



Physical, Mental, Emotional, Social, Psychological, and Spiritual Dimensions of Well-Being among University Students



ARTICLE INFO

Article Type

Descriptive Study

Authors

Tagare Jr. R.L.*¹ PhD

How to cite this article

Tagare JrRL. Physical, Mental, Emotional, Social, Psychological, and Spiritual Dimensions of Well-Being among University Students. Health Education and Health Promotion. 2025;13(2):387-396.

ABSTRACT

Aims This study explored the multidimensional health and well-being of university students, focusing on their engagement in physical activity, mental well-being, emotional intelligence, social interaction anxiety, spiritual well-being, psychological distress, resilience, and sleep quality.

Instrument & Methods This descriptive correlation study involved a large sample of university students selected through simple random sampling. Data were collected using validated surveys and self-report questionnaires that assessed various aspects of student health, including physical activity, mental well-being, emotional intelligence, and others. The analysis employed correlation and descriptive statistical methods to examine relationships between health dimensions.

Findings The students' mental well-being was positively correlated with emotional intelligence, resilience, and spiritual well-being, while psychological distress negatively impacted several health dimensions. A large proportion of students reported poor sleep quality, which was linked to lower resilience and well-being. Additionally, significant correlations were observed between various dimensions, highlighting the interconnectedness of students' health.

Conclusion Physical activity, mental health, emotional intelligence, social anxiety, spiritual wellness, psychological distress, resilience, and sleep quality all influence one another.

Keywords Emotional Intelligence; Mental Health; Psychological Distress; Resilience; Student Health Services

CITATION LINKS

[1] The holistic well-being ... [2] 7 dimensions of holistic ... [3] Adapting traditional healing ... [4] Examining physical wellness ... [5] School as ideal setting ... [6] Effects of the high ... [7] Changes in physical activity ... [8] Well-being in schools ... [9] Learning for uncertainty ... [10] Identity resilience, relationships ... [11] Enhancing mental health ... [12] Sedentary behavior and ... [13] Prevalence and associated factors ... [14] Family and academic ... [15] Mental health, study ... [16] Emotional stability: Unravelling ... [17] The role of emotional ... [18] The significance of emotional ... [19] Social problem-solving ... [20] Fostering students' well-being ... [21] The effect of social isolation ... [22] The link between social wellbeing ... [23] An exploration of graduate ... [24] Students as leaders ... [25] The role of spiritual ... [26] Spiritual practices and mental ... [27] Sleep, well-being ... [28] How college students' ... [29] Spiritual lifestyle in children ... [30] Quantitative ... [31] Understanding descriptive ... [32] Simple ... [33] International physical ... [34] The Warwick-Edinburgh ... [35] Validity and reliability ... [36] The sociocultural attitudes ... [37] Domains of spiritual ... [38] The 10-item Kessler ... [39] The WHO-5 well-being ... [40] Nicholson McBride ... [41] Measuring subjective ... [42] Insufficient physical ... [43] Sedentary behaviour ... [44] Effects of physical ... [45] Stress, self-compassion ... [46] Exploring the pervasive ... [47] Associations between ... [48] Emotional intelligence ... [49] Does emotional intelligence ... [50] The relationship between ... [51] The impact of innovation ... [52] Social withdrawal during ... [53] The impact of alexithymia ... [54] Voices of the students ... [55] Personality and social ... [56] Spiritual needs, religious ... [57] The prevalence of mental ... [58] Basic needs insecurity ... [59] University students' mental ... [60] Student mental health ... [61] Supporting mental health ... [62] Mental health, substance use ... [63] Investigating success ... [64] Investigating success ... [65] Towards a health promoting ... [66] Adolescents' academic ... [67] Sleep quality and ... [68] Stress and burnout ... [69] Stress and sleep ... [70] The relationship between ... [71] Navigating the labyrinth ... [72] A study on the relationship ... [73] Emotional intelligence ... [74] Spiritual intelligence, resilience ... [75] Psychological distress ... [76] Fortifying the ... [77] The social determinants ... [78] Understanding ... [79] Healthy sleep for healthy schools ...

¹Department of Physical Education, College of Human Kinetics, University of Southern Mindanao, Kabacan, Cotabato, Philippines

*Correspondence

Address: Department of Physical Education, College of Human Kinetics, University of Southern Mindanao, Kabacan, Cotabato, Philippines. Postal Code: 9802
Phone: +63 (64) 2482138
tagareruben@usm.edu.ph

Article History

Received: May 4, 2025

Accepted: June 21, 2025

ePublished: June 30, 2025

Introduction

Holistic well-being refers to a comprehensive state of health that encompasses various dimensions of human life, including the physical, mental, emotional, social, and spiritual aspects [1]. It emphasizes the interconnectedness of these dimensions, suggesting that optimal well-being is achieved not merely through the absence of illness but through balance and harmony across all areas of life [2]. This approach views individuals as whole beings whose experiences and health are influenced by multiple internal and external factors [3]. As such, promoting holistic well-being requires addressing more than just physical symptoms; it involves fostering mental clarity, emotional stability, social support, and spiritual purpose [4].

University students today face a range of challenges that significantly impact their holistic well-being. Academically, they often experience pressure to perform, which contributes to stress, anxiety, and mental fatigue [5]. In addition, many students report feelings of isolation, especially those studying far from home or navigating the transition to adulthood, which affects their emotional and social stability [6]. The lack of regular physical activity and poor health habits, such as insufficient sleep and unhealthy eating, further contribute to the decline in their physical well-being [7].

Another pressing issue is the spiritual disconnection felt by many students in modern academic environments. As institutions focus more on academic performance and technological advancement, students may struggle to find meaning, purpose, and inner peace—key elements of spiritual well-being [8]. Furthermore, disruptions brought about by social media, global crises, and uncertainty about the future have made it harder for students to maintain emotional resilience and form deep social connections [9]. These combined stressors often lead to a fragmented sense of self and decreased life satisfaction among university learners [10].

Studies on student well-being consistently highlight the importance of maintaining physical health, which is closely linked to academic performance and overall life satisfaction. Regular physical activity has been shown to improve cognitive function, reduce symptoms of anxiety, and promote better sleep patterns among university students [11]. However, research indicates that many students fail to meet the recommended levels of physical activity due to academic demands and sedentary lifestyles [12]. On the mental health front, increasing rates of stress, depression, and anxiety have been reported among university populations, often attributed to academic pressure, financial stress, and a lack of support systems [13, 14]. Mental well-being is essential for concentration, emotional regulation, and resilience; yet many students hesitate to seek help due to stigma or limited access to mental health services [15].

Emotional well-being plays a crucial role in students' academic success and overall quality of life, yet many struggle with stress, mood disorders, and emotional instability due to academic pressures and personal challenges [16]. Research indicates that students with strong emotional regulation skills are better equipped to handle setbacks, maintain motivation, and develop resilience in high-pressure environments [17, 18]. However, social well-being also significantly influences emotional health, as students with strong interpersonal relationships tend to experience lower levels of stress and higher life satisfaction [19, 20]. Studies highlight that a lack of social connections, particularly among first-year and international students, can lead to loneliness, social isolation, and even symptoms of depression [21, 22]. Supportive peer networks, mentorship programs, and inclusive campus environments are essential for fostering both emotional and social well-being among university students [23, 24].

Spiritual well-being, often overlooked in academic settings, has been found to contribute significantly to students' sense of purpose, inner peace, and resilience during times of stress [25]. Research suggests that students who engage in spiritual practices or have a strong sense of meaning in life tend to experience better emotional health and cope more effectively with academic and personal challenges [26]. In parallel, sleep is another critical yet commonly neglected dimension of student well-being, with studies revealing that poor sleep quality and insufficient rest are strongly linked to decreased academic performance, heightened stress, and mental health issues [27]. Many university students suffer from irregular sleep patterns due to demanding schedules and digital distractions, which can lead to chronic fatigue and emotional instability [28]. Promoting spiritual grounding and healthy sleep habits is thus essential for supporting a more balanced and holistic student life [29].

Despite numerous studies addressing individual aspects of student well-being, such as physical health, mental wellness, emotional regulation, social connection, and spiritual growth, there remains insufficient data that holistically assesses these dimensions as a unified construct, particularly among university students in the Philippines. Most existing research tends to focus on singular components rather than examining how these elements interact to shape overall student wellness. This study sought to fill that gap by conducting a multidimensional assessment of holistic well-being among university students, providing a more comprehensive understanding of their lived experiences. The primary purpose of this research was to explore physical, mental, emotional, social, and spiritual dimensions of well-being to inform more inclusive, targeted, and culturally responsive support strategies for student development and well-being.

This research is important as it provides valuable insights into the holistic well-being of university students, helping respondents better understand their overall health and areas needing support. It contributes to the growing body of knowledge by offering a multidimensional perspective that integrates physical, mental, emotional, social, and spiritual aspects—an approach that remains limited in the local literature. For the wider academic community, this study presents a novel framework for understanding student wellness in a more inclusive and culturally relevant manner. The findings may serve as a basis for developing targeted interventions, policies, and programs that promote holistic student development in Philippine higher education institutions.

Instrument and Methods

Research design

This study employed a quantitative research design, specifically the descriptive correlational method. Quantitative research focuses on gathering and analyzing numerical data to identify patterns, relationships, and generalizations about a population [30]. The descriptive correlational approach, in particular, aims to describe the characteristics of parameters and examine the relationships between them without manipulating any conditions or parameters [31]. This design allows for an objective and systematic investigation of the different dimensions of holistic well-being among university students.

The use of quantitative research, particularly the descriptive correlational design, is most appropriate for this study as it seeks to assess and analyze the relationships among various dimensions of holistic well-being, namely physical, mental, emotional, social, and spiritual aspects.

This method enables the researcher to gather measurable data from a large number of respondents, allowing for statistical analysis and meaningful interpretation of patterns. It also provides a structured approach to exploring how each dimension of well-being relates to the others. Most importantly, it supports the study's goal of presenting a comprehensive view of student well-being without altering existing conditions.

Respondents and sampling

The study was conducted from October 2024 to May 2025. A total of 1,199 university students selected through simple random sampling participated in the study. Simple random sampling is a probability sampling technique in which every individual in the population has an equal chance of being selected, ensuring fairness and reducing selection bias [32]. This method was deemed most appropriate for the study as it allows for the collection of diverse and representative data across various academic programs and year levels without favoring any

subgroup. By using this technique, the findings can be more confidently generalized to the broader student population, enhancing the validity and reliability of the results.

Research tools

This study adopted a range of standardized tools to measure the multiple dimensions of holistic well-being. Physical activity was assessed using the International Physical Activity Questionnaire (IPAQ) [33], which has a reliability coefficient of 0.80. Mental well-being was measured using the Warwick Edinburgh Mental Well-being Scale [34], with a Cronbach's alpha of 0.89. Emotional well-being was evaluated using the Brief Emotional Intelligence Scale-10 (BEIS-10) [35], which has a reported reliability index of 0.84. Social well-being was measured through the Social Interaction Anxiety Scale (SIAS) [36], which has a Cronbach's alpha of 0.88. Additionally, spiritual well-being was assessed using the Spiritual Well-Being Questionnaire (SWBQ) [37], which demonstrated a reliability score of 0.89.

To further assess related constructs, the study included the Kessler Psychological Distress Scale (K10) [38], known for its strong internal consistency, with a Cronbach's alpha of 0.91. The WHO-5 Well-Being Index [39] was used as a general measure of subjective well-being, with a reliability coefficient of 0.88. Resilience was measured using the Nicholson McBride Resilience Questionnaire (NMRQ) [40], which has a reported Cronbach's alpha of 0.83. Lastly, sleep quality was assessed through the Sleep Quality Questionnaire [41], which has a reliability index of 0.86.

The use of these validated instruments ensured the accuracy and reliability of the data gathered across the study's multidimensional framework of well-being.

Statistical analysis

Both descriptive and inferential statistical methods were used to analyze the data comprehensively. Descriptive statistics, including frequency counts, mean, and composite mean, were utilized to summarize and describe the students' physical activity engagement, multidimensional health dimensions, and overall well-being. To test the relationships among the parameters, the study used multiple Pearson correlation coefficients. This statistical technique was deemed most appropriate because it effectively measures the strength and direction of linear relationships between multiple continuous parameters simultaneously. It allowed the researchers to understand how different aspects of health and well-being interconnect, providing a robust basis for interpreting the complexity of the students' holistic experiences.

Through this approach, the study ensured a thorough and reliable examination of the data. Data analysis was performed using SPSS 29 at a significance level of $p < 0.05$.

Findings

Out of 1,199 respondents, 324 students (27.0%) reported low physical activity engagement, 460 students (38.0%) had moderate engagement, and 415 students (35.0%) demonstrated high physical activity engagement. This indicates that a significant portion of the student population fell within the lower and moderate activity levels, with just over a third engaging in high physical activity.

Table 1. Students' spiritual well-being

Statements	Composite mean	Spiritual well-being level
Inner peace and fulfillment	3.04	Moderate
Belief in a higher power and support	3.25	Moderate
Existential and life meaning	3.16	Moderate
Personal connection and spiritual practices	3.14	Moderate
Social and community connections	3.10	Moderate
Beliefs and life philosophy	3.31	Moderate
Spiritual struggles or doubts	2.85	Moderate
Grand mean	3.12	Moderate

Very low spiritual well-being: 1.49-1.00; Low spiritual well-being: 2.59-1.50; Moderate spiritual well-being: 3.49-2.50; High spiritual well-being: 4.00-3.50.

In addition, 95 students (8.0%) were identified as having very low mental well-being, 176 cases (15.0%) with below-average mental well-being, 827 cases (69.0%) with average mental well-being, and 101 students (8.0%) with high mental well-being. This indicates that most students fell within the average category, with only a small fraction experiencing high levels of mental wellness.

Out of 1,199 students, 34 students (3%) were identified as having very low emotional intelligence, 94 cases (8%) with low emotional intelligence, 261 students (22%) with moderate emotional intelligence, 496 (41%) with high emotional intelligence, and 314 (26%) with very high emotional intelligence. This indicates that most students possessed high levels of emotional intelligence.

Also, 329 cases (27.0%) reported low or no social interaction anxiety, 618 cases (51.0%) had mild to moderate levels, 242 cases (20.0%) experienced moderate to high anxiety, and 10 cases (0.8%) reported severe social interaction anxiety. This indicates that a significant portion of the students experienced some form of social anxiety, with many falling under the moderate to high category.

All aspects of spiritual well-being fell under moderate spiritual well-being, with the highest mean in "Beliefs and Life Philosophy" (3.31), followed by "Belief in a Higher Power and Support" (3.25), and the lowest in "Spiritual Struggles or Doubts" (2.85). The grand mean across all components was 3.12, indicating an overall moderate level of spiritual well-being (Table 1).

Out of 1,199 respondents, 84 cases (7.0%) were likely to be well, 136 cases (11.0%) were likely to have a

mild disorder, 168 cases (14.0%) were likely to have a moderate disorder, and a striking 811 cases (68.0%) were likely to have a severe disorder. Thus, the overwhelming majority of students were experiencing significant psychological distress.

Also, 136 cases (11.0%) fell under the category of poor well-being, which may indicate possible clinical depression. Meanwhile, 457 cases (38.0%) were classified as having low well-being, suggesting a need for monitoring or support. A total of 606 cases (51.0%) exhibited good well-being, reflecting positive mental health.

Among the 1,199 respondents, 533 (44.0%) were at the developing level of resilience, 307 (26.0%) had an established level, 196 (16.0%) demonstrated a strong level, and 163 (14.0%) showed an exceptional level of resilience. In addition, 188 students (16.0%) had good sleep quality, while 1,011 students (84.0%) reported poor sleep quality that may be considered clinically relevant.

Statistically significant relationships were observed between many parameters. For instance, mental well-being showed a strong positive correlation with emotional intelligence ($r=0.632$), social anxiety ($r=0.611$), spiritual well-being ($r=0.597$), WHO well-being ($r=0.660$), and resilience ($r=0.580$), suggesting that students who reported higher levels of mental well-being also tended to have better emotional control, stronger spirituality, and greater resilience. Moreover, WHO well-being was notably correlated with resilience ($r=0.719$), spiritual well-being ($r=0.628$), and mental well-being ($r=0.660$), implying a strong interconnectedness among these domains. Physical activity showed a relatively weaker but still significant positive relationship with social anxiety ($r=0.265$) and WHO well-being ($r=0.204$). Psychological distress, on the other hand, negatively correlated with most parameters, including mental well-being ($r=-0.172$), WHO well-being ($r=-0.100$), and physical activity ($r=-0.091$), indicating that students experiencing more psychological distress tended to report poorer outcomes across several dimensions (Table 2).

Various facets of health (mental, emotional, spiritual, and physical) were deeply interconnected and cannot be viewed as separate entities. These dimensions do not operate in isolation but rather interact with and reinforce each other in complex ways. For instance, an improvement in one aspect, such as spiritual well-being, can lead to positive changes in other dimensions. As a student's emotional intelligence strengthens, they may develop better coping strategies for stress and anxiety, which, in turn, could enhance their mental well-being and resilience. Similarly, a student's physical health, particularly through regular exercise, can foster emotional stability and positively impact their spiritual well-being, creating a feedback loop that strengthens overall resilience.

Table 2. Interrelationship of students' multidimensional health assessment

Parameter	8	7	6	5	4	3	2	1
1- Mental well-being	0.190**	0.580**	0.660**	-0.172**	0.597**	0.611**	0.632**	1
2- Emotional intelligence	0.069*	0.543**	0.557**	0.050	0.690**	0.526**	1	
3- Social anxiety	0.265**	0.556**	0.555**	-0.077**	0.513**	1		
4- Spiritual well-being	0.092**	0.587**	0.628**	0.045	1			
5- Psychological distress	-0.091**	0.064*	-0.100**	1				
6- WHO well-being	0.204**	0.719**	1					
7- Resilience	0.159**	1						
8- Sleep quality	1							

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

Discussion

This research aimed to explore physical, mental, emotional, social, and spiritual dimensions of well-being. The students' physical activity engagement data suggest that the considerable number of students categorized under low and moderate physical activity engagement is noteworthy. When combined, these two groups comprised a majority, indicating that most university students were not meeting optimal levels of physical activity. This trend reflects a potential gap in daily physical routines that are essential for promoting holistic health. The pattern of inactivity or minimal engagement may influence students' physical resilience, energy levels, and even academic performance, revealing a lifestyle concern within the university context.

These findings align with existing literature that has documented a similar trend of insufficient physical activity among university students. For instance, studies have shown that sedentary lifestyles are increasingly prevalent in higher education settings due to academic workloads and screen-based routines [42, 43]. Additionally, researchers have emphasized that many students do not meet the recommended levels of physical activity, which contributes to physical and psychological stress [44]. Similar results have been reported in a nationwide survey, indicating that physical inactivity remains a common issue among young adults in academic institutions [11].

In terms of students' mental well-being, mental well-being among university students was largely around a midpoint, neither thriving nor severely distressed. The limited number of students who reported high mental well-being highlights a potential lack of positive psychological experiences, such as life satisfaction, emotional stability, and a sense of purpose. Moreover, the notable proportion of students categorized as having below average to very low mental well-being reflects ongoing challenges related to stress, academic demands, and social pressures. These results align with prior studies that emphasize the mental health vulnerabilities faced by university students. Research consistently shows that the academic environment, combined with transitional life stressors, often contributes to moderate to poor mental well-being [45]. In a related study, students report elevated stress levels and limited emotional coping mechanisms, further

supporting the trend observed in this research [46]. Another investigation found that only a minority of students exhibit high psychological well-being, with the majority experiencing mental states ranging from moderate stability to poor functioning [47].

Furthermore, regarding students' emotional intelligence, emotional awareness, and control were generally strong among the students. High levels of emotional intelligence often indicate that students can handle stress, understand others' emotions, and make sound decisions in social situations. The smaller percentages of students with low to very low emotional intelligence suggest that only a few may struggle with self-awareness or emotional regulation. Overall, the emotional state of most students appeared stable and adaptive, contributing to better relationships and coping strategies. These findings are consistent with recent studies highlighting emotional intelligence as a growing strength among college students. Students with higher emotional intelligence tend to perform better academically and socially due to improved emotional regulation and empathy [48, 49]. Other scholars noted that emotional intelligence serves as a buffer against stress and helps maintain psychological well-being [50]. Additionally, a university-wide assessment revealed that emotional intelligence plays a key role in student leadership, teamwork, and resilience [51].

Furthermore, students' social interaction anxiety suggests that social anxiety is a pressing concern among students, especially since only a small number report being fully comfortable in social interactions. This anxiety may stem from a fear of negative judgment, low self-confidence, or communication difficulties. When social anxiety is present, students may avoid opportunities for collaboration or limit their involvement in activities that require interpersonal interaction. These patterns may lead to isolation, reduced academic performance, and lower emotional well-being. These results are consistent with recent studies emphasizing the prevalence of social interaction anxiety among university students. Research shows that students with high levels of social anxiety often withdraw from peer engagement and struggle with communication tasks [52]. Another study found that social interaction anxiety negatively affects academic participation and can contribute to emotional exhaustion [53]. Furthermore, it has been reported that this type of anxiety often coexists with

depression and stress among students, impacting their overall well-being [54].

Moreover, regarding students' spiritual well-being, most students were spiritually aware but not deeply anchored. Their spiritual beliefs and values were present but may not yet fully influence their sense of purpose or coping strategies in a consistent manner. The moderate rating in "Spiritual Struggles or Doubts" suggests that questions or uncertainties about faith and meaning are still common among students, which may affect how they find inner peace or make sense of life's challenges. Despite holding spiritual beliefs, students may still seek deeper personal meaning and spiritual grounding. These findings align with previous research noting that university students often report moderate levels of spiritual well-being, as they are in a developmental stage where identity and beliefs are still forming [55]. Other studies also highlight that spiritual well-being can serve as a buffer against stress and psychological distress, even when not fully developed [56]. Additionally, students with moderate spiritual well-being are more likely to experience emotional resilience and social empathy, supporting the value of spirituality in holistic health [1].

Regarding students' psychological distress, psychological distress was a critical concern among university students, with only a small portion showing signs of emotional well-being. The high percentage of students classified as likely having severe disorders suggests a pervasive strain on their mental health. This considerable prevalence may reflect the intense academic, social, and personal pressures that students face. It also highlights how mental health issues may be normalized or overlooked in university settings, affecting students' ability to fully engage and thrive in their environments.

The high incidence of psychological distress among students mirrors findings from other research emphasizing that university students are a high-risk group for mental health challenges [57]. Studies have also shown that academic stress, financial instability, and lack of social support significantly contribute to severe psychological distress during college years [58]. Additionally, research has found that the COVID-19 pandemic has intensified mental health concerns, leaving long-lasting effects on the psychological well-being of students [59].

In terms of the students' well-being index, the results underscore a dual reality; a large group of students was psychologically resilient, yet a notable proportion remained vulnerable. These disparities in well-being could be shaped by varying levels of emotional support, self-awareness, or coping strategies among students. The presence of poor and low well-being in a sizable group signals the complexity of student life, where maintaining psychological balance is often challenged by academic, social, and personal stressors. These

findings align with prior studies highlighting how university students often face fluctuating mental health states due to academic and life transitions [60]. The contrast in well-being levels also supports literature suggesting that while many students manage stress effectively, others lack the resources or strategies to maintain mental wellness [61]. Furthermore, the recognition of possible clinical depression in a portion of students is consistent with global trends in youth mental health, pointing to a broader psychological concern in higher education [62].

Regarding students' resilience, the distribution of resilience levels reflected a pattern in which the majority were gradually adapting to life's demands but had not yet reached optimal coping capacity. While some students have developed or even exceeded average resilience, the concentration at the developing level suggests that emotional regulation, adaptability, and perseverance may still be maturing among many. This also mirrors the transitional nature of university life, where individuals face ongoing identity formation and stress management challenges. Similar findings have been reported in the literature, where university students tend to show moderate resilience as they face multiple transitions in their personal and academic lives [63]. Studies further affirm that resilience in students often grows over time and is influenced by both internal traits and external support systems [64]. Additionally, early levels of resilience are frequently associated with increased vulnerability to stress, which may impact mental health and academic performance [65, 66].

Concerning students' quality of sleep, the dominance of poor sleep quality among students reflected potential disturbances in their physical, emotional, and cognitive functioning. When sleep is compromised, students may find it harder to concentrate, regulate their mood, or maintain energy throughout the day. This condition can gradually contribute to the weakening of their academic performance and overall well-being. Furthermore, inadequate sleep may be both a symptom and a driver of deeper psychological distress or irregular daily routines, which are common among university students. These results are consistent with existing research indicating that poor sleep quality is prevalent in the student population, often linked to demanding schedules and mental health concerns [67]. Another study emphasized that students with poor sleep are more likely to experience academic burnout and emotional exhaustion [68]. Moreover, insufficient sleep has also been associated with higher levels of anxiety and lower resilience among university learners [69].

Finally, regarding the interrelationship of students' multidimensional health, student health was best understood through a holistic perspective. Rather than isolating each health dimension, it is important to view them as parts of a larger, integrated system

where improvements or challenges in one area may have ripple effects across others. For example, a student who is experiencing emotional or mental challenges may also manifest signs of psychological distress, diminished sleep quality, or lower levels of resilience. This broader, interconnected view suggests that issues in one dimension (whether emotional, mental, or spiritual) can compound and affect a student's overall well-being. Therefore, addressing the health of students requires a comprehensive approach that recognizes the interconnected nature of their various well-being dimensions. Efforts to improve mental health or emotional intelligence may not only support those specific areas but also lead to improvements in other health domains, reinforcing the importance of nurturing the whole student rather than focusing on isolated aspects of their health. These findings align with existing literature that underscores the interconnected nature of emotional intelligence, mental health, and resilience. For instance, research has consistently shown that emotional intelligence is positively correlated with psychological resilience, providing individuals with the ability to cope more effectively with challenges and reducing their susceptibility to distress [70]. Additionally, spiritual well-being has been found to foster greater mental health and resilience among students, offering a sense of purpose and stability that enhances their ability to navigate stress [71]. The negative relationships between psychological distress and other health dimensions also confirm that distress tends to deplete overall well-being, interfering with emotional, mental, and physical health [72]. These findings reinforce the notion that student health should be viewed holistically, with various aspects of well-being influencing one another in significant ways.

Further support for these findings can be found in other studies examining the holistic nature of student health. Nieto Carracedo *et al.* [73] highlight the positive relationship between emotional intelligence and academic success, emphasizing the importance of emotional regulation for overall well-being. Similarly, a study by Hussain *et al.* [74] found that spiritual practices contribute to better emotional regulation and higher resilience, particularly in students facing academic stress. Moreover, Franzen *et al.* [75] suggest that students with lower levels of psychological distress exhibit stronger mental health outcomes and better overall well-being, reinforcing the idea that distress can undermine health across multiple domains. Collectively, these studies bolster the argument that student health is multidimensional and interconnected, and improvements in one area can lead to positive outcomes in others.

Student health is multifaceted, with physical activity, mental well-being, and emotional intelligence all playing critical roles in overall well-being. Policymakers and educational institutions should

prioritize holistic health programs that integrate physical, mental, and emotional support services to foster comprehensive student well-being [76]. Providing resources, such as counseling, fitness programs, and emotional intelligence workshops, can help students build resilience, reduce anxiety, and improve their academic and personal lives. Additionally, mental health awareness initiatives are crucial for addressing the high levels of psychological distress observed in this study [77].

The significant interplay between social interaction anxiety, spiritual well-being, and psychological distress underscores the need for policies that promote both emotional and spiritual health. Educational institutions should adopt inclusive mental health frameworks that not only address anxiety and distress but also emphasize the importance of spiritual growth and self-awareness [78]. Creating safe spaces for students to explore these dimensions through workshops or counseling services can help mitigate the negative effects of distress while promoting personal growth. These practices align with the growing recognition of the interconnected nature of mental, emotional, and spiritual health in student development.

The findings on sleep quality, resilience, and well-being highlight the necessity of addressing sleep deprivation as a critical component of student health policies. Sleep quality is closely linked to resilience and overall well-being; yet, many students report poor sleep patterns. Educational institutions should consider policies that promote healthier sleep habits, including adjusted class schedules or awareness campaigns on sleep hygiene [79]. Implementing such policies could significantly improve both academic performance and personal well-being, as well-rested students are better equipped to cope with academic and emotional challenges.

Finally, the interconnectedness of various health dimensions calls for a comprehensive and integrated approach to student well-being in higher education. Policymakers should create supportive environments that consider the holistic needs of students, ensuring that emotional, physical, and mental health services are available and accessible. This approach can foster resilience, reduce distress, and improve overall well-being, ultimately contributing to better academic success and personal growth for students across diverse backgrounds.

Our findings highlight the multidimensional and interconnected nature of student well-being, where physical activity, mental health, emotional intelligence, social anxiety, spiritual wellness, psychological distress, resilience, and sleep quality all influence one another. Students with higher physical and mental well-being tend to show stronger emotional intelligence and resilience, while those experiencing social anxiety and psychological distress often face challenges in their spiritual and emotional balance. Despite generally moderate levels

of well-being and resilience, poor sleep quality remains a concern that may weaken other aspects of health. These results underscore the need for a holistic approach to student health—one that considers the interplay of various well-being dimensions to effectively support students in both their academic performance and personal development.

Conclusion

Physical activity, mental health, emotional intelligence, social anxiety, spiritual wellness, psychological distress, resilience, and sleep quality all influence one another.

Acknowledgments: The researcher extends sincere gratitude to all the student participants whose time and honest responses made this study possible.

Ethical Permissions: The author strictly observed all ethical considerations in the conduct of this study. Participation was entirely voluntary, with informed consent obtained from all respondents prior to data collection. Confidentiality and anonymity were maintained throughout the research process to protect the rights and privacy of the participants.

Conflicts of Interests: The author declared no conflicts of interests.

Authors' Contribution: Tagare RJ (First Author), Introduction Writer/Methodologist/Main Researcher/Discussion Writer/Statistical Analyst (100%)

Funding/Support: This research did not receive any specific grant or financial support from funding agencies in the public, commercial, or not-for-profit sectors.

References

- 1- Jiwattanasuk N, Pannavoravat P, Sirikanchana P. The holistic well-being concepts in relation to quality of life. *ABAC ODI J Vis Action Outcome*. 2022;10(1):28-41.
- 2- Santos Silva I, Soares L, Schifferdecker-Hoch F. 7 dimensions of holistic wellbeing (7DHW): A theoretical model. *Arch Intern Med Res*. 2024;7(4):321-30.
- 3- Marques B, Freeman C, Carter L. Adapting traditional healing values and beliefs into therapeutic cultural environments for health and well-being. *Int J Environ Res Public Health*. 2021;19(1):426.
- 4- Hung ST, Cheng YC, Wu CC, Su CH. Examining physical wellness as the fundamental element for achieving holistic well-being in older persons: Review of literature and practical application in daily life. *J Multidiscip Healthc*. 2023;16:1889-904.
- 5- Pulimeno M, Piscitelli P, Colazzo S, Colao A, Miani A. School as ideal setting to promote health and wellbeing among young people. *Health Promot Perspect*. 2020;10(4):316.
- 6- Nirmalan A, Nidhi N, Sunil R, Kachhi Z. Effects of the high school to college transition on student well-being, personal growth, and resilience building. In: *Nurturing student well-being in the modern world*. Hershey: IGI Global; 2024. p. 171-94.
- 7- Oftedal S, Fenton S, Hansen V, Whatnall MC, Ashton LM, Haslam RL, et al. Changes in physical activity, diet, sleep, and mental well-being when starting university: A

qualitative exploration of Australian student experiences. *J Am Coll Health*. 2024;72(9):3715-24.

8- Hargreaves A, Shirley D. Well-being in schools: Three forces that will uplift your students in a volatile world. Alexandria: ASCD; 2021.

9- McDiarmid GW, Zhao Y. Learning for uncertainty: Teaching students how to thrive in a rapidly evolving world. London: Routledge; 2022.

10- Jaspal R. Identity resilience, relationships, and life satisfaction: Data from two cross-sectional survey studies in the United Kingdom. *Int J Adv Couns*. 2024. p. 1-28.

11- Herbert C. Enhancing mental health, well-being and active lifestyles of university students by means of physical activity and exercise research programs. *Front Public Health*. 2022;10:849093.

12- Hanifah L, Nasrulloh N, Sufyan DL. Sedentary behavior and lack of physical activity among children in Indonesia. *Children*. 2023;10(8):1283.

13- Yu Y, Yan W, Yu J, Xu Y, Wang D, Wang Y. Prevalence and associated factors of complaints on depression, anxiety, and stress in university students: An extensive population-based survey in China. *Front Psychol*. 2022;13:842378.

14- Deng Y, Cherian J, Khan NUN, Kumari K, Sial MS, Comite U, et al. Family and academic stress and their impact on students' depression level and academic performance. *Front Psychiatry*. 2022;13:869337.

15- Hyseni Duraku Z, Davis H, Hamiti E. Mental health, study skills, social support, and barriers to seeking psychological help among university students: A call for mental health support in higher education. *Front Public Health*. 2023;11:1220614.

16- Suganya V. Emotional stability: Unravelling the antecedents of university students' mental well-being. *Rev Prof Manag*. 2024;22(2).

17- Annisa RF, Nurfarhanah, Firman, Hariko R. The role of emotional regulation and self-efficacy toward students' academic resilience. *J Educ Health Community Psychol*. 2024;13(2).

18- Mohamed MG, Al-Yafeai TM, Adam S, Hossain M, Ravi RK, Mohamed Jalo F, et al. The significance of emotional intelligence in academic stress, resilience, and safe transition from high school to university: An SEM analysis among Northern Emirati university students. *Glob Transit*. 2025;7:109-17.

19- Gál Z, Kasik L, Jámbori S, Fejes JB, Nagy K. Social problem-solving, life satisfaction and well-being among high school and university students. *Int J Sch Educ Psychol*. 2022;10(1):170-80.

20- Zheng F. Fostering students' well-being: The mediating role of teacher interpersonal behavior and student-teacher relationships. *Front Psychol*. 2022;12:796728.

21- Alshammari MK, Othman MH, Mydin YO, Mohammed BA. The effect of social isolation on the mental health of international students. *Inf Sci Lett*. 2023;12(4):1235-40.

22- Hurem A, Rowan L, Grootenboer P. The link between social wellbeing, belonging, and connectedness of international students in Australian high schools. *Front Educ*. 2021;6:681956.

23- Oddone Paolucci E, Jacobsen M, Nowell L, Freeman G, Lorenzetti L, Clancy T, et al. An exploration of graduate student peer mentorship, social connectedness and well-being across four disciplines of study. *Stud Grad Postdr Educ*. 2021;12(1):73-88.

24- Reis A, Mortimer T, Rutherford E, Sperandei S, Saheb R. Students as leaders in supporting campus well-being: Peer-

- to-peer health promotion in higher education. *Health Promot J Austr.* 2022;33(1):106-16.
- 25- Deymevar M, Miri M, Tayarani Rad A, Ghasemi SA. The role of spiritual well-being and academic resilience in predicting students' psychological health. *Health Spiritual Med Ethics.* 2024;11(2):81-8. [Persian]
- 26- Pazer S. Spiritual practices and mental well-being: A quantitative study among university students. *World J Adv Res Rev.* 2024;24(1):1381-8.
- 27- Armand MA, Bionassoni F, Corrias A. Sleep, well-being and academic performance: A study in a Singapore residential college. *Front Psychol.* 2021;12:672238.
- 28- Li J, Gao T, Ye Y. How college students' social media information overload affects sleep quality: The mediating effect of social fatigue and irrational procrastination. *J Psychol Afr.* 2023;33(5):440-7.
- 29- Sánchez-Soledad J, Delgado-Merchan S, Salgado-Rodríguez E, Jaime-Pacheco D, Sierra-González S, Toro-Arevalo S. Spiritual lifestyle in children and adolescents: A perspective from the school context. *Proceedings of the 17th Annual International Conference of Education, Research and Innovation.* Seville: ICERI2024; 2024. p. 2786-94.
- 30- Thomas D, Zubkov P. Quantitative research designs. In: *Quantitative research for practical theology.* Michigan: Andrews University; 2023. p. 103-14.
- 31- Siedlecki SL. Understanding descriptive research designs and methods. *Clin Nurse Spec.* 2020;34(1):8-12.
- 32- Noor S, Tajik O, Golzar J. Simple random sampling. *Int J Educ Lang Stud.* 2022;1(2):78-82.
- 33- Craig CL, Marshall AL, Sjöström M, Bauman AE, Booth ML, Ainsworth BE, et al. International physical activity questionnaire: 12-country reliability and validity. *Med Sci Sports Exerc.* 2003;35(8):1381-95.
- 34- Tennant R, Hiller L, Fishwick R, Platt S, Joseph S, Weich S, et al. The Warwick-Edinburgh Mental Well-being Scale (WEMWBS): Development and UK validation. *Health Qual Life Outcomes.* 2007;5:63.
- 35- Davies KA, Lane AM, Devonport TJ, Scott JA. Validity and reliability of a brief emotional intelligence scale (BEIS-10). *J Individ Differ.* 2010;31(4):198-208.
- 36- Thompson JK, Van Den Berg P, Roehrig M, Guarda AS, Heinberg LJ. The sociocultural attitudes towards appearance scale-3 (SATAQ-3): Development and validation. *Int J Eat Disord.* 2004;35(3):293-304.
- 37- Gomez R, Fisher JW. Domains of spiritual well-being and development and validation of the Spiritual Well-Being Questionnaire. *Pers Individ Differ.* 2003;35(8):1975-91.
- 38- Anderson TM, Sunderland M, Andrews G, Titov N, Dear BF, Sachdev PS. The 10-item Kessler psychological distress scale (K10) as a screening instrument in older individuals. *Am J Geriatr Psychiatry.* 2013;21(7):596-606.
- 39- Sischka PE, Costa AP, Steffgen G, Schmidt AF. The WHO-5 well-being index-validation based on item response theory and the analysis of measurement invariance across 35 countries. *J Affect Disord Rep.* 2020;1:100020.
- 40- Wales NE. *Nicholson McBride resilience questionnaire (NMRQ).* Middletown: BlockSurvey; 2020.
- 41- Fabbri M, Beracci A, Martoni M, Meneo D, Tonetti L, Natale V. Measuring subjective sleep quality: A review. *Int J Environ Res Public Health.* 2021;18(3):1082.
- 42- Silva FMS. *Insufficient physical activity and time in sedentary behavior in nursing students: Predictors and effects on overweight [dissertation].* Salvador: Federal University of Bahia; 2023. [Portuguese]
- 43- Sutherland CA, Cole RL, Kynn M, Gray MA. Sedentary behaviour in Australian university students: The contribution of study-related sedentary behaviour to total sedentary behaviour. *Health Promot J Austr.* 2024;35(4):1045-52.
- 44- Liu M, Liu H, Qin Z, Tao Y, Ye W, Liu R. Effects of physical activity on depression, anxiety, and stress in college students: The chain-based mediating role of psychological resilience and coping styles. *Front Psychol.* 2024;15:1396795.
- 45- Kroshus E, Hawrilenko M, Browning A. Stress, self-compassion, and well-being during the transition to college. *Soc Sci Med.* 2021;269:113514.
- 46- Gupta D, Urs GB, Harris SB, Saseendran H, Reddy A, PR K. Exploring the pervasive issue of stress among students: A comprehensive bibliometric analysis examining trends, contributing factors and coping mechanisms in academic settings. *Econ Sci.* 2024;20(2):295-306.
- 47- Niu L, Hoyt LT, Shane J, Storch EA. Associations between subjective social status and psychological well-being among college students. *J Am Coll Health.* 2023;71(7):2044-51.
- 48- Halimi F, AlShammari I, Navarro C. Emotional intelligence and academic achievement in higher education. *J Appl Res High Educ.* 2021;13(2):485-503.
- 49- Estrada M, Monferrer D, Rodríguez A, Moliner MÁ. Does emotional intelligence influence academic performance? The role of compassion and engagement in education for sustainable development. *Sustainability.* 2021;13(4):1721.
- 50- Shuo Z, Xuyang D, Xin Z, Xuebin C, Jie H. The relationship between postgraduates' emotional intelligence and well-being: The chain mediating effect of social support and psychological resilience. *Front Psychol.* 2022;13:865025.
- 51- Yue Y, Chen S, Wang Q. The impact of innovation and entrepreneurship competition participation and its team roles on undergraduate students' leadership. *J Leadersh Educ.* 2024.
- 52- Bowker JC, White H, Etkin RG. Social withdrawal during adolescence: The role of peers. In: *The handbook of solitude: Psychological perspectives on social isolation, social withdrawal, and being alone.* Hoboken: John Wiley & Sons; 2021. p. 133-45.
- 53- Sun M, Piao M, Jia Z. The impact of alexithymia, anxiety, social pressure, and academic burnout on depression in Chinese university students: An analysis based on SEM. *BMC Psychol.* 2024;12(1):757.
- 54- Cockerham D, Lin L, Ndolo S, Schwartz M. Voices of the students: Adolescent well-being and social interactions during the emergent shift to online learning environments. *Educ Inf Technol.* 2021;26(6):7523-41.
- 55- Schnitker SA, Williams EG, Medenwaldt JM. Personality and social psychology approaches to religious and spiritual development in adolescents. *Adolesc Res Rev.* 2021;6(3):289-307.
- 56- Maier K, Konaszewski K, Skalski SB, Büssing A, Surzykiewicz J. Spiritual needs, religious coping and mental wellbeing: A cross-sectional study among migrants and refugees in Germany. *Int J Environ Res Public Health.* 2022;19(6):3415.
- 57- Muid N, Hafizul I, Amin R. The prevalence of mental health issues among the tertiary level students of Bangladesh: A qualitative study on public universities of Bangladesh. *Futur Soc Sci.* 2024;2(3):122-46.
- 58- Broton KM, Mohebbi M, Lingo MD. Basic needs insecurity and mental health: Community college students'

- dual challenges and use of social support. *Community Coll Rev.* 2022;50(4):456-82.
- 59- Gogoi M, Webb A, Pareek M, Bayliss CD, Gies L. University students' mental health and well-being during the COVID-19 pandemic: Findings from the UniCoVac qualitative study. *Int J Environ Res Public Health.* 2022;19(15):9322.
- 60- Cage E, Jones E, Ryan G, Hughes G, Spanner L. Student mental health and transitions into, through and out of university: Student and staff perspectives. *J Furth High Educ.* 2021;45(8):1076-89.
- 61- Worsley JD, Pennington A, Corcoran R. Supporting mental health and wellbeing of university and college students: A systematic review of review-level evidence of interventions. *PLoS One.* 2022;17(7):e0266725.
- 62- Scherer LA, Leshner AI, editors. *Mental health, substance use, and wellbeing in higher education: Supporting the whole student.* Washington DC: National Academies Press; 2021.
- 63- Ball I, Banerjee M, Holliman A, Tyndall I. Investigating success in the transition to university: A systematic review of personal risk and protective factors influencing academic achievement. *Educ Psychol Rev.* 2024;36(2):52.
- 64- Li W. Resilience among language learners: The roles of support, self-efficacy, and buoyancy. *Front Psychol.* 2022;13:854522.
- 65- Sancil L, Williams I, Russell M, Chondros P, Duncan AM, Tarzia L, et al. Towards a health promoting university: Descriptive findings on health, wellbeing and academic performance amongst university students in Australia. *BMC Public Health.* 2022;22(1):2430.
- 66- Myat Zaw AM, Win NZ, Thephtien B. Adolescents' academic achievement, mental health, adverse behaviors: Understanding the role of resilience and adverse childhood experiences. *Sch Psychol Int.* 2022;43(5):516-36.
- 67- Carpi M, Cianfarani C, Vestri A. Sleep quality and its associations with physical and mental health-related quality of life among university students: A cross-sectional study. *Int J Environ Res Public Health.* 2022;19(5):2874.
- 68- Allen HK, Barrall AL, Vincent KB, Arria AM. Stress and burnout among graduate students: Moderation by sleep duration and quality. *Int J Behav Med.* 2021;28(1):21-8.
- 69- Zhang D, HU XQ, Qinxue L. Stress and sleep quality among undergraduate students: Chain mediating effects of rumination and resilience. *J Psychol Sci.* 2021;44(1):90-6. [Chinese]
- 70- Abualruz H, Hayajneh F, Othman EH, Abu Sabra MA, Khalil MM, Khalifeh AH, et al. The relationship between emotional intelligence, resilience, and psychological distress among nurses in Jordan. *Arch Psychiatr Nurs.* 2024;51:108-13.
- 71- Wadhwa I. Navigating the labyrinth of emotional resilience, social competence and well-being: Insights into the vital balancing act among young adults. *Int J Interdiscip Approaches Psychol.* 2023;1(6):50-67.
- 72- Cheng R, Yang L, Kang SJ. A study on the relationship between high school students' sleep quality, physical exercise, academic stress, and subjective well-being. *BMC Psychol.* 2025;13(1):1-16.
- 73- Nieto Carracedo A, Gómez-Iñiguez C, Tamayo LA, Igartua Perosanz JJ. Emotional intelligence and academic achievement relationship: Emotional well-being, motivation, and learning strategies as mediating factors. *PSICOLOGÍA EDUCATIVA.* 2024;30(2):67-74.
- 74- Hussain S, Khan ZH, Amin R, Kanwal U. Spiritual intelligence, resilience, and mental health: A comparative study among university students with different academic degrees. *Clin Couns Psychol Rev.* 2023;5(1):17-34.
- 75- Franzen J, Jermann F, Ghisletta P, Rudaz S, Bondolfi G, Tran NT. Psychological distress and well-being among students of health disciplines: The importance of academic satisfaction. *Int J Environ Res Public Health.* 2021;18(4):2151.
- 76- Wiedermann CJ, Barbieri V, Plagg B, Marino P, Piccoliori G, Engl A. Fortifying the foundations: A comprehensive approach to enhancing mental health support in educational policies amidst crises. *Healthcare.* 2023;11(10):1423.
- 77- Kirkbride JB, Anglin DM, Colman I, Dykxhoorn J, Jones PB, Patalay P, et al. The social determinants of mental health and disorder: Evidence, prevention and recommendations. *World Psychiatry.* 2024;23(1):58-90.
- 78- Parwez S. Understanding mental health in schools. *Int J Educ Manag Stud.* 2024;14(4):521-4.
- 79- Davis J, Blunden S, BoydPratt J, Corkum P, Gebert K, Trenorden K, et al. Healthy sleep for healthy schools: A pilot study of a sleep education resource to improve adolescent sleep. *Health Promot J Austr.* 2022;33 (Suppl 1):379-89.