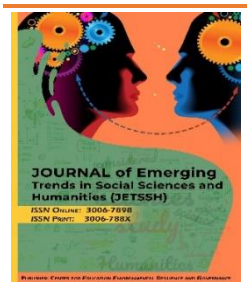
DOI: https://doi.org/10.68065/joetssh.03.04.131



Journal of Emerging Trends in Social Sciences and Humanities

A Double-Blind, Peer-Reviewed, HEC recognized Y-category Research Journal

E-ISSN: 3006-7898 **P-ISSN:** 3006-788X

Volume 3 Issue 4, 2026, 338-352

Flourishing in Higher Education: Investigating PERMA Well-being Dimensions and Academic Self-efficacy Across Diverse Disciplines Among Public Sector University Students

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Article Information

Received:

2026-09-02

Revised:

2026-10-07

Accepted:

2026-10-30

Keywords

PERMA Model; Well-being; Academic Self-efficacy; Academic Performance; Higher Education; Public Sector Universities; Punjab; Pakistan.

ABSTRACT

This study aimed to examine the levels of PERMA well-being, assess the dimensions of academic self-efficacy, and profile the academic performance (measured by CGPA) of university students in Punjab, Pakistan. A quantitative descriptive survey design was employed. Using a multi-stage stratified random sampling technique, data were collected from 298 undergraduate and graduate students across six academic departments at the University of Sargodha, Punjab, Pakistan. Data were gathered using a 40-item validated instrument, exhibiting high internal consistency. Quantitative analysis was done by applying descriptive statistics such as frequencies, percentages, mean, and standard deviation. In general, the participants had high levels in all five PERMA categories. The highest scores were observed in *Accomplishment* and *Meaning*. In *Relationships*, faculty support and respect emerged as a major strength. Conversely, relatively low ratings were recorded for everyday on-campus happiness and deep immersion/absorption in class and lab activities. In terms of academic self-efficacy, students exhibited strong capability in *Resourcefulness and Help-Seeking*. However, confidence in independently understanding complex textbook concepts and participating orally in class discussions remained moderate. Academically, 86.6% of the cohort demonstrated favorable achievement with CGPAs above 3.00. Students demonstrated high levels of psychological purpose, accomplishment, and self-directed academic task management, which corresponded to strong academic performance profiles. However, the lower levels of classroom absorption, independent mastery of complex materials, and oral participation highlighted the necessity for higher education institutions to transition toward interactive pedagogical models, structured peer-tutoring networks, and institutionalized PERMA-based mental well-being support services.

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Publisher: **Institute for Educating Environmental Resilience and Governance**

Introduction

The well-being of university students is a significant issue in higher education, as psychological wellness can affect students' engagement, motivation and academic performance. Positive psychology offers a strengths-based view which focuses on what helps people thrive. In this view, Seligman (2011) views well-being as having five components: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. The PERMA-Profiler (Butler & Kern, 2016) is a multidimensional measure that has been shown to have satisfactory psychometric properties for these five elements. Meanwhile, more recent studies suggest positive outcomes of PERMA interventions for the well-being of university students (Dorri Sedeh & Aghaei, 2024).

Academic self-efficacy is another key element of students' academic functioning. Academic self-efficacy is students' confidence in his/her competence in completing academic tasks and reaching desired academic results based on Bandura's (1997) Social Cognitive Theory. Persistence, effort, and effective learning strategies are more likely to be seen if academic self-efficacy is high. A moderate correlation between academic self-efficacy and academic performance was reported in a systematic review, and there is some longitudinal evidence that suggests that academic self-efficacy and academic performance are reciprocal (Honicke & Broadbent, 2016; Talsma et al., 2018).

While there is research on well-being, PERMA, academic self-efficacy and academic performance, relatively little research clarifies how these functions interact, especially in higher education settings. Recent studies have revealed that well-being can be linked to academic achievement (Fraser et al., 2018), and PERMA interventions have been found effective for the well-being of university students (Dorri Sedeh & Aghaei, 2024; Weiss et al., 2024). The perceptions regarding academic self-efficacy, PERMA well-being, and academic performance, however, have not been well explored, particularly in public-sector universities in Pakistan. This is an important contextual and empirical void that needs to be explored further.

Thus, the current research focuses on perceptions about PERMA well-being, university students' academic achievement, and academic self-efficacy. In particular, the study aims to investigate the five key components of PERMA - Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment in relation to academic self-efficacy and academic performance of students in public sector universities of Punjab, Pakistan.

Literature Review

Research on well-being has emerged as a key priority in the field of higher education because the psychological well-being of students may have an impact on their learning and educational experiences. Well-being, based on Seligman's (2011) PERMA model, is conceptualized as five dimensions: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. These dimensions may offer a multidimensional view of students' well-being and illustrate the significance of positive psychological experiences in a school context.

The PERMA model has been adapted as a measure of various flourishing and well-being dimensions as well. In order to measure the five dimensions of PERMA, Butler and Kern (2016) created the PERMA-Profiler, which serves as a useful framework for studying well-being across various populations. Positive emotions, engagement, relationships, and success in the educational context can all be associated with student motivation and learning experiences. Another important psychological variable connected with students' academic performance is academic self-efficacy. It is students' beliefs in their success in doing academic work and reaching academic goals. Students with higher academic self-efficacy tend to exhibit greater persistence, learning strategies, and self-assurance in academic tasks in general. There has also been evidence of a significant association between academic self-efficacy and academic success (Honicke & Broadbent, 2016). Likewise, a meta-analysis revealed that students' SWB was positively correlated with academic performance (Bücker et al., 2018).

While well-being, academic self-efficacy and academic achievement have been explored

individually, there is little research that has looked at these variables together, especially in the context of public-sector universities in Pakistan. Academic self-efficacy of university students has been identified as one of the factors contributing to their academic success in Pakistan (Majeed et al., 2022). In view of this, the present study aimed to fill this gap by exploring perceptions about PERMA well-being and the academic performance of university students in Punjab, Pakistan and to see the levels of their academic self-efficacy.

Statement of Problem

University students must cope with various academic, social, financial, and career-based pressures that can affect their psychological well-being and academic performance. While PERMA theory allows for comprehending the well-being of university students multidimensionally, there is little evidence gathered within the context of Western and developed countries' education systems, while less research has been done concerning Pakistani public universities. Additionally, academic self-efficacy is also an important part of academic functioning, as self-confidence in coping with academic tasks may lead to better results (Bandura, 1997; Honicke & Broadbent, 2016). In Pakistan, the evidence regarding PERMA well-being and academic self-efficacy of university students is also scarce, particularly in relation to public universities in Punjab. Therefore, the current study aims to fill the knowledge gap by describing PERMA well-being and academic self-efficacy of university students at Pakistani public universities in Punjab (Majeed et al., 2022).

Limitations and Delimitations of Study

This research was delimited to undergraduates and postgraduates studying at the University of Sargodha, Punjab, Pakistan; thus, the results cannot be generalized to undergraduates and postgraduates in private universities and other parts of Pakistan. This study utilized a structured self-report questionnaire to gather data, and these responses could be affected by individuals' own perceptions and tendency towards answering questions. This study is delimited only to PERMA well-being and academic self-efficacy and descriptive results; other psychological and social factors influencing students are not analyzed in the study.

Scope and Significance of Study

The current study concentrated on the concept of PERMA well-being and academic self-efficacy of undergraduate and graduate students studying at the University of Sargodha, Punjab province of Pakistan. Through a structured questionnaire and descriptive analysis, the study has managed to offer an account of the psychological well-being and academic self-efficacy of students in higher education institutions. The significance of the results is that they can be used by university administration, teaching faculty, and counselors to find out the areas which require more psychological and academic assistance. The current study offers context-specific findings which can be used in future studies on higher education in Pakistan (Bandura, 1997; Butler & Kern, 2016; Dorri Sedeh & Aghaei, 2024).

Ethical Considerations

In accordance with institutional guidelines and established ethical standards for social and educational research, the following ethical measures were implemented throughout the study:

- Before data collection, formal approval was obtained from relevant departmental heads and institutional authorities at the University of Sargodha. The research instruments and methodology were vetted by an expert review panel from the Institute of Education to ensure academic integrity, content appropriateness, and contextual sensitivity.
- Participation in this study was entirely voluntary. Both paper copies of the questionnaire

and the Google Forms survey were preceded by a participant information statement that

included all the relevant details concerning the study's objectives, methods, and duration.

- The participants were asked to provide their informed written/digital consent before being

given access to the survey questions.

- It was made clear to the participants that their participation was voluntary and that

they could refrain from participating in the survey or withdraw from it at any point

of filling in the questionnaire without suffering from any form of punishment or

penalty.

- To protect the confidentiality of the participants, no personal information (e.g.

names, university registration numbers, contact details) were collected along with the

responses to the survey questions. The demographic and academic records (CGPA)

were coded and grouped in categorical ranges.

- All digital data collected through Google Forms were stored in password-protected

files accessible only to the research team members. The paper copies of the

questionnaires were safely kept in locked file cabinets.

The questionnaires related to PERMA measures of psychological well-being and academic self-efficacy and involved no risk or harm for the participants. The gathered information was analyzed and presented objectively without any fabrication or cheating.

Objectives of the Study

Given the variables and scope of the research, the study was designed to achieve the following research objectives:

1. To study the degree of PERMA well-being (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment) in university students at the University of Sargodha, Punjab, Pakistan.
2. To study the degree of academic self-efficacy, which includes Mastery of Academic Content, Managing Academic Tasks and Workload, and Resourcefulness and Help-seeking among university students.
3. To determine the academic performance pattern (CGPA) of undergraduate and graduate students from different academic departments.
4. To explore the perceptions of university students regarding each of the five individual elements of PERMA well-being within the higher education context.
5. To describe students' self-perceptions and confidence regarding academic task management, help-seeking behavior, and subject mastery in university settings.

Research Questions of the Study

Based on the study's scope, framework, and descriptive survey design, this research sought to address the following questions:

1. What are the overall levels of PERMA well-being (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment) among students of the University of Sargodha, Punjab, Pakistan?
2. What are the prevailing levels of students' academic self-efficacy across its three sub-dimensions: Mastery of Academic Content, Managing Academic Tasks and Workload, and Resourcefulness and Help-Seeking?
3. How do university students perceive each of the five individual components of Seligman's PERMA model in their academic and campus life?
4. How confident are university students in their ability to master course content, manage academic workloads, and seek academic assistance or resources?
5. What is the distribution of academic performance (measured by CGPA) among undergraduate and graduate students across different academic disciplines?

Research Methodology

The quantitative descriptive survey design was used in this study to explore the level of PERMA well-being and academic self-efficacy of university students. A structured questionnaire was used to gather data from 298 students from the University of Sargodha in Punjab, Pakistan. The instrument used to assess PERMA well-being was academic performance, which was represented by the students' CGPA. Before data collection, the questionnaire was checked for validity and reliability. Collected data were analyzed with SPSS, and descriptive statistics such as frequencies, percentages, means and standard deviations were used to summarize the data.

Research Design

This research is a quantitative study. This study design allowed the researcher to use a structured questionnaire that enabled data to be collected in

the form of numbers to describe the levels of academic self-efficacy and well-being of the university students. The design was suitable for the presentation of a clear description of students' psychological and academic experiences in the context of the university.

Population and Sampling

The sample consisted of undergraduate or graduate (M.Phil./MS) students at the University of Sargodha, Punjab, Pakistan. A multi-stage stratified random sampling was used to choose students from various academic disciplines and study levels. There were 298 valid responses in the final dataset, and these were analyzed.

Research Instrument

A structured questionnaire with 25 items for measuring each of the five elements of PERMA well-being, 15 items for academic self-efficacy, and demographic and academic performance data was used to capture the data. The PERMA items were positively emotional, engaged, related, meaningful, and accomplished, and had a scale of 5 points. Self-efficacy in academic learning included three factors: Mastery of Academic Content, Managing Academic Tasks and Workload, and Resourcefulness and Help-Seeking, all assessed on a 5-point scale. Academic performance was assessed in terms of CGPA and students' self-perception of their academic performance.

Validity and Reliability

The questionnaire which was used to measure PERMA well-being, academic self-efficacy, and academic performance underwent content and face validity by a panel of five experts from the Institute of Education, University of Sargodha. The experts evaluated the clarity, relevance, cultural appropriateness and consistency of the items in relation to the study variables. A few minor changes were made to the wording and context of the questionnaire based on their suggestions.

A pilot study was run with 50 University students to assess the reliability of the measures. The internal consistency was good for PERMA well-being ($\alpha = .88$) and academic self-efficacy ($\alpha = .87$), as indicated by Cronbach's alpha coefficient. The total instrument (40 items) had a high reliability ($\alpha = .90$) coefficient value.

Data Collection and Analysis

Printed questionnaires and Google Forms were used to gather data from March-April 2026 in six departments of the University of Sargodha. Following data screening, 298 valid responses were kept for analysis. A statistical Package for the Social Sciences (SPSS) was used to analyze quantitative data. Demographic characteristics and PERMA well-being, academic self-efficacy, and academic performance were summarized using descriptive statistics, including frequencies, percentages, means and standard deviations. The internal consistency was also measured using Cronbach's alpha for the research instrument.

Results and Findings

The results and findings obtained from the study include:

Demographics

The table represents the demographic characteristics of the 298 college students participating in the research. These students were selected from 6 different academic departments, and the department with the highest participation rate was the Department of Mathematics (18.5%, f = 55), followed by English (17.8%, f = 53) and Mass Media (17.8%, f = 53). The percentage of students from the Department of Psychology was 16.8% (f = 50), the Department of Education was 14.8% (f = 44), and the Department of Zoology was 14.4% (f = 43). In terms of the level of education, most of the respondents (86.9%, f = 259) were undergraduates, while only 13.1% (f = 39) were graduates. With respect to gender, females were the most numerous group (86.2%, f = 257), whereas males represented only 13.8% (f = 41). In relation to the place of residence, nearly an equal number of the respondents were urban residents (58.7%, f = 175), and the remaining were rural inhabitants (41.3%, f = 123).

It was determined from the age distribution that most of the respondents belonged to the age group of 21 – 24 years old (56.7%, f = 169), followed by those aged under 21 years old (37.9%, f = 113). A very small number of students were aged between 25 and 28 years (4.4%, f = 13), and an even smaller number were aged 29 years and above (1.0%, f = 3). As for the academic semester, the

largest number of students studied in the 5th – 6th semester (34.9%, f = 104), followed by the students studying in the 3rd – 4th semester (29.5%, f = 88), 7th - 8th semester (25.8%, f = 77) and 1st - 2nd semester (9.7%, f=29). As for the academic performance of the students, according to CGPA, 50.0% (f=149) of the students scored their CGPA from 3.01 to 3.50, and 36.6% (f=109) scored their CGPA from 3.51 to 4.00. On the contrary, 12.1% (f=36) of the students scored their CGPA from 2.51 to 3.00, and only 1.3% (f=4) of the students scored their CGPA from 2.00 to 2.50.

Descriptive Analysis of PERMA Well-Being

The following are the dimension-wise frequency distribution, Mean, Standard Deviation, and Interpretation (N = 298) of the PERMA Well-Being Profile:

Descriptive Analysis of Positive Emotion (p)

The following are the dimension-wise frequency distribution, Mean, Standard Deviation, and Interpretation (N = 298) of the Positive Emotion:

Table 1: *Distribution of Responses and Descriptive Statistics for the Positive Emotion Dimension of PERMA Well-Being (N = 298)*

Item Statement	SD f (%)	D f (%)	SD+D f (%)	N f (%)	A f (%)	SA f (%)	A+SA f (%)	Mean	SD	Result
I feel happy and positive when I am on campus.	35 (11.7)	46 (15.4)	81 (27.1)	95 (31.9)	92 (30.9)	30 (10.1)	122 (41.0)	3.12	1.15	Moderate
I often feel joy and satisfaction from my academic work.	24 (8.1)	40 (13.4)	64 (21.5)	101 (33.9)	113 (37.9)	20 (6.7)	133 (44.6)	3.22	1.03	Moderate
I am satisfied with my overall university life.	27 (9.1)	30 (10.1)	57 (19.2)	95 (31.9)	127 (42.6)	19 (6.4)	146 (49.0)	3.27	1.04	Moderate
I can easily find humor and laugh with my peers and classmates.	21 (7.0)	30 (10.1)	51 (17.1)	78 (26.2)	104 (34.9)	65 (21.8)	169 (56.7)	3.54	1.15	High
I feel grateful for the opportunities my university education provides.	30 (10.1)	39 (13.1)	69 (23.2)	95 (31.9)	96 (32.2)	38 (12.8)	134 (45.0)	3.25	1.14	Moderate

According to the descriptive findings depicted in Table 1, the university students felt moderately high levels of Positive Emotion in their university setting. The highest-ranking statement was "It is easy to find humor and laughter among peers and class fellows" (M = 3.54, SD = 1.15), and 56.7% of students agreed with it. This indicates that the students found peer interaction as an important source of joy and positive emotion. Satisfaction with the general university life (M = 3.27, SD = 1.04), gratitude towards university life due to opportunities (M = 3.25, SD = 1.14) and joy and satisfaction with the studies (M = 3.22, SD = 1.03) were also moderate. The least rated statement was "I feel happy and positive on the campus" (M = 3.12, SD = 1.15). Thus, the results indicate that the students were positive about the emotions in their university life, especially in terms of social interaction.

Descriptive analysis of Engagement

The following are the frequency distribution, mean scores, standard deviations, and interpretations related to the Engagement (E) dimension among university students:

Table 2: *Distribution of Responses and Descriptive Statistics for the Engagement Dimension of PERMA Well-Being (N = 298)*

Dimension	Item Statement	SD f (%)	D f (%)	SD+D f (%)	N f (%)	A f (%)	SA f (%)	A+SA f (%)	Mean	SD	Result
Engagement	When I study, I become so focused that I do not notice how time passes.	27 (9.1)	51 (17.1)	78 (26.2)	93 (31.2)	93 (31.2)	34 (11.4)	127 (42.6)	3.25	1.14	Moderate
Engagement	I stay highly focused on my coursework and assignments.	18 (6.0)	45 (15.1)	63 (21.1)	86 (28.9)	111 (37.2)	38 (12.8)	149 (50.0)	3.19	1.13	Moderate
Engagement	My academic studies challenge me in an interesting and engaging way.	16 (5.4)	41 (13.8)	57 (19.2)	92 (30.9)	108 (36.2)	41 (13.8)	149 (50.0)	3.36	1.07	Moderate
Engagement	I have activities at university (e.g., in class, labs) that I get completely lost in.	31 (10.4)	64 (21.5)	95 (31.9)	106 (35.6)	73 (24.5)	24 (8.1)	97 (32.6)	2.98	1.10	Moderate
Engagement	I get involved when my skills match the challenge of academic tasks.	18 (6.0)	35 (11.7)	53 (17.7)	88 (29.5)	118 (39.6)	39 (13.1)	157 (52.7)	3.42	1.05	High

The results of descriptive statistics found in Table 2 show that university students exhibited engagement in academic activities with a moderate-to-high degree. The most highly rated statement in this regard is related to the idea that students felt engaged when academic difficulties met their capabilities (M = 3.42, SD = 1.05), which means that about 52.7% of them agreed or even strongly agreed with this, and therefore, proper balance between academic difficulties and capabilities of students may facilitate engagement in university activities. Students' capability to stay focused on academic activities (M = 3.19, SD = 1.13), feeling of challenge and engagement in their activities (M = 3.36, SD = 1.07), as well as absorption into their studies (M = 3.25, SD = 1.14) were rated by the students as moderately high. However, the lowest-rated dimension was related to the absorption into university activities, including classes and laboratory work (M = 2.98, SD = 1.10).

Descriptive analysis of Relationship

The following table presents the frequency distribution, mean scores, standard deviations, and interpretations related to the Relationships (R) dimension among university students.

Table 3: *Distribution of Responses and Descriptive Statistics for the Relationships Dimension of PERMA Well-Being (N = 298)*

Dimension	Item Statement	SD f (%)	D f (%)	SD+D f (%)	N f (%)	A f (%)	SA f (%)	A+SA f (%)	Mean	SD	Result
Relationships	I feel a sense of belonging and connection with other students in my program.	24 (8.1)	40 (13.4)	64 (21.5)	84 (28.2)	115 (38.6)	35 (11.7)	150 (50.3)	3.42	1.05	High
Relationships	I have supportive and trusting relationships with my classmates.	20 (6.7)	43 (14.4)	63 (21.1)	88 (29.5)	102 (34.2)	45 (15.1)	147 (49.3)	3.33	1.10	Moderate
Relationships	My teachers and faculty treat me with respect and support.	17 (5.7)	28 (9.4)	45 (15.1)	74 (24.8)	117 (39.3)	62 (20.8)	179 (60.1)	3.60	1.09	High
Relationships	I feel comfortable seeking academic help from my peers when needed.	17 (5.7)	35 (11.7)	52 (17.4)	80 (26.8)	112 (37.6)	54 (18.1)	166 (55.7)	3.51	1.08	High
Relationships	I have meaningful and rewarding interactions with people at my university.	19 (6.4)	37 (12.4)	56 (18.8)	85 (28.5)	113 (37.9)	44 (14.8)	157 (52.7)	3.42	1.08	High

From Table 3, it is seen that the relationships within the university among the university students were relatively positive. Among all the statements, the top-rated was the one that stated that teachers and faculty respect and appreciate them (M = 3.60, SD = 1.09), which was agreed upon by 60.1% of students, emphasizing the significance of faculty support. Positive perception about getting academic assistance from fellow students was another issue for university students (M = 3.51, SD = 1.08), followed by having meaningful interactions within the university (M = 3.42, SD = 1.08) and feeling a connection with other university students (M = 3.42, SD = 1.05). Even though having supportive and trustful relationships with other students was relatively poorly rated (M = 3.33, SD = 1.10), it still could be concluded that positive interpersonal relationships play an important role in the lives of university students.

Descriptive analysis of Meaning (M)

The following are the frequency distribution, mean scores, standard deviations, and interpretations related to the Meaning (M) dimension among university students:

Table 4: *Distribution of Responses and Descriptive Statistics for the Meaning Dimension of PERMA Well-Being (N = 298)*

Dimension	Item Statement	SD f (%)	D f (%)	SD+D f (%)	N f (%)	A f (%)	SA f (%)	A+SA f (%)	Mean	SD	Result
Meaning	I believe my university studies are meaningful in achieving my future goals.	18 (6.0)	37 (12.4)	55 (18.4)	76 (25.5)	98 (32.9)	69 (23.2)	167 (56.1)	3.60	1.09	High
Meaning	I see how my coursework can help me make a positive impact in society.	37 (12.4)	38 (12.8)	75 (25.2)	75 (25.2)	111 (37.2)	37 (12.4)	148 (49.6)	3.51	1.15	High
Meaning	My academic activities give me purpose and direction in life.	13 (4.4)	46 (15.4)	59 (19.8)	84 (28.2)	119 (39.9)	36 (12.1)	155 (52.0)	3.42	1.08	High
Meaning	I feel my university experience connects me to a bigger purpose.	11 (3.7)	35 (11.7)	46 (15.4)	97 (32.6)	119 (39.9)	36 (12.1)	155 (52.0)	3.55	1.09	High
Meaning	I understand how my current studies fit into my broader life plans.	22 (7.4)	27 (9.1)	49 (16.5)	94 (31.5)	109 (36.6)	46 (15.4)	155 (52.0)	3.40	1.03	Moderate

According to the descriptive statistics presented in Table 4, the level of Meaning experienced by the university students was high in general. The students specifically found the studies they undertook at university to be important for future success (M = 3.60, SD = 1.09) and considered that the university education helped them become connected to a greater purpose (M = 3.55, SD = 1.09). Moreover, academic activities were perceived to give direction and meaning to their lives (M = 3.42, SD = 1.08) and provide an opportunity to make positive contributions to society (M = 3.51, SD = 1.15). Even though understanding how their current studies connect to life plans was evaluated rather moderately (M = 3.40, SD = 1.03), over 50% of the students agreed or strongly agreed with the statement.

Descriptive analysis of Accomplishment

The following are the frequency distribution, mean scores, standard deviations, and interpretations related to the Accomplishment (A) dimension among university students:

Table 5: *Distribution of Responses and Descriptive Statistics for the Accomplishment Dimension of PERMA Well-Being (N = 298)*

Dimension	Item Statement	SD f (%)	D f (%)	SD+D f (%)	N f (%)	A f (%)	SA f (%)	A+SA f (%)	Mean	SD	Result
Accomplishment	I am able to make consistent progress toward my academic goals.	17 (5.7)	32 (10.7)	49 (16.4)	80 (26.8)	125 (41.9)	44 (14.8)	169 (56.7)	3.49	1.05	High
Accomplishment	I feel accomplished when I finish a difficult assignment or exam.	16 (5.4)	31 (10.4)	47 (15.8)	76 (25.5)	109 (36.6)	66 (22.1)	175 (58.7)	3.60	0.97	High
Accomplishment	At the end of the day, I feel I have accomplished something important at university.	21 (7.0)	36 (12.1)	57 (19.1)	94 (31.5)	104 (34.9)	43 (14.4)	147 (49.3)	3.38	1.09	Moderate
Accomplishment	I am proud of my academic achievements and successes.	14 (4.7)	31 (10.4)	45 (15.1)	81 (27.2)	119 (39.9)	53 (17.8)	172 (57.7)	3.56	1.05	High
Accomplishment	I am confident in my ability to meet the requirements of my degree program.	17 (5.7)	30 (10.1)	47 (15.8)	82 (27.5)	104 (34.9)	65 (21.8)	169 (56.7)	3.60	1.10	High

The results provided under Accomplishment in Table 5 suggest that the university students experienced high Accomplishment. Students felt the greatest accomplishment in situations when they finished challenging assignments and tests (M = 3.60, SD = 0.97) and felt confident about meeting all the demands of their programs (M = 3.60, SD = 1.10). Additionally, students experienced great pride in their academic accomplishments (M = 3.56, SD = 1.05) and made continuous progress in their studies (M = 3.49, SD = 1.05). Even though experiencing accomplishment by the end of the day at university was moderately rated (M = 3.38, SD = 1.09), overall results show that the university students experienced high Accomplishment.

Descriptive Analysis of Academic Self-Efficacy

The following are the frequency distribution, mean scores, standard deviations, and interpretations related to the Academic Self-Efficacy among university students:

Mastery of Academic Content

The following are the frequency distribution, mean scores, standard deviations, and interpretations related to the Mastery of Academic Content (MAC) among university students:

Table 6: *Distribution of Responses and Descriptive Statistics for the Mastery of Academic Content Dimension of Academic Self-Efficacy (N = 298)*

Dimension	Item Statement	NAT f (%)	RT f (%)	NAT+RT f (%)	ST f (%)	OT f (%)	VT f (%)	OT+VT f (%)	Mean	SD	Result
Mastery of Academic Content	I am confident in my ability to learn the core concepts taught in my classes.	24 (8.1)	35 (11.7)	59 (19.8)	84 (28.2)	116 (38.9)	39 (13.1)	155 (52.0)	3.38	1.10	Moderate
Mastery of Academic Content	I believe I can understand the most complex material presented in my textbooks.	16 (5.4)	49 (16.4)	65 (21.8)	90 (30.2)	110 (36.9)	33 (11.1)	143 (48.0)	3.32	1.05	Moderate
Mastery of Academic Content	I am confident I can do well in my courses if I put in the effort.	17 (5.7)	33 (11.1)	50 (16.8)	69 (23.2)	93 (31.2)	86 (28.9)	179 (60.1)	3.66	1.17	High
Mastery of Academic Content	I am confident I can solve difficult academic problems if I try hard enough.	11 (3.7)	33 (11.1)	44 (14.8)	61 (20.5)	125 (41.9)	68 (22.8)	193 (64.7)	3.57	1.10	High
Mastery of Academic Content	I am confident I can master a challenging topic.	16 (5.4)	32 (10.7)	48 (16.1)	75 (25.2)	119 (39.9)	56 (18.8)	175 (58.7)	3.57	1.05	High

From Table 6, it is evident that university students had a relatively high level of academic self-efficacy in terms of Mastery of Academic Content. The highest levels of confidence that were observed were when students felt confident about their performance when they make an effort (M = 3.66, SD = 1.17), solving complex problems by making an effort (M = 3.57, SD = 1.10), and mastering complex subjects (M = 3.57, SD = 1.05). On the other hand, learning complex concepts (M = 3.38, SD = 1.10) and comprehending complex material from textbooks (M = 3.32, SD = 1.05) were relatively moderate. Students were confident in terms of succeeding through effort, but not so much when complex content was concerned.

Managing Academic Tasks and Workload

The following are the frequency distribution, mean scores, standard deviations, and interpretations related to the Managing Academic Tasks and Workload dimension among university students:

Table 7: *Distribution of Responses and Descriptive Statistics for the Managing Academic Tasks and Workload Dimension of Academic Self-Efficacy (N = 298)*

Dimension	Item Statement	NAT f (%)	RT f (%)	NAT+RT f (%)	ST f (%)	OT f (%)	VT f (%)	OT+VT f (%)	Mean	SD	Result
Managing Academic Tasks and Workload	I can manage my time well to complete all my academic assignments on time.	17 (5.7)	39 (13.1)	56 (18.8)	78 (26.2)	108 (36.2)	56 (18.8)	164 (55.0)	3.57	1.17	High
Managing Academic Tasks and Workload	I am confident in my ability to prepare effectively for my exams.	6 (2.0)	36 (12.1)	42 (14.1)	82 (27.5)	118 (39.6)	56 (18.8)	174 (58.4)	3.69	1.06	High
Managing Academic Tasks and Workload	I can stay motivated to study even for subjects I find less interesting.	17 (5.7)	45 (15.1)	62 (20.8)	103 (34.6)	99 (33.2)	34 (11.4)	133 (44.6)	3.56	1.08	High
Managing Academic Tasks and Workload	I can continue studying even when the material feels difficult.	16 (5.4)	41 (13.8)	57 (19.2)	73 (24.5)	115 (38.6)	53 (17.8)	168 (56.4)	3.49	1.11	High
Managing Academic Tasks and Workload	I can organize my study environment to stay productive.	11 (3.7)	35 (11.7)	46 (15.4)	75 (25.2)	134 (45.0)	43 (14.4)	177 (59.4)	3.61	1.04	High

Table 7 shows that university students had a high level of self-efficacy in academic responsibilities and workload management. Five statements were rated highly, suggesting that students felt comfortable managing their academic responsibilities and meeting academic challenges. The highest-rated statement was related to confidence in effective preparation for examinations (M = 3.69, SD = 1.06), while organization of the environment, which would facilitate the process of studying, was ranked second (M = 3.61, SD = 1.04). It was also noted that students felt confident in relation to time management (M = 3.57, SD = 1.17), motivation to study uninteresting subjects (M = 3.56, SD = 1.08) and ability to continue studying even when faced with difficult academic material (M = 3.49, SD = 1.11).

Resourcefulness and Help-Seeking

The following are the frequency distribution, mean scores, standard deviations, and interpretations related to the Resourcefulness and Help-Seeking (RHS) dimension among university students:

Table 8: *Distribution of Responses and Descriptive Statistics for the Resourcefulness and Help-Seeking Dimension of Academic Self-Efficacy (N = 298)*

Dimension	Item Statement	NAT f (%)	RT f (%)	NAT+RT f (%)	ST f (%)	OT f (%)	VT f (%)	OT+VT f (%)	Mean	SD	Result
Resourcefulness and Help-Seeking	I am confident I can find the information I need to complete my assignments.	11 (3.7)	32 (10.7)	43 (14.4)	69 (23.2)	124 (41.6)	62 (20.8)	186 (62.4)	3.61	0.99	High
Resourcefulness and Help-Seeking	I can participate in class discussions and share my ideas clearly.	20 (6.7)	39 (13.1)	59 (19.8)	86 (28.9)	101 (33.9)	52 (17.4)	153 (51.3)	3.30	1.04	Moderate
Resourcefulness and Help-Seeking	I am confident in asking my instructors for help when I do not understand something.	15 (5.0)	32 (10.7)	47 (15.7)	84 (28.2)	126 (42.3)	41 (13.8)	167 (56.1)	3.50	1.10	High
Resourcefulness and Help-Seeking	I can form study groups and work effectively with my peers.	14 (4.7)	55 (18.5)	69 (23.2)	84 (28.2)	93 (31.2)	52 (17.4)	145 (48.6)	3.42	1.12	High
Resourcefulness and Help-Seeking	If I struggle in a course, I know how to get the help I need to improve.	7 (2.3)	26 (8.7)	33 (11.0)	64 (21.5)	129 (43.3)	72 (24.2)	201 (67.5)	3.78	0.99	High

The findings from the dimension of resourcefulness and help-seeking reveal that most students of the university demonstrated very good levels of confidence in seeking information, utilizing the resources and receiving academic help. The highest average score among all statements was: "If I have trouble with a course, I know how to get the help I need to do better" (M=3.78, SD=0.99), with 67.5% of participants answering, "Often true/Very true," indicating that most of the participants know how to cope with their troubles while studying by seeking appropriate help. Similarly, 62.4% of the students confessed that they felt quite confident about their ability to access the needed information for accomplishing their tasks (M = 3.61, SD = 0.99), while 56.1% of the participants revealed that they felt quite confident in seeking help from their instructors whenever they needed any assistance (M = 3.50, SD = 1.10). Furthermore, 48.6% of the participants admitted that they had the capacity to form study groups and cooperate with other students (M = 3.42, SD = 1.12). On the other hand, the statement "I can participate in class discussion and clearly express my views" obtained the lowest mean score (M = 3.30, SD = 1.04), and it was identified as Moderate because 51.3% of the respondents agreed or strongly agreed that the statement was often or very often true. This implies that although more than half of the respondents can express their opinions during class discussions, there were others who did not feel confident enough to actively engage in classroom activities. In summary, it appears that the participants have very high resourcefulness and help-seeking skills, which make it possible for them to use academic resources.

Discussion

This current research aimed to assess the perceptions of university students regarding Seligman's PERMA model of well-being, academic self-efficacy, and academic achievement in the context of public universities of Punjab, Pakistan. The findings add empirical knowledge about the psychological functioning of higher education students in a developing educational environment of South Asia.

The empirical findings revealed that students were experiencing a moderate to high level of the five components of the PERMA model. Meaning and Accomplishment components had the highest scores among all. The high level of meaning indicates that students perceive their academic degrees as a meaningful tool to develop themselves and serve society. This is in accordance with Seligman's (2011) theory that the sense of eudaimonic purpose acts as an anchor of well-being. Likewise, the high scores for the accomplishment component reveal that students

feel satisfied because of completing difficult tasks, being proud of themselves and making steady progress. Empirical research shows that accomplishment and goal-orientation are key factors for preventing educational burnout and promoting academic resilience (Dorri Sedeh & Aghaei, 2024; Weiss et al., 2024).

In the dimension of Relationships, faculty encouragement and respect received very high scores (60.1%), with peer collaboration being almost as well perceived. It is obvious that there is an extremely important value in encouraging networks within institutions in the sphere of higher education. As was noted by Butler and Kern (2016), positive social relationships create social capital and emotional security, which are key to keeping students.

On the other hand, the dimensions of Positive Emotions and Engagement received rather low scores, especially when it comes to daily campus happiness and full immersion in class/laboratory work. There are specific educational problems indicated here: despite their interest in the future, the lecture-based teaching style does not allow for getting into a state of flow and pleasure from the learning process.

The findings showed that students reported high academic self-efficacy overall, with Managing Academic Tasks and Workload and Resourcefulness and Help-Seeking emerging as clear strengths. In line with Bandura's (1997) social cognitive theory, students who perceive themselves as capable of organizing their study routines and preparing systematically for examinations are more likely to achieve favorable academic results. The high confidence observed in help-seeking behaviors (e.g., reaching out to instructors or peers when facing difficulty) demonstrates adaptive academic coping strategies, which corroborate prior Pakistani findings that social resources and academic agency enhance achievement outcomes (Hussain et al., 2023; Majeed et al., 2022).

But on the contrary, the analysis of the Mastery of Academic Content showed an interesting divergence: despite the high belief in the idea that hard work produces positive results, the level of confidence in students' ability to understand highly abstract information in textbooks independently was average. Also, stating their opinion and active participation in discussions during class were scored below average. This shows the presence of communication apprehension as well as a teacher-oriented approach which is quite common in large public sector universities where students are at ease in help-seeking individually but are not confident speaking in front of others.

The findings concerning academic performance show that 86.6% of respondents had a CGPA between 3.01 and 4.00. Such high academic achievement levels correspond to previous meta-analytic and systematic literature, where the correlation between academic self-efficacy and subjective well-being and GPA and academic success was proven (Bücker et al., 2018; Honicke & Broadbent, 2016; Talsma et al., 2018). Having high self-efficacy in task organization and making meaning of studies, students seem to be capable of achieving academic standards even in the case of moderate involvement in everyday campus life.

Conclusion

Conclusions drawn from empirical results obtained through the university students' survey in Punjab, Pakistan, are as follows:

High to Moderate Flourishing in the PERMA Domains: University students show a positive psychological outlook and flourishing attributes in their educational environment. The domains of Accomplishment and Meaning exhibited the highest positive responses, indicating that students experience a high level of meaning, have a high regard for their degree programs, and have a high sense of pride and competence in achieving their educational goals. The domain of Relationships represents positive social well-being of students by showing how much value they attach to respect from faculty and help from peers. Although the domains of Engagement and Positive Emotion exhibited moderate to high levels of response, lower levels of joy experienced by students while on campus, as well as involvement in classroom and laboratory settings, suggest the need for a more stimulating campus environment and dynamic teaching techniques.

Robust Levels of Academic Self-Efficacy: Overall, university students possess high academic self-efficacy, showing confidence in their capabilities to navigate university-level

academic demands. Students reported the highest self-efficacy in Managing Academic Tasks and Workload and Resourcefulness and Help-Seeking, indicating that they are largely self-directed, capable of organizing their study routines, and confident in seeking institutional help or peer support when facing academic challenges.

Differences in Content Mastery and Active Classroom Interaction: Though the students displayed a positive belief in personal effort for academic success, there was only moderate self-assurance on content mastery of difficult textbook content (Mastery of Academic Content). In addition, despite the students' confidence in reaching out to their teachers privately or seeking external information, they had low confidence in active oral contribution and expressing opinions in classroom discussions, which might suggest classroom communication apprehension or passive learning.

Academic Success Characteristic: The students under study exhibited satisfactory to very good academic performance, with 86.6% of the respondents holding a CGPA above 3.00 (36.6% in the 3.51–4.00 category and 50.0% in the 3.01-3.50 category). It is not surprising considering the high level of achievement, task management, and goal-directedness found on the PERMA and self-efficacy scales.

Recommendations

Considering the empirical evidence obtained from the research on the state of PERMA well-being, academic self-efficacy and academic success among university students, the following recommendations are proposed:

- Given that students reported comparatively lower absorption and engagement during classroom and laboratory sessions, academic departments should transition away from purely teacher-centered lectures. Faculty should use techniques such as active learning, problem-based learning, laboratory activities conducted through inquiry, and group discussion to increase intrinsic motivation and cognitive immersion.
- While the belief in effort reaping rewards is strongly held by students, their self-confidence regarding the ability to understand difficult textbook information independently was average. It is essential for academic departments to have instructional programs to guide students through difficult academic concepts.
- As public speaking and idea generation in class were rated lower on resourcefulness and seeking help, teachers need to develop a supportive environment for students to participate in class through structured breakout sessions, think-pair-share, and electronic polling methods.
- There needs to be an establishment of workshops using Seligman's PERMA model at the university's counseling centers and the student affairs department. There is a need for proactive events within the university environment to foster feelings of happiness and contentment.
- Since the supportive interaction between the faculty and students was highly valued, universities need to provide proper advisory systems and an open-door policy in the faculty offices.

Suggestions for Future Researchers

To tackle the limitations of the current study and provide further insight into student functioning, there are several directions that future researchers can take:

- The current study is limited to students belonging to public sector universities located in Punjab province of Pakistan. Future researchers can conduct studies involving private universities as well as those located in Sindh, Khyber Pakhtunkhwa, Balochistan and federal areas of Pakistan.
- The sample used in this study was characterized by an overrepresentation of females (86.2%) and undergraduates (86.9%). Subsequent studies should include stratified samples with better gender balance and greater representation of MS/M. Phil. and Ph.D. level scholars to see if there exist any gender and level differences.
- As this is a cross-sectional descriptive study, causal relationships cannot be derived. Longitudinal cross-lagged panel designs and PERMA-based intervention studies are needed to see if there are any changes in well-being

and self-efficacy over semesters and whether there are measurable effects on academic achievement.

- Making use of only the self-report measure leads to self-reporting and social desirability biases. Adding qualitative tools to quantitative scales will help to better understand the reasons for which students have difficulties with participating in classes and comprehending abstract concepts.
- Some additional constructs from psychology and context, such as academic stress, test anxiety, emotional intelligence, socioeconomic status, and digital literacy, should be included in future structural equation models of success among university students.

Conflict of Interest

The authors showed no conflict of interest.

Funding

The authors did not mention any funding for this research.

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