



Research Article

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Comprehensive Wellness in University Life: An Analysis of Student Services and Their Impact on Quality of Life

Angelica María Carrasco Rituay¹

Einstein Sánchez Bardales¹

Yuri Reina Marín¹

Omer Cruz Caro¹

River Chávez Santos¹

Yecenia del Carmen Maicelo Rubio²

¹Toribio Rodríguez de Mendoza National University,
Amazonas, Triunfo,
Chachapoyas 01001,
Peru

²Universidad Autónoma de Madrid,
Ciudad Universitaria de Cantoblanco,
28049 Madrid, Spain
España

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Abstract

Higher education regulatory bodies establish that universities should promote cultural, sports, mental health, and psycho-pedagogical programs. However, these initiatives are usually limited to satisfying minimum quality requirements, without delving into a true promotion of these areas. This study aimed to determine the relationship between university welfare services and students' quality of life. For this purpose, the Partial Least Squares Structural Equation Methodology (PLS-SEM) was used with a sample of 253 university students from a Peruvian public university, to whom a questionnaire validated by specialists was applied. The results revealed that dropout and graduation promotion influence emotional well-being, mental health affects emotional well-being, the promotion of university life affects personal, physical, and social well-being, and the lack of scholarships and economic support negatively influences emotional well-being. In conclusion, college wellness services are key to improving the quality of life of college students who are prone to suffering from academic stress and frustration.

Keywords: Emotional well-being, physical well-being, social well-being, and personal well-being

1. Introduction

The world is experiencing significant changes in the physical environment, in learning, and in people's living conditions; these changes bring challenges to mental health and well-being, affecting all dimensions of the human being both individually and socially (Libertson, 2023; Xu & Choi, 2023). In this context, higher education institutions are no strangers to this situation, as they seek to go beyond qualifications and technical training, seeking to ensure the quality of life of students in compliance with the third sustainable development goal of health and wellbeing (Sito et al., 2022).

In response to these challenges, universities are promoting programs that encourage encounters with culture and sports to facilitate the recognition and promotion of their abilities (Bernate et al., 2020). In this way, higher education institutions are no longer simply teaching centers, but environments that promote the integral development of students (Daza-Corredor et al., 2020) becoming multifaceted and multifunctional institutions, generators of knowledge, and providers of services.

In Peru, universities offer well-being and recreation programs, as established in the University Law No. 30220; however, this often consists only of fulfilling of indicators of basic quality conditions, without going beyond a simple checklist (Superintendencia Nacional de Educación Superior Universitaria, 2021). In this context, it is essential to take into account that quality of life represents the desired state of subjective and objective well-being that develops in multiple areas; and is closely linked to well-being, a fulfilled life, and happiness (Sugara et al., 2020), which highlights the importance of well-being programs in universities that go beyond formal requirements, contributing significantly to the integral development of students.

In the area of university welfare, significant studies have been carried out related to the satisfaction of the university community with the services offered; the studies of Cáceres et al., 2018; Sito et al. (2022) indicate that satisfaction is linked to the efficiency of university services and that students who participate in physical activities and those who have family responsibilities enjoy the food services more; however, these studies focus mainly on scholarships, food, and recreation. On the other hand, the literature highlights that attention has been paid to academic performance, as shown by the work of Daza et al. (2022) which indicates that lunch programs and inclusion scholarships contribute to academic performance, but emphasizes that psychological well-being needs to be evaluated.

Other studies, such as that of Bernate et al. (2020), focus only on compliance with public policies related to sports in higher education, or on the perception of welfare programs, as in the case of the study by Castillo et al. (2022), which indicates that knowing the strengths and weaknesses of the programs allows for understanding the interests of the university community.

Recent studies highlight the critical importance of student wellness and quality of life in higher education, particularly within public universities in developing countries. Baik & Larcombe (2023) emphasize the need for holistic approaches to student support, suggesting that mental health services and academic resources significantly impact student well-being and academic success. Douglas et al. (2024) further explore the role of social support networks, indicating that strong peer relationships can enhance students' resilience and overall quality of life.

In the context of developing countries, Siddiqui et al. (2023) identify unique challenges such as economic constraints and limited access to mental health resources, which can adversely affect student wellness. Khatri et al. (2024) advocate for institutional policies that prioritize student health, arguing that such measures can lead to improved academic outcomes and a more supportive campus environment. Collectively, these studies underscore the necessity of integrating wellness initiatives into the educational framework to foster a conducive learning atmosphere in public universities (Christensen & Kennedy, 2023).

The perception of well-being and quality of life among students in higher education institutions is influenced by several key factors. Firstly, the quality of academic support and resources significantly impacts student satisfaction and well-being, as highlighted by Iskandar et al. (2024) who

emphasize the importance of accessible academic services and mentorship programs in enhancing student experiences. Additionally, Malunga (2022) points out that social integration and community engagement within the institution foster a sense of belonging, which is crucial for students' overall well-being. Moreover, Putri & Lutfianawati (2023) identify the role of institutional policies and practices in promoting mental health and wellness, suggesting that proactive measures can lead to improved perceptions of quality among students. Lastly, Vasilev et al. (2024) discuss the influence of external factors, such as economic conditions and job market prospects, which can affect students' stress levels and overall satisfaction with their educational experience.

Despite the relevance of these studies, there is scarce literature focused on the impact of university well-being on quality of life, Daza-Corredor et al. (2020) conducted a literature review that determined the need to analyze various factors of quality of life due to its cross-sectional nature, due to studies often focusing on specific variables, such as food and sport, without addressing all relevant dimensions in a single study. Therefore, this study seeks to determine the relationship that university welfare services have with students' quality of life, addressing various dimensions such as physical well-being, psychological well-being, personal well-being, and social well-being.

2. Materials and Methods

2.1 Research design

A non-experimental methodology was used, given that the study variables were not manipulated; that means, they were not intentionally altered (Hernández et al., 2018). In addition, a quantitative descriptive correlational approach was followed in concordance with the research objectives.

The study opted for a Partial Least Squares Structural Equation Design (PLS-SEM) to analyze how university well-being factors influence the quality of life of the university community (Norabuena et al., 2020). Following the causal-predictive SEM perspective that emphasizes prediction when estimating statistical models, whose structures are designed to provide causal explanations (Maziriri & Madinga, 2018). In addition, the model was validated following the methodology proposed by Martínez et al. (2018) which indicated that it is carried out in three steps: the evaluation of internal consistency (Cronbach's alpha and composite reliability); convergent validation (indicator reliability and mean variance extracted); and finally, discriminant validation and heterotrait-intra-trait ratio.

Research hypothesis:

- H1: Dropout and graduation promotion influence emotional well-being.
- H2: Mental health influences emotional well-being.
- H3: Fostering college life influences emotional well-being.
- H4: Fostering college life influences personal well-being.
- H5: Fostering college life influences physical well-being.
- H6: Fostering college life influences social well-being.
- H7: Scholarships and financial support influence emotional well-being.

2.2 Participants

This study was conducted with the participation of 4186 students enrolled in the 2023-II academic semester at the National University Toribio Rodríguez de Mendoza de Amazonas, information provided by the Admissions and Academic Records Office. A simple random convenience sampling was used, obtaining a total of 253 students who participated in the survey. The participation of the students was voluntary and they were informed about the purpose of the study, guaranteeing their anonymity.

Table 1. Participant data

Variables		Frequency	Percentage
Sex	Female	117	46.2%
	Male	136	53.8%
Age	16 to 20	82	32.4%
	21 to 25	127	50.2%
	26 to 30	28	11.1%
	31 or more	16	6.3%
Region	Amazonas	209	82.6%
	Cajamarca	30	11.9%
	Lambayeque	7	2.8%
	San Martin	7	2.8%
Faculty	Faculty of Economic and Administrative Sciences	43	17%
	Faculty of Medicine	25	9.9%
	Faculty of Civil and Environmental Engineering	32	12.6%
	Faculty of Health Sciences	37	14.6%
	Faculty of Archeology and Anthropology	17	6.7%
	Faculty of Zootechnical Engineering, Agribusiness and Biotechnology	18	7.1%
	Faculty of Engineering and Agricultural Sciences	34	13.4%
	Faculty of Education and Communication Sciences	14	5.5%
	Faculty of Systems Engineering and Electrical Mechanics	11	4.3%
Occupation	Study and work	134	53.0%
	Just study	119	47.0%
Scholarships	None	193	76.3%
	PRONABEC scholarship	55	21.7%
	Scholarship for university dining room	5	2.0%
Vulnerable population group	None	110	43.5%
	Victim of violence	3	1.2%
	With low economic resources	122	48.2%
	Disability	6	2.4%
	LGBTQ+	7	2.8%
	Mother with child under 03 years old	2	0.8%
Coming from an indigenous community	3	1.2%	

The student population analyzed shows a slight male majority (53.8%), with 50.2% of students between 21 and 25 years old. Predominantly from Amazonas (82.6%), these young people are distributed across various faculties, with Economics and Administrative Sciences being the most populated (17%). Notably, more than half (53%) combine studies and work, and although the majority (76.3%) do not have scholarships, 21.7% benefit from PRONABEC. In terms of vulnerability, almost half (48.2%) identify as low-income, reflecting significant socioeconomic challenges. This student composition reveals a diverse community, with a significant proportion facing economic challenges while pursuing higher education.

2.3 Instrument

A questionnaire was used, designed by the research team following the methodological criteria required for the development and validation of an instrument: survey design, validation by experts (a

psycho-pedagogue, social worker, psychologist, and a nurse), and construct validation through Cronbach's alpha: for the university well-being dimension, it was 0.89 and for quality of life was 0.85. The instrument was developed in Google Forms and was structured into three sections: general data, four domains of university well-being, and four quality of life domains.

The university well-being domains were developed based on the institutional license renewal model of SUNEDU, an entity that guarantees the quality and legality of educational institutions in Peru. These domains include scholarships and financial support; mental health; promotion of university life; and, dropout and graduation promotion. Based on this, 16 items were developed with a Likert rating scale that varies from "never" with 1 point, "rarely" with 2 points, "sometimes" with 3 points, "almost always" with 4 points, to "always" with 5 points.

The quality of life domains, according to Hehir et al. (2016) include, personal well-being; emotional well-being; physical well-being, and social well-being. Based on this, 16 items were developed with a Likert rating scale that varies from "never" with 1 point, "rarely" with 2 points, "sometimes" with 3 points, "almost always" with 4 points, to "always" with 5 points.

The information collection was carried out by disseminating the survey link to the UNTRM information technology office, which sent it by email to all university students enrolled in the 2023-II semester.

2.4 Data analysis

For data analysis, IBM SPSS Statistics 25 software was used; the reliability of the instrument was evaluated using Cronbach's Alpha coefficient, and normality was verified using the Kolmogorov-Smirnov test. The Smart PLS 4 software was used to evaluate the correlations.

3. Results

3.1 Normality of data

To verify the normality of the data Vilares & Coelho (2013), recommended evaluating the skewness, where the values are in the range of (-1 to +1); and the kurtosis of the data, should be between (-2 and +2) for standard data, as shown in the following table.

Table 1. Data normality

Variables	Min	Max	Skewness	Kurtosis
Dropout and graduation promotion	-2.137	2.188	-0.045	0.261
Emotional wellness	-1.848	2.367	0.427	0.192
Mental health	-2.163	2.161	0.133	0.072
Personal Wellness	-1.672	1.825	0.083	-0.891
Physical wellness	-1.922	2.057	0.286	-0.759
Promotion of university life	-1.891	1.365	-0.307	-1.140
Scholarships and financial support	-2.193	1.400	-0.618	-0.305
Social wellness	-2.379	1.878	-0.204	-0.314

The results indicate that the skewness values range from (-0.618 to 0.427), which is in the established range. Likewise, the kurtosis values are in the range of (-0.891 to 0.261). These results suggest that the data follow a normal distribution.

3.2 Model goodness of fit

According to Sarstedt et al. (2017), the model goodness-of-fit analysis serves to assess how well the model fits the data and inference statistics. According to Yusif et al. (2020), it is essential that the residual standardized root mean square is less than 0.1 to be considered an adequate fit and that the values of (d_ ULS and d_G) are below 95% to ensure that the model fits correctly.

Table 2. Model goodness of fit

Model fit	Values
SRMR	0.033
d_ ULS	3.729
d_ G	0.930
Chi-square	337.505
NFI	0.468

The results indicate that the Residual Standardized Root Mean Square Residual (SRMR) is 0.033 and the d_ ULS and d_G values are 3.729 and 3.690, demonstrating that the model has a good fit.

3.3 Reliability and validity

According to Haji-Othman & Yusuff (2022) for the validity and reliability of the data, it is necessary that the Composite Reliability (CR) is greater than 0.70 and that the average variance extracted (AVE) is greater than or equal to 0.50. In addition, the degree of shared variance between the latent variances must be less than 0.90.

Table 3. Reliability and data validity

	CR	AVE	AGP	EW	MH	PW	PW	PUL	SFS	SW
Dropout and graduation promotion	0.766	0.609								
Emotional wellness	0.716	0.571	0.759							
Mental health	0.880	0.530	0.665	0.764						
Personal Wellness	0.791	0.697	0.777	0.541	0.715					
Physical wellness	0.762	0.515	0.817	0.684	0.731	0.716				
Promotion of university life	0.831	0.670	0.852	0.449	0.600	0.600	0.806			
Scholarships and financial support	0.797	0.638	0.792	0.455	0.777	0.745	0.717	0.708		
Social wellness	0.810	0.627	0.654	0.764	0.883	0.667	0.625	0.547	0.629	

The results indicate that the data collected regarding university well-being and quality of life are reliable and valid; because the values of CR and AVE are greater than 0.70 and the degree of shared variance is less than 0.90.

4. HTMT Results

According to Henseler et al., 2015; Mukhtar et al. (2022) for discriminant validity, Heterotrait-Monotrait (HTMT) correlations should be assessed, which should be less than 0.90.

Table 4. HTMT Results

		AGP	EW	MH	PW	PW	PUL	SFS	SW
Dropout and graduation promotion									
Emotional wellness	0.759								

		AGP	EW	MH	PW	PW	PUL	SFS	SW
Mental health	0.565	0.764							
Personal Wellness	0.777	0.541	0.715						
Physical wellness	0.817	0.884	0.631	0.716					
Promotion of university life	0.752	0.449	0.700	0.600	0.806				
Scholarships and financial support	0.692	0.455	0.677	0.745	0.817	0.708			
Social wellness	0.754	0.764	0.883	0.667	0.725	0.547	0.629		

The results indicate that there is discriminant validity due to the correlational values of HTMT being less than 0.90.

4.1 Structured equation model

Structural Equation Modeling (SEM) combines regression analysis and factor analysis to evaluate relationships between variables with complex interactions interactions (Mohd Dzin & Lay, 2021). This model will allow quantifying the possible direct and indirect relationships between university welfare services (observable variables) and different aspects of students' quality of life (unobservable variables), identifying the influence of university welfare services on students' quality of life.

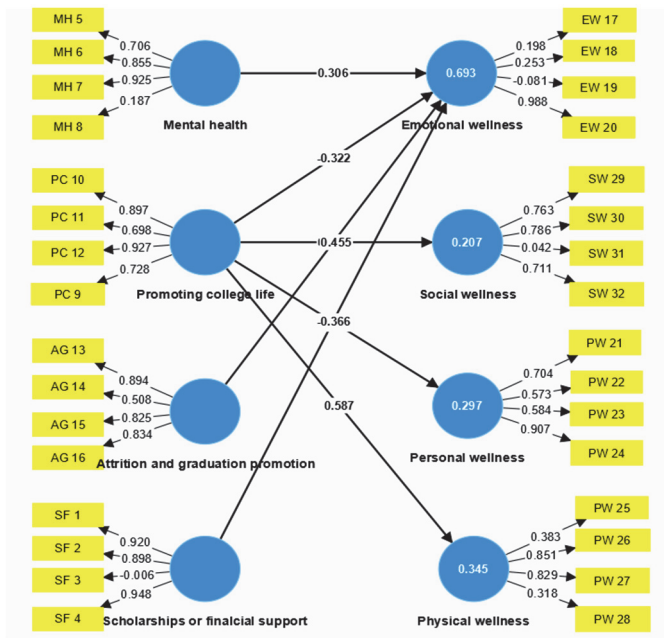


Figure 1. Equation model

Table 5. Confirmation of the model

	Beta coefficient	T statistics	P values	Decision
Dropout and graduation promotion ---> Emotional wellness	0.957	8.067	0.000	Accepted
Mental health ---> Emotional wellness	0.306	2.274	0.010	Accepted
Promotion of university life ---> Emotional wellness	-0.322	2.062	0.070	Rejected
Promotion of university life ---> Personal wellness	0.545	6.805	0.001	Accepted

	Beta coefficient	T statistics	P values	Decision
Promotion of university life--> Physical wellness	0.587	6.988	0.001	Accepted
Promotion of university life --> Social wellness	0.455	6.201	0.000	Accepted
Scholarships and financial support ---> Emotional wellness	-0.366	2.511	0.901	Rejected

Fig. 1 shows the acceptance or rejection of the hypotheses. Accordingly, hypotheses 1, 2, 3, 3, 4, 5 and 6 are visualized. Of which only o4 showed a positive relationship on the quality of life domains: dropout and promotion of graduation with emotional wellbeing ($\beta=0.957, p=0.000$), mental health with emotional wellbeing ($\beta=0.306, p=0.010$); promotion of university life with personal wellbeing ($\beta=0.545, p=0.001$); promotion of university life with social wellbeing ($\beta=0.455, p=0.000$). Nevertheless, o2 were obtained that did not present a positive relationship in the domains of promotion of graduation with personal wellbeing ($\beta= -0.322, p=0.070$) and scholarships-financial support with social wellbeing ($\beta= -0.366, p=0.901$).

5. Discussion

This study identified a moderate positive relationship between dropout and graduation promotion programs and the emotional well-being of university students with a Pearson correlation coefficient = 0.455. These results indicate that programs, activities, and services related to dropout and graduation promotion offered by universities increase students' emotional well-being, which translates into an increased ability to manage stress, a positive attitude, and better expression of their emotions. These findings are supported by previous research; for example, Malighetti et al. (2022) noted that students who face the challenge of early graduation experience greater stress and it is related to the likelihood of college dropout; therefore, services that employ technology to recognize stress can promote emotional well-being.

Research on the relationship between educational programs and student well-being has yielded varied findings. For instance, a study by Abbas et al. (2023) identified a moderate positive correlation (0.455) between dropout and graduation promotion programs and the emotional well-being of university students, suggesting that such programs can enhance students' emotional health. Similarly, Hartl et al. (2022) found that supportive educational environments significantly contribute to students' emotional resilience, indicating that structured programs can mitigate feelings of isolation and anxiety. In contrast, Gan et al. (2022) highlighted that while academic support is beneficial, its effectiveness can be influenced by individual student characteristics, suggesting a more nuanced relationship. Schoeps et al. (2020) further emphasized the importance of tailored interventions, noting that generic programs may not address specific emotional needs, which could limit their overall impact. Collectively, these studies underscore the importance of targeted support programs in fostering emotional well-being among university students, while also recognizing the need for individualized approaches to maximize effectiveness.

Similar results were found by Feizi et al. (2024) who indicated, that stress is negatively associated with emotional well-being in doctoral students, increasing the intention to drop out of the academic program, highlighting the importance for universities to strengthen their services aimed at preventing dropout. They also relate to the findings of Wollast et al. (2023), who established that doctoral students at universities in Belgium presented low levels of emotional well-being, due to academic burnout, which affected their quality of life and their intention to continue with their studies. Furthermore, Andersen et al. (2021) indicated, that mental health interventions are a promising strategy especially in the first year of study, a period in which most students drop out of university due to emotional wellbeing problems.

Concerning mental health and emotional well-being, they present a moderate positive correlation with a Pearson correlation coefficient of 0.306; these results indicate that services, activities, or programs aimed at improving mental health increase the emotional well-being of university students. These results are consistent with the study of Li et al. (2024), who point out that,

in China, mental health self-help services are effective in improving emotional and psychological well-being by reducing depressive symptoms in the short term. Therefore, it is necessary to expand this type of service to young adult college students. Furthermore, they agree with the findings of Torres et al. (2019), who established that improving mental health focused on depression and stress of students in Colombia improves their emotional well-being, allowing them to manage their problems, time, and money.

Likewise, Madina (2022) indicates that the main mental health problems in university students are academic stress, loneliness, financial pressure, and insomnia, which significantly impact emotional well-being, affecting their studies and generating social isolation and even suicidal thoughts; therefore, mental health services should be a priority. Finally, Galante et al. (2021) noted that mental health services at the University of Cambridge improve the well-being of students, which is notable in those with mental diseases and increases their resilience to stress. This also corroborates the findings of Baik & Larcombe (2023), who emphasized the need for holistic approaches to student support, including mental health services. This result also addresses the concern expressed by Daza et al. (2022) on the need to evaluate psychological well-being beyond academic performance.

The promotion of university life has a moderate negative correlation with personal well-being (Pearson correlation coefficient of -0.366), indicating that services aimed at promoting a university life, such as sports, cultural, psycho-pedagogical, and tutoring activities, do not generate personal well-being in university students at a state university in Peru. These results differ from the study by Tapps et al. (2016), who mentions that physical activities contribute to personal well-being by reducing stress at a university in the United States. Likewise, they disagree with the results of Daza-Corredor et al. (2020), who point out that academic assistantship programs related to tutoring have a positive impact on students' well-being, contributing to academic performance. On the other hand, Lee & Graham (2001) mentioned that students, especially those in the health sciences, see their well-being affected by the load of information they must learn in medical school, and that talking about it with their classmates is a useful strategy.

The promotion of university life shows a moderate positive correlation with social well-being with a Pearson correlation coefficient of 0.455, which indicates that sports, cultural, psycho-pedagogical, and tutoring activities generate social well-being by improving interpersonal relationships, social support, and the sense of belonging to the university community. These results are strengthened by Bernate et al. (2020), who indicate that recreational activities, such as sports, allow the integration of students, creating spaces for them to improve their quality of life. In addition, Xu & Choi (2023) determined that cultural and artistic activities generate satisfaction in students with others and their personal lives. Furthermore, this supports the findings of Douglas et al. (2024) on the crucial role of social support networks in improving students' resilience and overall quality of life.

Dropout and graduation promotion have a moderate positive correlation with students' wellbeing with a Pearson correlation coefficient of 0.455, indicating that programs or activities designed to prevent dropout and prepare students for impending graduation contribute to the increase in personal wellbeing. These findings are consistent with the results of Gan et al. (2022), who indicate that programs aimed at preparing students for early graduation by developing life skills influence students' subjective well-being. Likewise, Robinson et al. (2021) mentioned that students in their penultimate year before graduation experience affectations in their wellbeing, manifesting depressive symptoms, and suggest that they should receive interventions to learn to manage their psychological challenges. On the other hand, Yu et al. (2018) mention that having good personal well-being allows personal growth and academic performance of students, therefore, institutions should carry out activities to strengthen personal well-being.

Scholarships and financial support show a moderate negative correlation with students' emotional well-being with a Pearson correlation coefficient of -0.366, indicating that the lack of financial support to students negatively impacts their emotional well-being. These results differ from the findings of Vasilievna et al. (2023), who indicate that financial support, through financial aid and tuition fee subsidies, contributes to student well-being by enabling them to access materials. It is also

consistent with the findings of McDonald et al. (2022), who indicated that lack of financial support can lead to students experiencing social isolation and mental health difficulties. In addition, Berlanga et al. (2022), established that scholarships and bursaries for studies influence commitment, effort, and perseverance, which contributes to the good emotional well-being of the student. Finally, Shabeena et al. (2020) also indicated that scholarships enable students' development and well-being, so universities should publish information about scholarships on their websites.

The moderate positive relationship between academic programs and students' emotional well-being suggests several implications for educational practices and policies. Research indicates that well-structured academic programs can enhance students' emotional resilience and overall mental health, fostering a supportive learning environment that promotes engagement and satisfaction (Irawan et al., 2024). For instance, programs that incorporate emotional intelligence training and peer support systems have been shown to significantly improve students' emotional states (Laakso et al., 2023). However, it is essential to recognize that the effectiveness of these programs can vary based on individual differences and contextual factors, such as cultural background and personal circumstances (Dimovska, 2018). Additionally, while some studies highlight the benefits of academic programs on emotional well-being, others point to the potential for academic stress to negatively impact mental health, indicating a need for balance (Moreira-Choez et al., 2023; Morrish et al., 2018). Thus, educational institutions should prioritize the integration of emotional well-being initiatives within academic frameworks to maximize positive outcomes while being mindful of the diverse needs of their student populations.

In line with the vision of universities as institutions that promote the comprehensive development of students Daza-Corredor et al. (2020), our findings demonstrate that certain aspects of university services have a significant positive impact on different domains of quality of student life. Specifically, we found positive relationships between dropout prevention and graduation promotion with emotional well-being, mental health with emotional well-being, and promotion of university life with personal and social well-being.

These results support the statement of Sito et al. (2022) about the importance of higher education institutions going beyond qualifications and technical training to ensure quality of life for students. The strong relationship between dropout prevention and emotional well-being underscores the importance of student retention programs not only for academic success, but also for the overall well-being of students.

It is important to note that our study addressed the multidimensional nature of quality of life, as suggested by Daza-Corredor et al. (2020), providing a more complete view of the impact of university services on student well-being. This contrasts with previous studies that focused on specific aspects such as diet and sport Cáceres et al., 2018; Sito et al. (2022).

Our findings also support the idea of Sugara et al. (2020) that quality of life is closely linked to well-being and a fulfilled life, demonstrating how different university services can contribute to multiple aspects of student well-being.

The study provides empirical evidence on the importance of a comprehensive approach in university well-being services, supporting the transformation of educational institutions into environments that promote the holistic development of students, as proposed by Daza-Corredor et al. (2020). The results highlight the need for universities to go beyond compliance with basic quality indicators, as observed in the Peruvian context (Superintendencia Nacional de Educación Superior Universitaria, 2021), and focus on services that positively impact multiple dimensions of the student well-being.

6. Conclusions

Activities that promote university life, such as sports and cultural activities, influence personal, physical, and social well-being, but not emotional well-being, because these activities contribute to interpersonal relationships with others and integration into the university community, which has a

positive impact on these dimensions of wellbeing. However, emotional well-being depends on other more internal and personal factors, such as stress management, self-esteem, emotional regulation, and the ability to cope with adverse situations. Participating in sports and cultural activities provides benefits such as the promotion of an active and healthy lifestyle, the development of social skills, the sense of belonging to a group, and the opportunity to explore interests and talents. These experiences enrich university life by promoting physical well-being through exercise, social well-being by strengthening bonds with other students, and personal well-being by providing a balance between studies and other areas of development.

However, emotional well-being requires deeper work at the individual level, such as the cultivation of resilience, self-knowledge, regulation of negative emotions, and the development of effective coping strategies. Although extracurricular activities can indirectly contribute to emotional well-being by providing spaces for distraction and relaxation, the management of emotions and internal balance are aspects that should be addressed more directly and consciously.

Mental health services positively influence the emotional well-being of students, allowing them to strengthen their ability to manage their emotions and stress effectively, which is fundamental for their academic performance. Therefore, educational institutions should prioritize the implementation and access to these services, providing psychological care, counseling, and appropriate coping strategies, to contribute to the academic success of students by promoting their emotional stability and skills to manage the demands and challenges of university life. In this way, healthier learning environments are created and the integral development of students is fostered, preparing them not only academically, but also personally and emotionally.

Universities, by not providing sufficient scholarships or financial subsidies, negatively affect the emotional well-being of young university students who are in vulnerable socioeconomic conditions, since not being able to access the necessary materials and resources for their studies generates emotional instability, stress, and constant worries. The lack of adequate financial support represents a significant barrier for these students to fully dedicate themselves to their academic training, which has an impact on their mental health and emotional well-being. Therefore, higher education institutions must implement strong scholarship and financial aid programs to ensure equal opportunities and prevent financial constraints from becoming obstacles to the academic success and personal development of the most vulnerable students.

This study was not able to reach the entire sample, since the instrument was applied when the students were not on the university campus. Also, the SmartPLS professional version software should be used.

This study has limitations due to its specific context and cross-sectional nature. For future research, it is suggested to conduct longitudinal studies that examine the evolution of emotional well-being over time, delve into the relationship between well-being and extracurricular activities, evaluate interventions aimed at improving student well-being, and analyze differences between demographic groups and educational programs. Furthermore, it would be beneficial to explore the interaction between emotional well-being and academic performance, as well as compare different university contexts. These lines of research would provide a deeper and more nuanced understanding of student well-being, informing more effective policies and practices to promote the holistic development of college students and create healthier educational environments conducive to academic and personal success.

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