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Examining The Nexus: The Effect Of Students' Emotional Intelligence On Academic Achievement And Well-Being

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Abstract

The research aimed to investigate how students' emotional intelligence affects their academic achievement and well-being in university settings. The study was carried out using the positivist paradigm. The research was non-experimental and quantitative in nature. The study was conducted using a correlation research design. The study's population consisted of students enrolled at the University of Okara. A two-stage random sampling method was employed to obtain a representative sample of approximately 300 from the University of Okara. The study was conducted using three research instruments. The gathered data were examined utilizing inferential statistics including Pearson correlation coefficient, independent sample t-test, and linear regression. The findings showed a strong and positive significant relationship between students' emotional intelligence, academic achievement, and well-being. The findings of the study showed that students' emotional intelligence had a significant and positive impact on their academic achievement and well-being at the university level. This research has offered empirical evidence for the role of emotional intelligence skills in promoting academic achievement and well-being in university settings. The results of the study could draw the interest of educational stakeholders to emotional intelligence as a necessary factor for academic achievement and overall well-being.

Keywords: Emotional Intelligence, Academic Achievement and Well-being, University Students

INTRODUCTION

Students' emotional intelligence involves their capacity to recognize, comprehend, control, and utilize emotions efficiently in both themselves and others. It is essential for their personal growth, social relationships, academic achievement, and general well-being. Academic achievement pertains to the level to which a student has fulfilled their educational objectives. It is usually evaluated by means of grades, standardized testing scores, completion of assignments, and various assessment types that indicate the student's understanding, abilities, and proficiencies in a specific subject or in various subjects. The mental health well-being of students pertains to their emotional, psychological, and social state, which affects their capacity

to learn, form relationships, and deal with the difficulties of academic life. It plays an essential role in their general health and development, influencing academic achievement, social relationships, and individual growth. A collection of non-cognitive aptitudes, talents, and skills known as emotional intelligence enable people to manage the stresses and demands of their surroundings. Academic achievement, often equated with academic performance, is commonly measured by GPA in university students. GPA is calculated based on the marks obtained in individual courses, representing the outcome of university-level work. Well-being is defined as an individual's assessment of their life satisfaction and happiness, with higher levels of well-being reflecting more positive emotions and fewer negative ones. Research shows that emotional intelligence is linked with a range of positive outcomes, including improved health, adaptability to new situations, better mental health, enhanced cognitive abilities, and more positive personality traits. Studies on children highlight that emotional development is crucial, as it fosters self-regulation skills that encourage positive social behavior and create a supportive learning environment. Emotional intelligence helps children develop behaviors that facilitate learning, such as following instructions, focusing, listening, and solving problems with patience. As a result, children with higher emotional intelligence tend to achieve better academic outcomes (Berrocal & Checa, 2016; Brackett et al., 2011; Goroshit & Hen, 2012; Hogan et al., 2010; Kotaman, 2016; Paavola, 2017).

Emotional intelligence denotes to the capacity to harness one's emotions in ways that lead to desired outcomes. A student's emotional intelligence, which consists of a set of skills and competencies, plays a key role in their ability to cope with the various stresses and demands of academic life. It serves as a personal resource, allowing individuals to effectively process and utilize emotional information to guide their thoughts and actions. In this context, emotions are cognitive, conative, and behavioral mental responses that are triggered by an individual's assessment of their surroundings. Emotions provide valuable information about oneself and others and include a feedback element that drives behavior and actions in a given situation (Santos et al., 2021).

It is a talent cultivated through education and experience, focusing on the ability to recognize, apply, comprehend, and regulate emotions. People with high emotional intelligence excel at identifying emotions in themselves and others during daily interactions, resulting in positive outlooks and suitable emotional and behavioral reactions. As a result, these individuals tend to enjoy better mental health and receive more social support. The emotional social intelligence model suggests that emotional intelligence involves a strong understanding of oneself and others, good interpersonal relationships, and the ability to adapt and respond effectively to one's environment, ultimately contributing to a sense of well-being. Research has shown that emotional intelligence is a key factor in promoting well-being (Bar-On, 2010; Gallagher & Vella-Brodrick, 2008; Huang & Dai, 1997; Mayer et al., 1999; Mavroveli et al., 2011; Liang & Wang, 2018; Li, 2020; Wang & Cai, 2015; Xu & Zhang, 2002; Zeidner et al., 2009).

Students with high emotional intelligence may be better equipped to regulate their emotions, enabling them to make sound decisions and respond appropriately to different situations.

Emotional intelligence, which allows individuals to connect with others on a deeper level, is crucial for academic achievement. Since emotions can enhance cognitive processes such as learning and attention, it follows that they can help students achieve their goals. However, the extent to which emotions impact attention and cognition may vary based on a student's level of motivation. Hence, it is recommended that students enhance their emotional skills to succeed in both domains (Putwain et al., 2022; Santos et al., 2021).

Historically, academic achievement has been linked to numerous factors, including cognitive ability, diligent effort, determination, economic background, and motivation. Emotional intelligence, previously viewed as a branch of intellectual intelligence, is now recognized as a separate concept. Recent studies indicate that emotional intelligence may independently forecast academic achievement, job performance, and life results, distinct from IQ (Ahmed et al., 2019; Mohzan et al., 2013; Wang, 2019). Scholastic achievement significantly influences the social growth of a person in the future. Individuals who perform well in academics have the expertise and understanding required to aid society and reinforces the country's economic development. Throughout the years, educational psychologists have repeatedly concentrated on students' academic achievements, aiming to uncover the primary elements that contribute to academic achievement (Helal et al., 2019; Ismail et al., 2018; Kaviyarasi & Balasubramanian, 2018; Kapur, 2018; Nesayan et al., 2019; Peng & Kievit, 2020).

Academic achievement refers to the quantitative and qualitative assessment of achievements throughout the learning process. In the scientific literature, two main approaches have been used to evaluate academic achievement: a quantitative approach, which focuses on school grades, and a qualitative approach, which considers personal factors and context. While grade point averages have traditionally been viewed as reliable indicators of academic achievement, some researchers suggest that other measures, such as the number of repeated school years or the time spent on learning and comprehension, may better reflect academic achievement. Academic performance in adolescents is a complex concept that has been addressed from various theoretical and philosophical perspectives, emphasizing the intrapersonal factors that shape a student's personality, with a particular focus on socio-emotional variables and the motivational processes that influence student behavior (Fierro et al., 2019; González, 2018).

Well-being refers to an individual's assessment of their life satisfaction and happiness, where a higher sense of well-being is characterized by experiencing more positive emotions and fewer negative ones. It represents a state of happiness and mental peace, reflecting a person's overall judgment of their quality of life and mental health, based on their personal standards. Well-being plays a crucial role in motivating individuals to enhance their quality of life and mental health, fostering interpersonal harmony, and shaping a rational and peaceful mindset. For postgraduate students, well-being reflects how they perceive their quality of life, impacting their ability to adapt, pursue academic research, and advance in their careers. Studies have shown that postgraduates generally report lower levels of well-being compared to undergraduates (Diener et al., 1999; Jiang & Chen, 2020; Zhu & Liu, 2019). Despite the growing

focus on student well-being in educational contexts, there remains a lack of consensus on its definition (Fraillon, 2004; Gable & Haidt, 2005; Noble et al., 2008; Westerhof & Keyes, 2010). Past studies have emphasized those students' cognitive skills, like reasoning, recall of information and problem-solving, and are vital for achieving academic achievement. Notably, researchers take into account non-cognitive factors like self-esteem, emotional awareness, and the impact of family and friends as possible predictors of academic achievement. Cognitive skills by themselves cannot entirely account for the academic performance results of students (Tepper & Yourstone, 2018).

Thomas et al. (2017) elaborated that emotional intelligence is a particularly important non-cognitive factor in this context. Current college students in Malaysia face a range of challenges and stresses that require them to navigate both emotional and academic obstacles. Academic responsibilities, exam anxiety, peer relationship issues, financial pressures, and family concerns are just a few of the personal challenges that college students must contend with. Emotional intelligence is a vital skill that aids individuals in coping with their daily challenges (Altwijri et al., 2021; Drigas & Papoutsis, 2018).

Exceptional students should be evaluated not only on their academic performance but also on their emotional intelligence, which is gradually documented as a crucial aspect of psychology (Suryasa et al., 2021). When emotional intelligence was first introduced, many scholars were skeptical about its relevance to assessments of human intelligence. They believed that human intelligence should be measured primarily through intellectual intelligence (IQ), focusing on cognitive abilities rather than emotional factors. It has been suggested that individuals rely on only 20% of their IQ and 80% of their emotional intelligence (EQ) to achieve success in life. A person with strong emotional intelligence is someone who can effectively understand, regulate, and utilize emotions to inform their thoughts and actions (Allen & Robert, 2000; Fantuzzo et al., 2007; Gallagher & Vella-Brodrick, 2008).

Individuals with high emotional intelligence tend toward excel at perceiving, regulating, and managing their actions and responses. They experience more positive emotions in their environments, report higher levels of life satisfaction, and are more capable of fostering and achieving greater well-being. This effect is particularly noticeable among younger populations, such as college students (Higgs & Dulewicz, 2014; Wu et al., 2016).

The alarming academic performance of university students in Pakistan highlights a significant issue. Research into factors affecting students' academic achievement has often overlooked the important non-cognitive variable of emotional intelligence. Consequently, many studies on academic achievement and student well-being have failed to consider the role of emotional intelligence. This represents a critical gap in the works that this study goals to discourse. It is essential to investigate whether emotional intelligence impacts students' academic achievement and overall well-being.

RESEARCH OBJECTIVES

The study's research objectives were as follows:

1. Examine the effect of students' emotional intelligence on academic achievement and well-being.
2. Investigate relationship between students' emotional intelligence, academic achievement and well-being at university level.
3. Determine differences in students' emotional intelligence, academic achievement and well-being with regard to gender.

RESEARCH QUESTIONS

Following were research questions of the study:

1. What is the effect of students' emotional intelligence on academic achievement and well-being?
2. What is the relationship between students' emotional intelligence, academic achievement and well-being at university level?
3. Is there any difference in students' emotional intelligence, academic achievement and well-being with regard to gender?

LITERATURE REVIEW

EMOTIONAL INTELLIGENCE

Chukwuka (2014) and Mayer et al. (2000) formally characterize emotional intelligence as a form of social intelligence that involves the ability to monitor both personal emotions and those of others, discern the distinctions between them, and utilize that understanding to influence choices and actions. Emotional intelligence refers to the capacity to identify, understand, and manage one's own emotions and those of others, as well as to assess and express them. It encompasses the ability to identify, comprehend, and reason about emotions, along with the skill to manage emotions in oneself and others.

According to Parker et al. (2006, 2005), emotional intelligence can be harnessed to improve students' problem-solving skills and practical information. It comprises a blend of abilities that are essential for students to navigate life successfully. These skills enable students to recognize and manage their emotions and intellect, develop effective problem-solving strategies, and handle interpersonal relationships effectively. Research has shown that students with high emotional intelligence tend to achieve well academic outcomes in areas such as health sciences, social work relationships, and social capability in equally high school plus college settings. Fostering emotional intelligence is crucial for achievement in both academic and life contexts. A review of studies indicates that emotional intelligence positively impacts students' well-being. While (IQ) has traditionally been a forecaster of academic success across various subjects, including chemistry, the relationship between intelligence and achievement has evolved in the 21st century.

STUDENTS' WELL-BEING

Backhaus et al. (2020), highlight that student well-being in higher education has emerged as a major area of concern for the development of psychological issues. Research shows that many of these students experience challenges related to well-being, such as distress, depression, and an increased risk of burnout. These issues, combined with evidence that well-being plays a

crucial role in academic performance and dropout rates, emphasize the increasing focus on supporting student well-being in higher education. Magyar and Keyes (2019), stress the importance of a holistic approach to student development in higher education, moving beyond a narrow focus on cognitive achievement. This perspective acknowledges that educational institutions play a key role in fostering student well-being. In psychology, two main approaches to well-being have historically been recognized: one focused on happiness (hedonic well-being) and the other on the fulfillment of human potential (eudaimonic well-being). Additionally, according to Fraillon (2004), a optimistic health method is commonly castoff to define student well-being. It is characterized by terms like a sustainable positive mood and attitude, "effective functioning," and a "favorable balance of positive over negative aspects.

Research from various countries, including studies by Backhaus et al. (2020), and van der Velden et al. (2019), recommends that students' well-being and mental health are increasingly under strain. Much of the literature focuses primarily on mental health, with less attention given to other dimensions of well-being. Some researches show that students report higher rates of psychological health illnesses compared to their non-student peers , although others do not invention this distinction. The high pressure to perform and achieve is often cited as a factor contributing to lower levels of well-being among higher education students. Additionally, it is recognized that many students of university are reluctant to pursue assistance from proper care services, both within and outside the academic setting. Various approaches and services exist to address student well-being and psychological fitness, with indication suggesting that an integrated approach—encompassing academic integration, social support, and skill-building programs (coping strategies) can improve student well-being.

Hunt and Eisenberg (2010) noted that regardless of the prevailing body of investigation, there is comparatively little evidence on students' perspectives regarding their own well-being and the factors that influence it. This is amazing, as students are experts in their own experiences. Understanding how evolving concepts of student well-being align with and reflect students' actual educational experiences is crucial, as these concepts often form the basis for policies and practices. Additionally, examining well-being from the students' viewpoint may offer practical insights into the factors that enhance well-being during this critical developmental period.

EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT

The Emotional intelligence encompasses a set of interconnected cognitive abilities and emotional competencies. It refers to the capacity to identify, express, regulate, and utilize emotions effectively through adaptive strategies. This ability enables individuals to understand both their own and others' emotions, facilitating appropriate social behavior. Mayer et al. (2000) described emotional intelligence as a "zeitgeist," encompassing a collection of personality traits and abilities involved in processing emotional information. The term "zeitgeist" reflects the integration of emotion and rationality throughout human history. Emotion perception involves how individuals adjust their own emotions, respond to others' emotions, and apply emotional content when solving problems. Emotional intelligence represents a tendency in which

individuals are inclined to recognize, assess, and manage their own and others' emotional states to achieve specific goals.

Recently, Zahid et al. (2025) conducted a study and found a significant and positive relationship between emotional intelligence and academic achievement at university level. Taseer et al. (2023) carried out a study and found a strong and positive relationship between emotional intelligence and academic achievement at the secondary level within the Pakistani context. Karimi et al. (2014) explained that the cognitive structure of emotional intelligence. Emotions help adjust cognitive processes, enabling rational thinking, and emotional intelligence gives individuals the ability to understand and distinguish emotions. In essence, emotional intelligence empowers people to blend rationality and emotions. It involves recognizing and using emotions to make sound decisions in life and interpersonal relationships. It also includes self-awareness, self-control, empathy, and the positive application of emotions. Additionally, Goleman et al. (2013) suggested that emotional intelligence includes effectively dealing one's emotions besides controlling impulses, particularly during times of failure, depression, or disappointment. They emphasized that emotional intelligence includes the ability to regulate emotions in interpersonal relationships, as well as the capacity to inspire and guide others in social interactions.

Amirian and Behshad (2016) highlighted that, for effective learning opportunities in educational environments, students must not only acquire knowledge but also develop social and emotional skills. Numerous studies have demonstrated the relevance of emotional intelligence to success in various areas, including effective teaching, student learning, and academic presentation. Shamradloo's (2004) research found that emotional intelligence is a stronger interpreter of academic achievement than cognitive intelligence, suggesting that focusing on emotional intelligence is key to improving students' academic performance. Similarly, Chukwuka (2014) argued that emotional intelligence can more accurately forecast academic achievement than outdated intelligence events. Several factors linked to emotional intelligence may enhance students' educational outcomes. First, higher emotional intelligence can reduce negative influences like caution and low confidence, as emotionally intellectual students tend to grace life's challenges more adaptively and solve problems effectively. Second, the ability to manage emotions and moods is thought to improve the performance of complex intellectual tasks, which are crucial for academic achievement.

EMOTIONAL INTELLIGENCE AND WELL-BEING

Recent literature reviews show that most studies analyzing the association between emotional intelligence and well-being in teachers and students have taken place in Spain. Although different fields have examined the relationship between emotional intelligence and well-being, the educational setting has not been as thoroughly researched, indicating a demand for more exploration. A study by Suarez-Martel and Martin Santana (2021) reveals a significant link between educators' emotional intelligence and their well-being, where the capacity to manage emotions enhances their mental health. Further research (Fu et al., 2021) also indicated a significant positive correlation between emotional intelligence and well-being in teachers. Ngui

and Lay (2020) proposed that emotional intelligence boosts teachers' self-efficacy, promoting resilience. Research shows that there are significant connections between various elements of emotional intelligence and psychological well-being in students. Research shows that emotional intelligence enhances students' sense of community, leading to better mental and overall wellbeing. Emotional intelligence originated in Egypt.

METHODS AND PROCEDURES

RESEARCH DESIGN

According to Creswell (2012), quantitative research can be divided into two primary categories: intervention research and non-intervention research. Experimental research designs fall under intervention studies, while survey and correlational research designs are classified as non-intervention studies. Correlational research, which is the focus of this study, is a part of the quantitative research paradigm. As explains, the aim of correlational designs is to identify relationships between variables to make predictions about a group. In this study, university professors were the sole participants, and the key factors examined were emotional intelligence, academic achievement, and well-being. This investigation was quantitative, correlational, and non-experimental in nature.

SAMPLING PROCEDURE

The whole set of people or objects that the researcher is interested in for a certain study is referred to as the "population of the study". It encompasses the full set of entities the study seeks to understand or draw conclusions about. In the case of the current study, the population consisted of all students from the University of Okara. All respondents who were selected at random from the population made up the study's sample (Siddique et al., 2021; Siddique et al., 2023). The sample was selected through a two-stage random sampling process. In the first stage, four departments from the University of Okara were randomly chosen two from the social sciences (4th and 7th semester students) and two from the natural sciences (4th and 7th semester students). In the second stage, all students from these selected departments were included as part of the sampling pool. With a total of 600 students enrolled in these departments, 50% were selected as the sample for the study, resulting in a final sample size of 300 students from the University of Okara.

RESEARCH INSTRUMENTS

EMOTIONAL INTELLIGENCE SCALE

Firstly, to evaluate students' emotional quotient, the short version of the Bar-On Emotional Quotient Inventory (2002) was utilized. Several writers in Pakistan have utilized this scale (Sharif et al., 2025; Siddique & Rana, 2021; Siddique et al., 2020a; Siddique et al., 2020b; Siddique, 2024). This inventory consists of six subscales: favorable impression (six items), self-motivation (six items), stress management (five items), interpersonal (seven items), adaptability (five items), and intrapersonal (six items). Secondly, students' academic achievement was assessed by collecting their CGPA from the respective departments. Thirdly, well-being was assessed as a general factor using the Warwick-Edinburgh Mental Well-Being Questionnaire (Tennant et al., 2007), which includes 14 items rated on a 5-point Likert scale.

DATA COLLECTION PROCEDURE

Data were collected by distributing two research tools to university students. Academic achievement was assessed by retrieving CGPA scores from the relevant departments. A researcher was then invited to engage with the study participants. Written consent was obtained from each participant. The study involved a total of 300 respondents. Finally, self-administered questionnaires containing all relevant study information were provided to participants for data collection. The study placed strong emphasis on ethical considerations. Participant consent was obtained, and approval for data collection was secured from the heads of the respective universities. The study's purpose was clearly explained to participants, and they were assured that their information would remain confidential and be used responsibly.

DATA ANALYSIS

The relationships between emotional intelligence, academic achievement, and students' well-being were analyzed using inferential statistics, specifically the Pearson correlation coefficient (Pearson r). Linear regression was performed to assess the impact of emotional intelligence on academic achievement and well-being. Additionally, an independent sample t-test was conducted to examine demographic characteristics, including gender.

RESULTS

Correlation Between Emotional Intelligence And Academic Achievement

Variables	N	r-value	Sig.
Emotional Intelligence and Academic Achievement	300	.861**	.000

** $p < .001$ (2-tailed)

Table 1 demonstrates the correlation between students' emotional intelligence and academic achievement. The results indicate a strong relationship, with a correlation coefficient of $r = .861^{**}$, based on a sample of 300 students and a significance level of $p < .001$. Academic achievement and emotional intelligence are positively correlated, both statistically and strongly. In this population, academic performance seems to improve with increasing emotional intelligence.

Table 2: Correlation between Emotional Intelligence and Students' Well-being

Variables	N	r-value	Sig.
Emotional Intelligence and Well-being	300	.886**	.000

** $p < .001$ (2-tailed)

Table 2 illustrates the correlation between students' emotional intelligence and well-being. The findings indicate a strong relationship, with a correlation coefficient of $r = .886^{**}$, based on a sample of 300 students and a significance level of $p < .001$. There is a very strong and statistically significant positive relationship between Emotional Intelligence and Well-being. As emotional intelligence increases, well-being tends to improve significantly in this sample.

Table 3: Correlation between Academic Achievement and Students' Well-being

Variables	N	r-value	Sig.
Academic Achievement and Well-being	300	.913**	.000

** $p < .001$ (2-tailed)

Table 3 presents the correlation between students' academic achievement and well-being. The results indicate a strong relationship, with a correlation coefficient of $r = .913^{**}$, based on a sample of 300 students and a significance level of $p < .001$. There is an extremely strong and statistically significant positive relationship between Academic Achievement and Well-being. Higher academic achievement is strongly associated with higher well-being in this sample.

Table 4: Effect of Emotional Intelligence on Students' Academic Achievement

Variables	B	t-value	Sig.	Model R Square
Emotional Intelligence & Academic Achievement	.861	29.16	.001	.740

Table 4 showed a R^2 value of .740. This indicates that 74.0% of the variance in students' academic achievement can be attributed to emotional intelligence. Additionally, the beta value of .861 is statistically significant ($p=.001$), highlighting a strong and significant impact of emotional intelligence on students' academic performance. B (Beta Coefficient = .861): This is the standardized regression coefficient. It shows the strength and direction of the relationship between Emotional Intelligence and Academic Achievement. A β of .861 suggests a strong positive impact. For every 1 unit increase in Emotional Intelligence, Academic Achievement increases by 0.861 units (standardized). t -value (29.16): The t -value tests the significance of the Beta coefficient. A high t -value (in this case, 29.16) indicates that Emotional Intelligence is a significant predictor of Academic Achievement. A p -value of .001 (less than the typical threshold of 0.05) means the effect of Emotional Intelligence on Academic Achievement is highly significant and not due to chance.

Table 5: Effect of Emotional Intelligence on Students' Well-being

Variables	B	t-value	Sig.	Model R Square
Emotional Intelligence & Students' Well-being	.886	33.06	.001	.833

Table 5 shows the results of the linear regression analysis, revealing an R^2 value of .833. This indicates that 83.3% of the variance in students' well-being can be explained by emotional intelligence. Furthermore, the beta value of .886 is statistically significant ($p=.001$), demonstrating a strong and significant effect of emotional intelligence on students' well-being. B (Beta Coefficient = .886) A β of .886 indicates a very strong positive effect. For every 1 unit increase in Emotional Intelligence, Students' Well-being increases by 0.886 units (standardized). t -value (33.06): The t -value tests the significance of the Beta coefficient. Sig. (.001): The p -value shows whether the relationship is statistically significant. A p -value of .001 indicates that the relationship between Emotional Intelligence and Students' Well-being is highly significant and unlikely to be due to chance. The regression analysis reveals that Emotional Intelligence is a very robust and significant forecaster of Students' Well-being, explaining 83.3% of the variance.

Table 6: Effect of Academic Achievement on Students' Well-being

Variables	B	t-value	Sig.	Model R Square
Academic Achievement & Students' Well-being	.913	38.66	.001	.833

Table 6 presents linear regression analysis, indicating an R^2 value of .833. This suggests that 83.3% of the variance in students' well-being is explained by academic achievement. Additionally, the beta value of .913 is statistically significant ($p = .001$), indicating a strong and significant impact of academic achievement on students' well-being.

B (Beta Coefficient = .913): The standardized beta coefficient (β) measures the strength and direction of the relationship between Academic Achievement and Students' Well-being. A β of .913 indicates a very strong positive relationship, meaning that as Academic Achievement increases, Students' Well-being also increases. For every 1 unit increase in Academic Achievement, Students' Well-being increases by 0.913 units (standardized). The t-value measures how significantly Academic Achievement predicts Students' Well-being. A t-value of 38.66 is very high, showing that Academic Achievement is a highly significant predictor of Students' Well-being.

Sig. (.001): The p-value shows the statistical significance of the relationship. The regression analysis demonstrates that Academic Achievement is a very strong and significant predictor of Students' Well-being. It explains 83.3% of the variation in Well-being.

Table 7: Gender Wise Comparison in Emotional Intelligence and Academic Achievement

Variables	Gender	N	M	SD	t	df	P
Emotional Intelligence &	Male	107	137.07	17.50	2.20	262.04	.000
	Female	193	131.96	22.00			
Academic Achievement	Male	107	71.19	9.46	2.97	257.46	.000
	Female	193	67.51	11.60			

According to Table 7, Emotional intelligence and academic achievement were found to be significantly different at $p = .05$. Emotional Intelligence: Males have significantly higher Emotional Intelligence scores than females, and this difference is statistically significant ($p = .000$). Academic Achievement: Similarly, males have significantly higher Academic Achievement scores compared to females, with a statistically significant difference ($p = .000$).

Table 8: Gender Wise Comparison in Emotional Intelligence and Well-being

Variables	Gender	N	M	SD	t	df	P
Emotional Intelligence &	Male	107	137.07	17.50	2.20	262.04	.000
	Female	193	131.96	22.00			
Well-being	Male	107	132.82	17.79	3.94	259.15	.000
	Female	193	123.58	22.01			

According to Table 8, gender-wise mean scores of emotional intelligence and well-being were compared using an "independent sample t-test." Emotional intelligence and well-being were found to be significantly different at $p = .05$. Emotional Intelligence: Males have significantly

higher Emotional Intelligence scores than females, and this difference is statistically significant ($p = .000$). Well-being: Males also have significantly higher Well-being scores compared to females, with a statistically significant difference ($p = .000$).

Table 9: Gender Wise Comparison in Academic Achievement and Students' Well-being

Variables	Gender	N	M	SD	t	df	P
Academic Achievement &	Male	107	71.19	9.46	2.97	257.46	.000
	Female	193	67.51	11.60			
Well-being	Male	107	132.82	17.79	3.94	259.15	.000
	Female	193	123.58	22.01			

According to Table 9, gender-wise mean scores of academic achievement and students' well-being were compared using an "independent sample t-test." Academic achievement and students' well-being were found to be significantly different at $p = .05$. Academic Achievement: Males have significantly higher Academic Achievement than females ($p = .000$). Well-being: Males also score significantly higher on Well-being compared to females, and this difference is statistically significant ($p = .000$). Both in terms of Academic Achievement and Well-being, males outperform females in this sample, and these differences are statistically significant.

DISCUSSION

The present study found the correlations among students' emotional intelligence, academic achievement, and well-being at the university level. Overall, the findings aligned with previous research results. Specifically, the analysis demonstrated a positive and significant correlation between students' emotional intelligence and academic achievement. Additionally, the study revealed a positive relationship between academic achievement and well-being. It has been established that emotional intelligence and its various components play a crucial role in education. Students who can recognize and manage their emotions tend to express their needs more effectively and are more attuned to their thoughts, thus enhancing their ability to meet goals and improve academic performance and well-being. These results are consistent with prior empirical studies by Choi et al. (2019), Ogundokun and Adeyemo (2010), Sanchez et al. (2013), Wolfe and Kim (2013), and Zhou et al. (2020). The second factor examined in this study was students' academic achievement, which pertains to their performance in prior semesters. The third factor was students' well-being. These findings align with those of previous studies by Lucas-Mangas et al. (2022). Emotional intelligence is a valuable attribute that university students should cultivate. The outcomes showed a strong positive correlation between students' academic achievement and well-being. The second research objective focused on examining the notable differences in emotional intelligence, academic achievement, and well-being based on students' gender. Data collected on students' gender were analyzed using an independent sample t-test.

IMPLICATIONS

The findings contribute to the existing body of knowledge on students' emotional intelligence and well-being, offering guidance for improving university practices. Additionally, this research

may expand the literature on emotional intelligence, academic achievement, and well-being specifically within the Pakistani context. The results of this study hold both applied and hypothetical significance for a wide range of stakeholders, including students, teachers, parents, government officials, policymakers, and researchers. Theoretically, this research sheds light on existing theories of emotional intelligence and their potential impact on students' academic success and well-being. By contributing additional empirically-based insights to the body of knowledge on intelligence, particularly emotional intelligence, this study reinforces and expands the theoretical framework in this area.

Additionally, the results will serve as a reminder to parents about their important role in guiding and monitoring their children's emotional intelligence development. Parents will gain valuable insights into the nature of intelligence, enabling them to better support their children in achieving success at university and beyond.

CONCLUSION

The purpose of the current study was to investigate the relationships between university students' emotional intelligence, academic success, and well-being. Additionally, there were notable variations between male and female students in terms of emotional intelligence and academic success as well as in the associations between academic accomplishment and well-being and emotional intelligence and well-being. According to the results, students' emotional intelligence had a strong effect on academic achievement, as well as on well-being. Finally, the findings indicated a significant impact of students' academic achievement on well-being at the university level.

RECOMMENDATIONS

Based on the major findings and conclusions, the following recommendations are proposed:

1. The emotional intelligence of students plays a crucial role in improving their academic achievement and fostering well-being in classroom settings. Therefore, teachers in the Punjab province should focus on enhancing students' emotional intelligence skills to promote excellent academic performance and overall well-being at the university level.
2. Students' emotional skills can be improved through targeted training. It is essential to incorporate emotional intelligence and related skills into the curriculum to boost academic achievement and enhance students' well-being.

LIMITATIONS

Like any scientific research, the present study has certain limitations that should be considered when interpreting the results:

1. A major limitation of this study is its cross-sectional research design, which offers only a snapshot of students' emotional intelligence, academic achievement, and well-being at the university level. A time-lagged design would provide insights at two points in time, enhancing the reliability of the findings.
2. The data collected were correlational, which means they cannot be used to establish causal relationships.

3. Another significant limitation was the sample size and range. Due to time constraints, the study included a sample size of N=300, drawn exclusively from the University of Okara.

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