

The Relationship Between Well-Being and Korean Language Learning Achievement: A Case Study of Chinese University Students

Hou Suting^{*a}, Arsaythamby Veloo^b

^a City University, Kuala Lumpur, Malaysia, housuting2024@qq.com

^b Chengdu University, Sichuan, China

^c Universiti Utara Malaysia, Malaysia, arsaythamby.veloo@city.edu.my

* Corresponding author

ABSTRACT

Objective: This study aims to explore the relationship between well-being and Korean language learning achievement among Chinese university students. In recent years, research on positive psychology, especially the impact of well-being on student learning outcomes, has gained increasing attention. While previous studies have examined the effects of emotions, motivation, and other factors on academic achievement, the role of well-being in the learning process has not been thoroughly explored. Specifically, there is a lack of empirical research on the impact of well-being on Korean language learning achievement among Chinese university students. Therefore, this study seeks to fill this research gap by systematically analyzing how well-being affects students' Korean learning achievement and exploring the specific impact of different well-being dimensions (such as positive emotions, engagement, relationships, meaning, and accomplishment) on academic achievement.

Methodology: This study adopts a quantitative research design, with data collected from students enrolled in Korean language courses at Chinese universities. The study participants are university students learning Korean, and their well-being and academic achievement are measured to analyze the relationship between the two. Well-being is measured using the PERMA-Profiler scale, which assesses five dimensions of well-being: positive emotions, engagement, relationships, meaning, and accomplishment. Academic achievement is evaluated based on students' final exam scores, mid-term exam scores, regular grades, and speaking proficiency. Additionally, correlation analysis and regression analysis are used to test the relationship between well-being and academic achievement and determine its significance.

Findings: The results of the study show a significant positive correlation between well-being and Korean language learning achievement. Specifically, several dimensions of well-being have a significant impact on academic achievement, with positive emotions and relationships having the most pronounced predictive effect. Students with higher positive emotions and better interpersonal relationships generally show more active engagement in their Korean studies and achieve better academic outcomes. Other dimensions of well-being, such as engagement and accomplishment, also have a positive impact on academic achievement, although the effect is somewhat weaker compared to positive emotions and relationships. Additionally, there is a strong interrelationship between the dimensions of well-being, with students performing well in one dimension typically showing higher

levels of well-being in other areas. This suggests that enhancing students' overall well-being may positively influence their academic achievement.

Significance: This study provides new insights into the research on well-being, particularly in the field of foreign language learning. First, it validates the positive relationship between well-being and academic achievement, further proving the influence of positive psychology on academic achievement. Especially in the context of Korean language learning, well-being not only affects students' learning motivation and strategies but also directly influences their academic success. Therefore, educators should place greater emphasis on students' psychological health and well-being, implementing targeted interventions to enhance their well-being and, in turn, improve their learning outcomes.

Secondly, the findings highlight the varying impact of different well-being dimensions on academic achievement, offering practical recommendations for future educational practice. For example, educators can organize activities that enhance students' positive emotions or use group collaboration and social activities to improve students' sense of relationships, which in turn can enhance learning achievement. This study also provides valuable references for future cross-cultural comparative research on the relationship between well-being and academic achievement.

Finally, with the rise of globalization, foreign language learning is becoming increasingly important. For students learning Korean, good academic achievement is not only related to academic development but also closely linked to future career prospects. Therefore, enhancing students' well-being, particularly through increasing positive emotions and fostering good interpersonal relationships, may be an effective way to improve foreign language learning achievement.

Keywords: well-being, academic achievement, Korean language learning, positive emotions, interpersonal relationships, foreign language education

I. INTRODUCTION

A. Background

In recent years, positive psychology has emerged as a growing field within psychology and has become one of the key areas of academic research. Well-being, as one of the core concepts in positive psychology, has attracted widespread attention. Well-being is not only an individual's overall evaluation of their life but also a fundamental goal in human pursuit. Research has shown that well-being is significantly related to an individual's physical and mental health, social adaptation, and achievements in areas such as academics and career (Diener, 2000). In the field of education, particularly in studies related to academic achievement and student motivation, well-being has become a widely discussed influencing factor. As global educational philosophies evolve, an increasing number of studies are focusing on the link between students' psychological health and academic achievement, specifically exploring how well-being affects students' learning outcomes and academic achievements.

In traditional educational theories, academic achievement is typically seen as the result of learning strategies, attitudes, and effort. However, in recent years, scholars have gradually recognized that students' psychological states, emotional experiences, and well-being also have a profound impact on academic achievement. Research has demonstrated that well-being can enhance students' learning motivation, improve learning efficiency, and thereby improve academic achievement (Schueller & Seligman, 2010). Students with higher levels of well-being generally exhibit greater self-confidence, are more likely to approach learning challenges with a positive attitude, and are more likely to adopt effective learning strategies, which leads to better academic outcomes.

Although substantial research has been conducted on the relationship between well-being and academic achievement, most studies have focused on mainstream foreign languages such as English. Compared to English, Korean, as a relatively niche foreign language, is gaining increasing popularity among Chinese university students, particularly with the strengthening of Sino-Korean cultural exchanges. Korean has become one of the foreign languages chosen by many students. However, there is relatively little research on the role of well-being in learning Korean, particularly on how well-being affects academic achievement in Korean language learning, a topic that has yet to be sufficiently explored. As a relatively complex language, Korean's unique grammar, vocabulary, and pronunciation often impose considerable learning pressure on students. Therefore, students' well-being, emotional management, and social support systems may significantly affect their learning outcomes.

B. Research Context

Korean language learners in China are primarily concentrated in universities located in major cities, where there is a strong language learning atmosphere and abundant educational resources. However, due to the difficulty of learning a foreign language, many students may experience emotional fluctuations and psychological stress during the learning process. Existing research has shown that emotional factors in foreign language learning are often overlooked, with many educators and researchers focusing more on language skills development, while the impact of students' mental health on language learning is often neglected. Specifically, the factor of well-being, as an important manifestation of students' emotional and psychological state, has not been sufficiently explored in terms of its effect on academic achievement, particularly in the context of learning Korean as a foreign language.

Previous studies have shown that students with higher levels of well-being tend to have stronger self-efficacy and higher intrinsic motivation, which helps them maintain sustained engagement in their learning process and effectively cope with challenges and difficulties (Ryan & Deci, 2000). In foreign language learning, students not only need to master language knowledge and skills but also need to possess strong psychological adaptability, especially when facing learning pressures and setbacks. Students with higher levels of well-being are typically able to alleviate negative emotions during the learning process through positive emotional experiences and strong social support, thereby improving their learning outcomes. Therefore, the relationship between well-being and academic achievement warrants further investigation, especially in the context of foreign language learning.

C. Research Objectives

The main objective of this study is to explore the impact of well-being on the Korean language learning achievement of Chinese university students and analyze how different dimensions of well-being (such as positive emotions, engagement, relationships, meaning, and accomplishment) are associated with academic achievement. This study aims to fill the gap in existing literature, particularly in the specific context of Korean language learning, by systematically analyzing how well-being influences students' academic achievement and providing theoretical support for educational practice.

Specifically, this study will use a quantitative research approach to explore the relationship between the various dimensions of well-being and academic achievement, and to examine whether well-being can predict students' Korean language learning achievement, particularly in areas such as final exam scores, speaking proficiency, and

daily achievement. Additionally, the study will explore the potential impact of well-being on students' academic motivation, learning strategies, and other related factors, further revealing the mechanisms through which well-being influences the learning process.

D. Research Questions

This study will address the following research questions:

1. Are the dimensions of well-being (such as positive emotions, engagement, relationships, etc.) correlated with the Korean language learning achievement of Chinese university students?
2. Which dimensions of well-being have a significant predictive effect on academic achievement?
3. Are there differences in the impact of well-being across different academic achievement groups? For example, are there significant differences in the dimensions of well-being between high-achieving and low-achieving students?

E. Significance of the Study

This study will not only contribute to the theoretical research on the relationship between well-being and academic achievement but also provide practical guidance for foreign language education. First, the findings will help uncover the important role of well-being in foreign language learning, particularly in the context of Korean language learning. This discovery can offer educators and policymakers new insights, encouraging them to pay more attention to students' mental health and well-being in the teaching process, with the aim of enhancing students' well-being and promoting their academic success.

Second, the study reveals the different impacts of various dimensions of well-being on academic achievement, providing practical guidance for educators. For example, educators can enhance students' positive emotions by improving classroom atmosphere, organizing more interactive learning activities, and using group collaboration and social activities to enhance students' sense of relationships, ultimately improving their academic achievement. Additionally, the study shows that increasing students' well-being can not only enhance their learning motivation but also improve their choice and application of learning strategies, which has significant implications for educational practice.

Finally, as globalization and cultural exchange continue to deepen, Korean language learning is becoming increasingly important in Chinese universities. The results of this study will have practical significance for improving Korean language education and provide feasible strategies for educators to help students better cope with challenges in language learning and enhance their academic achievements.

II. LITERATURE REVIEW

A. The Concept and Theoretical Framework of Well-Being

Well-being, as an important evaluative standard for an individual's quality of life, has become a central topic of attention in the fields of psychology and education. Traditional research on well-being often focused on emotional accumulation and overall life satisfaction. However, with the rise of positive psychology, scholars have gradually realized that well-being is not merely an emotional reaction to life but a complex psychological experience made up of multiple dimensions (Seligman, 2011). Based on this understanding, Seligman (2011) proposed the PERMA model, which divides well-being into five dimensions: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. This model provides a more systematic framework for understanding the various aspects of well-being and its role in different domains.

Positive Emotion: Refers to the pleasant, happy, and satisfied emotional responses an individual experiences. Research has shown that positive emotions not only enhance individual well-being but also boost learning motivation and promote academic achievement (Fredrickson, 2001).

Engagement: Refers to an individual's focus and immersion in activities, often associated with the concept of "flow" (Csikszentmihalyi, 1990). High engagement in learning activities can improve learning outcomes and subsequently enhance academic achievement.

Relationships: Refers to the intimacy and support in an individual's social interactions. Good interpersonal relationships provide emotional support and help individuals maintain positive emotions and attitudes in the face of academic stress (Cohen & Wills, 1985).

Meaning: Refers to the sense of purpose and value individuals find in life and learning. Individuals with a strong sense of meaning typically exhibit higher intrinsic motivation and can overcome difficulties in learning, thereby improving academic achievement (Vallerand et al., 2003).

Accomplishment: Refers to the sense of success and fulfillment an individual experiences after achieving goals. Accomplishment further stimulates learning motivation and contributes to academic success (Schunk & Zimmerman, 2006).

B. The Relationship Between Well-Being and Academic Achievement

Academic achievement has always been a core issue in educational research. In recent years, an increasing number of studies have indicated a significant positive relationship between students' well-being and academic achievement. Students with higher well-being typically exhibit stronger learning motivation, learning efficiency, and academic achievement. Huppert (2009) pointed out that students with higher well-being have better emotional regulation abilities and problem-solving skills, which help them perform better in their studies.

In the domain of foreign language learning, the role of well-being is particularly significant. Gardner (1985) suggested that motivation plays a key role in foreign language learning, and motivation itself is influenced by emotions and emotional experiences. Students with higher well-being typically possess more positive learning

motivation, which helps them maintain higher interest and stronger motivation in their studies, leading to better learning outcomes (Seligman, 2011). In foreign language learning, positive emotions are particularly important because foreign language learning is often accompanied by anxiety and stress. Positive emotions not only alleviate negative emotions in learning but also enhance students' long-term motivation and enthusiasm.

Additionally, the engagement dimension of well-being also has a significant impact on academic achievement. Csikszentmihalyi's (1990) theory of "flow" suggests that when students achieve a flow state in learning, they can fully immerse themselves in the activity and achieve better learning outcomes. Studies have shown that students with higher well-being generally maintain higher focus and learning efficiency during the learning process, which in turn enhances their academic achievement (Schueller & Seligman, 2010).

Relationships is another important dimension of well-being. Academic research has shown that students' social support systems significantly influence their academic achievement. Good interpersonal relationships help alleviate academic stress, provide emotional support, and assist students in maintaining a positive emotional and mental state when facing academic challenges (Cohen & Wills, 1985). In foreign language learning, interaction and collaboration with peers are crucial for improving language proficiency. Good social relationships not only improve students' attitudes toward learning but also enhance their sense of involvement and engagement, thus improving academic achievement.

C. The Role of Well-Being in Foreign Language Learning

In foreign language learning, students' well-being not only influences their learning motivation and emotional management but also directly affects their academic achievement. Foreign language learning is a long-term and challenging task, and students often encounter language barriers, cultural differences, and learning pressures. Students with higher levels of well-being can better regulate their emotions, manage stress, and maintain a positive learning attitude, enabling them to cope with these challenges and achieve better academic results (Fredrickson, 2001).

For students learning languages like Korean, well-being is especially important. Korean, as a relatively challenging foreign language, requires students to invest a significant amount of time and energy. Well-being can help students better cope with the challenges of language learning by providing emotional support and positive emotional experiences. For example, positive emotions can increase students' motivation to learn, engagement enhances their focus, and relationships help students build a stronger social support system during the learning process, which in turn improves their learning efficiency and academic achievement (Ryan & Deci, 2000).

D. The Influence of Cultural Differences on the Relationship Between Well-Being and Academic Achievement

Cultural background plays a crucial role in how well-being is expressed and experienced. Different cultures may have varying definitions and standards for evaluating well-being. For instance, Western cultures typically emphasize individual well-being, while Eastern cultures place more emphasis on group relationships and social

recognition. Diener et al. (2003) suggested that cultural factors significantly influence how well-being is measured and expressed, especially the differences between collectivist and individualistic cultures.

In East Asian cultures such as China, collectivism emphasizes social harmony and family responsibilities, making students' well-being closely linked to their family and social support systems. In contrast, Western cultures focus on individual autonomy and self-fulfillment, which may make individuals' definitions and expressions of well-being more free and subjective. For Chinese university students, family support, teacher-student relationships, peer interactions, and social recognition may be key factors in their well-being.

Cultural differences also play a moderating role in academic achievement. Chinese students' academic achievement is influenced not only by their individual efforts but also by the combined influence of family, society, and culture (Cheng & Qi, 2013). In the Chinese context, the impact of well-being on academic achievement may differ from that in Western cultures. Therefore, considering cultural background, this study specifically focuses on the relationship between well-being and Korean language learning achievement among Chinese university students, while also examining the potential role of cultural factors.

E. Educational Implications of Well-Being on Academic Achievement

In educational practice, improving students' well-being can not only enhance their emotional and mental health but also improve their academic achievement. Educators can enhance students' well-being through various means, thereby indirectly improving their academic outcomes. For instance, teachers can create a positive classroom environment, provide emotional support, and encourage students to engage in social activities to boost their well-being (Huppert, 2009).

Moreover, schools should provide comprehensive mental health support for students to help them manage stress and emotions during learning. Students with higher well-being are generally in a better psychological state and are more likely to find solutions to learning challenges, which leads to better academic achievement (Ryff & Keyes, 1995). Therefore, schools and educators should prioritize improving students' well-being as an essential part of their teaching work, especially in foreign language learning. Helping students increase their well-being can significantly improve their learning efficiency and academic success.

F. Summary of Current Research

In conclusion, existing research indicates that well-being has a significant impact on academic achievement, particularly in the field of foreign language learning. The mechanisms by which different dimensions of well-being (such as positive emotion, engagement, relationships, etc.) influence academic achievement are complex, but they generally show a positive relationship. Well-being not only directly affects students' learning motivation, emotional regulation, and learning strategy selection but also promotes academic success by enhancing learning engagement and reducing learning stress.

However, research on Korean language learning is still relatively scarce, particularly in the context of Chinese university students. The relationship between well-being and Korean language learning achievement has yet to be fully explored. This study aims to fill this gap by empirically analyzing the relationship between well-being

and academic achievement, specifically focusing on how well-being's various dimensions affect students' Korean language learning outcomes, providing valuable theoretical support for educational practice.

III. METHODOLOGY

A. Research Design

This study employs a quantitative research design to empirically explore the relationship between well-being and academic achievement, specifically how various dimensions of well-being (such as positive emotion, engagement, relationships, meaning, and accomplishment) relate to students' academic achievement. The design follows a cross-sectional approach, meaning that data will be collected at a single point in time. The advantage of this design is that it allows for the collection of large-scale sample data in a relatively short period, providing robust statistical support for the research.

The primary objectives of this study are:

- To explore the relationship between well-being and academic achievement, specifically how different dimensions of well-being influence academic achievement.
- To test the predictive role of the various dimensions of well-being on academic achievement and identify which dimensions significantly predict academic success.
- To analyze differences in well-being across academic achievement groups (e.g., students with higher academic achievement versus those with lower achievement).

To achieve these objectives, this study will collect well-being data through questionnaires and academic achievement data through the university's academic management system. Data analysis will involve regression analysis to examine the relationship between the five dimensions of well-being and academic achievement and to test if these dimensions effectively predict students' Korean language learning achievement.

The theoretical framework for this study is based on Seligman's (2011) PERMA model, which suggests that well-being consists of five core dimensions: positive emotion, engagement, relationships, meaning, and accomplishment. These dimensions comprehensively reflect an individual's state of well-being, so they will be treated as independent variables, while academic achievement will be the dependent variable. The study will employ regression analysis to explore the impact of well-being on academic achievement.

B. Sample Selection

The sample for this study was drawn from students enrolled in the Sino-foreign cooperative education program at a university in Chengdu, China. The target population consists of students who are learning Korean as part of this program. The program includes two majors: Electrical Automation Engineering and Engineering and Construction. In this cooperative education program, Korean is a mandatory course for the first through third years, and it is no longer offered in the fourth year. Therefore, participants in this study are limited to students in their first to third years.

Convenience sampling was used to select 390 participants from this group, resulting in 362 valid responses, yielding a response rate of 92.82%. Among the sample, 245 were male (67.68%), and 117 were female (32.32%). By major, 180 students (49.72%) were in Electrical Automation Engineering, and 182 students (50.28%) were in Engineering and Construction. By year, 161 students (44.48%) were in their first year, 110 students (30.39%) were in their second year, and 91 students (25.14%) were in their third year.

The sample selection criteria were as follows:

- **Gender and Year Balance:** Ensuring a balanced representation of male and female students and students from different academic years, which enhances the representativeness of the study and reduces potential gender and year-based biases in the findings.

- **Major Balance:** The sample includes students from two distinct majors, providing a diverse academic background and allowing for analysis of how major-related factors might influence the relationship between well-being and academic achievement.

- **Efficient and Representative Sample:** The students from this cooperative education program are required to take Korean as a mandatory course, making this sample representative of students who are learning Korean in this specific educational context. This provides valuable insights that can be generalized to similar educational settings.

C. Data Collection

The data collection for this study involves two main components: well-being data and academic achievement data. The well-being data were collected through a questionnaire survey, and the academic achievement data were gathered from the university's academic management system.

Well-Being Data Collection: The measurement of well-being used the PERMA-Profiler scale, developed by Seligman et al. (2011). This scale is widely used in psychological and educational research and has demonstrated good reliability and validity. It assesses five dimensions of well-being: positive emotion, engagement, relationships, meaning, and accomplishment. Each dimension is measured by a set of items, with respondents rating their experiences on a seven-point Likert scale (1 = Strongly Disagree to 7 = Strongly Agree). Higher scores indicate stronger well-being.

The questionnaire was distributed online to participants, who completed the survey anonymously. Researchers provided guidance during the survey process to ensure that participants fully understood the questions and their intended meanings.

Academic Achievement Data Collection: Academic achievement data were obtained from the university's academic management system. This system provides official records for students' achievement in final exams, midterm exams, and oral exams. These records serve as indicators of academic achievement and are used as the dependent variable in the analysis to explore the relationship between well-being and academic achievement.

1) Data Collection Process

- Students completed the well-being questionnaire via the online platform, and the responses were collected and summarized by the research team.

- Academic achievement data were retrieved from the university's academic management system, ensuring accuracy and reliability.

- Data Cleaning: After data collection, the research team cleaned the data by removing incomplete or logically erroneous responses to ensure the validity of the data.

Data Processing and Analysis: The collected data will be entered into SPSS software for statistical analysis. The first step will involve descriptive statistics to understand the basic characteristics of the sample. Next, correlation analysis and regression analysis will be conducted to examine the relationship between well-being dimensions and academic achievement.

D. Measurement Tools

The primary measurement tools used in this study are:

PERMA-Profiler Scale: This scale is used to assess students' well-being and includes five dimensions: positive emotion, engagement, relationships, meaning, and accomplishment. Each dimension is rated on a seven-point Likert scale. The scale has been validated for use in a variety of cultural contexts, particularly with university student populations, making it an appropriate tool for this study.

Academic Achievement Measurement: Academic achievement is measured through students' achievement in final exams, midterm exams, and oral exams. These data are retrieved from the university's official records and serve as the academic achievement indicators for this study.

E. Data Analysis Methods

Data analysis will be conducted using SPSS statistical software and will involve the following steps:

Descriptive Statistics: Descriptive statistics will be used to analyze the demographic variables (e.g., gender, year, academic achievement) and provide an overview of the sample.

Correlation Analysis: Pearson correlation coefficients will be calculated to examine the relationships between the five dimensions of well-being and academic achievement. This analysis will provide a preliminary understanding of the associations between well-being dimensions and academic achievement and will serve as the basis for regression analysis.

Regression Analysis: A stepwise regression analysis will be used to determine the independent predictive influence of each well-being dimension on academic achievement. The five dimensions of well-being will be treated as independent variables, and academic achievement will be the dependent variable. This analysis will identify the most predictive dimensions of well-being.

Hypothesis Testing: The following hypotheses are proposed:

H1: There is a significant positive correlation between well-being dimensions and academic achievement.

H2: Positive emotion and relationships significantly predict academic achievement.

H3: The impact of well-being dimensions on academic achievement varies significantly across academic achievement groups (e.g., high vs. low performers).

Regression analysis will be used to test these hypotheses.

F. Ethical Considerations

This study will adhere to ethical guidelines to ensure participants' privacy and data security. Prior to participation, all students will be required to sign an informed consent form, which will explain the purpose of the study, the use of the data, and their voluntary participation. All data will be anonymized to protect participants' personal information. Additionally, participants will have the right to withdraw from the study at any time without any negative consequences.

IV. FINDINGS AND DISCUSSION

A. Descriptive Statistics Analysis

In this section, descriptive statistics are used to summarize the basic characteristics of the sample. This analysis provides an initial understanding of the distribution of well-being dimensions and academic achievement among students, offering valuable insight into the general characteristics of the data. Descriptive statistics, such as the mean and standard deviation, were calculated to give a comprehensive view of the dataset, laying the groundwork for further correlation and regression analyses.

i. Descriptive Statistics for Well-Being Dimensions

Among the five well-being dimensions examined in this study, "Positive Emotion" had the highest mean score of 5.21, indicating that most students experience relatively high levels of positive emotions in their daily lives. Positive emotion is a core component of well-being and is strongly linked to emotional stability, optimism, and the ability to cope with stress. A higher mean in this dimension suggests that the majority of students have positive emotional experiences, which likely help them adapt to academic pressure and maintain higher motivation levels. Students who experience positive emotions tend to approach challenges with resilience and are better equipped to handle the stresses that come with academic life.

The "Relationships" dimension, with a mean score of 5.15, was slightly lower than "Positive Emotion" but still reflected a strong sense of social support and positive interpersonal relationships among students. Healthy social interactions in the school environment have been shown to have a positive impact on students' psychological well-being. A high score on this dimension indicates that most students feel satisfied with their relationships, including their interactions with peers and instructors, and have a well-established support system. This social

support helps alleviate academic stress and promotes both their emotional well-being and psychological health, which are critical for academic success.

The "Engagement" dimension, with a mean score of 5.09, was close to "Relationships," reflecting that students generally feel engaged and involved in their studies. Engagement refers to a student's level of focus, immersion, and participation in academic activities, and it has a significant correlation with academic achievement. A high level of engagement means that students are actively involved in learning activities, are focused on their academic tasks, and can effectively tackle the challenges posed by their studies. Students who are deeply engaged are more likely to perform well academically, as they are fully immersed in the learning process and approach it with dedication and interest.

In contrast, the "Accomplishment" dimension had the lowest mean score of 4.82, indicating that students may face challenges in achieving a sense of academic accomplishment and self-realization. Accomplishment reflects the satisfaction and pride that individuals feel when they achieve their academic and personal goals. A lower mean in this dimension suggests that while many students work hard, they may feel that their academic achievement has not fully met their expectations, or they may lack sufficient recognition of their academic achievements. This could reflect a gap between students' efforts and their perceived or actual outcomes, highlighting the need for strategies that enhance students' sense of accomplishment in their academic pursuits.

ii. Descriptive Statistics for Academic Achievement

In terms of academic achievement, the mean score for final exam grades was 80.62, with a standard deviation of 7.21. This result indicates that most students performed well on their final exams, suggesting that the majority of students demonstrated solid academic achievement in their courses. Final exam grades generally reflect students' cumulative learning over the semester, encompassing the knowledge and skills they have developed throughout the academic term. The relatively high mean and smaller standard deviation indicate that the students' final exam results are concentrated in the higher range, with most students achieving strong academic outcomes.

The mean score for midterm grades was slightly lower at 78.45, with a standard deviation of 6.98. This indicates that, while the overall midterm achievement was high, there was slightly more variability in the results compared to final exams. Midterm exams are often used as an interim assessment of students' learning progress and can be influenced by various factors, such as study strategies, time management, familiarity with the exam content, and external factors like stress or personal challenges. The variability in midterm scores highlights that students may experience fluctuations in their academic achievement throughout the semester, potentially due to these factors.

The mean score for oral exam grades was 75.34, with a standard deviation of 8.57, indicating a wider distribution of results. This suggests that students' oral achievement varied more widely compared to other forms of assessment. Oral exams, particularly in language learning, are a key component of academic assessment, as they test students' ability to communicate effectively in the target language. The greater variability in oral exam scores may be attributed to differences in speaking ability, preparedness, language proficiency, and the ability to manage the pressures of speaking in front of an examiner. These results emphasize that oral exams can be a more

challenging aspect of language learning for students, requiring not only language knowledge but also strong communication skills and confidence.

B. Correlation Analysis

To further explore the relationships between the dimensions of well-being and academic achievement, Pearson's correlation analysis was conducted. The results revealed a significant positive correlation between all well-being dimensions and academic achievement, with "Positive Emotion" and "Relationships" showing the strongest correlations with academic achievement.

Specifically, "Positive Emotion" exhibited a strong correlation with final exam grades, with a correlation coefficient of 0.68. This finding suggests that students with better emotional states tend to perform better academically. Positive emotions are well-documented as contributing to higher motivation, better concentration, and a greater capacity to face academic challenges. This correlation further supports the idea that emotional well-being is a key factor in academic success, as it influences both the students' motivation and their ability to engage with their academic work.

"Relationships" demonstrated a correlation of 0.62 with final exam grades, indicating that a strong support network significantly boosts academic achievement. The "Relationships" dimension not only reflects the social support students receive but also includes their interactions with peers and instructors. A solid social support system helps students manage academic stress, improves their engagement with learning, and enhances their overall academic experience. This correlation further underscores the importance of social connections in supporting students' academic success, as emotional and peer support play a critical role in fostering a positive learning environment.

"Engagement" also showed a positive correlation with academic achievement, with a correlation coefficient of 0.54. This highlights that students with higher levels of engagement tend to achieve better academic outcomes. Engagement is an important factor in academic success, as students who are fully immersed in their learning and actively participate in academic activities tend to have stronger academic achievements. Students who are engaged are more likely to retain information, apply learning strategies effectively, and remain motivated throughout their academic journey.

While "Meaning" and "Accomplishment" exhibited lower correlations with academic achievement (0.50 and 0.45, respectively), both still showed a positive relationship. Students who find meaning in their academic work and experience a sense of accomplishment are more likely to perform well. These dimensions reflect the internal motivation and self-fulfillment that students derive from their learning, which can influence their overall academic achievement. Though their correlations were weaker, the results suggest that students who see purpose in their education and who feel a sense of achievement are likely to perform better academically, particularly in the long term.

C. Regression Analysis

To further investigate the predictive power of the well-being dimensions on academic achievement, stepwise regression analysis was conducted. The results indicated that "Positive Emotion" and "Relationships" were the strongest predictors of academic achievement, especially for final exam grades.

In the regression analysis for final exam scores, the β value for "Positive Emotion" was 0.39, which indicates that emotional well-being is a significant predictor of academic achievement. Students who experience more positive emotions tend to be better equipped to face academic challenges, maintain motivation, and ultimately perform better academically. The β value for "Relationships" was 0.33, suggesting that social support plays a critical role in academic success. Students who have stronger social relationships benefit from emotional support that helps them alleviate academic stress, stay motivated, and feel confident in their abilities.

The β value for "Engagement" was 0.21, indicating that higher levels of engagement in academic activities are associated with better academic outcomes. Students who are more engaged in their studies tend to achieve better results, as engagement fosters deeper learning, greater retention, and more effective problem-solving. On the other hand, "Meaning" and "Accomplishment" showed smaller β values of 0.15 and 0.12, respectively, but still had a positive influence on academic achievement. This suggests that these dimensions contribute to academic achievement, particularly for students who are already performing well academically.

These regression results suggest that emotional well-being and social relationships are key factors influencing academic success. This indicates that enhancing students' emotional management skills and providing strong social support can significantly boost their academic achievement.

D. Group Differences Analysis

To explore differences in well-being across various levels of academic achievement, students were grouped into high-achievement and low-achievement categories based on their final exam scores. The high-achievement group consisted of students in the top 30% of final exam scores, while the low-achievement group included students in the bottom 30%. The analysis revealed that students in the high-achievement group had significantly higher scores in all well-being dimensions compared to those in the low-achievement group.

Notably, the "Positive Emotion" dimension showed a marked difference between the two groups, with the high-achievement group reporting higher scores. This indicates that students with higher academic achievement tend to have more positive emotional states. Similarly, the high-achievement group also scored higher on "Engagement" and "Relationships", suggesting that students with better academic results are not only more emotionally positive but also more engaged in their studies and benefit from stronger social support.

These findings highlight that students with higher academic achievement generally demonstrate better well-being across all dimensions, particularly in emotional states, learning engagement, and social relationships.

Through descriptive statistics, correlation analysis, regression analysis, and group differences analysis, this study draws the following key conclusions:

- There is a significant positive correlation between well-being dimensions and academic achievement, with "Positive Emotion" and "Relationships" showing the strongest correlations.
- "Positive Emotion" and "Relationships" are the most significant predictors of academic achievement, particularly for final exam scores.
- Students with higher academic achievement generally exhibit better well-being across all dimensions, especially in emotional states, learning engagement, and social relationships.

These findings provide strong support for educational practices, emphasizing that improving students' well-being—particularly in terms of emotional and social support—could significantly enhance their academic achievement. Educators should focus on fostering positive emotions and providing a supportive social environment to help students succeed academically.

V. DISCUSSION AND CONCLUSION

A. Quantitative Findings

The main objective of this study was to investigate the relationship between the dimensions of well-being and academic achievement, specifically examining how various facets of well-being, such as positive emotion, engagement, relationships, meaning, and accomplishment, influence students' academic achievement in Korean language learning. Through comprehensive data analysis, several significant findings were obtained that provide valuable insights for educators and offer new perspectives on the role of well-being in academic achievement.

Firstly, the study found a significant positive correlation between well-being dimensions and academic achievement. Among these dimensions, "Positive Emotion" and "Relationships" exhibited the strongest correlation with academic achievement. This suggests that students with higher levels of well-being, particularly those experiencing positive emotions and possessing strong social support systems, tend to perform better academically. This finding indicates that well-being is not just a psychological state but an active contributor to academic success.

Furthermore, the relationship between well-being dimensions and academic achievement was found to be complex and multi-faceted. The correlation between well-being and academic success is not a simple linear relationship but one that involves several interacting factors. For instance, "Positive Emotion" and "Relationships" emerged as powerful predictors of academic achievement. This underscores that emotional well-being and social relationships play a significant role in determining how well students perform academically. The findings suggest that while other dimensions of well-being, such as engagement, meaning, and accomplishment, also contribute to academic success, emotional regulation and social support are particularly crucial for fostering academic achievement.

Secondly, the regression analysis revealed that "Positive Emotion" and "Relationships" were significant predictors of academic achievement. The β coefficients for these two dimensions were 0.39 and 0.33, respectively, in predicting final exam scores. This further confirms that students who experience positive emotions and have

strong social relationships are more likely to succeed academically. The findings support existing theories from positive psychology and social psychology, which emphasize the importance of emotional management and the role of social support systems in enhancing academic achievement (Schueller & Seligman, 2010). The significant role of these well-being dimensions highlights that emotional management and social networks should be a primary focus for interventions aimed at improving academic achievement.

Finally, students with higher academic achievement demonstrated better well-being across all dimensions, particularly in their emotional states, learning engagement, and social support. This result is consistent with previous studies, which suggest that high-achieving students not only exhibit stronger self-efficacy and academic motivation but also tend to have better emotional regulation and stronger social networks. This finding highlights the reciprocal relationship between well-being and academic success—improved well-being leads to enhanced academic achievement, and better academic achievement, in turn, strengthens well-being.

These results suggest that students' well-being is not just a passive indicator of mental health but an active and essential component of their academic success. The study highlights the importance of enhancing students' emotional regulation and social support, as these factors have a significant and direct impact on their academic achievement.

i. Comparison with Existing Literature

The findings of this study are in line with a wealth of existing research, further supporting the established connection between well-being and academic achievement. Previous studies have consistently found a significant positive relationship between students' well-being and their academic achievement. For instance, Schueller & Seligman (2010) found that positive emotions, learning engagement, and social support were key factors in enhancing students' academic success. This supports the findings of the present study, which shows that emotional states and social support directly affect academic achievement and indirectly improve motivation, reduce anxiety, and enhance confidence—ultimately leading to better academic outcomes.

However, what sets this research apart is its deeper exploration of multiple dimensions of well-being, with a specific focus on "Positive Emotion" and "Relationships" as the strongest predictors of academic success. While existing literature has generally discussed the importance of emotions and social support, fewer studies have analyzed the interaction between these dimensions and their specific impact on academic success. The regression analysis in this study found that Positive Emotion and Relationships had the most pronounced effect on academic achievement, suggesting that these two dimensions may be crucial in improving academic outcomes.

This study also aligns with Seligman's (2011) PERMA model, which asserts that well-being consists of five core dimensions: positive emotion, engagement, relationships, meaning, and accomplishment. According to this model, these dimensions are closely related to life satisfaction, work achievement, and academic achievement. The results of this study show that the impact of well-being on academic success is multifaceted, realized through the interactions of emotional well-being, social support, and learning engagement. This further strengthens the argument for the holistic development of students and provides a new avenue for future research into how these dimensions interact to enhance academic achievement.

ii. Educational Implications

The findings from this study not only enrich the theoretical understanding of the relationship between well-being and academic achievement but also offer practical recommendations for educational practice. The results underscore the critical role of well-being in students' academic achievement, with a particular emphasis on the importance of emotional regulation and social support. Based on these findings, several practical recommendations are offered for educators and institutions:

Enhance Emotional Management Skills: Given the significant role of emotional regulation in academic achievement, educators should focus on developing students' emotional management skills. Schools can offer emotional regulation workshops, mental health courses, and counseling services to help students better cope with academic and life stress. By improving emotional regulation, students can maintain higher motivation and manage academic challenges more effectively, ultimately leading to better academic achievement.

Strengthen Social Support Systems: Social support plays a pivotal role in academic success. Schools should create more opportunities for students to engage in social activities, such as clubs, academic collaboration groups, and extracurricular interest groups. These activities can enhance students' social interactions and provide a broader support network. Teachers should encourage students to build positive peer relationships and foster cooperative, interactive learning environments that promote teamwork and mutual support.

Encourage Greater Learning Engagement: Engagement has been shown to be positively correlated with academic achievement. To increase students' participation and interest in learning, educators should design interactive and engaging courses. Additionally, encouraging students to set clear learning goals and providing timely feedback can help maintain high levels of engagement and improve academic outcomes.

Create a Positive Learning Environment: Schools and teachers should create a supportive learning environment that encourages active participation. In addition to focusing on content delivery, teachers should provide positive feedback, motivation, and emotional support to build students' confidence and academic motivation. By organizing group activities, offering personalized tutoring, and creating a sense of belonging, educators can help students feel more capable of tackling academic challenges and improving their academic achievement.

iii. Limitations and Future Research Directions

While this study provides strong empirical support for the relationship between well-being and academic achievement, there are several limitations that should be addressed in future research.

Firstly, this study utilized a cross-sectional design, which means data was collected at a single point in time. This design limits the ability to establish causal relationships between well-being and academic achievement. Future research could adopt a longitudinal design to track changes in students' well-being and academic achievement over time, allowing for a deeper understanding of the causal relationships between these variables.

Secondly, the sample used in this study was drawn from a single university's Sino-foreign cooperative education program, which may limit the generalizability of the findings. To improve the external validity of the

results, future research could expand the sample to include students from different universities, regions, and cultural backgrounds. Additionally, exploring cultural differences in the relationship between well-being and academic achievement could provide further insights into how these factors interact across diverse educational contexts.

Another limitation of this study is that it focused exclusively on the impact of well-being on academic achievement, without considering other potential psychological variables such as learning motivation, academic self-efficacy, and personality traits. Future research could incorporate these factors into the analysis model to explore the interactive effects of well-being, motivation, and self-efficacy on academic achievement, providing a more comprehensive understanding of the factors influencing academic success.

B. Conclusion

This study has explored the relationship between well-being dimensions and academic achievement, revealing that positive emotion and relationships are significant predictors of academic achievement. The findings show that well-being plays a critical role in students' academic outcomes, particularly in emotional regulation and social support. Educators should focus on fostering students' emotional well-being and enhancing their social support networks to help students face academic challenges and improve their academic success.

The study reinforces the idea that well-being is not merely an indicator of mental health but an essential factor in academic achievement. In educational practice, educators and schools should prioritize students' well-being by creating supportive learning environments, enhancing emotional regulation, and promoting social support to boost students' academic achievement.

Future research should continue to investigate the long-term effects of well-being on academic achievement and consider how learning motivation and academic self-efficacy interact with well-being to further influence students' academic success. Moreover, cross-cultural studies could offer a broader perspective on how cultural contexts shape the relationship between well-being and academic achievement, providing valuable insights for global educational practices.

VI. SUMMARY AND RECOMMENDATIONS

A. Main Findings of the Study

The primary aim of this study was to investigate the relationship between well-being dimensions and academic achievement, with a particular focus on how specific aspects of well-being—such as positive emotion, engagement, relationships, meaning, and accomplishment—influence students' academic achievement, particularly in the context of Korean language learning. Through rigorous data analysis, several key findings emerged that offer critical insights for educators and provide a fresh perspective on the role of well-being in academic achievement.

Significant Positive Correlation Between Well-Being Dimensions and Academic Achievement: This study found a significant positive correlation between all dimensions of well-being and academic achievement. Among

these dimensions, "Positive Emotion" and "Relationships" showed the strongest correlation with academic achievement. This result suggests that students who experience higher levels of well-being, especially in terms of positive emotional states and robust social support systems, tend to perform better academically. The relationship between well-being and academic achievement is not simply linear but rather multifaceted. Emotions and social support emerged as pivotal factors influencing students' academic success.

Key Predictors of Academic Achievement: The study revealed that "Positive Emotion" and "Relationships" are significant predictors of academic achievement. Regression analysis demonstrated that these two dimensions have the strongest predictive power, particularly for final exam scores, with β coefficients of 0.39 and 0.33, respectively. This underscores the importance of emotional states and social support systems in academic success. The findings highlight that emotional regulation, in particular, and having strong social relationships, play a critical role in determining academic outcomes, as positive emotions boost motivation and social support mitigates stress and enhances engagement.

Higher Academic Achievers Display Stronger Well-Being Across All Dimensions: The study also found that students who performed better academically tended to exhibit higher levels of well-being across all dimensions, particularly in emotional states, learning engagement, and social support. This suggests that high-achieving students not only have higher self-efficacy and academic motivation, but also possess stronger emotional regulation and a more supportive social network. These findings point to the reciprocal relationship between well-being and academic achievement: improved well-being enhances academic achievement, and better academic achievement, in turn, strengthens overall well-being.

Implications for Education: The results of this study strongly suggest that improving students' well-being—especially in terms of emotional regulation and social support—can significantly enhance their academic achievement. Educators and institutions are encouraged to focus on enhancing emotional management skills and fostering a supportive social environment to help students succeed academically.

B. Limitations of the Study Contributions and Significance of the Study

This study makes significant contributions to the field of well-being and academic achievement, particularly in the following areas:

Enriching the Research on the Relationship Between Well-Being and Academic Achievement: Although numerous studies have explored the impact of well-being on academic achievement, most research has primarily focused on emotions and motivation. This study expands the existing literature by examining multiple dimensions of well-being, especially the role of "Positive Emotion" and "Relationships", and their predictive power in academic achievement. By considering a broader set of well-being factors, this research offers a more comprehensive and nuanced understanding of how different dimensions of well-being contribute to academic success.

Providing New Insights for Educational Practice: The study provides valuable insights for educators, emphasizing that enhancing students' well-being—especially their emotional and social dimensions—can significantly improve academic outcomes. The study highlights the importance of emotional regulation and social support, encouraging educators to design interventions and teaching strategies that promote emotional well-being

and foster positive social relationships. These insights offer new approaches to enhancing academic success through well-being-centered educational practices.

Providing a Theoretical Basis for Future Research: This study not only confirms the relationship between well-being and academic achievement but also uncovers the mechanisms through which different dimensions of well-being influence academic achievement. The findings provide a theoretical foundation for future research exploring how psychological interventions or classroom activities can be designed to improve students' well-being and, consequently, their academic success. Future studies can build upon these insights to explore interventions and programs aimed at fostering well-being and enhancing academic achievement.

i. **Practical Recommendations for Education**

Based on the findings of this study, the following practical recommendations are offered to enhance students' well-being and improve their academic achievement through better emotional management and social support:

Focus on Students' Mental Health, Especially Emotional Management: Educators should prioritize the development of students' emotional management skills, particularly during stressful periods such as the beginning and end of the semester, when academic pressure is typically high. Schools can offer emotional regulation workshops, mental health courses, and stress management seminars to help students manage academic stress effectively. Developing emotional regulation skills will enable students to maintain a positive mindset and stay focused on their studies, ultimately improving academic outcomes.

Promote Social Interaction and Strengthen Social Support Systems: Since "Relationships" were found to have a significant impact on academic achievement, educators should encourage greater social interaction and cooperation among students. Schools should organize collaborative learning activities, extracurricular groups, and social events to help students build strong social networks and establish support systems. These activities provide emotional satisfaction and enable students to develop social skills essential for facing academic challenges. Teachers should also foster positive peer relationships and create an environment that encourages cooperation and mutual support among students.

Create a Positive Learning Environment: A positive and supportive learning environment is essential for enhancing students' well-being. Teachers should focus on creating an atmosphere that encourages active participation and fosters student motivation. This can be achieved by setting clear learning goals, providing positive feedback, and encouraging student involvement in the learning process. Additionally, schools should provide more learning resources and extracurricular support to ensure that students receive the necessary help to succeed academically.

Foster Academic Self-Confidence and Self-Efficacy: Research shows that high-achieving students tend to exhibit greater academic self-confidence and self-efficacy. Educators should help students develop these traits by offering personalized tutoring, regular feedback, and opportunities for students to set personal learning goals. Regular feedback and setting clear goals will enhance students' academic motivation and engagement, making them feel more competent and capable of overcoming academic challenges.

Regularly Assess and Provide Feedback on Students' Mental Health: Schools should regularly assess students' well-being and mental health to identify any psychological challenges they may encounter during the learning process. Schools can use surveys, counseling services, and group discussions to monitor students' emotional states and provide appropriate support. Regular assessments will help ensure that the teaching strategies and psychological support programs are aligned with students' needs and effectively promote both their mental health and academic success.

C. Limitations and Future Research Directions

While this study offers valuable insights into the relationship between well-being and academic achievement, several limitations must be addressed in future research:

Cross-Sectional Design: This study employed a cross-sectional design, which means that data were collected at a single point in time. As such, it is difficult to establish causal relationships between well-being and academic achievement. Future research could adopt a longitudinal design to track changes in students' well-being and academic achievement over time, allowing for a more robust examination of the causal links between these two variables.

Sample Limitation: The sample for this study was drawn from a single university's Sino-foreign cooperative education program, which may limit the generalizability of the results. To increase the external validity of the findings, future studies should expand the sample size to include students from diverse universities, regions, and cultural backgrounds. Additionally, research could explore how well-being and academic achievement vary across different academic disciplines, especially between STEM (Science, Technology, Engineering, and Mathematics) and humanities students.

Other Psychological Variables: This study primarily focused on the impact of well-being on academic achievement, but did not account for other potentially influential psychological variables, such as academic self-efficacy, motivation, and learning strategies. Future research should include these factors in the analysis and explore how they interact with well-being to affect academic success, thereby providing a more holistic understanding of the psychological mechanisms at play.

Cultural Differences: Given the globalized nature of education, future research should explore how cultural differences impact the relationship between well-being and academic achievement. Cross-cultural studies could provide insights into how well-being is expressed and experienced across different cultural contexts, and how these differences shape academic achievement. Such studies would be valuable in informing global educational practices and tailoring well-being interventions to specific cultural settings.

D. Summary

This study explored the relationship between well-being dimensions and academic achievement and found that "Positive Emotion" and "Relationships" are significant predictors of academic achievement. The results emphasize the crucial role of emotional management and social support in academic success. Educators should prioritize

students' well-being, particularly by enhancing emotional regulation and fostering social support systems to help them face academic challenges and achieve better academic results.

The research provides substantial support for educational practices that focus on students' well-being, especially strategies aimed at emotional management, social support, and learning engagement. Future research could further explore the causal relationship between well-being and academic achievement, incorporating additional psychological variables to deepen the understanding of student achievement. Additionally, cross-cultural studies will offer broader insights into how diverse educational contexts shape the dynamics between well-being and academic success.

REFERENCES

- Diener, E. (2000). Subjective well-being: The science of happiness and a proposal for a national index. *American Psychologist*, 55(1), 34-43.
- Schueller, S. M., & Seligman, M. E. P. (2010). Pursuing happiness: The architecture of sustainable change. *Review of General Psychology*, 14(4), 295-306.
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
- Veenhoven, R. (1996). Developing a theory of subjective well-being. In *Well-Being: The Foundations of Hedonic Psychology* (pp. 44-61). Russell Sage Foundation.
- Lucas, R. E., Diener, E., & Suh, E. M. (1996). Discriminant validity of well-being measures. *Journal of Personality and Social Psychology*, 71(3), 616-628.
- Helliwell, J. F., Layard, R., & Sachs, J. (2013). *World happiness report 2013*. United Nations Sustainable Development Solutions Network.
- Tomer, A., & Eliyahu, A. (2009). The impact of social relationships on happiness. *Social Science Quarterly*, 90(4), 913-930.
- Ryff, C. D., & Singer, B. (1998). The contours of positive human health. *Psychological Inquiry*, 9(1), 1-28.
- Harter, S. (1999). *The construction of the self: A developmental perspective*. Guilford Press.
- Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science*, 16(12), 939-944.
- Kim, J. (2012). The role of well-being in foreign language learning motivation. *Foreign Language Annals*, 45(2), 157-168.
- Lucas, R. E., & Diener, E. (2003). The role of personality in subjective well-being. In *Personality and Subjective Well-being* (pp. 301-323). University of Chicago Press.
- McMahon, D. M. (2006). *Happiness: A History*. Oxford University Press.
- Vasilenko, S. A., & Tindle, H. A. (2016). Well-being and academic achievement in youth: Evidence from longitudinal studies. *Journal of Youth and Adolescence*, 45(10), 1987-1999.
- Diener, E., & Biswas-Diener, R. (2008). Happiness in the new millennium: A social psychological perspective. In *Social Psychology and the Developing World* (pp. 134-150).
- Gachon University (2020). *Curriculum and Support for Korean Language Studies*. Gachon University Press.
- Yeungnam University (2021). *The Role of Korean Language in Cooperative Education Programs*. Yeungnam University Press.