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LEISURE SATISFACTION, HAPPINESS, AND PSYCHOLOGICAL WELLBEING AMONG UNIVERSITY STUDENTS: A GENDER AND EDUCATIONAL LEVEL PERSPECTIVE

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Abstract

University life is often described as a balancing act between academic demands and personal Wellbeing. This study set out to explore how three vital aspects Leisurely satisfaction, happiness, and psychological Wellbeing interact within the lives of students at Tezpur University. A sample of seventy students, selected through random sampling, responded to well-established measures of leisure satisfaction, happiness, and psychological Wellbeing. Data were analysed by descriptive and inferential statistics to capture patterns across gender and educational level, as well as the connections between these dimensions.

The results painted an interesting picture. Male and female students, as well as undergraduates and postgraduates, reported similar levels of Leisure satisfaction, happiness, and psychological Wellbeing, suggesting that these experiences cut across demographic categories. While no clear linear link was observed between Leisure and happiness, both revealed positive relationships with psychological Wellbeing, pointing to its central role in student life.

These findings highlight an important truth: Wellbeing in higher education is not confined to exam scores or career readiness, but also depends on creating opportunities for joy, rest, and meaningful Leisure. By fostering such environments, universities can help students not only cope with academic stress but also flourish as resilient, fulfilled individuals prepared to navigate the wider world.

Keywords: Leisure Satisfaction, Happiness, Psychological Well-Being, Gender, Educational Level.

1. Introduction

- **Leisure Satisfaction**

Leisure satisfaction is more than a pleasant byproduct of leisure. This is a central element of students' personal growth and resilience. Studies revealed that when adolescents and young adults engage in structured leisure, they not only experience enjoyment but also strengthen emotional regulation, socialization skills, and self-confidence (Freire & Teixeira, 2018; Sani & Olaosebikan, 2018). Early research emphasized that participating in Leisure activities fosters positive feelings of contentment and happiness, shaping a sense of vitality that extends into academic and personal life (Beard & Ragheb, 1980). Subsequent investigations further observed that such activities create scope for students to feel energized, relaxed, and meaningfully engaged beyond classroom learning (Ramesh, 2017). For many students, leisure serves as a hidden classroom one where coping strategies and resilience are developed to counteract academic pressures, particularly those imposed by family and institutional expectations (Devi, n.d.). Recent scholarship stresses that assessing Leisure satisfaction is critical for improving the quality and accessibility of leisure opportunities which are not only enjoyable but also productive in enhancing students' Wellbeing (Yayla et al., 2023; Eskiler, Yıldız, & Ayhan, 2019).

- **Happiness**

Happiness, long regarded as a universal human pursuit, has become a central theme in the emerging field of positive psychology, which shifts focus from deficits to strengths (Seligman & Csikszentmihalyi, 2000). Research suggests that happiness plays a significant role in protecting individuals from stress, supporting physical health, and fostering psychological resilience (Diener & Seligman, 2004; Lyubomirsky, King, & Diener, 2005). At the collective level, happiness is associated with stronger relationships and healthier community ties, underscoring its relevance in educational and social contexts (Diener & Seligman, 2004; Lyubomirsky et al., 2005). Policymakers, too, increasingly recognize happiness as a key factor in successful governance, given its impact on social cohesion and productivity (Diener & Seligman, 2004; Veenhoven, 2009). Within higher education, happiness is not merely an abstract concept but a practical factor influencing students' adjustment, performance, and long-term Wellbeing (Bourner & Rospigliosi, 2014). As universities strive to prepare graduates for the future, understanding happiness is essential—not just for producing employable professionals but for nurturing fulfilled, resilient individuals (Rospigliosi & Bourner, 2014).

- **Psychological Wellbeing**

Psychological Wellbeing (PWB) provides the foundation upon which happiness and Leisure can flourish. It extends beyond the absence of distress, encompassing meaning in life, autonomy, positive relationships, and self-acceptance (Garcia, Kazemitabar, & Asgarabad, 2023). In the university context, many students struggle with anxiety, depression, and disconnection, highlighting the urgency of interventions that strengthen Wellbeing (Bewick, Koutsopoulou, Miles, Slaa, & Barkham, 2010; Chao, 2012). Evidence consistently indicates that higher psychological Wellbeing predicts not only healthier coping with academic stress but also improved employment outcomes, income, and social support later in life (Lyubomirsky et al., 2005). The recent researches show there is a powerful connection between PWB and other psychological variables and therefore, the study could credibly use strong psychometric measures to evaluate and support the student mental health of pre and post intervention participants (Rodriguez, Lopez, Marmol, & Brown, 2020). Therefore, exploring the relevance of Leisure satisfaction and happiness as potential components of psychological Wellbeing would open up multifaceted insight into invisible scaffolding which sustains student academic success and well-being (Lyubomirsky et al., 2005; Diener & Seligman, 2004).

2. Related works

Scholarly works of the educational psychology has long since established the real advantages leisure activities provide to people's psychological and social lives. As example, research has shown that participating in leisure activities promotes individual contentment and further leads to better emotional and social outcomes (Eskiler, Yıldız, & Ayhan, 2019; Hartman, 2011). In like manner, Singh (2019) reported the psychosocial variables that related to happiness and indicated that actions such as helping others, participating in social activities, and giving assistance could result in increased individual Wellbeing.

The area of literature around happiness and spirituality has also picked up within recent research. Bentley (2023), investigated how religious and spiritual perspectives influence the human search for happiness, revealing the tension between everyday lived experience and transcendent meaning. Bourner and Rospigliosi (2014) echoed this line of inquiry within higher education, arguing that research on happiness is not only intellectually important but also deeply practical in shaping students' readiness for life and work beyond university.

Broader analyses of happiness have shown that positive and negative both factors shape its expression. On the one hand, education, income, and strong social bonds often enhance life

satisfaction and happiness; on the other hand, challenges such as depressive thoughts and ineffective coping techniques have been found to reduce it (Khandayatray, 2005; Singh, 2019; Jaggi, 2016; Bentley, 2023). This duality underscores the complexity of happiness as both a personal and social construct.

Parallel to happiness research, psychologists have sought to understand determinants of psychological Wellbeing. For instance, Soheila et al. (2013), Lalremmawii (2013), Sharma (2018), Luis (2019), and Rodriguez, Lopez, Marmol, and Brown (2020) all contributed evidence suggesting that Wellbeing is influenced by an array of personal, familial, and social factors. Winefield, Gill, Taylor, and Pilkington (2012) extended this conversation by questioning whether psychological Wellbeing should be viewed as the simple opposite of psychological distress, concluding instead that the two constructs may not fall on a single continuum.

Technology has also emerged as a key variable in Wellbeing studies. Çardak (2013) found that internet addiction is strongly correlated with diminished psychological Wellbeing among university students, illustrating how digital habits can interfere with healthy adjustment. Alternatively, other researches have investigated how Wellbeing can also be supported by gratitude and positive affect. In this regard, Hemarajareswari and Gupta (2021) found that gratitude, happiness, and psychological Wellbeing were interdependent and mutually reinforced among college populations.

The connections among leisure, happiness, and Wellbeing have also been empirically assessed. Argan, Argan, and Dursun (2018) investigated the relationships between Wellbeing, leisure satisfaction, and happiness; although they indicated a positive association between happiness and leisure satisfaction, the relationship was no stronger than a weak association. Kaya (2016) supported this with data that indicated that college students with greater leisure satisfaction also reported greater happiness, but pointed out that effects such as those described were often short term, including non-serious leisure. Other findings suggest that the long-term, deeper effects of leisure, may have a more significant value in psychological Wellbeing as opposed to momentary happiness. For example, Shin and You (2013) showed that adolescents' Wellbeing was positively impacted by long-term involvement with satisfying leisure; likewise, Li, Li, Hsu, and Lin (2019) demonstrated similar findings among a population of older adults performing Tai Chi in China.

Taken together, this literature demonstrates that leisure satisfaction, happiness, and psychological wellbeing are amply related yet very distinct variables. Each of these concepts

has been studied independently, but direct comparison across gender and level of education in research to-date is scarce. There seems to be no empirical data from India and very little in the way of empirical evidence collected in universities. To our knowledge, no published study has researched these variables together in university students from Tezpur University. This is one of many possibilities that the present study seeks to explore.

3. Rationale

In today's fast-moving academic and social environment, university students often find themselves under mounting pressure to meet expectations, achieve high grades, and prepare for competitive futures. These demands can create emotional strain that, if left unchecked, undermines happiness and overall Wellbeing (Bewick, Koutsopoulou, Miles, Slaa, & Barkham, 2010; Chao, 2012). Against this backdrop, structured Leisure activities offer a vital but often overlooked resource. They are not merely "breaks" from study; rather, they provide spaces where young people can learn to regulate emotions, build social bonds, and cultivate psychological resilience (Freire & Teixeira, 2018; Sani & Olaosebikan, 2018).

Leisure also functions as more than entertainment—it offers students an opportunity to recover energy, experience joy, and develop a deeper sense of life satisfaction and purpose (Beard & Ragheb, 1980; Ramesh, 2017). When seen in this light, Leisure becomes part of the educational process itself, nurturing qualities that are essential for navigating both academic and personal challenges.

Although research has examined individual dimensions such as happiness, spirituality, or gratitude, very few studies have taken a holistic view of how Leisure satisfaction, happiness, and psychological Wellbeing intersect. For example, Singh (2019) revealed that sources of happiness are psychosocial and Bentley (2023) emphasized the spiritual dimensions of happiness, while Hemarajarajeswari and Gupta (2021) linked gratitude to Wellbeing. However, these studies focused on the variables in a vacuum, leaving open questions of synergies between these variables in the daily lives of students.

Gender and educational level have received even less attention. Some studies indicated differences, while others produced little or no difference (Lapa, 2013; Hassan, 2019). The variability in findings demonstrates the need for additional research, particularly in the context of Indian higher education where cultural and academic aspects influence student experiences potentially in unique ways. To date, little research has been conducted on these issues at Tezpur University, creating both the right timing and context for the current study.

Not only will the current study aid in closing these research gaps, but also will add to existing psychological and educational scholarship, along with enhancing practice as well as campus life. The current study will utilize three validated instruments, specifically the Leisure Satisfaction Measure (Beard & Ragheb, 1980), Oxford Happiness Questionnaire (Hills & Argyle, 2002), and Ryff's Psychological Wellbeing Scale (Garcia, Kazemitabar, & Asgarabad, 2023), which will enable reliability and benchmarking of the results against existing literature on the subject.

In an era when student mental health is an urgent concern, examining these dimensions together offers valuable insights for developing programs, policies, and environments that allow students to thrive (Lyubomirsky, King, & Diener, 2005; Diener & Seligman, 2004).

4. Objectives of the study

The study was undertaken with the following specific objectives:

- i. To compare gender differences in Leisure satisfaction, happiness, and psychological Wellbeing among university students.
- ii. To assess variations across educational levels by examining differences between undergraduate and postgraduate students in Leisure satisfaction, happiness, and psychological Wellbeing.
- iii. To evaluate the interrelationships among Leisure satisfaction, happiness, and psychological Wellbeing by employing correlational analysis, with the aim of determining the extent to which these constructs are statistically associated within the student population.

5. Methodology

- **Sample**

The study was conducted with a sample of seventy students from Tezpur University, including thirty-four male and thirty-six female participants, ranging in age from 18 to 26 years. Of these, thirty-four were undergraduates and thirty-six were postgraduates. Students were selected using a simple random sampling technique to ensure fair representation across gender and academic level, minimizing sampling bias and increasing the reliability of findings.

- **Instruments for Data Collection**

To capture the study variables with precision, three well-established psychometric tools were employed. Leisure satisfaction was measured using the Leisure Satisfaction Measure developed by Beard and Ragheb (1980), a widely validated scale that assesses the degree of fulfilment individuals derive from their leisure experiences. Happiness was assessed with the Oxford Happiness Questionnaire, designed by Hills and Argyle (2002), which offers a compact yet comprehensive measure of positive affect and life satisfaction. Finally, psychological Wellbeing was measured using Ryff's Psychological Wellbeing Scale, a multidimensional instrument developed to evaluate aspects such as autonomy, environmental mastery, personal growth, and purpose in life (Garcia, Kazemitabar, & Asgarabad, 2023). The use of these validated instruments ensured both the reliability and comparability of results with prior research.

- **Data Analysis**

The data collected were processed using IBM SPSS 28.0.0.0, applying both descriptive and inferential statistics. Descriptive techniques included the calculation of means and standard deviations, which provided a clear picture of the overall trends in students' Leisure satisfaction, happiness, and psychological Wellbeing. To compare differences between groups, independent-samples t-tests were conducted, allowing for the examination of gender-based and educational-level distinctions. Finally, Pearson product-moment correlation was employed to investigate the interrelationships among the three variables, highlighting how Leisure satisfaction, happiness, and psychological Wellbeing may align or diverge within the student population. These methods provided a robust analytical framework to address the study objectives and test the stated hypotheses (Diener & Seligman, 2004; Lyubomirsky, King, & Diener, 2005).

- **Data Analysis and Results**

The data were analyzed both descriptively and inferentially to address the three stated objectives. Descriptive statistics provided a broad picture of student experiences, while inferential techniques tested for group differences and interrelationships. All tests were carried out using **IBM SPSS 28.0.0.0**, with the level of significance fixed at $p < .05$.

Table 1: Independent-samples t-test results comparing male and female students on Leisure satisfaction, happiness, and psychological Wellbeing.

Variables	Gender	Number	Mean	SD	df	t(stat)	t(tab)	Level of
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		(N)						Significa nce
Leisure Satisfaction	Male	34	90.67	13.32	68	-0.50	1.99	0.05
	Female	36	89.02	14.21				
Happiness	Male	34	114.58	12.61	68	-0.16	1.99	0.05
	Female	36	114.13	10.60				
Psychological Wellbeing	Male	34	91.52	10.47	68	0.01	1.99	0.05
	Female	36	91.55	11.01				

The first objective was to examine in the table no. 1, whether male and female students differed in their levels of Leisure satisfaction, happiness, and psychological Wellbeing. Independent-samples *t*-tests revealed no statistically significant differences between the two groups. For Leisure satisfaction, the mean score for male students ($M = 90.67$, $SD = 13.32$) was nearly identical to that of female students ($M = 89.02$, $SD = 14.21$), $t(68) = -0.50$, $p > .05$. Similar results were observed for happiness ($M = 114.58$, $SD = 12.61$ for males; $M = 114.13$, $SD = 10.60$ for females), $t(68) = -0.16$, $p > .05$. Psychological Wellbeing scores also showed no difference ($M = 91.52$, $SD = 10.47$ for males; $M = 91.55$, $SD = 11.01$ for females), $t(68) = 0.01$, $p > .05$.

Interpretation: These findings suggest that gender did not play a determining role in shaping students' Leisure satisfaction, happiness, or Wellbeing at Tezpur University. This aligns with prior studies indicating that leisure satisfaction and psychological Wellbeing often cut across gender lines (Lapa, 2013; Hassan, 2019). However, it also contrasts with other research reporting gender-based variations, such as Misra and McKean (2000), who found that female students experienced higher stress and, consequently, lower leisure satisfaction.

Table 2: Independent-samples t-test results comparing undergraduate and postgraduate students on Leisure satisfaction, happiness, and psychological Wellbeing.

Variables	Educational	Number(	Mean	SD	df	t(stat)	t(tab)	Level of
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	level	N)						Significa nce
Leisure Satisfaction	Undergraduate	34	90.02	11.21	68	-0.11	1.99	0.05
	Post Graduate	36	89.63	15.88				
Happiness	Undergraduate	34	113.91	12.10	68	0.31	1.99	0.05
	Post Graduate	36	114.77	11.14				
Psychological Wellbeing	Undergraduate	34	92.70	10.01	68	-0.88	1.99	0.05
	Post Graduate	36	90.44	11.29				

From the table no. 2 it has been analysed that the undergraduates and postgraduate students differed in their experiences of Leisure satisfaction, happiness, and psychological Wellbeing. Results of the *t*-tests again showed no significant differences. Undergraduate students reported a mean score of 90.02 (SD = 11.21) for Leisure satisfaction, while postgraduates scored 89.63 (SD = 15.88), $t(68) = -0.11$, $p > .05$. For happiness, the mean values were 113.91 (SD = 12.10) for undergraduates and 114.77 (SD = 11.14) for postgraduates, $t(68) = 0.31$, $p > .05$. Psychological Wellbeing also showed no significant difference, with undergraduates averaging 92.70 (SD = 10.01) and postgraduates 90.44 (SD = 11.29), $t(68) = -0.88$, $p > .05$.

Interpretation: Educational level did not appear to influence students' Wellbeing or happiness. Both undergraduate and postgraduate students reported comparable experiences, which may reflect shared academic pressures and campus environments at Tezpur University. Similar conclusions have been drawn in studies suggesting that Wellbeing patterns are often shaped less by level of study than by broader social and institutional factors (Hasan, 2019; Bewick et al., 2010).

Table 3: Pearson correlation coefficients among Leisure satisfaction, happiness, and psychological Wellbeing of university students

Variables	Mean	SD	df	Calculated Co- Efficient correlation	Critical Value of Correlation	Level of Significa nce
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Leisure Satisfaction & Happiness	89.82	13.71	68	0.17	0.19	0.05
	114.35	11.54				
Leisure Satisfaction & Psychological Wellbeing	89.82	13.71	68	0.28	0.19	0.05
	91.54	10.67				
Happiness & Psychological Wellbeing	114.35	11.54	68	0.57	0.19	0.05
	91.54	10.67				

The table no 3 focused on understanding the relationships between Leisure satisfaction, happiness, and psychological Wellbeing using Pearson's correlation. Results indicated that Leisure satisfaction and happiness were weakly and non-significantly related ($r = .17, p > .05$). However, Leisure satisfaction and psychological Wellbeing showed a positive and significant correlation ($r = .28, p < .05$). Likewise, happiness and psychological Wellbeing demonstrated a strong positive correlation ($r = .57, p < .05$).

Interpretation: These findings suggest that while Leisure may not directly drive happiness in a linear way, both Leisure and happiness contribute significantly to psychological Wellbeing. In other words, psychological Wellbeing appears to act as the “bridge” through which leisure and positive affect support overall adjustment. This resonates with prior studies linking leisure engagement and happiness to long-term psychological health (Lyubomirsky, King, & Diener, 2005; Shin & You, 2013; Li, Li, Hsu, & Lin, 2019).

6. Findings & Discussions

Objective 1: Gender Differences

The first objective examined whether male and female students differed in their levels of Leisure satisfaction, happiness, and psychological Wellbeing. Results from the independent-samples *t*-tests revealed no significant differences between the two groups, leading to the retention of the null hypothesis. Practically, male and female students reported very similar experiences regarding leisure satisfaction, subjective happiness, and psychological Wellbeing. This result is consistent with outcomes proposed by Lapa (2013) and Hassan

(2019), who also found that gender had little influence on student Wellbeing and leisure satisfaction. However, there are studies that are somewhat contradictory to these findings. Consider the work of Misra and McKean (2000) who claimed female students show higher levels of stress, which affects leisure experiences. In addition, Jha and Agarwal (2017) found that male students in professional programs that reported to be happier than female students. Of course, these mixed findings suggest that the influence of gender may not be consistent but rather be determined by context driven by institutional culture and societal expectations. At Tezpur University, our evidence suggests that male and female students have relatively equal leisure, and show similar psychological outcomes.

Objective 2: Educational-Level Differences

The second objective explored whether undergraduate and postgraduate students differed in their reported levels of Leisure satisfaction, happiness, and psychological Wellbeing. The *t*-test analyses again revealed no statistically significant differences, confirming the null hypothesis. Both groups experienced Leisure and Wellbeing in broadly similar ways.

This finding aligns with Hasan (2019), who concluded that academic stream or level does not necessarily produce significant differences in Wellbeing. One possible interpretation is that the academic environment at Tezpur University provides similar challenges and resources across both undergraduate and postgraduate levels, creating shared experiences of stress, Leisure, and happiness. While earlier studies have shown that workload, maturity, or age can sometimes influence these variables (Bewick, Koutsopoulou, Miles, Slaa, & Barkham, 2010), the present findings suggest that, within this institutional setting, the lived experience of students is more uniform than divided by academic status.

Objective 3: Interrelationships Among the Variables

The third objective sought to evaluate the interrelationships among Leisure satisfaction, happiness, and psychological Wellbeing through correlational analysis. Results indicated that while Leisure satisfaction and happiness were not significantly related, both variables were positively associated with psychological Wellbeing. Although the connection between Leisure satisfaction and psychological Wellbeing was low but significant, the association between happiness and psychological Wellbeing was strong and positive. This partially rejects the null-hypothesis indicating Leisure will always translate to happiness but Leisure and happiness contribute in a meaningful way to psychological Wellbeing. These findings support other research, Argan, Argan, and Dursun (2018) found a low but significant connection between leisure satisfaction and happiness, while Kaya (2016) said leisure could benefit happiness within the confines of certain student contexts. Nawijn and Veenhoven

(2013) nuanced this to posit that casual leisure produces short-term happiness while longer leisure stays provide increases to Wellbeing overall. Shin and You (2013) and Li, Li, Hsu, and Lin (2019) found satisfying leisure participation provides beneficial results for psychological health long-term. The strong relationship of happiness and Wellbeing in this study mirrors the conclusion of Lyubomirsky, King, and Diener (2005) that positive affectations create a foundation for resilience, motivation, and rapport with others.

Taken together, the findings converge on a central theme: psychological Wellbeing emerges as the cornerstone of student life, serving as the space where both Leisure and happiness find their deepest expression. Gender and educational level did not significantly differentiate students, suggesting that institutional context and shared pressures outweigh demographic distinctions. This insight highlights the need for broad, inclusive approaches in designing campus interventions.

Equally important, the results clarify that while Leisure does not always produce immediate happiness, it creates a supportive environment that nurtures stability and resilience. Happiness, in turn, provides the positive emotional energy that sustains Wellbeing, much like sunlight that nourishes the roots of a tree. Together, Leisure and happiness form complementary pathways that enrich the soil of psychological Wellbeing, enabling students to cope, grow, and flourish in demanding academic settings.

7. Conclusion

This study has aimed to understand the relationship between Leisure satisfaction, happiness, and psychological Wellbeing among university students in general and, in particular regard to the potential impact of gender and educational level. The findings narrated a story of likeness rather than difference. Male and female, under-graduate and post-graduate, students indicated similar levels of Leisure, happiness, and Wellbeing; suggesting each experience permeating the demographic boundaries of the Tezpur University context.

Perhaps the most surprising finding was the absence of correlation between Leisure and happiness, however they both acted as good predictors of psychological Wellbeing. This strengthens the insight that Wellbeing acts as a base; the underpinning or not-often-seen structures which give students purpose as they negotiate the academic rigours, social engagements, and personal development. Leisure produced the conditions to facilitate restoration and equilibrium, happiness offered resilience. Together they landed within the

space of Wellbeing, which steadfastly serviced students as an anchoring point of calculated certainty through a heightened experience.

Ultimately these findings reveal an undeniable reality that must be acknowledged by higher education. Academic success is conditioned by more than grades; it is conditioned by environments, context and practices that support joy and balance. When Wellbeing is prioritized psychologically, institutions will promote not only scholars but individuals, engaged, empowered and ready to engage sustainably with professionals and the wider reach of humans on the planet.

8. Recommendations

Based on these findings, several actionable recommendations can be proposed for universities and policymakers:

- i. **Integrate structured Leisure programs:** Institutions should embed diverse leisure opportunities—such as sports, cultural events, mindfulness workshops, and group activities—into campus life. These experiences can help students find balance and renewal alongside academic commitments.
- ii. **Design inclusive Wellbeing strategies:** Since gender and educational level did not significantly alter experiences, programs should be broad-based, ensuring equal access and relevance for all students, rather than narrowly targeting specific subgroups.
- iii. **Enhance mental health services:** The strong link between happiness and psychological Wellbeing highlights the importance of counselling, stress management workshops, and peer-support systems to sustain students' emotional health.
- iv. **Promote awareness of the role of Leisure:** Awareness campaigns can reshape cultural attitudes that often place academic achievement above leisure. By demonstrating that Leisure fuels resilience and productivity, institutions can encourage healthier student lifestyles.
- v. **Establish continuous feedback mechanisms:** Universities should implement regular assessments of Leisure satisfaction and Wellbeing through validated tools. Student feedback should inform policy decisions, ensuring that programs evolve with changing needs.
- vi. **Policy and infrastructure support:** Higher education policymakers should recognize Wellbeing as integral to academic quality. Investments in Leisure-

friendly infrastructure open spaces, gyms, cultural centres must be prioritized as part of holistic education.

Conflict of Interest

The author affirms that there are no financial, institutional, or personal relationships that could be perceived as influencing the outcomes of this research. All analyses, interpretations, and conclusions presented in this paper are solely the product of the author's independent scholarly work.

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