Vol. 4, Issue 10 October 2026 ISSN: 2584-0142



Relationship Between Emotional Wellbeing and Everyday Cognitive Lapses Among Young Adults: A Gender-Based Analysis

[1]**Umang**, *M.Sc. Psychology, Chitkara School of Psychology and Counselling, Chitkara University, Rajpura, Punjab*

Umangpta26@gmail.com

[2]**Nishtha Jain**, *PhD Scholar, Chitkara School of Psychology and Counselling, Chitkara University,* Rajpura, Punjab

jain.nishtha0911@gmail.com

Abstract: The present study aimed to explore the relationship between emotional wellbeing and everyday cognitive lapses in young adults. It also explored whether there are differences between genders in these variables. Young adulthood is a time when you have to deal with a lot of things like academic, occupational, emotions and social stuff that can affect both emotional wellbeing and cognitive functioning. Previous studies have shown that emotional wellbeing is very important for attention and cognitive performance. But there is a lack of research on this relationship among young adults in India. A quantitative research design was employed, using the WHO-5 Well-Being Index and the Cognitive Failures Questionnaire 2.0. Data was collected from 204 adults who were between 18-30 years old from different gender groups. Descriptive statistics, Pearson's product moment correlation and Welch's one-way ANOVA were used for the data analysis. A moderate negative link between Emotional Wellbeing and Everyday Cognitive Lapses was revealed. It means that Young Adults with higher Emotional Wellbeing experience fewer Everyday Cognitive Lapses. The study did not find any Gender Differences in Emotional Wellbeing or Everyday Cognitive Lapses among Young Adults. These findings highlight how crucial Emotional Wellbeing is for Everyday Cognitive Functioning in daily life. This adds new information to the limited literature in India.

Keywords: *Emotional Wellbeing, Everyday Cognitive Lapses, Young Adults, Gender*

Vol. 4, Issue 10 October 2026 ISSN: 2584-0142

Differences

1. Introduction

Relationship Between Emotional Wellbeing and Everyday Cognitive Lapses Among Young Adults: A Gender-Based Analysis

Young adulthood is a stage associated with various changes as well as the achievement of important milestones such as obtaining high education, building a career, finding one's social and personal identity (Arnett, 2000). It is not only a period of growth but also about when individuals start learning how to control their emotions, fulfill their obligations and meet expectations of various spheres of their lives (Arnett, 2000). It is quite common in everyday life to forget something, lack concentration or feel mentally overwhelmed, in young adulthood when life begins to take new directions (Cheyne, Carriere, & Smilek, 2006). Emotional wellbeing and cognitive functioning, often overlooked, play an important role when it comes to coping with everyday events in life (Diener, Suh, Lucas, & Smith, 1999).

Learning about emotional wellbeing and everyday cognitive lapses is relevant to academic achievement, professional performance, relationships and overall quality of life of individuals (Cheyne, Carriere, and Smilek, 2006). Our everyday experiences like feeling stressed, having problems with memorizing information or even focusing on tasks can be related to young adults but it's rarely explored together (Lyubomirsky, King, & Diener, 2005). So, it becomes crucial to understand that for improving one's self-confidence, productivity and overall wellbeing (Pressman & Cohen, 2005; Cheyne, Carriere, & Smilek, 2006).

In the Indian context, this topic becomes even more relevant, this is because young adults often experience academic pressure, social norms of being good and responsible members of families (Reddy et al., 2018). Many young people are expected to perform well academically but at the same time need to maintain social and familial roles that can lead to emotional overload and mental fatigue (Deb, Strodl, & Sun, 2015). The issue may not be openly discussed but it affects both emotional health and everyday cognitive functioning of young adults (Beiter et al., 2015). Young adults are of special interest now in terms of mental health since it was noticed that the 18-30 years age group often has difficulties with emotions, cognitive capacities, and life challenges (Lyubomirsky, King, & Diener, 2005; Killgore, 2010). These difficulties slowly lead to higher stress and lower cognitive efficiency in everyday life (Lyubomirsky, King, & Diener, 2005; Killgore, 2010).

On top of that, nowadays young adults have to deal with numerous technological

Vol. 4, Issue 10 October 2026 ISSN: 2584-0142

devices that require constant monitoring, and complete a variety of tasks, which adds extra stress to their minds and hampers attention and cognitive efficiency of these people (Madore et al., 2020). These modern-day demands make it significant to learn about the connection between emotional state and cognitive functions in everyday conditions (Killgore, 2010). If people are emotionally healthy, individuals tend to think more clearly and respond better to challenges, whereas emotional distress can make simple tasks feel more difficult (Fredrickson, 2001).

It is also essential to discuss emotional and cognitive experiences of males and females due to gender differences and specificities, which means that individuals may perceive their emotions, pay attention differently and show varying levels of stress (Hyde, 2013). Research showed that both men and women are different regarding the process of attention, remembering, and controlling emotions, where women are more emotionally sensitive compared to men (Cahill, 2006; Hyde, 2013). Similarly, there are no studies that include non-binary and other genders, making it essential to understand emotional wellbeing and cognitive lapses across different gender groups, and is therefore important for ensuring inclusivity and capturing a more accurate picture of young adults' experiences (American Psychological Association, 2015).

Despite growing research in this area, limited studies focus on exploring the interconnection between emotional state and cognitive lapses among young Indian adults (Bunce et al., 2008). Therefore, the present study aims to investigate this relationship and explore gender differences among participants (Lyubomirsky, King, & Diener, 2005).

1.1 *Defining the Variables*

Emotional Wellbeing

Emotional wellbeing is a multidimensional concept that includes positive affect, life satisfaction, and the absence of psychological distress (World Health Organization, 1998; Steptoe et al., 2015). It shows that an individual's overall emotional and mental state is closely associated with important life outcomes such as academic performance, social functioning, and effective coping with stress (Lyubomirsky, King, and Diener, 2005). Research show that higher levels of emotional wellbeing are linked with improved attention, better memory functioning, and reduced susceptibility to everyday cognitive lapses (Diener, Suh, Lucas, and Smith, 1999; Pressman and Cohen, 2005).

Everyday Cognitive Lapses

Daily lapses in thought, memory, or behavior that disrupt daily operations are known as cognitive failures (Broadbent et al., 1982). When cognitive lapses occur, we get significant

indications of the underlying cognitive and emotional processes, and when they are repeated, as is often related to stress, poor emotional health and disturbed, hence comes in the form of simply forgetfulness, distractibility of the mind or minor mistakes on autopilot (Cheyne et al., 2006).

Gender Differences

Gender is the process of socially constructing identities, roles, and expectations of being a male or a female or of having other gender identities (World Health Organization, 2021).

It transcends the biological or assigned sex and encompasses the internal feeling of gender in a person which might or might not be related to their sex at birth (American Psychological Association, 2020). The current psychological knowledge views gender as a continuum instead of male-female dichotomy (Richards et al., 2016). The spectrum comprises such identities as non-binary, genderqueer, transgender, agender, and self-defined identities defined by individual experience and cultural origins (Richards et al., 2017). The differences in genders develop as a result of a complex of biological, social and cultural factors that affect behavior, processing of emotions, as well as cognitive processes (Eliot et al., 2021). Such differences have the capacity of influencing the perceptions of individuals towards stress, regulation of emotions, and mental wellbeing in everyday life (Nolen-Hoeksema and Aldao, 2011). Alternatively, it has even been proposed that gender might influence the mentioned individuals to report and experience cognitive lapses (attentional lapses, memory errors etc.), particularly when experienced during emotionally challenging circumstances (Sunderland, Slade, and Stewart, 2020).

1.2 ***Need for the Study***

Cognition and emotional health are interconnected, yet they have not been extensively studied together among young adult populations (Pessoa, 2008; Huppert, 2009). Despite existing research on emotional wellbeing and cognition, limited studies have examined their direct relationship among young adults, particularly in the Indian context and across gender groups (Patel et al., 2024). Examining this interplay can also inform specific interventions like cognitive training, and mental health care specific to young adults (Singh et al., 2025). Additionally, looking into gender differences in these relationships can give us better understanding into different exposure, as females and males might react differently to emotional pressure (Matud, 2004). Understanding these dynamics is important for informing inclusive, evidence-based interventions which will support emotional wellbeing, cognitive resilience, and overall functioning among diverse young adult

populations (Alhola & Polo-Kantola, 2007; Lo, Ong, Leong, Gooley, & Chee, 2016; Lavanya & Manjuka, 2017; Barel et al., 2021).

1.3 *Problem Statement*

Despite existing research on emotional wellbeing and cognition, limited studies have examined their direct relationship among young adults, particularly in the Indian context and across gender groups. The lack of research examining the combined influence of cognitive errors, and emotional health limits our understanding of how these factors interact to shape young adults' daily functioning and psychological wellbeing. Therefore, there is a need for improvement of more practical interventions to academic, emotional, as well as cognitive support. In this context, the present study aims to examine the relationship between emotional wellbeing and everyday cognitive lapses among young adults, while also exploring gender as a moderating factor within this relationship. (Pessoa, 2008; Allott et al., 2020; Richter et al., 2024; Carrigan & Barkus, 2016; Huppert, 2009; Llewellyn et al., 2008; Lyubomirsky, King, & Diener, 2005; Lubans et al., 2016; Gomez-Pinilla & Hillman, 2013).

2. Review of Literature

For young adults, emotional wellbeing and cognitive functioning are two sides of a coin that they need to cope with, if not excel in, everyday life and academic activities. Existing literature suggests that negative emotional states are associated with increased cognitive lapses, whereas positive emotions and effective emotion regulation act as protective factors against such failures. The concept of emotional wellbeing and its role in everyday cognitive lapses and gender differences of young adults, particularly in India, is still not thoroughly explored through global research.

To bridge this gap, studies were looked at that have been published from 2014 to 2025. The selection of these articles was done on the basis of their relevance to the areas of emotional wellbeing, everyday cognitive lapses and gender differences and their method involving cross-sectional, longitudinal, or diary-based design. This review thus provides a comprehensive synthesis of what is already there, points out the gaps, and gives a theoretical basis for the current study.

Emotional State and Cognitive Lapses

Recent research shows that emotional states significantly influence cognitive functioning among young adults. Longitudinal data indicate that positive emotional resources, such as self-esteem, contribute to sustained cognitive efficiency have long-term benefits of emotional stability (Wang et al., 2023). In contrast, negative emotional states, particularly

Vol. 4, Issue 10 October 2026 ISSN: 2584-0142

depression, have been consistently associated with impairments in executive functioning and memory, demonstrating how emotional distress disrupts core cognitive processes (Rock et al., 2014).

Extending this perspective to everyday functioning, cognitive lapses appear to reflect fluctuations in emotional states. Instruments such as the Cognitive Failures Questionnaire (CFQ) capture increases in attentional slips and memory lapses under emotional strain, suggesting that cognition in daily life is highly sensitive to affective conditions (Goodhew & Edwards, 2023; Carrigan & Barkus, 2016). This association is further supported by evidence indicating that lower emotional wellbeing is consistently linked to higher self-reported cognitive difficulties across diverse populations (Topp et al., 2015).

Within the Indian context, emerging research reinforces this relationship, showing that poor emotion regulation predicts higher cognitive lapses scores among college students (Lavanya & Manjula, 2017). However, much of this evidence remains cross-sectional, limiting conclusions about causality.

Overall, the literature converges on a clear pattern: emotional stability acts as a cognitive buffer, whereas emotional distress increases vulnerability to everyday cognitive lapses. Despite this, there remains a need for integrative studies that examine this relationship within specific developmental contexts such as young adulthood (Pessoa, 2008; Cobo-Rendón et al., 2020).

Everyday Cognitive Lapse

Cognitive Lapses refer to the breakdowns of the processes of attention, memory, and action during regular activities (Broadbent et al., 1982; Carrigan & Barkus, 2016). Thus, cognitive lapses represent the actual measurement of an individual's cognitive functioning (Broadbent et al., 1982). These are not random lapses but a complex phenomenon that depends on both the individual's internal emotional state and their daily life circumstances (Carrigan & Barkus, 2016). Studies demonstrate that cognitive lapses tend to aggregate into several dimensions (attention, memory, and action), whereas emotional variables account for a large part of their variance (Goodhew & Edwards, 2023). Furthermore, recent evidence stresses the importance of the dynamics of cognitive lapses, meaning that changes in emotional state can predict changes in cognitive functioning the day after (O'Hare & Gemelli, 2023). The results of diary studies and longitudinal research prove that daily stress and emotional fluctuations precede cognitive lapses the next day (O'Hare & Gemelli, 2023).

Additionally, various lifestyles and habits like digital multitasking and emotional exhaustion are proven to increase the number of cognitive lapses in people's lives, wherein

Vol. 4, Issue 10 October 2026 ISSN: 2584-0142

emotional fatigue acts as a mediator of such changes (Marsh et al., 2021). In educational settings, especially in the case of young adults' academic life, the experience of cognitive lapses seems to be associated with sleep deprivation, mental fatigue, and mind-wandering (Mishra et al., 2020; Boals & Banks, 2012). All of these factors are closely tied to emotional strain (Mishra et al., 2020).

Therefore, the cognitive lapses experienced in everyday life do not seem to occur in isolation but appear to be tightly connected to other behaviors (Boals & Banks, 2012). In general, the reviewed literature proves that cognitive lapses can be predicted and managed as a function of cognitive and emotional aspects of functioning (Cobo-Rendón et al., 2020).

Emotional Wellbeing

Emotional wellbeing emerges as a critical protective factor against cognitive disruption and a key outcome associated with cognitive functioning. Validation studies of measures such as the WHO-5 Well-Being Index demonstrate strong reliability and consistent negative associations with depression, supporting its utility as a robust indicator of mental health (Topp et al., 2015).

Longitudinal findings further suggest that emotional wellbeing is not only associated with but also predictive of cognitive performance over time, indicating a directional influence from emotional health to cognitive functioning (Graves et al., 2021). This relationship is strengthened by evidence showing that higher levels of wellbeing are associated with fewer cognitive lapses, with resilience acting as a mediating factor (Topp et al., 2015).

Intervention-based research provides additional support, demonstrating that improvements in emotional regulation such as through mindfulness training, leading to simultaneous enhancements in wellbeing and reductions in cognitive lapses (Chen et al., 2025). Similarly, emotional resources such as self-esteem have been shown to produce long-term cognitive benefits (Wang et al., 2023).

At the same time, emerging evidence points toward a bidirectional relationship, where cognitive functioning also influences emotional wellbeing, particularly in academic environments (Liu et al., 2024). Despite these advances, relatively few studies have examined this relationship within a unified framework.

Thus, emotional wellbeing can be understood as both a determinant and an outcome of cognitive functioning, highlighting its central role in psychological health.

Gender Differences

Gender significantly moderates emotional-cognitive relationships. Meta-analysis suggests that while cognitive abilities show minimal gender differences, emotional processes,

Vol. 4, Issue 10 October 2026 ISSN: 2584-0142

particularly emotion regulation exhibit small to moderate variations (Hyde, 2013). These differences are evident based on coping styles in which women are more likely to engage in rumination and men to adopt distraction-based strategies (Nolen-Hoeksema & Aldao, 2011). These variations are important as rumination has been consistently associated with increased cognitive interference and attentional lapses.

Empirical studies further indicate that gender moderates emotional-cognitive relationships. For example, women often report higher cognitive lapses under stress which suggests greater sensitivity to emotional strain (Wright et al., 2022). Conversely, women may also demonstrate greater cognitive improvements following interventions which indicate both vulnerability and adaptability (Zhang et al., 2024). Additionally, research suggests that the relationship between negative affect and cognitive lapses is stronger in women than in men (Graves et al., 2021).

Overall, the literature indicates that gender does not merely influence emotional or cognitive outcomes independently, but it moderates the relationship between them. However, this moderating role is still not explored, particularly among young adults in non-Western contexts.

2.1 *Research Gaps Limited Gender-Focused Investigation*

Many studies use mixed-gender samples but few specifically examine whether emotional wellbeing or everyday cognitive lapses vary significantly by gender, or how a gender moderates the interaction between these variables among young adults (Goodhew & Edwards, 2023; Wang et al., 2023; Graves et al., 2021).

Population-specific limitation

Most studies look at specific professional groups such as teachers, healthcare workers, or corporate employees but limited studies examine young adults (18-30 years) as a distinct developmental population who are facing unique academic, career transition, and social pressures (Lavanya & Manjula, 2017; Mishra et al., 2020).

Integrated approach

Existing studies often examine emotional wellbeing, cognitive lapses, or lifestyle factors one at a time rather than adopting an integrated approach that simultaneously assesses their cumulative effects especially when gender is a moderator variable (Topp et al. 2015; Chen et al., 2025).

Cross-cultural context

Although cross-cultural studies exist, there is insufficient research that explores how cultural values, academic pressures, family expectations, and socioeconomic factors

influence the emotional wellbeing and cognitive functioning relationship specific to Indian young adults (Lavanya & Manjula, 2017; Wright et al., 2022; Mishra et al., 2020).

Therefore, the present study aims to address these gaps by examining the relationship between emotional wellbeing and cognitive lapses, while also exploring gender differences among young adults in the Indian context.

2.2 *Theoretical Background and Conceptual Background*

The theory used here is similar to different lenses from which it is possible to develop insight into inter-relations of these variables:

Attentional Control Theory

According to Attentional Control Theory, the state of our mind during periods of emotional stress, especially anxiety, is characterized in a particular manner (Eysenck et al., 2007). We are usually able to focus on what we need to do. But when a person is stressed or overwhelmed, his attention is less stable and more easily distracted, causing the mind to be drawn to other thoughts. It becomes hard for them to focus on their tasks. It results in ending up making numerous mistakes such as forgetting details, failing to remember something or even forgetting where they are. Stable individuals are better at controlling their attention which makes them more efficient. In the context of the present study, this theory helps in explaining how lower emotional wellbeing may contribute to increased everyday cognitive lapses among young adults, suggesting that when individuals experience poor emotional wellbeing, their attentional control weakens. It makes them more prone to distractions and errors in daily activities. This provides a theoretical basis for understanding the relationship between emotional wellbeing and cognitive lapses. Since attentional control may vary across individuals, the theory also supports the examination of gender differences in how emotional states influence cognitive functioning.

Conceptual Framework

The present study titled “Relationship Between Emotional Wellbeing and Everyday Cognitive Lapses among Young Adults: A Gender-Based Analysis” illustrates the directionality of the link between the wellbeing of emotions and everyday cognitive lapses, gender difference being the moderator.

In the framework, gender differences play the role of the moderator influencing the intensity and direction of the interaction between the variables. Hence, the influence of emotional wellbeing upon cognitive functions might vary across different gender categories.

Emotional wellbeing measured by means of the WHO-5 Well-Being Index becomes an independent variable in the study. It refers to the affective dimension of the state of mind and can be described as one's ability to enjoy positive emotions and control stress.

Vol. 4, Issue 10 October 2026 ISSN: 2584-0142

Everyday cognitive lapses defined as the failures in the performance of attentional, memorizing and behavioral functions measured with the help of the Cognitive Failures Questionnaire 2.0 become the dependent variable.

The direction of the connection suggests the existence of the link between the variables implying that emotional wellbeing has a direct influence upon everyday cognitive lapses. However, there are also gender-based differences that will affect how these variables interact with each other because men and women may react differently to the effect of emotional wellbeing on cognitive functioning.

Overall, this framework suggests that emotional wellbeing influences cognitive functioning, while gender-based analysis helps in understanding differences in this relationship across groups. It provides a comprehensive understanding of how emotional and cognitive processes interact in young adults.

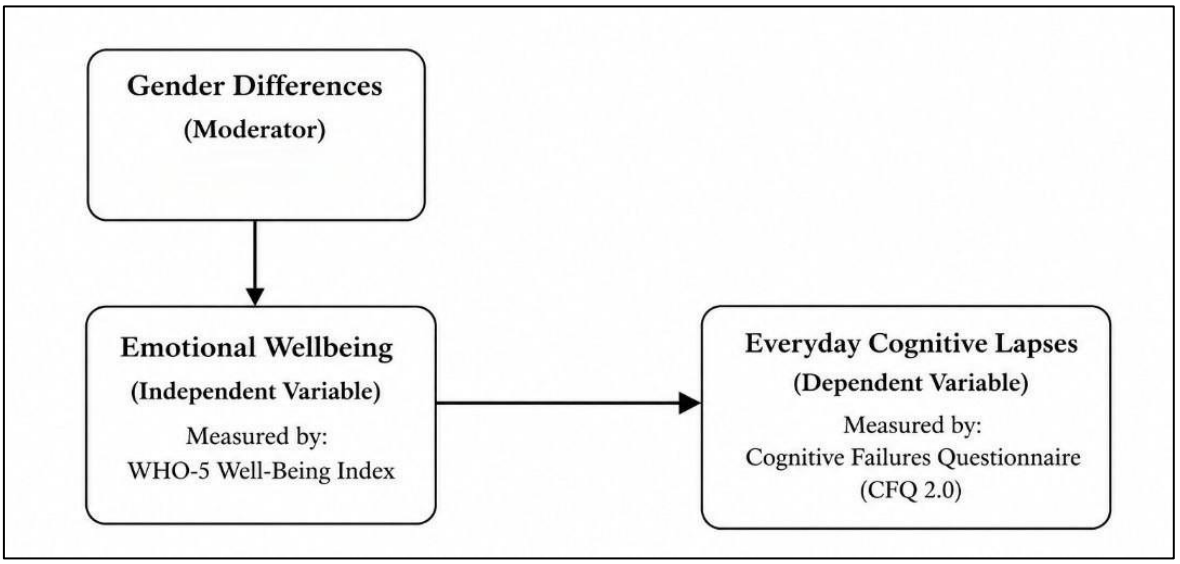


Figure 1. *Conceptual Framework*

3. Research Questions

i. What is the relationship between emotional wellbeing and everyday cognitive lapses among young adults?

ii. Are there gender differences in emotional wellbeing and everyday cognitive lapses?

4. Research Objective

i. To study the relationship between emotional wellbeing and everyday cognitive lapses among young adults

ii. To study gender differences in emotional wellbeing and everyday cognitive lapses

among young adults.

5. Research Hypothesis

i. There will be significant gender differences in emotional wellbeing and everyday cognitive lapses among young adults.

6. Methodology

6.1 *Research Design*

This study followed a quantitative, correlational design. It focused on understanding the levels of emotional wellbeing and everyday cognitive lapses among young adults and examined the relationship between these variables. In addition, differences across gender categories were also studied.

Data was collected using an online questionnaire through Google Forms. A QR code was used to access the form, making it easy for participants to fill it using their mobile devices. The data collection was conducted in a supervised setting. Instructions were explained clearly and any doubts were addressed. Standardized tools used included the WHO-5 Well-Being Index for emotional wellbeing and the Cognitive Failures Questionnaire 2.0 for everyday cognitive lapses.

This design helped in understanding relationships between variables without any manipulation, while also allowing comparison across gender groups.

6.2 *Participants*

Young adults between the ages of 18-30 years. 204 participants participated from different departments of Chitkara University, Punjab which was determined by gender (male, female, and other gender identities).

6.3 *Measures*

WHO-5 Well-Being Index: The wellbeing of the emotions of the participants was measured with the help of the first tool, the WHO-5 Well-Being Index created by the World Health Organization (1998). This scale consisted of five positively related statements like “I have felt happy and in good spirits”. The respondents were requested to rate each statement on a six points Likert scale of 0 (At no time) to 5 (All of the time). The overall raw score based on 0 to 25 was multiplied by four to achieve a percentage score, the higher the score, the higher the wellbeing, and the lower the score, the lower the wellbeing, or even depression. WHO-5 is extensively cross-cultural and cross-linguistic validated with high internal consistency of Cronbach's alpha ranging between .81 and.90 (World Health Organization, 1998).

Cognitive Failures Questionnaire 2.0: The second tool, Cognitive Failures Questionnaire (CFQ) created by Broadbent, Cooper, Fitzgerald, and Parkes (1982) was used to measure the frequency of those everyday cognitive breakdowns as forgetting, lapses in attention, and making errors of action. The CFQ 2.0 contained 15 statements, including the following; "Do you forget why you went between one side of the house and the other?", "Do you not see road signs along the road?" Respondents answered in the five-point Likert scale, 0 (Never), 1, 2, 3 and 4 (Very often). The cumulative score represents the overall frequency of cognitive lapses; whereby more points will signify more cognitive lapses in everyday life. The CFQ 2.0 assessed several areas such as memory, attention, perception and action related errors. It has proven to be very reliable, and internal consistency coefficients have been greater than .85, and test-retest reliability at about.82 (Broadbent et al., 1982).

6.4 ***Procedure***

The study used a purposive sampling method and included 204 young adults aged 18-30 years from different departments of Chitkara University, Punjab. Questions were prepared online in Google forms. The questionnaire consisted of demographic details (age, gender, educational level and 2 standardized scales, WHO-5 Well-Being Index and Cognitive Failures Questionnaire 2.0. The questionnaire was administered through a Google Form, which was accessible on all devices. The form took approximately 15-20 minutes to complete. The link or the QR to the Google Form was provided to the participants in a supervised setting where instructions were explained clearly. Before filling up the questionnaire, participants were provided with an informed consent form and were informed about the purpose of the study, confidentiality and anonymity of their responses, voluntary participation and their right to withdraw from the study at any time. No personally identifying information, including email addresses was collected to maintain participant anonymity. Participants were selected across male, female, and other gender identities. The Collected Data were maintained in excel format from attached Google forms and only assessed by researchers.

6.5 ***Data Analysis***

Statistical analysis was conducted using software such as SPSS or Jamovi. Descriptive statistics, including mean and standard deviation, were calculated to understand the overall levels of emotional wellbeing and everyday cognitive lapses among participants and inferential statistics (correlation, group comparison) were used to test the research hypotheses. Pearson's correlation analysis was used to assess the strength and direction of the relationship between emotional wellbeing and everyday cognitive lapses. Additionally, group comparison techniques such as Analysis of Variance (ANOVA) was conducted to

Vol. 4, Issue 10 October 2026 ISSN: 2584-0142

examine differences across gender groups. This analysis aimed to identify the relationship between emotional wellbeing and cognitive lapses, as well as to examine gender-based differences in these variables.

7. Results

Descriptive Analysis

Table 1. *Detailed descriptive statistics for emotional wellbeing and cognitive lapses by gender*

	Gender	WHO 5	CFQ 2.0
N	Female	105	105
	Male	93	93
	Others	6	6
Mean	Female	10.2	22.8
	Male	9.16	26.5
	Others	8.50	25.3
Standard deviation	Female	5.70	12.4
	Male	5.89	13.1
	Others	3.94	11.9
Skewness	Female	0.369	0.368
	Male	0.668	0.0611
	Others	0.354	-0.697
Kurtosis	Female	-0.889	-0.463
	Male	-0.328	-0.539
	Others	-1.50	-1.74

Vol. 4, Issue 10 October 2026 ISSN: 2584-0142

As shown in table 1, the mean for emotional wellbeing was 9.68 and the mean for everyday cognitive lapses was 24.60. Skewness and kurtosis values for both variables were within the acceptable limits indicating approximate normality of the data distribution. The descriptive statistics of this study show only small differences between groups. Females scored higher on emotional wellbeing (M = 10.21, SD = 5.70) compared to males (M = 9.16, SD = 5.89) and participants who identified as others (M = 8.50, SD = 3.94). Conversely, male participants reported relatively more cognitive lapses (M = 26.46, SD = 13.12) than female participants (M = 22.84, SD = 12.44).

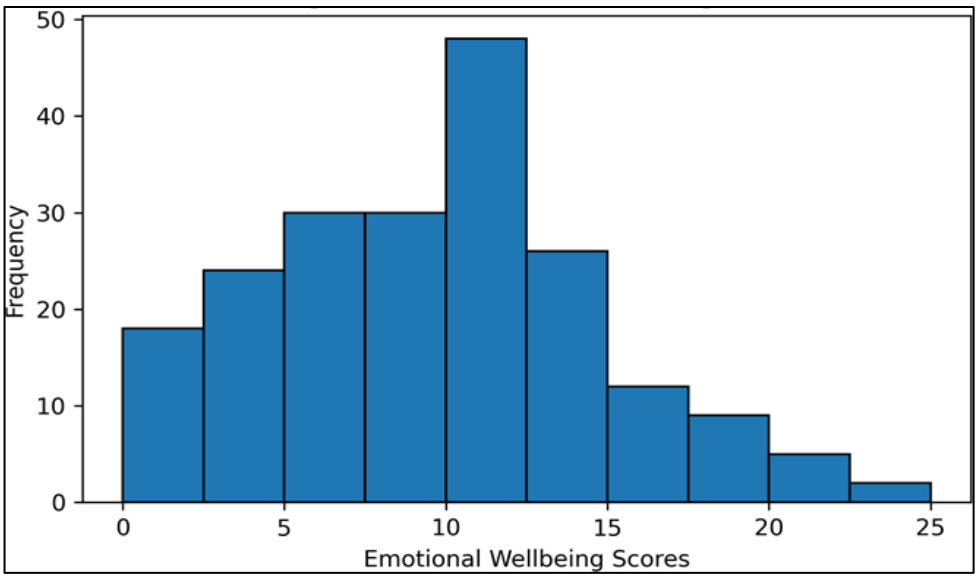


Figure 1. *Histogram of Emotional Wellbeing Scores*

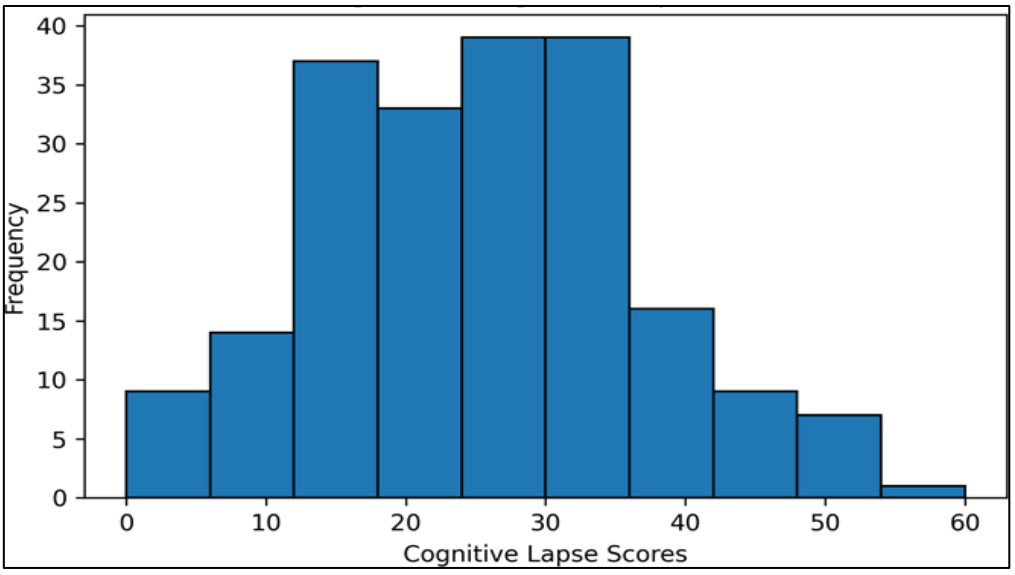


Table 2. *and Histogram of Everyday Cognitive Lapse Scores*

Vol. 4, Issue 10 October 2026 ISSN: 2584-0142

The graph shows a significant moderate negative correlation between emotional wellbeing and cognitive lapses, r(202) = −0.534, p < .001. Pearson's product moment correlation analysis was performed to explore the relationship between emotional wellbeing and everyday cognitive lapses. The results show that participants with higher emotional wellbeing had less attentional and memory-related cognitive lapses in their daily life. The hypothesis that there would be a significant relationship between emotional wellbeing and everyday cognitive lapses was supported in the end.

Table 3. *Correlation matrix between the variables of the study*

		WHO 5
CFQ 2.0	Pearson's r	-0.534
	df	202
	p-value	<.001

In Table 3, correlation matrix between the variables of the study is shown. Welch's One-Way ANOVA was run to investigate gender differences in emotional wellbeing and cognitive lapses, as group sizes were unequal across gender categories. No statistically significant gender differences emerged for emotional wellbeing, F(2, 14.6) = 1.03, p =.380. Cognitive Lapses No significant differences were observed in cognitive lapses by gender group, F(2, 13.9) = 1.90, p = .186. Descriptive differences were observed, but inferential results indicate that gender did not significantly influence emotional wellbeing or ordinary cognitive lapses in the current sample.

Table 4. *Welch's One-way ANOVA results on gender differences*

	F	**df1**	**df2**	**p**
WHO 5	1.03	2	14.6	**.380**
CFQ 2.0	**1.90**	**2**	**13.9**	**.186**

Overall, the results indicate that emotional wellbeing is strongly associated with everyday cognitive functioning among young adults, whereas gender differences in these variables were not statistically significant in the current study.

Vol. 4, Issue 10 October 2026 ISSN: 2584-0142

8. Discussion

The current study investigated the relationship between emotional wellbeing and everyday cognitive lapses in young adults aged 18-30, while also examining the gender differences in these variables. The findings revealed a significant moderate negative relationship between emotional wellbeing and everyday cognitive lapses. This implies that individuals with higher emotional wellbeing tend to experience fewer problems with attention and memory in their everyday functioning. However, there were no significant gender differences in emotional wellbeing or everyday cognitive lapses across the sample.

The moderate negative relationship between emotional wellbeing and cognitive lapses suggests that emotional functioning plays an important role in everyday cognitive functioning. Young adults who have greater emotional wellbeing are able to regulate their attention, manage stress, remain focused and maintain cognitive efficiency in their day-to-day activities. On the other hand, people with lower emotional wellbeing may be more likely to experience everyday cognitive lapses such as attention difficulties, forgetfulness and mental distractions. These findings are found to be consistent with Attentional Control Theory which suggests that emotional distress impairs attentional control and increases the likelihood of cognitive lapses (Eysenck et al., 2007). Emotionally distressed people use up cognitive resources that could have helped them focus or keep their action's goal oriented. Earlier studies have indicated a positive correlation between emotional wellbeing and attention, memory and overall cognitive functioning (Diener et al., 2003; Pressman & Cohen, 2005). Therefore, the current findings further support the existing literature suggesting that emotional wellbeing acts as a protective factor against everyday cognitive lapses.

The moderate negative correlation also suggests that emotional wellbeing may not be the only factor affecting cognitive lapses. Other contextual and psychological variables, such as academic stress, sleep quality, multitasking demands, coping styles and digital engagement, may also influence everyday cognitive functioning in young adults. Cognitive lapses happen for lots of reasons, and emotional wellbeing, while important, is only one part of the overall picture. This suggests that cognitive lapses are influenced by multiple interacting factors, with emotional wellbeing representing one important component of everyday cognitive functioning.

Descriptive statistics showed small differences between gender groups, but inferential analyses showed no significant gender differences in emotional wellbeing or cognitive lapses. Female participants reported marginally higher emotional wellbeing and men reported relatively higher cognitive lapse scores. However, these differences were not

Vol. 4, Issue 10 October 2026 ISSN: 2584-0142

significant statistically. The lack of significant gender differences could suggest that everyday cognitive lapses and emotional wellbeing function in a similar manner across genders in the current sample of young adults. This finding somewhat contradicts previous literature suggesting gender-based differences in emotional processing and attentional functioning (Hyde, 2013; Nolen-Hoeksema & Aldao, 2011). One possible explanation for this could be the uneven distribution of participants by gender group, particularly the low number of participants who identify as "others". Another possible explanation may be that young adults today often share similar educational, academic, and social experiences, which may reduce traditionally observed gender differences in emotional and cognitive functioning.

Another important finding from the study was that the data appeared to be approximately normally distributed, supporting the use of parametric statistical analyses. Welch's ANOVA was also used to increase the reliability of the results on gender differences, as it corrects for unequal group sizes. This strengthened the accuracy and methodological consistency of the findings related to gender differences.

The findings of the present study contribute to the existing literature that has examined the relationship between emotional wellbeing and everyday cognitive lapses in young adults particularly within the Indian context where limited research has explored these variables together. The findings underscore the importance of emotional wellbeing for not only psychological adjustment but also effective cognitive functioning in daily life. Although the WHO-5 Well-Being Index is commonly used as a measure of general mental wellbeing, its items largely assess positive emotional functioning, mood, and subjective wellbeing, which aligns with the focus of the present study on emotional wellbeing. Given that young adulthood is marked by academic pressure, uncertainty about career and increasing social demands, emotional wellbeing may be important for maintaining attentional stability and cognitive efficiency during this developmental period.

Overall, the study suggests that emotional wellbeing is an important predictor of everyday cognitive functioning in young adults. Individuals with better emotional wellbeing may experience fewer everyday cognitive lapses and greater efficiency in managing daily responsibilities and challenges. Even if the gender differences were not statistically significant, the outcomes underscore the necessity of investigating the emotional wellbeing and everyday cognitive lapses in diverse populations using larger and more balanced samples.

9. Conclusion & Summary

The current study explored the relationship between emotional wellbeing and

everyday cognitive lapses among young adults as well as gender differences in these variables. The findings revealed that there is a significant moderate negative relationship between emotional wellbeing and cognitive lapses. In other words, people with higher emotional wellbeing have less problems with attention and memory in their daily lives. These findings suggest that emotional wellbeing could play an important role in young adults' cognitive functioning and attentional control.

Additionally, the study found that while there were small descriptive differences across gender groups, there were no statistically significant gender differences in emotional wellbeing or cognitive lapses. This suggests that the relationship between emotional wellbeing and cognitive functioning may be similar across gender in the current sample.

The findings contribute to the growing body of research highlighting the close relationship between emotional and cognitive functioning in young adulthood. This developmental stage is usually characterized by academic pressure, emotional stress, and increasing social responsibilities, suggesting that emotional wellbeing may be a protective factor for individuals with better coping with cognitive demands.

9.1 *Limitations of the Study*

1. This study employed a cross-sectional design, which restricts the ability to determine the causal relationship between emotional wellbeing and cognitive lapses.
2. The study relied on self-report data which may have been subject to response bias or socially desirable responding.
3. Moreover, the unequal size of the groups within the gender categories, especially the low number of participants identifying as "others", could have influenced the interpretation of the results related to gender.
4. Further, the study was constrained to emotional wellbeing and cognitive lapses and did not examine other potential contributing variables to cognitive function in young adults such as stress, coping strategies, sleep quality, academic workload, or digital engagement.

9.2 *Study Implications*

1. Given that cognitive lapses can impact academic performance, productivity and daily functioning, fostering emotional wellbeing may help decrease attentional and memory- related difficulties in everyday life.
2. The study may help in developing mental health awareness programs, emotional regulation interventions and psychological support strategies in educational and community settings.
3. The findings also contribute to the limited literature in the Indian context by studying

emotional wellbeing and cognitive lapses together in young adults.

4. In addition, the study emphasizes the importance of taking into account emotional health as an important factor affecting cognitive efficiency and overall functioning in young adulthood.

9.3 Recommendations for Future Research

1. Future research might employ longitudinal designs to better understand the direction and long-term nature of the association between emotional wellbeing and cognitive lapses.
2. Larger and more diverse samples may also help to provide a more comprehensive understanding of gender-based differences in emotional and cognitive functioning.
3. Future research could explore other psychological and contextual factors such as stress, coping strategies, sleep quality, academic demands, and technology usage to provide a more comprehensive understanding of their influence on cognitive lapses among young adults.
4. Researchers may also want to consider qualitative or mixed method approaches to better understand the lived experience of young adults with respect to emotional wellbeing and cognitive functioning in everyday life.

References

Alhola, P., & Polo-Kantola, P. (2007). Sleep deprivation: Impact on cognitive performance.

Allott, K., Gao, C. X., Hetrick, S., Filia, K., Menssink, J., Fisher, C., Hickie, I., Herrman, H., Rickwood, D., Parker, A., McGorry, P., & Cotton, S. (2020). Subjective cognitive functioning in relation to changes in levels of depression and anxiety in youth over 3 months of treatment. *BJPsych Open.*

Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*.

Beiter, R. M., Nash, R. P., McCrady, M., Rhoades, D. R., Linscomb, M., Clarahan, M., & Sammut, S. (2015). The prevalence and correlates of depression, anxiety, and stress in a sample of college students. *Journal of Affective Disorders.*

Boals, A., & Banks, J. (2012). Effects of traumatic stress and perceived stress on everyday cognitive functioning. *Cognition & Emotion*.

Broadbent, D.E., Cooper, P.F., Fitzgerald, P. L., & Parkes, K. R. (1982). The Cognitive Failures Questionnaire (CFQ) and its correlates. *British Journal of Clinical Psychology.*

Bunce, D., Handley, R., & Gaines, S. O. (2008). Depression, anxiety, and within-person variability in adults aged 18 to 85 years. *Psychology and Aging*.

Cahill, L. (2006). Why sex matters for neuroscience. *Nature Reviews Neuroscience*. Carrigan, N., & Barkus, E. (2016). A systematic review of cognitive failures in daily life:Healthy populations. *Neuroscience & Biobehavioral Reviews*.

Cheyne, J. A., Carriere, J. S. A., & Smilek, D. (2006). Absent-mindedness: Lapses of conscious awareness and everyday cognitive failures. *Consciousness and Cognition*.

Cobo-Rendón, R., Pérez-Villalobos, M. V., Páez, D., & Gracia-Leiva, M. (2020). A longitudinal study: Affective wellbeing, psychological wellbeing, self-efficacy and academic performance among first-year undergraduate students. *Scandinavian Journal of Psychology*.

Deb, S., Strodl, E., & Sun, J. (2015). Academic stress, parental pressure, anxiety and mental health among Indian high school students. *International Journal of Psychology and Behavioural Sciences*.

Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, culture, and subjective well-being: Emotional and cognitive evaluations of life. *Annual Review of Psychology*.

Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*.

Eliot, L., Ahmed, A., Khan, H., & Patel, J. (2021). Dump the "dimorphism": Comprehensive synthesis of human brain studies reveals few male-female differences beyond size. *Neuroscience & Biobehavioral Reviews*.

Eysenck, M. W., Derakshan, N., Santos, R., & Calvo, M. G. (2007). Anxiety and cognitive performance: Attentional control theory. *Emotion*.

Gomez-Pinilla & Hillman (2013). The influence of exercise on cognitive abilities. Goodhew & Edwards (2023). The Cognitive Failures Questionnaire 2.0. *Personality and Individual Differences*.

Graves, B. S., Hall, M. E., Dias-Karch, C., Haischer, M. H., & Apter, C. (2021). Gender differences in perceived stress and coping among college students. *PLoS ONE*.

Hajos, T. R. S., Pouwer, F., Skovlund, S. E., Den Oudsten, B. L., Geelhoed-Duijvestijn, P. H. L. M., Tack, C. J., & Snoek, F. J. (2013). Psychometric and screening properties of the WHO-5 well-being index in adult outpatients with Type 1 or Type 2 diabetes mellitus. *Diabetic Medicine.*

Huppert, F. A. (2009). Psychological well-being: Evidence regarding its causes and consequences. *Applied Psychology: Health and Well-Being*.

Hyde, J. S. (2013). Gender similarities and differences. *Annual Review of Psychology*.

Killgore, W. D. S. (2010). Effects of sleep deprivation on cognition. *Progress in Brain Research*.

Kopčavar Guček, N., Stepanović, A., Ružić Gorenjec, N., & Klemenc-Ketiš, Z. (2026). Patient- and provider-level determinants of self-assessed health and well-being among adults with chronic conditions in Slovenian primary care. *Health and Quality of Life Outcomes*.

Lavanya, T. P., & Manjula, M. (2017). Emotion regulation and psychological problems among Indian college youth. *Indian Journal of Social Psychiatry*.

Levine, D.A., Gross, A.L., Briceño, E.M., et al. (2021). Sex differences in cognitive decline among US adults. *JAMA Network Open*.

Lingán-Huamán, S. K., Ventura-León, J., Terukina Sakihara, C., & Camero Calloa, C. (2024). The satisfaction with life scale and the well-being index WHO-5 in young Peruvians: A network analysis. *International Journal of Adolescence and Youth*.

Llewellyn, D. J., Lang, I. A., Langa, K. M., & Huppert, F. A. (2008). Cognitive function and psychological well-being: Findings from a population-based cohort. *Age and Ageing*.

Lubans et al. (2016). Physical activity for cognitive and mental health in youth: A systematic review of mechanisms. *Pediatrics.*

Lucas-Carrasco, R. (2012). Reliability and validity of the Spanish version of the WHO-5 Well-Being Index in elderly. *Psychiatry and Clinical Neurosciences*.

Lugo-Machado, J. A., Méndez-Cazares, J. A., Jacobo-Pinelli, R., Quintero-Bauman, A., & Jiménez Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*.

Madore, K. P., Khazenzon, A. M., Backes, C. W., Jiang, J., Uncapher, M. R., Norcia, A. M., & Wagner, A. D. (2020). Memory failure predicted by attention lapsing and media multitasking. *Nature*.

Majeed, N. M., Kasturiratna, K. T. A. S., Li, M. Y., Chia, J. L., Lua, V. Y. Q., & Hartanto,A. (2023). COVID-19 stress and cognitive failures in daily life: A multilevel examination. *Journal of Pacific Rim Psychology*.

Marsh, E., Pérez Vallejos, E., & Spence, A. (2021). The digital workplace and its dark side: An integrative review. *Computers in Human Behavior*.

Matud, M. P. (2004). Gender differences in stress and coping styles. *Personality and Individual Differences.*

Mishra, P., Panigrahi, M., & Ankit, D. (2020). Cognition and alertness in medical students: Effects of a single night of partial sleep deprivation. *Annals of Neurosciences*.

Momtaz, Y. A., Hamid, T. A., & Ibrahim, R. (2014). Cohort comparisons: Emotional

well-being among adolescents and older adults. *Clinical Interventions in Aging*.

Nolen-Hoeksema, S., & Aldao, A. (2011). Gender and age differences in emotion regulation strategies and their relationship to depressive symptoms. *Personality and Individual Differences.*

O'Hare, A. J., & Gemelli, Z. T. (2023). The effects of short interventions of focused-attention vs. self-compassion mindfulness meditation on undergraduate students. *PLoS ONE.*

Pessoa, L. (2008). On the relationship between emotion and cognition. *Nature Reviews Neuroscience*.

Pressman, S. D., & Cohen, S. (2005). Does positive affect influence health? *Psychological Bulletin*.

Reddy, K. J., Menon, K. R., & Thattil, A. (2018). Academic stress and its sources among university students. *Biomedical and Pharmacology Journal.*

Richards, C., Bouman, W. P., & Barker, M.-J. (Eds.). (2017). *Genderqueer and non-binary genders*. Palgrave Macmillan.

Richards, C., Bouman, W. P., Seal, L., Barker, M. J., Nieder, T. O., & T'Sjoen, G. (2016). Non-binary or genderqueer genders. *International Review of Psychiatry*.

Rock, P. L., Roiser, J. P., Riedel, W. J., & Blackwell, A. D. (2014). Cognitive impairment in depression: A systematic review and meta-analysis. *Psychological Medicine*.

Rodríguez, M. (2022). Índice de bienestar emocional en médicos residentes con el instrumento OMS-5 [Emotional well-being index in resident doctors using the WHO-5 instrument]. *Revista Médica de Ciencias Médicas*.

Saalwirth, C., & Leipold, B. (2023). Different facets of COVID-19-related stress in relation to emotional well-being, life satisfaction, and sleep quality. *Frontiers in Psychology*.

Sinha, A., & Kumari, S. (2021). Effect of short duration integrated classroom yoga module on physical, cognitive, emotional and personality measures of school children. *Yoga Mimamsa*.

Steptoe, A., Deaton, A., & Stone, A. A. (2015). Subjective wellbeing, health, and ageing. *The Lancet*.

Szabo, A., & Ábel, K. (2021). General psychosocial measures are affected by the situation preceding assessment: The “arbitrary distinction” between state and trait measures is still unresolved. *Psichologija.*

Topp, C. W., Østergaard, S. D., Søndergaard, S., & Bech, P. (2015). The WHO-5 Well-Being Index: A systematic review of the literature. *Psychotherapy and Psychosomatics*.

Vol. 4, Issue 10 October 2026 ISSN: 2584-0142

Wang, X., Liu, Y., Zhao, Z., Liu, W., Chen, Y., Chen, Y., & Zang, S. (2023). Association of adolescent self-esteem in 2014 and cognitive performance in 2014, 2016, and 2018: A longitudinal study. *Frontiers in Psychology*.

Wright, B. J., Wilson, K.-E., Kingsley, M., Maruff, P., Li, J., Siegrist, J., & Horan, B. (2022). Gender moderates the association between chronic academic stress with top-down and bottom-up attention. *Attention, Perception, & Psychophysics*.

Vol. 4, Issue 10 October 2026 ISSN: 2584-0142

APPENDIX A (Emotional Wellbeing)

WHO-5 Well-Being Index

The following five statements are closest to how an individual has felt over the last two weeks. Higher numbers mean better well-being. 0 = At no time, 1 = Some of the time, 2 = Less than half the time, 3 = More than half the time, 4 = Most of the time, 5 = All of the time.

1. I have felt cheerful and in good spirits.
2. I felt calm and relaxed.
3. I have felt active and vigorous.
4. I woke up feeling fresh and rested.
5. My daily life has been filled with things that interest me.

APPENDIX B (Everyday Cognitive Lapses)

The Cognitive Failures Questionnaire 2.0

The following questions are about minor mistakes which everyone makes from time to time, but some of which happen more often than others. Participants were supposed to select the response that best reflects your experience in the past six months.

Response scale: Never (0), Very Rarely (1), Occasionally (2), Quite Often (3), Very Often (4)

1. Do you find you forget why you went from one part of the house to the other?
2. Do you find you forget whether you've turned off a light or a fire or locked the door?
3. Do you fail to hear people speaking to you when you are doing something else?
4. Do you find you forget appointments?
5. Do you find you accidentally throw away the thing you want and keep what you meant to throw away?
6. Do you find you forget what you came to the shops to buy?
7. Do you forget to take your keys with you?
8. Do you forget passwords you need to remember?
9. Do you receive a delivery and forget what you ordered?
10. Do you call people by the wrong name?
11. In conversations, do you forget people’s name even when you know them well?
12. Do you get the dates of things mixed up?
13. Do you find you go to put objects in the wrong place, like putting something from the

Vol. 4, Issue 10 October 2026 ISSN: 2584-0142

cupboard in the fridge?

14. Do you leave home and later realise you have forgotten something you intended to bring with you?
15. Do you think something is missing, only to later see it where you had already looked?