic achievement of
students at undergraduate level

By

Maryam Rafique

MS Scholar Department of Teacher Education, Faculty of Education, International
Islamic University Islamabad (IIUI), Pakistan.

This is to certify that the researcher developed an instrument that has been assessed by me,
and I found that it has been designed adequately to address the title "Relationship between
Socio-Emotional Well-being and academic achievement of students at undergraduate level".

Name Dr. Fouzia Ajmal

Designation AP DTE

Institute IIUI

Signature 

Stamp **Dr. Fouzia Ajmal**
Assistant Professor
Department of Teacher Education
International Islamic University
Islamabad

Certificate of Validation

Relationship between Socio-Emotional Well-being and academic achievement of students at undergraduate level

By

Maryam Rafique

MS Scholar Department of Teacher Education, Faculty of Education, International Islamic University Islamabad (IIUI), Pakistan.

This is to certify that the researcher developed an instrument that has been assessed by me, and I found that it has been designed adequately to address the title "Relationship between Socio-Emotional Well-being and academic achievement of students at undergraduate level".

Name Dr. Alina Perz

Designation TEA

Institute IIUI

Signature 

Stamp 

Certificate of Validation

Relationship between Socio-Emotional Well-being and academic achievement of students at undergraduate level

By

Maryam Rafique

MS Scholar Department of Teacher Education, Faculty of Education, International Islamic University Islamabad (IIUI), Pakistan.

This is to certify that the researcher developed an instrument that has been assessed by me, and I found that it has been designed adequately to address the title "Relationship between Socio-Emotional Well-being and academic achievement of students at undergraduate level".

Name Dr. Humaira Akram

Designation Assistant Professor

Institute DoTE, FOE, IIUI

Signature 

Stamp DEPT. OF TEACHER EDUCATION
FACULTY OF EDUCATION