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Conscientiousness, Social Intelligence and Academic Competence in Pakistani University Students

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Abstract

The aim of the study is to examine the relationship between conscientiousness personality trait, social intelligence and academic competence in Pakistani university students. This research was conducted to understand the psychological predictors of academic success especially in the context of developing countries. Correlation research design was used in this study and data was collected from (N=248) participants from Pakistani Government and Private sector universities through non- probability convenient sampling. The information was collected from participants through standardized self-report questionnaires that measures conscientiousness, social intelligence and academic competence. For data analysis, the statistical techniques like correlation and regression analysis were used to determine the relationships between variables and evaluate the predictive effects. Results revealed that conscientiousness and social intelligence showed significant positive correlation with academic competence and both are the significant and positive predictors of academic competence. These findings indicates that students who are more responsible, organized and socially aware have better academic competence and also supports that non-cognitive factors also play an important role in academic outcomes. The practical implications for the current study play an important role for educators, counselors and high institutions. If universities introduce personality development or social skills training program so they can improve academic competence and overall learning experience of students which promotes long term academic and professional success. The major contribution of the study is to investigate the effect on conscientiousness and social intelligence on academic competence in Pakistani university students. This research highlights the importance of non-cognitive factors and to provide evidence based academic and counseling intervention awareness for higher education which improves the success of students.

Keywords: Conscientiousness, Social Intelligence, Academic Competence, Pakistani, University Students.

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Introduction

To understand the academic functioning at the university level is always been a central focus of educational psychology. In today's competitive academic environment, not only intelligence and grades are the measures to academic success but personality traits, social capabilities and academic behavior combined determine the overall academic competence of a student (Sharma et al., 2016). Recent international research also emphasizes that the personal qualities and their adaptabilities of the students in higher education significantly predict their learning outcomes (Richardson et al., 2012). In this way, the recent research emphasize that academic competence is a multi-dimensional construct in which the factors like personality traits, social awareness are included. These are factors guides that how a student can effectively plan, maintain or execute his/her learning (Hogan et al., 2010).

In the personality traits, conscientiousness declares as a consistently strong predictor of academic success. This trait includes the elements like organization, discipline, time management, goal directed behavior, responsibility and self-control. Conscientious students can effectively handle their task in a structed way and having the tendency to meet the academic expectations timely and efficiently. In this way, there's a lot of evidence in the literature that conscientiousness personality trait is having a positive relation with academic outcomes because this trait can enhance the student's daily academic routines and study related behaviors (Conrad & Patry, 2012). In addition to conscientiousness, another personal attribute like social intelligence plays an important role for academic competence of university students.

Social intelligence is a kind of psychological ability which can help individuals to understand the social situation, to interpret the signals from the people, to involve in effective communication and to generate socially adaptive responses (Meijs et al., 2010). In university life, where group discussion, presentation, collaborative projects and peer interaction are frequent, at the same time, social intelligence influence directly or indirectly to the academic functioning of the students. Social intelligence includes components like interpersonal understanding, management of relationship, cooperation and socially appropriate behaviors. These skills are also academically supportive to the students because healthy relationship of peers, effective communication and cooperative learning environment reinforce the academic competence of a student (Ganaie & Mudasir, 2015). Some neuroscientific findings suggests that executive functioning and global tracking system are strong in conscientious students which can improve their learning efficiency (Wang et al., 2019). Other international study proved that social intelligence improve student's peer group interaction, classroom participations and discussion in groups which results in better academic adjustment (Kihlstrom & Cantor, 2000).

So, Academic competence is a broad and multi-dimensional construct which represent the overall academic functioning, educational performance and learning ability of a student (Bergold et al., 2017). The triangular relationship between personality trait, social functioning and academic competence is very relevant in educational settings. Conscientiousness personality trait tends the students to focus towards their goals, provides them ability to organize their academic tasks and to improve self-regulation. Social intelligence makes the student more effective in an interpersonal context which improves the classroom participation, academic collaboration, communication and engagement. These both factors of conscientiousness personality trait and social intelligence improve the overall academic competence of a student because academic competence is not only limited to the individual study behavior but interpersonal and self-management aspects are also the essential parts of academic competence.

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There's a robust empirical support of conscientiousness personality trait on academic outcomes. The relation of social intelligence with academic competence is promising but limited explored and on the sample of Pakistani university students, both the combined effect of conscientiousness and social intelligence keep a limited documentation. This present correlational study addresses this gap. To address the relation of conscientiousness and social intelligence with academic competence in culturally relevant sample will strengthen the local evidence and provides a direction for educational interventions. This study also supports the perspective that academic competence cannot be understood through intellectual or cognitive indicators but personality trait and social capabilities are also the important psychological resources which enhance the academic adjustment and performance of a student.

So, this study aims to explore the relationship between conscientiousness, social intelligence and academic competence in university students and focuses on the following hypothesis and research question.

- It is hypothesized that conscientiousness is positively related with academic competence in university students.
- It is hypothesized that social intelligence is positively related with academic competence in university students.
- It is hypothesized that conscientiousness and social intelligence are significant positive predictors of academic competence.
- What is the relationship between conscientiousness, social intelligence and academic competence in university students.

The structure of the paper includes literature review section next to introduction where previous studies and their gaps were discussed. The section is methodology in which research design, sampling strategy, instrumentations, inclusion and exclusion criteria, procedure and ethical consideration was written in detail. After that, results section presents the statistical analysis and the findings of the current study. In the last the discussion and conclusion section includes research implications, limitations and the practical recommendations for the study.

Literature Review

Conscientiousness and Academic Competence

The study by Bhattacharjee's and Ramkumar (2025) showed that conscientiousness is the robust predictor of academic performance in college students which clearly measure the effect of personality and only focus on performance but did not analyse in detail the specific dimensions of academic competence. Another research by Boonyapison et al. (2025) conducted on the students of developing country (Thailand) which focused on the positive association between conscientiousness and academic achievement indicated that where conscientiousness was prominent, there more students showed better academic achievement results. This study highlights the context of developing countries which is relevant for the current study but focused dependent variable as achievement which can be the gap for current study.

In the context of Hong Kong university students, conscientiousness was tested in a comparison of cultural capital. The results indicated that conscientiousness was a significant and strong predictor of GPA and plays more significant role for cultural background factors (Ko et al., 2024). This study offers comparative perspective and indicated that the effect of personal traits are more consistent as compared to cultural factors but did not measure directly the construct of academic competence but the inference was taken on the behalf of GPA. Another research by Wang et al. (2023) tested the influence of big five personality trait on academic achievement and concluded that conscientiousness positively effect academic

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success and also considered a mediating role as major identity and self efficacy which helps to understand the mechanism of personality. So, this previous study provides empirical evidence and concluded that personality cannot be only directly linked with academic outcomes but its effect can also be mediated. So, this can be the gap in this research as the current study only focused on the direct relationship between conscientiousness personality trait and academic competence.

Social Intelligence with Academic Competence

A study by Imdad and Fatima (2024), tested social intelligence as a predictor of academic success in Pakistani context. Survey method was used in that study through which it was concluded that social intelligence predicts academic success but this result was analyzed as compared on the basis of gender and did not measure the direct and overall academic competence. That research was important in the context of Pakistani culture but it did not analyze the direct and the broader aspect of academic competence and only focused in the context of academic success and achievement. Another study was conducted by Malik et al. (2025), explored the relationship between social competence, academic stress and academic performance in undergraduate students. In that study, social competence (which is a closely related construct of social intelligence) showed positive correlation with academic performance. This evidence concludes that social attributes effects on the academic outcomes of students but in that previous research, social competence was used as a proxy for social intelligence which can constructurally be different.

Additionally global research by Okoye et al. (2025), tested social intelligence dimensions in academic outcomes prediction (social information processing, social skills and social awareness) and concluded that social intelligence can have a limited predictive power but it effect can vary on the outcomes of specific academic subjects. This indicates that the effect of social intelligence is not universal and measurement differences can cause inconsistency of results.

Conscientiousness and Social Intelligence

Research suggests that conscientiousness personality trait is not only limited to task organization or discipline but also influence social functioning indirectly. Global research by Kurmanove et al. (2024), indicated the positive association between big five personality (Conscientiousness) with social intelligence roles in university students. This research highlights the relation between conscientiousness with social intelligence as an outcome of self-regulation. Furthermore, that study was for the foreign context which provides the gap for the current study which focus on Pakistani cultural context.

On the other hand, Research by Zhou et al. (2022), focused on the social cues like interpersonal skills or responsibility, consistency of behavior and self-regulation naturally aligns with the tendencies of conscientiousness personality. That previous research was focused on different social cues not the whole social intelligence which can provides the gap for current study.

Academic competence mostly considered as a multi-dimensional construct in which the dimensions like communication, study skills, self-management or exam performance are included. The researchers in Pakistan also use academic competence as a practical outcome variable which captures the student's time management, strategies or planning of study and performance. (Gul et al., 2023). In this current study, this construct of academic competence is useful as a dependent variable because this reflects both the pathways (personality and social skills).

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When conscientiousness and social intelligence combined in one model, this explain that how these constructs play a complementary role. Conscientiousness mostly explains individual level regulation or task organization where as social intelligence supports interpersonal contexts and communication related to academic tasks. That's why multi predictor correlational studies are important because these studies suggests that how much both the constructs explains academic competence independently or jointly and also explains that which construct is a dominant predictor in a specific educational context.

Theoretical Framework

The theoretical framework of this current study is based on this primary premise that academic performance is not the result of cognitive abilities but personality traits and social factors both shape the academic competence. The conceptual support in this current study is taken from two psychological frameworks.

Trait Theory

Trait theory was developed by McCrae and Costa in 1999. According to the trait theory, personality is based on the stable dispositions which influence the thoughts, emotions and behavior of people consistently. In a big five model, conscientiousness is considered to be a central trait which represent the qualities of planning, responsibility, discipline and organization.

According to the perspective of educational psychology, trait theory suggests that students who have conscientious personality handle their task in a constructive, disciplined and organized manner which improves their study habits, learning abilities and also task completion strategies. So, the assumption can be developed on this basis that conscientiousness positively influences academic competence of students (Wang et al., 2023).

Social Intelligence Theory

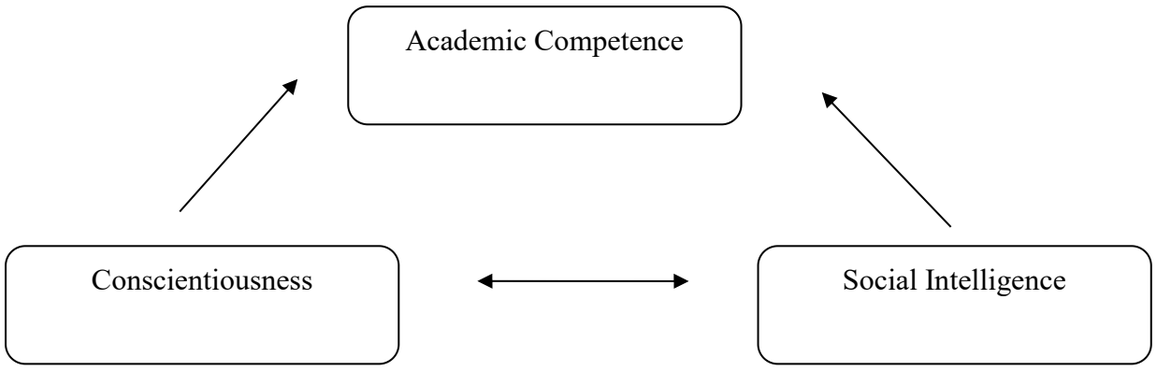
Social intelligence theory was developed by Thorndike in early 2000 which is based on contemporary social cognitive perspectives. This social intelligence theory proposes that individuals who having the ability of understand the social cues, manage relationships and to regulate their behavior according to the interpersonal demands, they can more effectively perform in social environments.

University setting is full of social interaction where students regularly face peer discussions, presentations, group discussion, collaboration and interaction with the faculty. Due to this perspective, social intelligence becomes an academically relevant construct because effective social functioning can improve the student's communication, engagement and learning experience and as a result this functioning enhance the academic competence of a student (Mian et al., 2025).

So according to these both frameworks, the integrated assumptions are that both constructs (conscientiousness and social intelligence) enhance the academic competence of university students because self-regulated study behaviors and interpersonal functioning both are important for higher educational setting.

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Conceptual Model



Research Design

Correlational research design was used in the current study.

Sample and Sampling Technique

The sample in this current study is consisted of 249 participants with the age range from 18-24 years (M=21.11, SD=1.41. The sample was selected from the students of different universities in Lahore. Non-probability convenient sampling technique was used in this current study for the selection of participants.

Inclusion Criteria

- The students with the age range of 18-24 years were included in the study.
- Only under graduate's students were included in the study.
- Both males and females were included in the study.

Both sectors of universities either private or government were included in the study.

Exclusion Criteria

- Students of Masters Level were not included in the study.
- Students of PhD were not included in the study.
- Students with any disability either mental or physical were not included in the study.

Measures

Demographic Form

Participants were given a demographic form that asked for information like their name (initials), age, father's and mother's ages, the type of university (private or public), their gender, the number of siblings they had, their level of class (upper, middle, lower), their fathers and mothers' occupations, their fathers and mothers' educational backgrounds, their marital status, and where they lived. The demographics confirm that participants were closely related to the target audience and help to clarify the sample.

Scales

The scales that were used in this study were.

Big-Five Personality Inventory Scale

Big five personality inventory scale was translated in Urdu by (Rehman & Johnson, 2019). The original scale was developed in English by John et al. (1991). It consists of 44 items. The sub factors of this scale include Extroversion, Agreeableness, Conscientiousness, Neuroticism and Openness to Experience. From this scale, conscientiousness was used in this study. This is a Likert scale of five points ranging from strongly disagree to strongly agree.

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Social Intelligence Scale for University Scale

An indigenous developed scale was used for this study. The social intelligence scale was developed by (Habib, Mehmood & Saleem, 2010). It consists of 68 items with the sub factors of Social Skills, Social Manipulation, Cooperation, Socially Facilitating, Acceptance and Consistency and Absence of Negative Traits. This is a likert scale of four points ranging from never to often.

Academic Competence Scale

For dependent variable "Academic Competence", the scale of academic competence was used. It consists of 33 items. This scale was developed by the professors of UMT (Jabeen & Afridi, 2019). Sub factors include study skills, communication managing and self-spiritual. This scale consists of a likert scale of four points ranging from never to often.

Ethical Consideration

In conducting this study, the general ethical principles were taken into consideration. First, applications for permission to collect student data from various universities were submitted. Before beginning the study, informed consent was obtained from the participants. Participants received assurances that their rights would be protected. Information about the participants' privacy and confidentiality was disclosed. Their secrecy was guaranteed. Participants have the option to voluntarily fill out the data. Participants have the option to not participate if they choose or to withdraw.

Procedure

The first step was getting departmental approval for the research topic. The authors and department gave their approval for the use of the scales in the study. Universities were visited, and a request for permission to collect data was made to the universities. The purpose and goals of the research were explained to university officials. After receiving permission, the students provided informed consent before receiving the questionnaires. They received assurances regarding confidentiality, including the promise that their data would only be used for research. Following data collection, SPSS (Statistical Package for Social Sciences) was used to calculate the data and conduct the statistical analysis.

Statistical Analysis

Data was entered into the SPSS (Statistical Package for Social Science) and various analysis were used to analyze it. Descriptive statistics were used to analyze the data and determine the ranges and percentages of the demographic variables. Results were also subjected to inferential (reliability) analyses. The correlation analysis was done between conscientiousness, social intelligence and academic competence alongside correlation, regression, mediation and analysis was also conducted to analyze the predictors of academic competence.

Results

To analyze the data for this current study, correlation and multiple linear regression analysis were used. Firstly, descriptive statistics were calculated (mean, standard deviation, frequency and percentage) to understand the basic characteristics of a sample. Then, from pearson correlation analysis, the initial relationship between the variables were explored and after that multiple linear regression analysis was used to understand the combined effect of conscientiousness and social intelligence on academic competence. This approach is different from the past studies in this way that previous researches were limited to only correlation or simple regression but in this study, two predictors collectively include in an academic competence model to test the direct predictive test. Multiple linear regression was chosen to access the independent effect of predictors in a model. All the assumptions for correlation and regression analysis were explicitly checked.

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Table 1: ***Frequencies and Percentages of Socio demographic Characteristics of the Participants (N=248)***

Variables	F	%
Gender		
Male	123	49.6
Female	125	50.4
University		
Private	111	44.8
Government	137	55.2
Marital Status		
Single	237	95.6
Married	11	4.4
Place of Residence		
Hostel	112	45.2
Personal Home	136	54.8
Family System		
Nuclear	167	67.3
Joint	81	32.7
Socioeconomic Status		
Lower	11	4.4
Middle	218	87.9
Upper	19	7.7

Note. f= frequency, %= percentage

Table 1 indicates the frequency and percentages of socio demographic characteristics of the participants N=248. Data showed 123 male (49.6%) and 125 female (50.4%) university students. The participants belonged to private sector universities are more as compared to the participants of government sector. Furthermore, more participants were reported as single as compared to married participants. Moreover, participants were reported more who lived in their personal homes as compared to those who lived in hostels. More participants were living in a nuclear family system as compared to those participants who were living in joint family system. Additionally, more participants were reported to belong to middle socio-economic status as compared to low and high socio economic status.

Table 2: ***Mean and Standard Deviation of Age, Birth Order, Father's Age, Mother's Age, and No. of Siblings (N=248)***

Variables	*N*	*M*	*S.D*
Age	248	21.11	1.41

Note. N= total number of participants, M= Mean age, SD= Standard Deviation

Table 2 depicts the mean and standard deviation of Age. The mean age of participants was 21.11 and standard deviation was 1.41

Table 3: ***Skewness and Kurtosis, Internal Consistency of Conscientiousness, Social Intelligence and Academic Competence. (N=248)***

Variables	M	SD	Items	Skewness	Kurtosis	α	Actual Range	Potential Range
Conscientiousness	21.42	5.33	9	-0.67	0.53	0.69	30	0-36
Social Intelligence	36.78	7.31	26	-0.45	1.92	0.65	51	0-78
Academic	67.29	19.69	38	-0.20	-0.67	0.93	85	0-96

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Competence

Note. M= Mean age, SD= Standard Deviation, α=Internal Consistency.

Tables 3 shows the internal consistency and normality of data. According to the table 3, The whole data is normally distributed. All the variables are within the acceptable range of skewness (-1 and +1) and Kurtosis (-2 and +2). Furthermore, conscientiousness and social intelligence showed satisfactory reliability, whereas academic competence showed excellent reliability.

Table 4: ***Relationship among Conscientiousness, Social Intelligence, and Academic Competence in University Students***

Variables	***N***	***M***	***SD***	**1**	**2**	**3**
Conscientiousness	248	21.42	5.33	-	0.33**	0.38**
Social Intelligence	248	36.78	7.31	-	-	0.28**
Academic Competence	248	67.29	19.69	-	-	-

Note. ** Correlation is significant at the 0.01 level. M= mean, SD= standard deviation, n= sample, BFI= big five inventory (conscientiousness), SISFUS= social intelligence for university students, ACS= academic competence.

Table 4 shows that conscientiousness has a positive significant correlation with social intelligence. This indicates that students, who have high conscientiousness personality traits, are more likely to have high social intelligence. Conscientiousness has a positive significant correlation with Academic Competence. This indicates that students, who have high Conscientiousness personality traits, are more prone to be academically competent Whereas, Social Intelligence has a positive significant correlation with academic competence. This indicated that students, who are more socially intelligent, are more likely to be academically competent.

Table 5: ***Multiple Linear Regression Analysis Showing Impact of Conscientiousness, Social Intelligence on Academic Competence in University Students (N=248)***

Variables	Academic Competence					95% CI	
	B	SE	B	t	P	LB	UB
Constant	23.99	6.49		3.69	0.00	11.20	36.78
Conscientiousness	1.22	0.22	0.33	5.37	0.00	0.77	1.66
Social Intelligence	0.46	0.16	0.17	2.81	0.00	0.14	0.79
R^2	0.17						
F(2, 245) = 26.46 p<.001							

Note. ***p<.001, **p<.01, *p<.05

Multiple linear regression analysis was conducted in order to determine that how much conscientiousness and social intelligence predict academic competence. Table 5 indicates that a model is statistically significant and explains 17% variance of academic competence. Furthermore, table shows that conscientiousness and social intelligence were significant positive predictors of academic competence and conscientiousness is more strongly predicting academic competence as compared to social intelligence.

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Discussion

The aim of this current study was to understand the relationship between conscientiousness personality trait, social intelligence and academic competence in university students. From the literature, there's a lot of evidences that personality traits especially big five personality model plays an important role with academic achievement. Western meta-analysis again and again provided evidence that conscientiousness personality trait is very strong and a reliable predictor of academic performance even though cognitive ability can be controlled or not (Mammadov, 2022).

There's a support for the relation of conscientiousness and academic performance in Pakistani literature as well. One of the Pakistani research was conducted on big five personality traits on prospectives teachers and the results concluded that conscientiousness was a strong positive predictor of academic achievement (Hashmi & Naz, 2020). Another research was done on secondary school students and from the results of that research, it was concluded that conscientiousness was a positive predictor of academic performance (Shah, 2018). When we talk about social intelligence, so some researchers suggested that social intelligence can contribute to student's academic success instead of cognitive intelligence. In the recent study of Pakistan, social intelligence was considered as a positive predictor of academic success Imdad and Fatima (2024).

According to the current study, it was hypothesized that conscientiousness is positive related with academic competence in university students. The results of the current study support this hypothesis. One of the research in Pakistan also suggested the same results as indicated by the western meta-analysis and Pakistani researches. Shafaat et al. (2023), indicated significant positive relationship between conscientiousness and academic CGPA. In western research, the same results reported that conscientiousness play a major role in academic performance and this can also work without intelligence (Poropat, 2017). This all means that the students who are organized, discipline, responsible or self-regulated performs better in their academics as they complete their task on time and are responsible towards their studies.

Another hypothesis in the current study suggested a positive relationship between social intelligence and academic competence of university students. Results of the present study also supports this hypothesis. Research by Nisa et al. (2024), indicated a positive relation of social intelligence with academic competence. Another research by Meijs (2018) indicated a meaningful positive relation between social intelligence and academic achievement. This means that social intelligence is important for student's academic success because this help students to interact effectively with their peers and teachers, to communicate properly, to take participations in class or group discussion and as a result this all leads to academic competence of students.

Results of the current study supports another hypothesis by indicating a positive relationship between conscientiousness and social intelligence. Western research supports these findings. Witt and Ferris (2003), conducted four different studies and indicated that when people scores high on social skills, so the positive relation between conscientiousness and social intelligence become stronger. This suggests that social intelligence and conscientiousness can make a synergetic effect in interpersonal and performance related contexts. Some of the studies also observe a direct relationship between personality and social intelligence. Research by Jug (2015), indicated that there is a interaction between social intelligence and personality dimensions which make an influence on social behavior and social support. There is some related evidence in Pakistani contexts as well. Research by Ali et al.

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(2021), indicated that big five personality predicts emotional intelligence (similar to social intelligence) and conscientiousness is a positive predictor in it. This means that students who have conscientious personality are also effective in their social skills. They deal with the people responsibly, interact effectively and to listen other people perspective calmly which can enhance their social intelligence.

It was hypothesized in the current study that conscientiousness and social intelligence are the positive predictor of academic competence. Findings of the study supports this hypothesis and this finding strongly match with the present empirical evidence. Meta analytical and large sample studies consistently showed that conscientiousness is a reliable and non-cognitive predictor of academic performance (Poropat, 2019). The evidence from social intelligence suggested that student's social skills like awareness, interpersonal abilities and empathy benefits in academic settings especially in the context of peer interactions, group work and classroom participation. This supports that independently social intelligence predicts academic competence (Iqbal et al., 2023). Whereas, according to the results, conscientiousness is more strongly predicting academic competence as compared to social intelligence which means that for academic competence, conscientiousness personality is most important and first priority in students as compared to their social skills.

Some studies noted explicitly that conscientiousness and social intelligence put their complementary effect on academic competence. This means that not only the high value of one trait is enough but both the traits conscientiousness and social intelligence strongly predict academic competence (Iqbal et al., 2023). This match with the current regression results of the study and provides a practical rationale of educational interventions.

Implications

The implications of the current study are that university and colleges should design the trainings programs on personality and social intelligence. If students be given a chance to improve their conscientiousness personality and social intelligence through workshops, peer group activities and group discussions, so their academic competence can be enhanced. Other implication is that counselor plays an important role in enhancing the social intelligence of students. They can check the profile of students and can improve their lacking areas related to social skills and provides them proper training on this, which in turn enhance the academic competence of students. Teachers should also be given training on their teaching strategies to incorporate the factors of personality and social intelligence in their teaching methodology for example to design group discussions and encourage peer interactions so that students should benefit from it and enhance their academic performance.

Strengths

- The current study considers multiple non-cognitive traits together (conscientiousness and social intelligence) which provides a comprehensive view.
- This current study can give local insights as the study have conducted in Pakistan.
- Regression analysis in this current study is very important as it gives us insight that which factor contributes more to academic competence.

Limitations

- In the current study, sample was taken from only specific universities in Lahore which can lack generalizability.
- Purposive convenient sampling was used in the study which can also lack generalizability and can cause biasness.

Future Recommendation

- In future, longitudinal research design should be use so that conclusions can also be make that how conscientiousness and social intelligence predict academic competence by time to time.
- Sample size and variety should be increase to generalize the results.
- Mixed method research can be done. Along with quantitative, qualitative interviews or focus groups should be use to take deeper understanding from the students that how they use social intelligence in the classrooms.
- Intervention studies should be planned to enhance the personality and social intelligence of the students.

Conclusion

The study concludes provides strong evidence that conscientiousness and social intelligence are both the important predictors of academic competence in university students. This suggests that universities and educators can design their teaching methods and student development programs according to these factors. For practical implications, universities can conduct training sessions and workshops for students which enhance their goal setting, time management, communication and social awareness skills. Teachers can encourage conscientious and social intelligent behavior by introducing active learning and collaborative projects in classrooms. So in this way this study cannot only provide theoretical understanding but also suggest operationalizable strategies in educational practice which sustainably improves student's academic competence.

Funding Statement

For this study, no financial support was taken from any public, private and non-profit organization.

Institutional Review Board Statement

This study was conduced from the ethical research guidelines from University of Management and Technology Lahore Pakistan. Informed consent was taken from every participant and their data was anonymous.

Transparency Statement

Authors confirmed that all the procedures in this study was according to the ethical standards and data was analyzed honestly and transparently.

Data Availability Statement

Data can be available on responsible request.

Authors Contribution

Fatima Ramzan: conceived the study, designed the research framework, conducted data collection, performed statistical analysis, interpreted results and wrote original manuscript.

Hadiqa Rehman: contributed to data entry, preliminary review of literature and provided assistance during data collection process.

Dr Haziq Mehmood: provided overall supervision, methodological guidance, critical review of manuscript and assisting in formatting and final proofreading of paper.

Disclosure of AI use

In this study, chatgpt was used in a very limited capacity, specifically for some language editing and sentence refinement. Otherwise all the academic content, analysis of data, interpretations and final decisions were taken by authors themselves.

Citation Policy

In this manuscript, all the citations were carefully review and revise so that they are relevant, balanced and ethically appropriate. Any kind of excessive self-citation or institutional bias was

avoided. Only those studies were included in the study which were related to the theoretical framework and objectives of the study

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