

Influences of Self-Regulated Learning, Emotional-Intelligence, and Stress Coping Mechanism on the Wellbeing of Postgraduate Students

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Abstract

A key stimulus for students to manage their well-being is the practical and sagacious use of their emotions, time, and resources while researching (Dilawar et al., 2021). Further, developing the skills of self-regulation and managing emotions while exploiting various coping strategies may lead to improved wellbeing. The drive of the study was to explore the existing status of self-regulated learning and emotional intelligence and its influence on the wellbeing of postgraduate students. The study also explored the mediating role of stress-coping strategies to account for the relationship between self-regulation learning and emotional intelligence and wellbeing. The study participants were postgraduate students of general public universities in Punjab, Pakistan. The selection of the students was based on stratified random sampling. The study used a quantitative method and employed a cross-sectional survey design. Quantitative data were collected from (n=410) M.Phil. and PhD students using standardized measures. The quantitative data analyzed included percentage, mean, standard deviation, independent sample t-test, ANOVA, correlation, regression, and Structural Equation Modelling (SEM). The results revealed that the students possessed self-regulated learning and emotional intelligence skills with better levels, which positively influenced their wellbeing. On the other hand, students' stress coping strategies do not mediate to improve their wellbeing significantly. Future studies should be conducted regularly to align academic research activities to excel and protect the wellbeing of researchers.

Keywords: Self-regulated Learning, Emotional Intelligence, Stress Coping Strategies.

Introduction

The objectives of higher education are to create, grow, improve, and manage research programs. It directly connects these activities to the institution's educational, social, and economic interests and the larger community. Focusing on the core objective, postgraduate students must be equipped with skills that facilitate the successful execution of research activities. Due to possible confrontations with peers, family, and bosses, they have to manage high emotional demands. They need to develop and demonstrate their potential skills in the form of self-regulated learning and emotional intelligence. These skills help the researcher face demanding situations. Past researchers have addressed one or two variables in different populations in academic situations. This study made a conscious effort to involve postgraduate students as the subject of the study. Past research should have highlighted the importance of these skills among postgraduate students, especially in

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their research work phase. Fears of ignorance, mistakes, and improper execution of some research techniques cause stress for postgraduate students (Beanlands et al., 2019; Ortega et al., 2021). To support students' mental health and prevent setbacks and situations where they quit during the research phase, it is crucial to address the stressors and concentrate on abilities that can be nurtured through training (Bakker et al., 2020; Soerensen et al., 2023). Mental distress or stress is studied among this population but not in the presence of potential skills in the form of self-regulated learning, emotional intelligence, and stress-coping strategies.

This study intends to examine how postgraduate students execute their research work. M.Phil. and PhD are terminal degrees that open new chapters of professional life for students. Jackson and Andrew (2000) argued that university terminal degrees can be a significant life shift. With the growing tendency of higher education, students' challenges and institutional concerns are also increasing. To facilitate the learners, provide them autonomy, and meet the day-to-day challenges of this terminal degree, they must be addressed at individual, supervisory, institutional, and academic levels. Hence, the need to understand the effects of students' potential skills of self-regulation and emotional intelligence on their wellbeing by studying the mediating role of stress coping strategies is the intention of the researcher to investigate. High levels of well-being are supposedly required to achieve a research degree, so it is no surprise that low levels of well-being can significantly affect students' degree accomplishments, career advancement, research output, and individual lives (Schmidt & Hansson, 2018).

Executing higher education, especially postgraduate degree "research," plays a fundamental role due to its strategic nature. Research is a challenging component of post-graduation because of its multitasking work demands. Research activity allows the researcher and teachers to stimulate a critical and reflective attitude towards learning and real targeted problems to be more productive and innovative. To improve the work quality of the researcher, self-regulated learning motivates the learner towards achieving goals. Self-regulated learning (SRL) reflects an individual's planning, self-monitoring, and effort to accomplish a task. Emotional intelligence (EI) is the ability to regulate individuals' behavior and emotions and help resolve problems and face challenges. The skills of SRL and EI that students possess may affect their wellbeing. Students try to cope with challenges during the research journey by employing different strategies. The kind of copying strategies students use also jeopardize their wellbeing. To flourish the research thesis, there are genuine potential challenges that influence their wellbeing and accomplishment. The study intends to explore how students set goals independently and adjust their research activities with multi-life tasks and conflicts in managing and executing creative tasks successfully.

Postgraduate Research Work and Resources of Wellbeing

According to various studies, various personal and environmental factors lead students to pursue postgraduate degrees (Incikabi et al., 2013; Tarvid, 2014). Their commitment, learning, and achievement are all dominating reasons for enrolling in doctoral programs (Rothes et al., 2017). As well as they are more vulnerable to mental health problems because of the obstacles they may face in their lives. According to a study, postgraduate students are likelier to experience interpersonal and mental health issues (Luo et al., 2015). In tertiary education, students must have more independence because they want to take responsibility for their learning progression (Zimmerman, 2000; Dillon & Greene, 2003) while tackling more "high menace" jobs and responsibilities. Mental health pressure is caused by several elements, such as the absence of indigenous knowledge, a poor framework, time restraints, susceptibility, adaptability, information, and support from innovation experts (Mushtaque et al., 2022). In this manner, advanced self-

regulation is linked with advanced wellbeing, including sound, balanced health, developing and sustaining efficient social relationships, and accommodative execution at home or university (Buckner et al., 2009).

The wellbeing of postgraduate students is at risk across the globe. Doctoral students have significant rates of mental health distress (stress, anxiety, and depression), which affects their mental health status (Sweetman et al., 2022). Financial harm has been linked to poor student mental health outcomes (McCloud & Bann, 2019). Housing quality and economic hardship are related; as a result, students with subpar housing may suffer from worse mental health (Pevalin, et al., 2008). Busy research students' physical and sleep health may suffer, both crucial for wellbeing (Rizzolo et al., 2016).

Theoretical Framework

According to social cognitive theory, self-regulation is internalized by individuals through time as it develops in social environments. The theory holds that the structure of self-regulation includes cognitive, metacognitive, and motivational components (Zimmerman, as cited in Sakız & Yetkin Özdemir, 2014). According to Angus et al. (2009), the concept of self-regulation is connected with an individual's potential to deal with stress and, subsequently, build up energy to face hazards. The success of university students largely depends upon it (Koivuniemi et al., 2017).). In scholastic life, self-regulated learning skills influence learners (Bandura, 2006; Boekaerts, 1999; Martin et al., 2003; Martinez-pons, 2002) because these abilities help students have more optimistic perspectives of their futures, enable them to control their social behavior, and foster the development of lifelong learning skills (Bandura, 2006; Martin et al., 2003).

The ability to successfully deal with environmental demands and pressures is also conveyed by "a variety of non-cognitive capabilities, competencies, and skills," as emotional intelligence (Petrides KV & Furnham A, 2000). The four elements that made up the cognitive framework of emotional intelligence (EI) in this study are "self-assessment of emotions," "assessment of self-expression," "emotional self-regulation for the documentation of others' emotions," and "to facilitate performance to use emotions" (Mohammad et al., 2009).

Evidence shows that emotional intelligence and stress coping mechanisms significantly affect the learner's self-efficacy (Morales-Rodriguez & Pérez-Marmol, 2019). The ability to restrain one's emotions and inclinations when one feels like a failure, sad, or disappointed, all of which are symptoms of stress—is also considered a component of emotional intelligence (Goleman et al., 2013).

Coping mechanisms can aid people in increasing their levels of support, lowering their stress levels, boosting their self-esteem, and being more effective at work (Zhang et al., 2016). On the other hand, persons with more passive coping mechanisms frequently doubt their skills and have worse mental health, which lowers the quality of their lives and negatively affects their wellbeing (Li et al., 2021a). According to earlier research, positive coping techniques can alter cognition, promote positive feelings and behaviors, enhance job satisfaction, and ease mental tiredness (Peng et al., 2013). A research study by Belgian policymakers also identified three key factors of the stress of postgraduate students: mental anguish, comparison with other students, and work and organizational settings (Levecque, 2017). High levels of well-being are supposedly required to achieve a research degree, so it is no surprise that low levels of well-being can significantly affect students' degree accomplishments, career advancement, research output, and individual lives (Schmidt & Hansson, 2018).

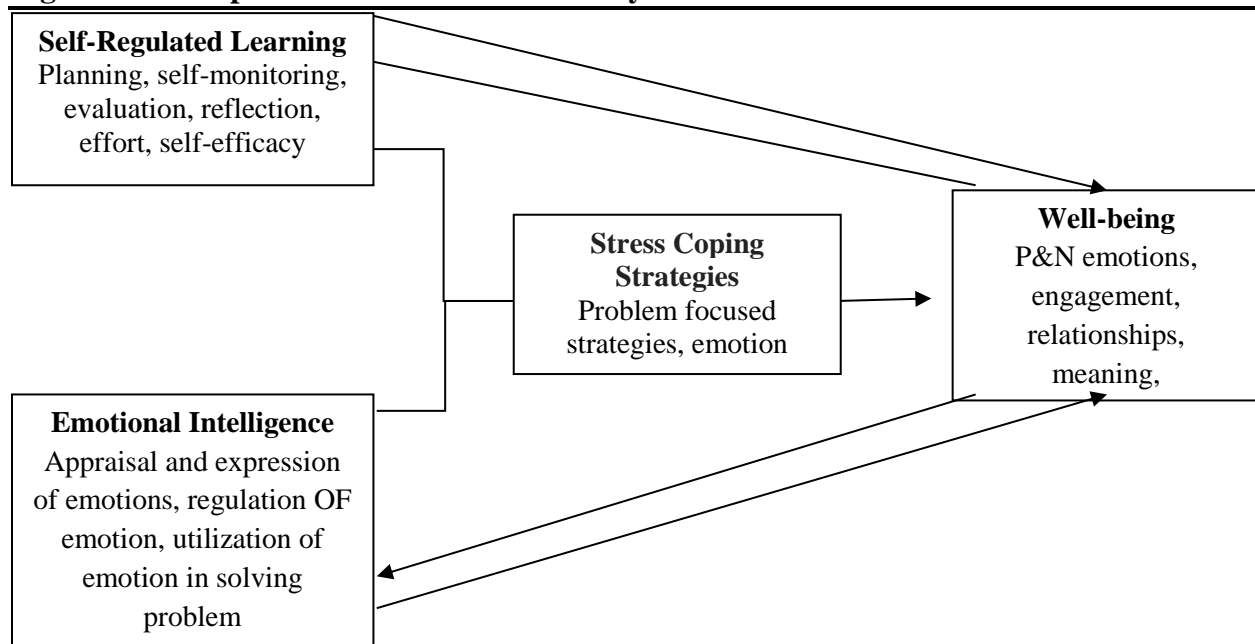
The literature review identified a few factors as potential predictors of research students' stress and wellbeing, including social support. It was determined that networking within the academic community was a crucial component of professional and personal success. However, it can be challenging for research students to establish a network because they frequently work independently and want to maintain their status in the community (Janta et al., 2014). Work potential and stress of students also fluctuate in different life stages (Taylor & Hamdy, 2013; Kellenberg et al., 2017). Association between postgraduate students' self-regulated learning, emotional intelligence, and wellbeing may influence stress-management strategies, according to various studies (Akpinar et al., 2020; Mustafa et al., 2021). Akpinar et al. (2020) found that stress-coping strategies for postgraduate students reduced the correlation between emotional intelligence and academic stress. Consequently, preliminary research has found a high dominance of mental discomfort among postgraduate students (Evans, 2018). The level of self-regulation and emotional intelligence application may vary among scholars, but it is assumed to cope with the researchers' stress and facilitate them in various coping strategies in challenging phases (McClintock & Stevens-Long, 2002; Stubb et al., 2011).

Research Questions

The succeeding questions were developed to address the objectives of the research study:

1. What is the level of postgraduate students' self-regulation, emotional intelligence, wellbeing, and stress-coping strategies?
2. To what extent do self-regulated learning and emotional intelligence affect the wellbeing of postgraduate students?
3. Do stress-coping strategies significantly influence postgraduate students' self-regulation, emotional intelligence, and wellbeing?

Figure 1: Conceptual Framework of the Study



Hypothesis of the Study

H₀: There is no significant impact of self-regulated learning, emotional-intelligence and stress coping strategies on postgraduate students' wellbeing.

H₀: There is no significant impact of stress coping strategies on postgraduate students' wellbeing in relationship with self-regulated learning and emotional-intelligence.

Research Methodology

The study used a cross-sectional quantitative method to study the effect of self-regulated learning and emotional-intelligence on students' wellbeing with exploring the mediating role stress coping strategies of students of general public universities of the Punjab, Pakistan. According to (PHEC, 2023) there are 51 public universities in Punjab out of which 29 universities are general (PHEC, 2023). There are two strata of general public universities; one stratum of universities is old universities which have been documented more than 50 years before whereas the other strata are of new universities which were established around year of 2000. In this backdrop stratified sampling technique was used. The number of older established universities was less but an equal proportion from both strata were included three from comparatively recently established and three from old universities. The logic behind selecting an equal number of universities from both strands was to focus the purpose of study as well as the old universities offering M.Phil. and PhD programs in more disciplines. To attain quantitative data, the researcher utilized standardized measures. Research instruments used for quantitative data collection were standardized and validated by the author and prior research was particularly conducted to confirm the validity of the instruments but to ensure their reliability in the present study was also confirmed through the pilot testing phase. Advance permission from original authors to seek permission was also granted via confirmation email. The researcher for quantitative data collection utilizes his sources, resources, and references to approach the researchers for survey questionnaires. The researcher forwarded a request to head of the departments and research supervisors to circulate the survey questionnaire in their department researcher's group. This strategy made a reasonable contribution and suitably fulfilled the research purpose.

Self-regulated learning of postgraduate students measured by SRL-SRQ (Self-Regulated Learning-Self Reported Questionnaire) on five point scale. This measure addressed the indicators of "*planning, self-monitoring, evaluation, reflection, effort and self-efficacy*".

Table 1: Descriptive Statistics of Sample Frequency of students' self-regulated learning

Self-regulated learning	N	M	SD	Min.	Max.	SE	Range	Variance
	410	3.90	0.85	1.00	5.00	0.42	4.00	0.729

*N=Total Sample Size, M=Mean, SD= Standard Deviation, SE= Standard Error

The level of self-regulated learning was measured through the mean of each indicator of the variable. The mean scores of the students in each sub-category of self-regulated learning remained above the cut score.

Table 2: Descriptive Statistics of emotional intelligence

Emotional Intelligence	N	M	SD	Min.	Max.	SE	Range	Variance
	410	3.85	0.7670	1.16	5.00	0.037	3.84	0.588

N=Total Sample Size, M=Mean, SD= Standard Deviation, SE= Standard Error.

Findings indicated that the degree of emotional intelligence of postgraduate students' in general public universities of Punjab was high.

Emotional intelligence of postgraduate students is assessed using the Schutte Self Report Emotional Intelligence Test (SSEIT) on five point scale. Indicators of this measure are “*appraisal and expression of emotion, regulation of emotion, utilization of emotion in solving problems and uncategorized.*”

Table 3: Descriptive Statistics of Sample Frequency of wellbeing

Teachers' Performance	N	M	SD	Min.	Max.	S. E	Range	Variance
	410	6.612	1.696	1.13	10.00	0.0837	8.88	2.877

*N=Total Sample Size, M=Mean, SD= Standard Deviation, SE= Standard Error,

It suggests that postgraduate students in general 4public universities both (male, Female) were reported at high level of the wellbeing.

Wellbeing of postgraduate students will be measured through PERMA profiler. , Dr. Martin Seligman developed in 2011. PERMA is an abbreviated form of “*positive emotion, engagement, relationships, meaning, and accomplishment.*” This measure consists of 19 items. The scale measures the frequency on 11-point scale ranging from 0—10. Starting point means never and end point is labeled as always. The scale has four breaks. Higher score above the midpoint indicated relative agreement with each statement of the indicator. On the other hand lower scores (below the midpoint) indicated disagreement with statement of the indicator.

Table 4: Descriptive Statistics of Sample Frequency of stress coping strategies

Teachers' Performance	N	M	SD	Min.	Max.	S. E	Range	Variance
	410	2.763	0.5986	1.00	4.00	0.0295	3.00	0.358

*N=Total Sample Size, M=Mean, SD= Standard Deviation, SE= Standard Error

It indicates that the estimated number showed that the degree of stress coping strategies of postgraduate students (male, female) in general public universities of Punjab was high.

The COPE (Coping Orientation to Problems Experienced) is a self-reported inventory having 28 items created to examine a wide range of responses such as “*problem and emotion-focused coping and avoidant coping*”. Coping strategies of researchers are measured through brief cope inventory on 4 point scale.

Correlation Analysis

Relationship among the variables was tested by Pearson Correlation coefficient.

Table 5: Pearson Correlations Coefficient among Variables

Correlations		Stress coping strategies	Well being	Self-regulated learning	Emotional intelligence
Stress coping strategies	Pearson Correlation	1	.421**	.366**	.576**
	Sig. (2-tailed)		.000	.000	.000
Well being	Pearson Correlation	.421**	1	.680**	.724**
	Sig. (2-tailed)	.000		.000	.000
Self-regulated learning	Pearson Correlation	.366**	.680**	1	.768**
	Sig. (2-tailed)	.000	.000		.000
Emotional intelligence	Pearson Correlation	.576**	.724**	.768**	1
	Sig. (2-tailed)	.000	.000	.000	

** . Correlation is significant at the 0.01 level (2-tailed). N=410

Table 5 explains a strong positive correlation among the constructs under study as presented in this matrix. There is a strong positive relationship among stress coping strategies $r=1$, wellbeing $r=.421$, self-regulate learning $r=.366$ and emotional intelligence $r=.576$, $p = < .001$. It means that self-regulated learning and emotional intelligence have strong positive correlation within constructs as well as have positive relationship with the stress coping strategies and wellbeing of the post graduate students.

Regression Analysis

Table 6: Wellbeing and stress coping strategies

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.421 ^a	.177	.175	1.54068

Predictors: (Constant) SCS and Dependent variable: Wb

Table7: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	208.237	1	208.237	87.727	.000 ^b
	Residual	968.462	408	2.374		
	Total	1176.699	409			

a. Dependent Variable: Wb

b. Predictors: (Constant), SCS

Table 8: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.318	.360		9.222	.000
	SCS	1.192	.127	.421	9.366	.000

Dependent Variable: Wb

Predictor: (constant),SCS

H_0 : There is no significant impact of self-regulation on postgraduate students' wellbeing.

Table 9: Well-being and self-regulated learning

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.680 ^a	.462	.461	1.24518

Predictors: (Constant), SRL
Dependent Variable: WB

Table 10: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	544.106	1	544.106	350.929	.000 ^b
	Residual	632.593	408	1.550		
	Total	1176.699	409			

a. Dependent Variable: Wb

b. Predictors: (Constant), SRL

Table 11: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.335	.288		4.630	.000
	SRL	1.351	.072	.680	18.733	.000

Dependent Variable: Wb

Predictor Variable :SRL

Wellbeing=1.335+1.351(Self-regulated learning)

H_0 : There is no significant impact of self-regulated learning and stress coping strategies on postgraduate students' wellbeing.

Table 12: Model Summary Wellbeing and Emotional intelligence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724 ^a	.524	.522	1.17228

Predictors: (Constant), EI
Dependent Variable: WB

Table 13: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	616.009	1	616.009	448.254	.000 ^b
	Residual	560.690	408	1.374		
	Total	1176.699	409			

a. Dependent Variable: Wb

b. Predictors: (Constant), EI

Table 14: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
1 (Constant)	.452	.297			1.523	.129
EI	1.600	.076	.724		21.172	.000

Dependent Variable: Wb

Independent Variable: EI

Well-being=0.452+1.600(emotional intelligence)

H₀: There is no significant impact of emotional intelligence on postgraduate students' wellbeing

Table 15: Model Summary Wellbeing-Stress Coping Strategies Self-Regulated Learning

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.705 ^a	.496	.494	1.20657

a. Predictors: (Constant), SRL, SCS

It is to indicate that self-regulated learning and stress coping strategies has impact on the wellbeing of postgraduate students.

H₀: There is no significant impact of self-regulated learning and stress coping strategies on postgraduate students' wellbeing.

Wellbeing-stress coping strategies-emotional intelligence

Table 16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724 ^a	.524	.521	1.17369

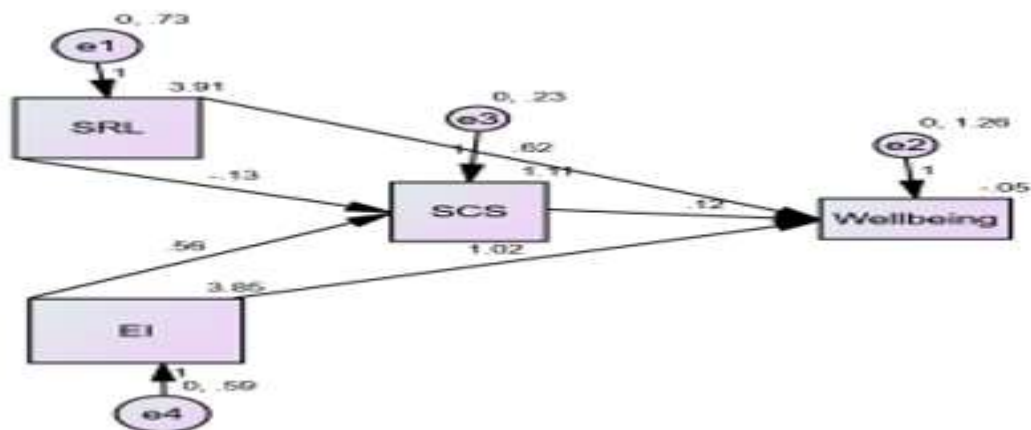
Predictors: (Constant), EI, SCS

Dependent Variable: WB

H₀: There is no significant impact of emotional intelligence and stress coping strategies on postgraduate students' wellbeing.

It is to indicate that emotional intelligence and stress coping strategies have an impact on the wellbeing of postgraduate students.

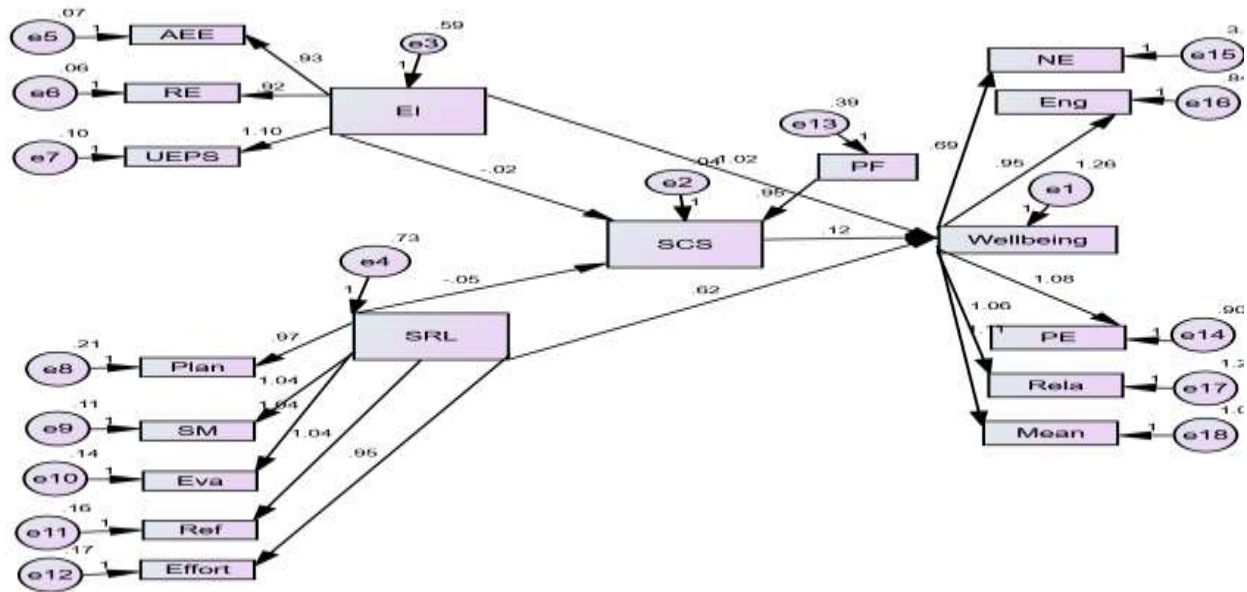
Figure 2: Path Diagram of Mediation Analysis among Variables



Conferring to the determined null hypothesis H_0 there is no significant mediating effect of stress coping strategies on postgraduate students' wellbeing. Through the AMOS (analysis of a moment structure), it is explored that a partial mediation existed among self-regulated learning, emotional intelligence and wellbeing through stress coping strategies as mediator.

SEM Model of Mediation Analysis

Figure 3: Indicator wise SEM Model Diagram



SRL=Self-Regulated Learning EI=Emotional Intelligence, SCS= Stress Coping Strategies, WB= Wellbeing, Plan=Plan, SM=Self-Monitoring,Eva=Evaluation,Ref=Reflection,Effort=Effort,AEE=Appraisal and Expression of Emotions, RE=Recognition of Emotions, UEPS=Uncategorized Emotions Problem Solving, PF=Problem Focused, NE=Negative Emotions, Eng=Engagements, PE=Positive Emotions, Rela=Relationship, Mean=Meanings

Discussion

This quantitative cross-sectional study intended to examine the levels of self-regulated learning, emotional intelligence, well-being, and stress-coping strategies of postgraduate students. This study also measured the direct and indirect relationship and influence of self-regulated learning, emotional intelligence, well-being wellbeing, and stress-coping strategies among university postgraduate students. Mediator variables were studied to measure an indirect relationship. The key findings and inferences based on quantitative data described that participants had a high level of self-regulated learning and emotional intelligence, which positively influenced their well-being.

Similarly, the tendency of the mean was also on the same cut score of well-being, demonstrating their high levels of self-regulated learning, emotional intelligence, and well-being.

On the other hand, mediating analysis shows that stress coping strategies have a partial direct and indirect influence on the input and outcome variables of the study. The researcher interpreted the scores and SEM analysis and concluded that stress-coping strategies partially mediate because the postgraduate students were stressed during their research. Further, postgraduate students did not practice stress, and the postgraduate students did not practice strategies. They may learn how to cope with stress during the research journey. These results emphasize on the part of future researchers that the post postgraduate is a transition phase and expected professional phase, so the students need to be trained and utilize coping mechanisms to resolve conflicts, manage stressful situations, and even positively promote their well-being for better outcomes. Four main variables explained the relationship along with their dimensions in the study. A positive relationship among these variables was also found. These outcomes established the findings of previous studies in this area of research. They empowered the researcher to explore the intervening role of stress-coping strategies in strengthening the relationship among self-regulated learning, emotional intelligence, and wellbeing. This advanced notion in the contemporary study of a particular population will add to the field of education research.

Research with the same population with these constructs is not found in our context, so the study is significant from a postgraduate's point of view. However, a positive thing is that the current tendency to explore the post-postgraduate is developing. Research conducted in the past years has confirmed the positive effects of self-regulated learning on students' wellbeing and their development as independent and collaborative learners (Jarvela, Hadwin, Malberg, & Miller, 2018) at different academic levels. The present study has highlighted the importance of these skills for research students from a research perspective. According to a study done in China, postgraduate students' wellbeing is significantly lower than that of undergraduate students (Jiang & Chen, 2020). Despite having more education and professional skills, postgraduate students may face significant pressures in their relationships with their families, jobs, finances, and relationships with other people. Postgraduate students are particularly vulnerable to mental health problems as a result of the challenges they may face in life. This study examined postgraduate students' stressors (Luo et al., 2021). Several studies examined how individuals cope with stress (Kulkarni et al., 2016; Sharma & Kumar, 2016). Al-Yamani and Zu'bi (2011) studied the strategies adopted by graduate students to cope with stress and showed medium to high-level variation in the application of stress-coping strategies. In the same manner, in the present study, the use of stress coping strategies showed a considerable variation among other variables of the studies, and high variation is reflected through the mediating analysis that showed a partial role of stress coping strategies. In the present study, the well-being of postgraduates is moderate, but when stressors were explored qualitatively, they were consistent with previous studies.

Although the context is different, the phenomena and concerns of postgraduates are the same. Previous research has shown the tendency to explore doctoral studies' mental health and wellbeing, and present research has the same interest. Studies have indicated an increasing concern for the mental health and overall wellness of PhD candidates (Jackman et al., 2022). The future wellbeing of aspiring academics may develop through the application of stress-coping strategies by academic professionals and research scholars in the intersection of this transition and its associated decisions and uncertainties (Schmidt & Umans, 2014; Stubb et al., 2011) but very little when they are fulfilling the role of a research student exclusively. According to recent research, emotional intelligence and wellbeing are related (Zeidner & Olnick-Shemesh, 2010). The results of the

present study also determine the same state and statement regarding self-regulation to ensure it is an essential component of wellbeing (Thomas et al., 2019). Self-regulation techniques improve students' attention, which makes it easier for them to organize and set goals before learning and engaging in self-monitoring (self-reflection) processes when completing tasks or learning new material (Zimmerman, 2002; Cleary & Chen, 2009) and findings of present studies are in continuation of the previous findings as well.

Concluding Remarks

The researcher concluded the research by adding a few recommendations that self-regulated learning is a skill, ability, and behavior as well as one of the 21st-century skills crucially needed in an academic context. It must be consciously nurtured, promoted, and utilized for better utility of cognitive, metacognitive, personal, and environmental learning. To address learning trends and skill development, this skill helps the learner be self-sufficient and supports him across the discipline and the workplace and situation. Emotional intelligence reflects the learner's potential and helps him manage his responsibilities adjustably. Emotionally intelligent learners are good at relationship management and running their life affairs smoothly. It consciously needs to be developed and promoted among students so that they can smoothly run their life tasks more comfortably. It is a much-focused and direly needed skill in the 21st century and is considered a soft skill that every individual must possess. UNESCO has aligned health and education and forwarded a unique strategy for the wellbeing of young learners as happy, healthy, and safe people are better able to learn, thrive, and complete their education. In our context, at the tertiary level, when there are many expectations associated with the successful execution of a research degree, it is recommended that researchers' "Wellbeing Centers" be established in each university for better understanding and counseling of the researchers. Maximizing the role and responsibilities of ORICs by fulfilling the needs of researchers in the form of skills, clusters, and opportunities to make research work a top priority for the sustainable growth of future knowledge is only possible when we have such a research scholar who can plan, monitor, reflect and evaluate the environment.

All of the above recommendations are for future implementation and information of higher education policymakers to keep focus on the required skills and their utility and focus on and uniquely evaluate this territory population so that their prestige, social participation, self-efficacy, and morale may be highly protected for their wellbeing and future success.

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