International Journal of Humanities and Social Sciences Research Studies
Volume 1, Issue 5 | November - December 2026 | https://www.ijhssrs.com
ISSN: 3139-0854

Lifestyle Factors and Psychological Well-Being Among University Students A Review

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Abstract
University students experience substantial changes in academic, social, and personal lifestyles that can influence their psychological well-being. Lifestyle behaviors such as physical activity, sleep, dietary habits, technology use, sedentary behavior, substance use, and stress-management practices may play an important role in shaping students' mental and emotional health. The present review examines the relationship between lifestyle factors and psychological well-being among university students, with particular attention to healthy and unhealthy lifestyle behaviors and their psychological consequences. The reviewed literature indicates that regular physical activity, adequate sleep, healthy dietary practices, effective time management, and balanced daily routines are generally associated with better psychological well-being, greater life satisfaction, and reduced psychological distress. In contrast, insufficient sleep, physical inactivity, prolonged sedentary behavior, excessive smartphone and social-media use, unhealthy eating patterns, and substance-related behaviors may be associated with increased stress, anxiety, depressive symptoms, and reduced quality of life. The literature further suggests that lifestyle factors are interconnected rather than functioning independently; for example, academic stress may influence sleep and eating patterns, while poor sleep and sedentary behavior may further affect emotional functioning. Individual, social, academic, and environmental factors may also influence students' ability to maintain healthy lifestyles. Overall, the review highlights the importance of adopting a comprehensive lifestyle approach to promote psychological well-being among university students. Universities can support students by providing health education, physical-activity opportunities, counseling services, sleep-health awareness, nutrition guidance, and strategies for healthy technology use. Further longitudinal and intervention-based research is needed to clarify the long-term and causal relationships between lifestyle behaviors and psychological well-being.

Keywords: Lifestyle Factors, Psychological Well-Being, University Students, Physical Activity, Sleep, Dietary Habits, Technology Use, Mental Health

1. Introduction
University life represents an important developmental period in which students experience significant academic, social, emotional, and lifestyle changes. During this period, students often become increasingly responsible for their own daily routines, including sleep, diet, physical activity, technology use, social activities, and stress management. These lifestyle behaviors can have important implications for psychological well-being and overall quality of life.

Psychological well-being refers to a positive state of psychological functioning that includes emotional balance, life satisfaction, positive relationships, self-acceptance, resilience, sense of purpose, and the ability to manage everyday challenges. University students' psychological well-being may be influenced by academic demands, financial concerns, social relationships, career uncertainty, and changing lifestyle patterns.

Lifestyle factors represent a broad range of behaviors and daily practices that influence health. Among university students, important lifestyle factors include physical activity, sleep quality and duration, dietary habits, sedentary behavior, technology and social-media use, substance use, time management, and stress-management practices. These factors

ISSN: **3139-0854**

often interact with one another and may collectively influence psychological functioning.

Physical activity is one of the important lifestyle behaviors associated with psychological health. Regular physical activity has been linked with improved mood, reduced psychological distress, and greater life satisfaction. Penedo and Dahn (2005) highlighted the mental-health and well-being benefits associated with regular physical activity. Similarly, Rebar et al. (2015) reported beneficial effects of physical activity on depression and anxiety among non-clinical adult populations.

Sleep is another important component of student lifestyle. University students frequently experience irregular sleep schedules because of academic workload, social activities, technology use, and other lifestyle demands. Lund et al. (2010) reported disturbed sleep patterns among college students, while Hershner and Chervin (2014) highlighted the prevalence and consequences of sleepiness among college students. Poor sleep may affect emotional regulation, concentration, energy, and psychological well-being.

Dietary behavior is also relevant to students' mental and emotional health. University students may experience irregular meal patterns, dependence on convenient foods, and changes in dietary habits after entering higher education. Healthy dietary practices may contribute to better psychological functioning. Conner et al. (2017), for example, found that increased fruit and vegetable consumption was associated with improvements in psychological well-being among young adults.

Another growing concern is technology and smartphone use. Digital technologies provide important academic and social benefits, but excessive or problematic use may contribute to sedentary behavior, sleep disruption, stress, and reduced psychological well-being. Samaha and Hawi (2016) reported relationships between smartphone addiction, stress, academic performance, and life satisfaction, highlighting the need to consider technology-related behavior within the broader lifestyle context.

Sedentary behavior is closely related to modern student lifestyles. Long periods spent sitting while studying, attending online classes, using computers, or engaging with smartphones may reduce opportunities for physical activity. A lifestyle characterized by high sedentary time and low physical activity may have implications for both physical and psychological health.

Substance-related behaviors may also influence psychological well-being. University students may encounter alcohol, tobacco, caffeine, or other substances as part of social or coping behaviors. Taylor et al. (2013) identified relationships between sleep difficulties, mental health, quality of life, and substance-use difficulties among college students, demonstrating the interconnected nature of lifestyle and psychological factors.

Academic stress is another factor that can influence students' lifestyle choices. High academic demands may lead students to reduce physical activity, sacrifice sleep, skip meals, increase screen time, or adopt other unhealthy behaviors. These behaviors may subsequently affect psychological well-being, creating a cycle in which academic stress and lifestyle difficulties reinforce one another.

Importantly, lifestyle factors should not be viewed as independent variables operating in isolation**.** Physical activity, sleep, diet, technology use, sedentary behavior, and stress management are interconnected. For example, excessive technology use may delay sleep, poor sleep may reduce motivation for physical activity, and academic stress may affect both eating and sleeping patterns. Therefore, a comprehensive approach is necessary to understand university students' psychological well-being.

The university environment can play an important role in shaping these lifestyle behaviors. Availability of recreational facilities, healthy food options, counseling services, academic support, campus culture, and opportunities for social interaction may influence students' ability to maintain healthy routines.

Therefore, examining the relationship between lifestyle factors and psychological well-being among university students is important for understanding how everyday behaviors contribute to positive psychological functioning and how unhealthy lifestyle patterns may increase psychological difficulties. A comprehensive review of the available evidence can help identify important relationships, research gaps, and practical strategies for promoting

ISSN: **3139-0854**

healthier lifestyles and better psychological well-being in university settings

2. Need and Justification of the Study

University students are increasingly exposed to lifestyle patterns that may influence their psychological well-being. Academic pressure, irregular sleep, sedentary behavior, unhealthy dietary practices, prolonged technology use, limited physical activity, and difficulties in managing time and stress may collectively create conditions that affect students' emotional and psychological health. Therefore, examining lifestyle as a broader determinant of well-being is important.

The present review is needed because psychological well-being is an important component of successful university life. Poor psychological well-being may be associated with stress, anxiety, depressive symptoms, reduced academic engagement, lower life satisfaction, and difficulties in social functioning. Identifying modifiable lifestyle factors may provide opportunities for prevention and early support.

Another important reason for this review is that lifestyle behaviors are modifiable. Unlike many fixed personal characteristics, students can potentially improve physical activity, sleep routines, dietary practices, technology habits, time management, and stress-management behaviors. Understanding which lifestyle factors are most consistently associated with psychological well-being can help students and institutions develop more effective health-promotion strategies.

The review is also justified because lifestyle factors are interconnected**.** Poor sleep may reduce physical activity, academic stress may lead to unhealthy eating or excessive screen use, and prolonged technology use may further disturb sleep. Examining these behaviors separately may therefore provide an incomplete understanding of students' psychological well-being.

There is also a need to consider the changing lifestyle environment of university students. Increased dependence on smartphones, social media, online learning, and sedentary academic practices has changed the way students study, communicate, and spend their leisure time. These changes make it important to continuously examine how contemporary lifestyle patterns relate to psychological health.

Existing research has examined individual lifestyle factors such as physical activity, sleep, diet, and technology use, but findings vary according to populations, measures, and research designs. A comprehensive review can bring these findings together and provide a broader understanding of the combined relationship between lifestyle behaviors and psychological well-being.

The review is further justified by its practical relevance for universities. Institutions can potentially influence students' lifestyle environments through health education, counseling, recreational facilities, nutrition support, sleep-health programs, digital-wellness initiatives, and stress-management services.

Therefore, the present review is needed to synthesize evidence on major lifestyle factors associated with psychological well-being among university students, identify important research gaps, and provide practical recommendations for promoting healthier lifestyles and positive psychological functioning in higher-education settings.

2. Objectives

The present review aims to:

1. Examine the relationship between major lifestyle factors and psychological well-being among university students.
2. Examine the role of physical activity, sleep, dietary habits, and sedentary behavior in students' psychological well-being.
3. Examine the relationship between technology use, social-media use, and psychological well-being among university students.
4. Identify the influence of stress-management practices, time management, and other health-related behaviors on students' psychological well-being.
5. Identify major barriers and challenges that prevent university students from maintaining healthy lifestyle practices.
6. Identify research gaps and provide recommendations for promoting healthy lifestyles and psychological well-being among university students**.**

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3. Methodology

3.1 Research Design

- **Design:** Narrative literature review.
- **Focus:** Lifestyle factors and psychological well-being among university students.
- **Major lifestyle factors:** Physical activity, sleep, dietary habits, sedentary behavior, technology use, social-media use, stress management, and time management.

3.2 Literature Search

- **Sources:** Academic databases, peer-reviewed journals, scholarly publications, and credible institutional sources.
- **Main keywords:** "Lifestyle factors," "university students," "college students," "psychological well-being," "mental health," "physical activity," "sleep," "diet," "sedentary behavior," "smartphone use," "social media," and "stress."
- **Search approach:** Combinations of keywords and related terms were used to identify relevant literature.
- **Language:** English-language literature was primarily considered.

3.3 Inclusion Criteria

Studies were included when they:

- Focused on university or college students.
- Examined one or more lifestyle factors.
- Reported outcomes related to psychological well-being or mental health.
- Provided relevant empirical or scholarly evidence.
- Were published in credible academic sources.
- Were sufficiently relevant to the objectives of the present review.

3.4 Exclusion Criteria

Studies were excluded when they:

- Focused primarily on children, older adults, or unrelated populations.
- Did not examine lifestyle factors or psychological well-being.
- Were unrelated to the objectives of the review.
- Were duplicate publications.
- Were news reports, blogs, promotional materials, or other non-scholarly sources.
- Did not provide sufficient information for meaningful interpretation.

3.5 Thematic Organization

The selected literature was organized into the following major themes:

1. Physical activity and psychological well-being.
2. Sleep and psychological health.
3. Dietary habits and mental well-being.
4. Sedentary behavior and psychological outcomes.
5. Smartphone and social-media use.
6. Stress management and time management.
7. Interrelationship among lifestyle factors.
8. Barriers to maintaining healthy lifestyles.

3.6 Data Synthesis and Analysis

- **Approach:** Qualitative thematic synthesis.
- **Comparison:** Findings were compared across studies.
- **Focus of synthesis:** Common findings, differences, influencing factors, and relationships among lifestyle behaviors.
- **Outcome:** Identification of major findings, research gaps, future recommendations, and practical implications.
- **Statistical pooling:** Not undertaken because of differences in study designs, samples, measures, and outcome variab

4. Review of literature

4.1 Physical Activity and Psychological Well-Being

Physical activity is one of the most consistently studied lifestyle factors associated with psychological well-being. Regular physical activity has been linked with better mood, reduced psychological distress, and improved life satisfaction. Penedo and Dahn (2005) highlighted the broad psychological and physical benefits associated with regular exercise. Rebar et al. (2015) also reported beneficial effects of physical activity on depression and anxiety among non-clinical adult populations.

4.2 Sleep and Psychological Well-Being

Sleep is a fundamental component of a healthy lifestyle and plays an important role in emotional

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regulation and psychological functioning. University students frequently experience irregular sleep schedules because of academic workload, social activities, and technology use. Lund et al. (2010) reported disturbed sleep patterns among college students, while Hershner and Chervin (2014) emphasized the prevalence of sleepiness and its potential consequences for student functioning.

4.3 Dietary Habits and Mental Well-Being

Dietary behavior may influence psychological well-being through nutritional and physiological pathways. University students may develop irregular meal patterns and unhealthy food choices due to academic schedules, financial constraints, and limited time. Conner et al. (2017) found that increased fruit and vegetable consumption was associated with improvements in psychological well-being among young adults, suggesting that healthier dietary behavior may contribute to positive emotional functioning.

4.4 Sedentary Behavior and Mental Health

Sedentary lifestyles have become increasingly common among university students because of prolonged study, computer use, online learning, and smartphone activities. Extended sedentary time may reduce physical activity and contribute to an unhealthy lifestyle pattern. The combination of high sedentary behavior and insufficient physical activity may be particularly relevant to students' psychological health.

4.5 Smartphone and Technology Use

Technology provides important academic and social benefits, but excessive or problematic use may negatively affect psychological well-being. Smartphone overuse may contribute to stress, reduced sleep quality, sedentary behavior, and difficulties in maintaining balanced daily routines. Samaha and Hawi (2016) reported relationships among smartphone addiction, stress, academic performance, and life satisfaction, indicating that technology-related behavior should be considered within the broader lifestyle context.

4.6 Social-Media Use and Psychological Functioning

Social-media platforms have become an important part of university students' daily lives. Although they facilitate communication and social connection, excessive or problematic use may be associated with psychological difficulties. Rosen et al. (2013) examined relationships between technology use and symptoms associated with psychological disorders, highlighting the importance of balanced technology use.

4.7 Stress Management and Lifestyle

Academic stress can strongly influence students' lifestyle choices and psychological well-being. Students experiencing high academic demands may sacrifice sleep, reduce physical activity, adopt irregular eating patterns, or increase technology use. Conversely, healthy lifestyle behaviors may help students manage everyday stress more effectively.

4.8 Time Management and Daily Routine

Effective time management may help students balance academic responsibilities with sleep, physical activity, meals, recreation, and social relationships. Poor time management may contribute to irregular routines and increased stress. A balanced daily schedule may therefore support both healthy lifestyle behaviors and psychological well-being.

4.9 Lifestyle Factors and Quality of Life

Lifestyle behaviors are also related to broader indicators of quality of life and life satisfaction. Physical activity, healthy sleep, balanced nutrition, and effective stress management may contribute to positive psychological functioning. Mutz and Müller (2016) demonstrated a relationship between physical activity, mental health, and life satisfaction, illustrating the connection between lifestyle behavior and broader well-being.

4.10 Interrelationship Among Lifestyle Factors

An important feature of the literature is that lifestyle factors do not operate independently. For example, excessive smartphone use may reduce sleep duration, poor sleep may reduce motivation for physical activity, and academic stress may influence both eating and sleeping behavior. Therefore, psychological well-being may be better understood

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through an integrated lifestyle perspective rather than by examining individual behaviors separately.

4.11 Unhealthy Lifestyle Patterns and Psychological Distress

The literature suggests that combinations of unhealthy behaviors may be associated with greater psychological difficulties. Insufficient sleep, physical inactivity, unhealthy diet, excessive sedentary behavior, and problematic technology use may collectively contribute to stress, anxiety, depressive symptoms, and reduced life satisfaction. This highlights the importance of addressing multiple lifestyle behaviors simultaneously.

4.12 Overall Synthesis

Overall, the reviewed literature indicates that healthy lifestyle behaviors are generally associated with better psychological well-being among university students. Physical activity, adequate sleep, healthy dietary habits, balanced technology use, effective stress management, and appropriate daily routines may contribute to positive psychological functioning. However, the strength of these relationships varies across studies, indicating the need for further research using integrated and longitudinal approaches.

5. Findings and Discussion

he reviewed literature indicates that lifestyle factors have a substantial relationship with psychological well-being among university students. Healthy lifestyle behaviors are generally associated with better emotional functioning, greater life satisfaction, and lower levels of psychological distress, whereas unhealthy and sedentary lifestyle patterns may increase vulnerability to stress, anxiety, depressive symptoms, and reduced quality of life.

A major finding is that physical activity is positively associated with psychological well-being. Regular exercise may contribute to better mood, reduced stress, and lower levels of anxiety and depressive symptoms. The benefits may also extend to self-esteem, energy, cognitive functioning, and life satisfaction. This suggests that physical activity can serve as an important protective lifestyle behavior for university students.

Sleep emerged as another important factor**.** Students with adequate and regular sleep generally demonstrate better psychological functioning, while insufficient or disturbed sleep is associated with fatigue, emotional difficulties, stress, and reduced daytime functioning. The relationship is potentially bidirectional because academic stress can disturb sleep, while poor sleep can reduce students' ability to cope with academic demands.

The findings also indicate a relationship between dietary behavior and psychological well-being. Healthier dietary practices may contribute to positive psychological functioning, while irregular meals and unhealthy food choices may accompany stressful or demanding student lifestyles. However, the evidence on diet is less consistent than that concerning physical activity and sleep, indicating the need for further research.

Another important finding concerns sedentary behavior**.** Prolonged sitting associated with studying, online learning, computer use, and smartphone activities may reduce opportunities for physical activity. A highly sedentary lifestyle may therefore contribute indirectly to poorer psychological well-being, particularly when combined with insufficient physical activity and inadequate sleep.

The review further indicates that technology and smartphone use have both positive and negative dimensions**.** Digital technologies support learning, communication, and social interaction, but excessive or problematic use may contribute to sleep disruption, stress, reduced physical activity, and psychological difficulties. Therefore, the issue is not technology itself but the extent and pattern of its use.

Academic stress and time-management difficulties were also identified as important influences. Heavy academic workloads and poor time management may lead students to sacrifice sleep, meals, exercise, and recreation. These changes can create a cycle in which unhealthy lifestyle behaviors increase psychological distress, which may subsequently make healthy routines more difficult to maintain.

An important overall finding is that lifestyle factors are interconnected. Physical activity, sleep, diet, technology use, sedentary behavior, and stress management influence one another. For example, excessive screen use may delay sleep; inadequate sleep may reduce motivation for exercise; and

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academic stress may contribute to unhealthy eating and increased technology use. Consequently, focusing on a single lifestyle behavior may provide only a partial understanding of students' psychological well-being.

The literature also suggests that individual and environmental factors influence students' ability to maintain healthy lifestyles. Time availability, financial circumstances, access to facilities, campus environment, social support, academic discipline, personal motivation, and cultural practices may determine whether students can consistently adopt healthy behaviors.

Overall, the evidence supports an integrated lifestyle approach to psychological well-being. Rather than addressing physical activity, sleep, diet, technology use, and stress management separately, universities may achieve greater benefits by promoting a coordinated healthy-lifestyle environment.

However, the strength of the evidence varies because studies differ in their designs, samples, measures, and definitions of psychological well-being. Many studies are cross-sectional and rely on self-reported behaviors. Therefore, the observed relationships should not always be interpreted as causal. Longitudinal and intervention-based research is needed to determine whether sustained improvements in lifestyle behaviors produce lasting improvements in psychological well-being.

6. Research Gaps and Future Recommendations

he reviewed literature reveals several important gaps in understanding how lifestyle factors influence psychological well-being among university students. These gaps can be broadly classified into methodological, contextual, measurement, behavioral, integrative, and longitudinal gaps.

6.1 Methodological Gap

A large proportion of existing studies use cross-sectional designs. Although these studies identify associations between lifestyle behaviors and psychological well-being, they provide limited evidence regarding causal relationships. Future research should give greater attention to longitudinal, experimental, quasi-experimental, and mixed-method designs.

6.2 Contextual Gap

Much of the available evidence comes from specific countries and university populations. More research is required across diverse cultural, socioeconomic, and educational settings, particularly among **South Asian and Nepali university students**, where lifestyle patterns and social environments may differ.

6.3 Measurement Gap

Different studies use different instruments to measure physical activity, sleep, diet, technology use, sedentary behavior, stress, and psychological well-being. This variation makes comparison difficult. Future research should use validated and standardized measures and, where feasible, combine self-reported data with objective indicators.

6.4 Behavioral Gap

Some lifestyle behaviors have received more attention than others. Physical activity and sleep are relatively well studied, whereas the combined effects of dietary habits, sedentary behavior, technology use, time management, and stress-management practices require further investigation.

6.5 Integrative Gap

Many studies examine individual lifestyle factors separately rather than considering their **combined and interactive effects**. Future research should investigate how multiple lifestyle behaviors operate together and whether improving several behaviors simultaneously produces greater psychological benefits.

6.6 Longitudinal Gap

There is limited evidence regarding the long-term effects of lifestyle changes on psychological well-being. Future longitudinal research should examine whether improvements in lifestyle behaviors are sustained and whether they produce lasting changes in psychological health.

Future Recommendations

- Conduct more longitudinal, experimental, and mixed-method studies.
- Increase research among Nepali and South Asian university students.

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- Use standardized and validated measures of lifestyle behaviors and psychological well-being.
- Combine self-report questionnaires with objective measures such as activity trackers and sleep-monitoring devices where appropriate.
- Examine the combined effects of physical activity, sleep, diet, sedentary behavior, and technology use.
- Investigate the role of academic stress, time management, financial conditions, and social support.
- Develop and evaluate integrated healthy-lifestyle interventions for university students.
- Promote sleep health, physical activity, healthy nutrition, stress management, and balanced technology use through university wellness programs.
- Examine whether lifestyle interventions improve not only psychological well-being but also academic engagement and quality of life.
- Conduct longer-term follow-up studies to determine the sustainability of lifestyle-related improvements.

7. Practical Implications

1. **For Universities:** Develop integrated student-wellness programs that address physical activity, sleep, nutrition, stress management, and healthy technology use.
2. **For Students:** Encourage balanced daily routines that include adequate sleep, regular physical activity, healthy eating, study breaks, recreation, and social interaction.
3. **For Student Counseling Services:** Include lifestyle assessment and healthy-lifestyle guidance as part of broader psychological support services.
4. **For Physical Activity Promotion:** Provide accessible, affordable, and inclusive opportunities for sports, exercise, walking, yoga, and recreational activities.
5. **For Sleep Health:** Conduct awareness programs on regular sleep schedules, adequate sleep duration, and the potential effects of excessive nighttime technology use.
6. **For Nutrition Support:** Promote awareness of balanced dietary practices and healthy food choices through campus nutrition education and accessible food options.
7. **For Digital Wellness:** Encourage responsible smartphone, social-media, and screen use, particularly during study periods and before bedtime.
8. **For Stress Management:** Provide training in stress-management, relaxation, mindfulness, and other healthy coping strategies.
9. **For Time Management:** Help students develop realistic study schedules that allow sufficient time for sleep, meals, exercise, recreation, and social activities.
10. **For Academic Institutions:** Consider lifestyle and psychological well-being when designing academic schedules, student-support services, and campus policies.
11. **For Campus Environment:** Create supportive environments with recreational spaces, healthy food facilities, counseling resources, and opportunities for positive social interaction.
12. **For Health Promotion:** Treat healthy lifestyle behavior as an important component of psychological well-being rather than addressing mental health only after psychological problems become severe.
13. **For Program Evaluation:** Universities should periodically evaluate lifestyle and wellness initiatives to determine their effectiveness in improving students' psychological well-being and quality of life.

8. Limitations

- **Review-Based Evidence:** The study is based on existing literature and does not involve primary data collection from university students.
- **Variation in Study Designs:** The reviewed studies differ in research designs, sample sizes, populations, and study durations, making direct comparison difficult.
- **Measurement Differences:** Different instruments and definitions are used to assess lifestyle behaviors and psychological well-being, which may affect consistency across findings.
- **Self-Report Bias:** Many studies rely on self-reported physical activity, sleep, dietary habits,

ISSN: **3139-0854**

technology use, and psychological outcomes, which may be affected by recall or response bias.

- **Limited Causal Evidence:** A substantial proportion of studies are cross-sectional; therefore, associations between lifestyle factors and psychological well-being cannot always be interpreted as causal relationships.
- **Contextual Variation:** Lifestyle patterns and psychological outcomes may differ according to culture, socioeconomic status, academic environment, and institutional conditions.
- **Limited Long-Term Evidence:** There is comparatively limited evidence regarding the long-term effects of lifestyle changes on psychological well-being.
- **Generalizability:** The findings should be generalized cautiously because individual differences in lifestyle, motivation, resources, and environmental support may influence psychological outcomes.

9. Conclusion

The reviewed literature indicates that lifestyle factors play an important role in the psychological well-being of university students. Healthy behaviors such as regular physical activity, adequate sleep, balanced dietary practices, effective stress management, and appropriate daily routines are generally associated with better psychological functioning, greater life satisfaction, and reduced psychological distress.

In contrast, insufficient sleep, physical inactivity, prolonged sedentary behavior, unhealthy eating patterns, excessive smartphone and social-media use, and poor time management may contribute to stress, anxiety, depressive symptoms, fatigue, and reduced quality of life. The findings also suggest that these factors are interconnected rather than functioning independently. Changes in one lifestyle behavior may influence other behaviors and, consequently, students' psychological well-being.

The review highlights that promoting psychological well-being among university students requires an integrated lifestyle approach rather than focusing on a single behavior. Universities can contribute by providing opportunities for physical activity, healthy food choices, sleep-health education, stress-management programs, counseling services, and guidance on balanced technology use.

However, existing evidence is affected by differences in research designs, measurement approaches, student populations, and cultural contexts. The predominance of cross-sectional studies also limits conclusions about causality. Future research should therefore emphasize longitudinal and intervention-based approaches and examine the combined effects of multiple lifestyle factors.

Overall, adopting healthy and balanced lifestyle practices can be an important component of promoting psychological well-being among university students**.** A supportive university environment, combined with individual awareness and sustainable healthy behaviors, may contribute to better mental health, academic functioning, and overall quality of student life.

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