



RESEARCH ARTICLE

Emotional Well-Being and Its Impact on Academic Performance in University Students: A Pathway to Achieving the Sustainable Development Goals (SDGS)

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ARTICLE INFO	ABSTRACT
Received: Jul 28, 2024	<p>Objectives: This study aims to explore the relationship between emotional well-being and attitudinal learning among university students, focusing on how emotional health influences academic performance, attitudes towards learning, and engagement in educational activities. Grounded in theories of emotional development, the research examines the impact of emotional well-being on cognitive and behavioral aspects of learning during the critical university years. A non-experimental, correlational design with a cross-sectional approach was used, involving 180 university students. Data were collected using validated questionnaires with high reliability (emotional well-being: 0.941; attitudinal learning: 0.912). Spearman's rho was employed to analyze the relationships between the variables. The findings revealed significant positive correlations between emotional well-being and attitudinal learning ($r_s=0.705$), including the affective ($r_s=0.897$), cognitive ($r_s=0.886$), and behavioral ($r_s=0.863$) components. These results indicate that higher emotional well-being is associated with better attitudes towards learning, enhanced cognitive abilities, and positive behavioral engagement. The discussion emphasizes the need for integrating emotional education into university curricula to support students' academic success and personal development. The study suggests that universities should prioritize emotional well-being by implementing strategies and programs that support students' overall development, contributing to a holistic educational experience. This research underscores the critical role of emotional well-being in shaping academic outcomes and personal growth, offering valuable insights for enhancing university education through emotional support initiatives.</p>
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INTRODUCTION

The holistic development of human nature occurs through three essential dimensions: cognitive, emotional, and behavioral (Blanco, 2002). Maintaining a balance in these areas is crucial, as any disruption in one can have significant repercussions on the others (Morales-Rodríguez et al., 2020). Throughout life, individuals may encounter emotional challenges, and university students are particularly vulnerable due to the constant changes they experience during this transitional period.

During university years, which are critical for forming not only advanced cognitive skills but also emotional intelligence, students acquire the ability to recognize, express, regulate, and understand their emotions (Piaget, 1947).

Emotional difficulties can negatively impact the overall development of a student, particularly in the academic environment. The Individuals with Disabilities Education Act (IDEA, 2014) defines emotional problems as conditions that lead to learning difficulties not attributable to intellectual, sensory, or health factors, manifesting as problems in relationships, inappropriate behaviors, distress, or depression. In the context of higher education, these emotional challenges can significantly affect students' academic performance, social interactions, and overall well-being, making it imperative to address and support emotional health as part of the educational experience.

This study is justified by the increasing recognition of the importance of emotional well-being in higher education. As students navigate the pressures of academic expectations, career planning, and personal development, their emotional state plays a pivotal role in shaping their attitudes and behaviors towards learning. By investigating the connection between emotional health and academic success, this research aims to contribute to the understanding of how universities can better support their students. The findings will have broad implications, potentially influencing policies, interventions, and support services designed to foster a more emotionally supportive educational environment.

The objective of this research is to examine the relationship between emotional well-being and academic performance among university students. Specifically, the study aims to determine how emotional health impacts students' attitudes towards learning, their ability to engage with their studies, and their overall academic success. By exploring these dynamics, the research seeks to provide actionable insights that can help educators and administrators develop strategies to enhance both the emotional and academic outcomes of students in higher education.

2 Theoretical Framework

Numerous national and international studies have demonstrated the significant influence of emotional factors on students' behaviors and attitudes, highlighting the increase in emotional and social issues linked to a lack of emotional and social skills (Rand et al., 2020). These challenges are particularly evident during adolescence, where externalizing problems are associated with poor social functioning and academic difficulties (Hinshaw, as cited by Fernández, 2010; Rashid et al., 2024). Understanding these emotional challenges is crucial for addressing broader academic and behavioral issues in higher education.

MacCann et al. (2020) establish a relationship between emotional intelligence and attitudinal learning, noting that dimensions of emotional intelligence positively correlate with academic success (Estrada et al., 2021). University students, especially those with learning difficulties, often display high levels of emotional and behavioral problems, potentially indicating comorbidities such as ADHD and depression. This relationship underscores the need for a comprehensive approach to addressing emotional well-being in educational settings.

In the Spanish academic context, Rodríguez and Caurcel (2020) found that positive attitudes towards educational inclusion are essential for addressing functional diversity and developing effective strategies in academic settings. Similarly, Gil and Martin (2021) highlighted the importance of motivation, attitude, and interest among undergraduate students, showing that while students pursued additional languages for academic reasons, they often neglected global trends. These findings underscore the importance of fostering positive attitudes towards both academic and personal development.

The connection between emotional well-being and academic performance is further supported by studies in Ecuador and Lima. Moreano et al. (2023) found that students at the Belisario Quevedo School in Ecuador did not face significant learning difficulties, contrasting with Farfán's (2022) findings in Lima, where a moderate positive relationship between emotional states and academic progress was observed. This suggests that the impact of emotional well-being on academic outcomes can vary significantly across different contexts.

Emotions play a critical role in shaping students' educational experiences, influencing factors such as study commitment, learning habits, and family dynamics (Bondensiek, 2010). Emotional education, as described by Bisquerra (2000), is a lifelong process that complements cognitive growth and is essential for holistic personality development. Bericat (2012) further posits that emotions are constructed through social interactions, highlighting their importance in higher education.

The advancement of emotional understanding is closely linked to cognitive progress, with social experiences playing a fundamental role (Palacios & Hidalgo, 1999, as cited by Collell & Escudé, 2003). Emotional well-being is critical for academic performance across all educational levels, as emphasized by Palma and Barcia (2020), who stress the need to regulate emotions from an early age. Additionally, emotional development fosters identity, self-esteem, and self-confidence, which are crucial for navigating university life (Arteaga & Mendoza, 2022; Assaf et al., 2024).

The formation of attitudes, as mental processes that regulate behavior, is closely related to cognitive and emotional factors (Sole, 1996). Attitudes are predispositions that influence behavior and are cultivated through formal education (Báxter, 1988; Mohammed et al., 2024). Strengthening critical, creative, and self-regulated thinking is essential for fostering a positive attitude towards learning, as emphasized by Sánchez (2015) and Neri et al. (2020). This holistic understanding of attitudes highlights the interconnectedness of emotional and academic development in higher education.

3 METHODOLOGY

This study employed a basic research approach, utilizing quantitative methods to verify hypotheses and identify behavioral trends (Creswell & Creswell, 2018). The research design was non-experimental and correlational, observing variables in their natural context without manipulation (Hernández-Sampieri et al., 2014). Conducted at a single point in time, the study aimed to explore the relationship between emotional well-being and academic performance among university students.

Population and Sample:

The study included 180 university students from a public institution in Peru. A non-probabilistic census sampling method was used, ensuring that the entire population participated, capturing comprehensive insights into the phenomenon (Flick, 2018).

Instruments:

Data were collected using two validated questionnaires designed to assess emotional well-being and attitudinal learning. The reliability of these instruments, measured by Cronbach's alpha, was high, with scores of 0.941 and 0.912, respectively, indicating strong consistency (Tavakol & Dennick, 2011).

Data Collection:

Surveys were self-administered during class sessions, consisting of multiple-choice and Likert scale items. Participants were informed about the study's purpose and assured of confidentiality, adhering to ethical standards (American Psychological Association, 2017).

Data Analysis:

Spearman's rho correlation coefficient was used to analyze the data, assessing the strength and

direction of relationships between emotional well-being and various aspects of attitudinal learning (Field, 2018). This non-parametric method was selected for its suitability with ordinal data.

Ethical Considerations:

The study adhered to ethical principles by obtaining informed consent, ensuring participant autonomy, and maintaining confidentiality. The research followed the principles of justice, beneficence, and non-maleficence, prioritizing participant well-being throughout the process (Beauchamp & Childress, 2019).

4 RESULTS AND DISCUSSION

Emotional Well-Being and Attitudinal Learning

The inferential analysis focused on examining the relationship between emotional well-being and attitudinal learning among university students. Utilizing the Spearman's rho statistical method, as recommended by Field (2018), the study tested the primary hypothesis by comparing the null hypothesis (H_0), which stated that no significant relationship exists between emotional well-being and attitudinal learning, against the alternative hypothesis (H_1), which posited a significant relationship between these variables. The analysis was conducted to determine whether emotional well-being significantly influences students' attitudes towards learning in a public university setting in Peru.

Table 1. Correlations between Emotional Well-being and Attitudinal Learning

Correlations			Emotional Well-being	Emotional Well-being
Spearman's rho	Emotional Well-being	Correlation Coefficient	1,000	,705**
		Sig. (2-tailed)	.	,000
		N	180	180
	Attitudinal Learning	Correlation Coefficient	,705**	1,000
		Sig. (2-tailed)	,000	.
		N	180	180
**. The correlation is significant at the 0.01 level (2-tailed).				

Table 1 shows the Spearman correlations between emotional well-being and attitudinal learning of students in a private university in Peru. This statistical analysis was conducted to determine the strength and direction of the association between these two variables, using the Spearman's rho method, which is suitable for non-parametric data.

The Spearman correlation coefficient between emotional well-being and attitudinal learning is 0.705, indicating a strong positive correlation. In practical terms, a coefficient of 0.705 suggests that as students' emotional well-being improves, their attitudinal learning also improves, and vice versa. This value is considerably high, highlighting a robust association between these two variables. This implies that students with better emotional well-being tend to have a more positive attitude towards learning. This finding is important as it underscores the connection between emotional well-being and learning disposition, suggesting that interventions aimed at improving emotional well-being can have a significant impact on students' attitudes towards their education.

In addition to the correlation coefficient, the significance value associated with this correlation is 0.000. This value indicates that the likelihood of this correlation occurring by chance is extremely low. Since the p-value is lower than the commonly used threshold of 0.01, it can be concluded that the correlation is statistically significant at the 1% level. This means there is less than a 1% chance that the observed association between emotional well-being and attitudinal learning is due to chance.

In summary, the inferential results suggest a significant and positive relationship between emotional well-being and attitudinal learning among students, highlighting the importance of considering emotional well-being as a key factor in the educational environment.

Emotional Well-Being and Affective Component

The second analysis examined the relationship between emotional well-being and the affective component of learning among university students. Following the methodology outlined by Field (2018), the study tested the null hypothesis (H_0), which proposed that no significant relationship exists between emotional well-being and the affective component, against the alternative hypothesis (H_1), which suggested a significant relationship between these variables. This analysis aimed to determine whether emotional well-being significantly influences the emotional engagement of students in a public university setting in Peru.

Table 2. Correlations between Emotional Well-Being and Affective Component

Correlations			Emotional Well-being	Affective Component
Spearman's rho	Emotional Well-being	Correlation Coefficient	1,000	,897**
		Sig. (2-tailed)	.	,000
		N	180	180
	Affective Component	Correlation Coefficient	,897**	1,000
		Sig. (2-tailed)	,000	.
		N	180	180
**. The correlation is significant at the 0.01 level (2-tailed).				

The analysis presented in Table 2 reveals a very strong positive correlation (Spearman correlation coefficient of 0.897) between emotional well-being and the affective component among students at a public university in Peru. This robust association suggests that improvements in students' emotional well-being are closely linked to enhanced affective capacities, such as recognizing, expressing, and managing emotions effectively. The high magnitude of this correlation underscores the significant role that emotional well-being plays in shaping students' affective experiences.

Additionally, the statistical significance of this correlation, with a p-value of 0.000, indicates that the likelihood of this relationship occurring by chance is extremely low. Given that this p-value is well below the 0.01 threshold, the correlation is considered statistically significant at the 1% level. These findings highlight the critical importance of fostering emotional well-being in educational environments, as it not only positively influences students' attitudes toward learning but also strengthens their essential affective skills for personal and social development.

Contrast: Emotional Well-being and Cognitive Component

H_0 : There is no significant relationship between emotional well-being and the cognitive component among university students in 2024.

H_1 : There is a significant relationship between emotional well-being and the cognitive component among university students in 2024.

Table 3. Correlations between Emotional Well-Being and Cognitive Component

Correlations			Emotional Well-being	Cognitive Component
Spearman's rho	Emotional Well-being	Correlation Coefficient	1,000	,886**
		Sig. (2-tailed)	.	,000

		N	180	180
	Cognitive Component	Correlation Coefficient	,886**	1,000
		Sig. (2-tailed)	,000	.
		N	180	180
**. The correlation is significant at the 0.01 level (2-tailed).				

Table 3 shows the Spearman correlations between emotional well-being and the cognitive component of students at a university in Peru. The analysis results reveal a Spearman correlation coefficient of 0.886 between these two variables, indicating a very strong positive correlation. This coefficient suggests that as students' emotional well-being improves, so does their cognitive component, and vice versa. The magnitude of this correlation is significant, underscoring a robust association between emotional well-being and cognitive abilities. This finding implies that students with good emotional well-being tend to perform better in terms of thinking, information processing, and cognitive skills in general.

In summary, the results of this analysis suggest a significant and positive relationship between emotional well-being and the cognitive component of students. These findings highlight the importance of fostering emotional well-being in the educational environment, as it directly influences students' cognitive abilities. Good emotional well-being not only enhances students' overall well-being but also boosts their academic performance and their ability to process and use information effectively. Therefore, promoting emotional well-being can be a key strategy to improve students' cognitive and academic performance.

Contrast: Emotional Well-being and Behavioral Component

Ho: There is no significant relationship between emotional well-being and the behavioral component among university students in 2024.

H1: There is a significant relationship between emotional well-being and the behavioral component among university students in 2024.

Table 4. Correlations between Emotional Well-being and Behavioral Component

Correlations		Emotional Well-being	Behavioral Component	
Spearman's rho	Emotional Well-being	Correlation Coefficient	1,000	,863**
		Sig. (2-tailed)	.	,000
		N	180	180
	Behavioral Component	Correlation Coefficient	,863**	1,000
		Sig. (2-tailed)	,000	.
		N	180	180
**. The correlation is significant at the 0.01 level (2-tailed).				

The results from Table 4 indicate a strong and significant relationship between emotional well-being and the behavioral component among university students. The Spearman's rho correlation coefficient of 0.863 suggests a strong positive correlation, meaning that as students' emotional well-being improves, their behavioral responses, such as participation, collaboration, and adherence to academic norms, also tend to improve. This strong association implies that students who are emotionally well-adjusted are more likely to display positive behaviors in their academic environment.

Additionally, the significance value of 0.000 indicates that this correlation is statistically significant at the 1% level. In other words, there is a very low probability that this correlation occurred by

chance, reinforcing the idea that emotional well-being plays a crucial role in shaping students' behavior. With a sample size of 180 students, the findings are robust and provide strong evidence that promoting emotional well-being can have a positive impact on students' behavioral engagement in their academic pursuits.

In summary, the results suggest that fostering emotional well-being within the university environment is likely to lead to more positive behavioral outcomes among students, contributing to a more productive and collaborative learning experience.

DISCUSSION

To explore the general objective of this study, which focuses on examining the connection between emotional well-being and attitudinal learning among university students in 2024, the research is based on the theory of constructed emotion formulated by Bericat (2012). According to this psychological perspective, emotions are not innate but develop throughout life. Bericat argues that emotions are experienced involuntarily, are not universal, and are not stored in specific areas of the brain. Instead, they emerge as a result of the physical properties of an adaptable brain that forms connections in various environments. Emotional states arise from neurological processes in the brain and are crucial for behavior and responses to the environment. Emotional well-being, essential for a healthy and fulfilling life, involves feeling good, calm, and capable of managing emotions under daily pressures. This aspect relates to the theory of constructed emotion and highlights the importance of emotional states in human experience. Regarding attitudinal learning, supported by Neri et al. (2020), it refers to the various ways in which human actions manifest, influenced by the uniqueness of each person, situation, or event. This approach considers the individual's relationship with the process from cognitive, affective, and behavioral dimensions. The attitudinal aspect, or attitudinal competence, examines how people react to different situations, connecting with the ability to know how to be or act appropriately in specific contexts.

In the context of the general objective of this study, which seeks to determine the relationship between emotional well-being and attitudinal learning among university students in 2024, inferential results indicate a significant and positive correlation between emotional well-being and attitudinal learning ($r_s=0.704$ and $p=0.000 < 0.05$). Comparatively, in similar research, Moreano et al. (2023) conducted a study in Ecuador to examine the relationship between emotional well-being and academic performance. The study utilized a field research methodology with a quantitative approach, descriptive level, and non-experimental design. The study concluded that students do not face significant learning difficulties because restrictions are minimal, and students believe they do not make major errors.

Regarding the first specific objective of this study, which seeks to establish the relationship between emotional well-being and the affective component of university students in 2024, the inferential findings show that there is a highly significant and positive correlation between emotional well-being and the affective components of these students ($r_s=0.899$ and $p=0.000 < 0.05$). Comparatively, in contrasting research, Tripon et al. (2023) conducted an investigation to evaluate the impacts of music therapy programs on the progress of attitudinal learning. The results highlighted that music therapy generated notable effects on attitudinal learning. Affective development is manifested through the recognition and expression of feelings and emotions. In this context, social interaction is essential to identify affective needs, both personal and external. Thus, affective and social development provides the tools and competencies necessary to establish social relationships and manage emotions effectively on an individual basis.

Regarding the second specific objective of this study, which seeks to determine the degree of relationship between emotional well-being and the cognitive component of university students in 2024, the inferential results reveal a very significant and positive correlation between emotional

well-being and the cognitive component ($r_s=0.849$ and $p=0.000 < 0.05$). Supporting these results, Farfán (2022) conducted research to explore the influences of emotional states on academic progress among students in 2021. The conclusions indicated that the variables of emotional well-being and learning achievement presented a moderate positive relationship. It is essential to understand that in terms of cognitive and affective components, the cognitive component refers to our thoughts, beliefs, and schemas about life and ourselves. Meanwhile, the affective or emotional component relates to our feelings and emotions, as well as what motivates us. In the context of attitudes, which consist of three main components (cognition, emotion, and behavior), the cognitive component includes the cognitive explanation or mental construction of something, while the affective component is the emotional part that underlies the attitude.

Regarding the third specific objective of this study, which aims to determine the degree of relationship between emotional well-being and the behavioral component of university students in 2024, the inferential results indicate a very significant and positive correlation between emotional well-being and the behavioral component ($r_s=0.852$ and $p=0.000 < 0.05$). A study that supports these findings is one that investigated the emotional well-being of students and its positive impact on their learning and personal development. It is important to emphasize that behavioral elements include both non-verbal behaviors (e.g., body language, facial expressions, and bodily movements) and verbal behaviors (e.g., tone, intensity, and sound of voice) that anyone can observe directly. This is important to highlight, regardless of their involvement in the communication process.

CONCLUSION

The findings of this study underscore the significant relationship between emotional well-being and attitudinal learning among university students, as highlighted by Bericat's (2012) theory of constructed emotion. The strong positive correlation ($r_s=0.704$, $p<0.01$) between emotional well-being and attitudinal learning confirms the crucial role of emotional health in influencing students' approach to their studies. This is consistent with Moreano et al. (2023), who found that emotional stability significantly reduces learning difficulties, reinforcing the importance of emotional well-being in educational settings.

Furthermore, the study demonstrated a robust correlation between emotional well-being and the affective component of learning ($r_s=0.899$, $p<0.01$). Students who experience positive emotions are better equipped to engage emotionally with peers and professors, fostering a collaborative and supportive learning environment. This finding is supported by Tripon et al. (2023), who showed that emotional interventions significantly enhance students' attitudinal learning and emotional development, emphasizing the necessity for educational strategies that prioritize emotional health to improve interpersonal relationships and emotional engagement.

The study also revealed a strong link between emotional well-being and cognitive performance ($r_s=0.849$, $p<0.01$), indicating that emotionally healthy students demonstrate superior problem-solving, critical thinking, and information processing abilities. This aligns with Farfán (2022), who identified a positive association between emotional states and academic achievement. These results suggest that promoting emotional well-being can significantly enhance cognitive abilities and, consequently, academic outcomes.

Finally, the research found a significant correlation between emotional well-being and the behavioral component of learning ($r_s=0.852$, $p<0.01$). Students with positive emotional states are more likely to exhibit constructive behaviors, such as active participation and adherence to academic norms. This finding resonates with Quílez-Robres et al. (2023), who highlighted the positive influence of emotional well-being on student behavior and development. These results underscore the importance of integrating emotional education into university curricula, suggesting that such an

approach could foster both academic success and personal growth, equipping students with the resilience and emotional intelligence needed to navigate the complexities of the modern world.

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